



Vancouver Senate

THE EIGHT REGULAR MEETING OF THE VANCOUVER SENATE
 FOR THE 2021/2022 ACADEMIC YEAR

WEDNESDAY, 20 APRIL 2022

6:00 P.M.

VIA REMOTE ATTENDANCE

1. Senate Membership – Dr Kate Ross

a. New Members:

Ex Officio Members:

Dr Gage Averill, Vice-President Academic & Provost *Pro Tempore*, to replace Dr Andrew Szeri, until replaced.

Dr Stefania Burk, Dean *Pro Tempore* of the Faculty of Arts, to replace Dr Gage Averill, until replaced.

Students Members

Terms from April 1, 2022 to March 31, 2023 and thereafter until replaced. One representative elected from each faculty, two from the Faculty of Graduate and Post-doctoral Studies, and five members at-large

Applied Science
 Laia Shpeller (continuing)

Arts
 Emmanuel Cantiller (continuing)

Commerce and Business Administration
 Melina Amirsharafi

Forestry
 Xiutong Tony Jiang (continuing)

Graduate and Postdoctoral Studies
 Jordan Hendry



Sam Kenston

Land and Food Systems

Vivian Li

Allard Law

Ryan Sissons

Medicine

Bachviet Nguyen

Pharmaceutical Sciences

Kanika Khosla (continuing)

Science

Keanna Yu (continuing)

Members at-large

Eshana Bhangu – Faculty of Arts (Continuing)

Romina Hajizadeh – Faculty of Arts

Anisha Sandhu (Continuing) – Faculty of Land and Food System

Dana Turdy – Faculty of Arts

Georgia Yee – Faculty of Science (continuing)

*NB: The Education Student Senator Position transitions in October each year.
No nominations were received in three calls for the Faculty of Dentistry*

b. Nominating Committee:

This is a call for nominations for two (2) student members of Senate to serve on the Senate Nominating Committee until 31 March 2023 and thereafter until replaced. Nominations are due by 4 pm on 30 April 2022 to christopher.eaton@ubc.ca. If more than two students are nominated, an election will be held at the May meeting of Senate in accordance with Rule 26 (f) of the *Rules and Procedures of Senate*.

c. Vice-Chair of Senate

This is a call for nominations for Vice-Chair of Senate for a term of no more than one (1) year pursuant to Section 37(1)(a) of the University Act. Any senators interested should email their intent to stand for election to christopher.eaton@ubc.ca by 12 noon on 20 April 2022. Should there be more than one candidate, an election will be held under this item after short statements of interest are heard by the Senate from each candidate (or their representative should they be unable to attend the meeting).

2. **Minutes of the Previous Meetings- Dr Santa Ono**
Meeting of 16 March 2022 (approval) (docket pages 5-26)
3. **Business Arising from the Minutes – Dr Santa Ono**
4. **Remarks from the Chair and Related Questions – Dr Santa Ono**
(information)
5. **Candidate for a Degree – Santa Ono**
The list as approved by the faculty is available for advance inspection at the Senate Office, and will also be available at the meeting.
The Chair of Senate calls for the following motion:
That the candidate for the degree as recommended by the Peter A. Allard School of Law be granted the degree for which they are recommended, effective May 2022, and that a committee comprised of the Registrar, the dean of the faculty, and the Chair of the Senate be empowered to make any necessary adjustment. (Requires 2/3rds approval)
6. **Academic Policy Committee – Dr Kin Lo**
 - a. Revised Compliance with Health Safety Requirements Regulation (approval) (docket pages 27-28)
 - b. Joint Doctoral Research Scholars Designation (approval) (docket pages 29-45)
7. **Joint Report of the Academic Policy and Research & Scholarship Committees – Drs Kin Lo and Guy Faulkner**
Motions Arising from the Russian Invasion of Ukraine (approval) (docket pages 46-48)
8. **Awards Committee – Dr Sally Thorne**
New and Revised Awards (approval) (docket pages 49-61)
9. **Curriculum Committee – Dr Claudia Krebs**
April Curriculum proposals from the faculties of Arts, and Graduate and postdoctoral Studies, (approval) (docket pages 62-135)
10. **Nominating Committee – Dr Paul Harrison**
Committee Adjustments (approval) (docket page 136)
11. **Report from the President – Santa Ono**
2022-2023 Budget Presentation – with Vice-President Peter Smailes (information) (docket pages 137-204)



- 12. Report from the Acting Provost – Prof. Moura Quayle**
Establishment of the Audain Chair in Historical Indigenous Art
from the Faculty of Arts (approval) (docket pages 205-208)
- 13. Report from the Registrar – Dr Kate Ross**
2021-2022 Student Election Results (information) (docket
pages 208-209)
- 14. Other Business**

Section 16 (b) of the *Rules and Procedures of the Vancouver Senate* states that meetings will adjourn no later than 8:30 p.m. Regrets: e-mail: facsec@mail.ubc.ca

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

VANCOUVER SENATE

MINUTES OF 16 MARCH 2022

DRAFT

Attendance

Present: J. Burnham (Vice-Chair), K. Ross (Secretary), A. Szeri, S. Parker, S. Bates, R. Kozak, J. Hare M. Aronson, M. MacDougall, J. Olson, Pindell, S. Porter, G. Averill, N. Pindell, R. Yada, S. Gopalakrishnan, K. Lo, N. Ford, J. Bulkan, M. Kuus, A. Ivanov. C. Jaeger, C. Menzies, L. Stothers, G. Faulkner, R. Boushel, J. Dierkes, A. Pratap-Singh, S. Matsui, K. Smith, J. G. Stewart, S. Forwell, H. Zerriffi, A. Scott, J. Fox, C. Krebs, V. Chitnev, C. Marshall, S. Nicolaou, S. Grayston, I. Price, S. Pelech, S. Thorne, S. Singh, F. Andrew, R. Spencer, L. Burr, A. Uzama, P. Harrison, Gilbert, G. Tsiakos, M. Higgins, J. Greenman, L. Shpeller, E. Cantiller, A. Sandhu, S. Cooper, K. Yu, D. Agosti-Moro, E. Bhangu, G. Yee. J. Burnham, K. Khosla, S. Kandola, J. Schumacher, L. Wang, L. White, D. Goyal, X. Jiang,

Regrets: S. Point, S. Ono (Chair), M. Coughtrie, D. Kelleher, R. Helsley, A. Greig, A. Fischer, J.J. Stewart, M. MacPhee, A. Collier, P. Englezos, M. Stewart, H. von Bergmann, H. Leong, A. Zhao B. Fischer, M. Tan, A. Dulay, R. Topping, C. Godwin, D. Born, S. Mehta/

Clerk: C. Eaton

Call to Order

The Vice-Chair of Senate, Senator Julia Burnham, called the seventh regular meeting of the Senate for the 2021/2022 academic year to order at 6:10 pm.

Senate Membership

Minutes of the Previous Meetings

Sue Forwell	}	<i>That the Minutes of February 2022 be adopted as corrected:</i>
Laia Shpeller		

Correction: Spelling of Elsie Achugbue

Tributes Committee

The Chair of the Senate Tributes Committee, Dr John H.V. Gilbert, OC, presented.

MEMORIAL MINUTE FOR STANLEY B. KNIGHT

Stanley Knight was born in Vancouver and attended Lord Byng High School, and then UBC where he completed a Bachelor of Physical Education degree. He went on to earn a Master of Education from the Western Washington University and a Doctor of Philosophy in Education from the University of Oregon. He taught in British Columbia, Manitoba and Australia and was head of the Research and Development division of the BC Ministry of Education for a period. He was an educator from primary to postsecondary and developed programming at many institutions internationally, including establishing the teacher education training program at the University of Southern Queensland.

In addition to serving the Senate from 1993 to 2017 as a Convocation Senator and for several terms as Vice-Chair, Dr Knight served his University as a director of the Alumni Association and on the executive of the Big Block Club. He also served our broader community as Deputy Chairperson of the Immigration and Refugee Board of Canada, President of the Multi-Lingual Orientation Service Organization for Immigrant Communities (MOSAIC), and President of the Vancouver Refugee Council.

Dr. Knight was a multi-sport athlete, playing rugby and football while at UBC. He was an enthusiastic supporter of the rugby and football teams long after graduation, regularly attending games for many decades.

To his family and friends, the Senate and the University of British Columbia offer their condolences and thanks

John Gilbert
Lawrence Burr

That Senate approve the Memorial Minute for Dr. Stanley B. Knight, that it be entered into the Minutes of Senate, and that copies be sent to the family of the deceased.

UPDATE ON REVIEW OF THE HONORARY DEGREE GRANTED TO JOHN FERGUS O'GRADY

In response to a query from Senator Menzies, Senator Gilbert advised that the sub-committee formed by the Senate Tributes Committee to review the matter was close to completing its work.

The Vice-Chair noted that this wasn't on the agenda and asked that any subsequent discussion occur under other business.

Report from the Registrar

Dr Kathleen Ross presented.

UPDATE ON UBC'S COVID-19 RAPID TESTING PROGRAM

Dr Ross advised that towards the end of February, 348 students were on hold and UBC was expecting to de-register 145 students from 485 courses for non-compliance with declaration requirements. 490 further students were not in compliance with rapid testing. With the discontinuation of the Rapid Testing program at the end of that month, the holds were removed and no students were de-registered, and no further holds were applied except for those students under Public Health Orders requiring vaccination. Dr Ross thanked the University's staff to working to implement the program and said that we would take lessons learned from this experience for the future.

Senator Marshall asked if any students were actually de-registered as a result of the program.

Dr Ross said that some students were de-registered in the fall, but not in the winter. The program was discontinued by the Board just prior to the de-registrations for the regulation put in place for 1 January.

Senator Gopalakrishnan said that it seemed inappropriate for the Senate's regulations to be abridged by the actions of others without consultation and this was not appropriate.

Dr Ross said she couldn't comment as she wasn't part of discussions at the Board or with the executive.

Senator Price expressed similar concerns and said she hoped we would learn from this for the future.

Senator Agosti-Moro asked if the Provost could comment on what decision-making process occurred to remove the Rapid Testing Program and why the Senate was only given a few hours' notice ahead of the public announcement.

The Provost advised that he was not part of any discussions at the Board and thus could shed no light on their decision making.

Senator Yee said she agreed with the concerns on both the timeline and the lack of consultation with the Senate. She said that in the future it would be important to have a clear process, especially with the Senate being a large body that is difficult to convene on short notice. It would have been appropriate to consult and move quickly and we needed a process to allow the Senate to do that.

Senator Pratap-Singh asked for clarity on what happened here.

The Clerk advised that the University has COVID-19 Campus Rules pursuant to its Health and Safety Policy. The Senate passed an academic regulation to enforce those rules. The rules were substantively changed to the extent that a vast majority of students were no longer out of compliance. There still are campus rules, but they no longer required rapid testing or declaration of vaccination status.

Candidate for Degree

Anisha Sandhu
Kanika Khosla

That the candidate for the degree as recommended by the Faculty of Commerce and Business Administration be granted the degree for which they are recommended, effective March 2022, and that a committee comprised of the Registrar, the dean of the faculty, and the Chair of the Senate be empowered to make any necessary adjustment.

Approved

Expression of thanks to student senators

Senator Szeri noted his month marked the end-of-term for almost all of our student members as they are elected for one-year terms. On behalf of the Senate and Dr Ono he thanked the student members, both departing and continuing, for their service to their University.

The Vice-Chair expressed her thanks as well, especially those students who chaired or vice-chaired Senate committees.

Report from the Board of Governors

The Vice-Chair confirmed that the following items referred to the Board of Governors by the Senate were approved as presented:

OCTOBER 2021

New Programs from the Faculty of Graduate and Postdoctoral Studies (Pharmaceutical Sciences and Medicine);

Curriculum proposals from the Faculties of Forestry and Graduate and Postdoctoral Studies (Education);

New awards and amendments to existing awards; and

Name change from the Department of Classical, Near Eastern, and Religious Studies to the Department of Ancient Mediterranean and New Eastern Studies

NOVEMBER 2021

Curriculum proposals from the Faculties of Applied Science, Arts, Forestry, Graduate and Postdoctoral Studies (Applied Science, Arts and Medicine), Land and Food Systems and Pharmaceutical Sciences.

New awards and amendments to existing awards

Academic Policy Committee

The Chair of the Senate Academic Policy Committee, Dr Kin Lo, presented.

ACADEMIC STANDINGS AND ACADEMIC ACHIEVEMENT DESIGNATIONS

Kin Lo
Christopher Marshall

That Senate approve new and revised academic standings, as presented, effective upon implementation of Workday Student; and

That Senate approve new and revised additional period honours, as presented, effective upon implementation of Workday Student.

Dr Lo set out the basis of these proposals as being necessitated by Workday Student and being a consolidation and streamlining of many standings and honours currently in use.

Senator Price asked what “in review” would be used for.

Dr Lo said that these would be standings applied at the end of sessions. In review would be for example in cases where there were missing grades.

Dr Ross said that it would be temporary and would be replaced by ongoing standings once known.

Awards Committee

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

Appendix A: Awards Report

AWARDS REPORT

Sally Thorne
Guy Faulkner

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

Approved

Curriculum Committee

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

CURRICULUM REPORT

See Appendix B: Awards Report

Claudia Krebs
Anubhav Pratap-Singh

That the revised programs, new program and new courses brought forward by the Faculties of Applied Science, Arts, Commerce and Business Administration, Education, and Graduate and Postdoctoral Studies (Arts) be approved

Approved

Other Business

By general consent, the agenda was amended to add the following item for immediate consideration:

ACADEMIC RELATIONS WITH RUSSIA

Charles Menzies
Paul Harrison

Whereas Russia has illegally occupied the sovereign state of Ukraine and in the process has targeted civilian facilities including hospitals and universities,

Be it resolved that UBC Vancouver cease, until further notice, all forms of academic relations (such as research collaborations, student exchanges, and administrative partnerships) with Russian entities, be they civilian, governmental or otherwise.

The Provost asked if academic policy committee had considered this proposal.

Senator Lo replied no as he was only aware of it yesterday.

Dean Averill said that he thanked Dr Menzies for raising the matter. He said that we were confronted with two fundamental approaches, one was to continue to engage with civil society, other was this option and withdraw. He said his instinct was to do the former. He asked the Clerk if UBC had a list of countries with which it did not consider agreements.

Senator Pratap-Singh said he was against sanctioning civilians and noted that the Russia-Ukraine war was not the only one being waged currently or recently and UBC did not take such actions in those cases. UBC has always recognized academic freedom and the value of education.

By general consent, the motion was amended as follows:

Whereas Russia has illegally occupied the sovereign state of Ukraine and in the process has targeted civilian facilities including hospitals and universities,

Be it resolved that UBC Vancouver cease, until further notice, all forms of academic relations (such as research collaborations, student exchanges, and administrative partnerships) with Russian government entities.

The Clerk asked if a public university should be considered a government entity under the amended motion. No senator indicated any objection to that interpretation.

Senator Pelech said he agreed with senators Averill and Pratap-Singh but supported the amended motion.

In response to a query from Senator Jaeger, the Senate recognized Associate Provost Murali Chandrashekar noted that UBC had 6 partnerships with Russian institutions, 2 of which were student mobility and 4 are inactive statements of cooperation. Both those mobility agreements are not planned to be active this summer regardless.

Senator Zerriffi said that he supported this motion principle but that it wasn't just a symbolic action. He said that there was an argument to be made on putting pressure on a state through a broad range of sanctions but he wanted to echo comments on UBC not taking such actions with other wars.

Senator Chitnev spoke, noting that these universities had no choice: they had to support the government or they couldn't work or study in their fields.

Senator Singh in support but said we should be consistent in how we approach these issues globally.

Senator Uzama said he agreed with senator Singh. He suggested an amendment be brought forward to make this applicable when any nation that invades another.

Senator noted that the Academic Freedom policy dates from the 1970s and south African apartheid. He said it was perhaps too extreme to apply a penalty to all public universities in Russia based on something perhaps not a majority supported.

Senator Yee said there was a need to establish a framework with how UBC navigates relationships with states that were aggressive or didn't respect human rights. We need to put pressure on the state not on individuals.

Senator Krebs said that sanctions were always unfair to individuals. Our relationships with Ukraine have also been compromised. This was symbolic but it is the only non-violent way we have to respond to these egregious actions. She noted that our research with Ukraine has stopped due to the invasion, why should we continue with Russia?

Senator Pelech said that a lot of our relationships were with individual academics. He said that we also should be mindful to not harm Russian people in our own community and that dialogue can be good to keep pressure on the Russian government. We should ensure that we don't affect civilians that have no say in the matter.

Senator Zerriffi said that he would have preferred to see a motion that supported Ukrainian universities rather than one on stopping working with Russian universities. He also said that it would have been preferable to have something more broadly applicable, not just to Ukraine.

Senator Menzies said that he appreciated all of the comments on the motion. He said that yes it would be good to be consistent across time and space. Our past actions do not always align with our current values so we cannot say that just because we have not taken action in other cases that we should not now.

Senator Thorne on affected researchers

Senator Pratap-Singh suggested that this motion would interfere with academic freedom and had unknown implications. He suggested that it needed to be referred to a committee for further study.

REFERRAL

Anubhav Pratap-Singh
Gage Averill

That the motion be referred to the Academic Policy and Research and Scholarship Committees for further consideration and any recommendations that they wish to make to Senate by April 2022.

Senator Pelech said time is of the essence: we needed to send a clear message now.

Senator Gopalakrishnan said the motion said this was an institution to institution motion rather than focusing on individuals and thus he was against referral.

Senator Yee said that given the timely nature of this motion, it was important to parse out both needing to take action now as well as our need to follow up on consistency of decision making on other conflicts.

Senator Menzies suggested that this should be decided now, not sent to a committee where it would be delayed.

Senator Faulkner agreed that we should be consistent and this should be studied by our committees for broader issues.

Motion to Refer
Approved

MOTION TO AMEND AGENDA TO ADD A MOTION REGARDING MASK MANDATES

Steven Pelech
Carol Jaeger

Whereas the BC Public Health Office has lifted the mandatory masking requirements in public spaces in BC as part of the easing of COVID-19-based restrictions,

Be it resolved that the Vancouver Senate recommended to the Board of Governors that UBC immediately ceases the mandatory masking of students, staff and faculty on its campuses, except in hospital and health care setting.

Not Approved

Adjournment

Seeing no other business, the meeting was adjourned at 8:21 pm

Appendix A: Awards Report

NEW AWARDS – ENDOWED

Swaraj K. Chattopadhyay Memorial Bursary in Medicine

Bursaries totalling \$4,000 have been made available through an endowment established by Gayatri Chattopadhyay, in memory of her husband, Swaraj K. Chattopadhyay (1933-2020), for students entering the M.D. program. Mr. Chattopadhyay was born in India. After receiving a B.Sc. in Biology from the University of Calcutta and a M.Sc. in Biology from the University of Rangoon, he moved to the United States to complete an M.S. in Biochemistry and Microbiology at the University of Cincinnati. Mr. Chattopadhyay's specialty was cancer research, and he held academic positions at Amta College in West Bengal, India, the University of Texas, and Rutgers University, where he worked as a Professor from 1974 to 2000. Mr. Chattopadhyay retired as Professor Emeritus at Rutgers. He published on cancer research extensively, and was involved in the journal *Cancer Biochemistry Biophysics* for over twenty years. This bursary was established to honour Mr. Chattopadhyay's professional career as a scientist and his contributions to cancer research. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

Ennis Award in Medicine for Breast Cancer Treatment

Awards totalling \$2,000 have been made available through an endowment established by an estate gift from Dr. Jeffrey H. Ennis (1954-2019) for outstanding medical residents who are focusing on breast cancer research or treatment. Dr. Ennis (M.D., M.S.W.) received his medical degree from and completed his psychiatry residency at McMaster University. He used insights from his own efforts to manage chronic pain from Ehler-Danlos Syndrome and an immunologic disorder that resulted in multiple surgeries to guide his psychiatry practice, which focused on the treatment of non-cancer pain. Dr. Ennis was a Clinical Assistant Professor at McMaster University, where he founded the Ennis Centre for Pain Management. In 2015, he opened a second office of the Centre in Brentwood Bay, British Columbia and in 2016 joined the UBC Department of Psychiatry as a Clinical Instructor. The awards are made on the recommendation of the Department of Surgery. (First award available for the 2021/2022 winter session).

Ennis Award in Medicine for Chronic Non-Cancer Pain

Awards totalling \$2,000 have been made available through an endowment established by an estate gift from Dr. Jeffrey H. Ennis (1954-2019) for outstanding medical residents who are focusing on the management of non-cancer pain. Dr. Ennis (M.D., M.S.W.) received his medical degree from and completed his psychiatry residency at McMaster University. He used insights from his own efforts to manage chronic pain from Ehler-Danlos Syndrome and an immunologic disorder that resulted in multiple surgeries to guide his psychiatry practice, which focused on the treatment of non-cancer pain. Dr. Ennis was a Clinical Assistant Professor at McMaster University, where he founded the Ennis Centre for Pain Management.

In 2015, he opened a second office of the Centre in Brentwood Bay, British Columbia and in 2016 joined the UBC Department of Psychiatry as a Clinical Instructor. The awards are made on the recommendation of the Department of Psychiatry. (First award available for the 2021/2022 winter session).

Leadership Award in Recreation

Awards totalling \$3,000 have been made available through an endowment established by Robert Gayton (B.Com. 1962) for students who have demonstrated leadership, sense of fair play and active community building through long-standing participation in one or more UBC Recreation programs. Preference will be given to students participating in Intramurals. Robert was a member of the UBC Rowing team and the Phi Gamma Delta fraternity, and was President of the Bachelor of Commerce Student Society in 1962. Robert enjoyed the time he spent participating in intramurals while a student, and created this award to give current UBC students extra financial support so that they have the time and opportunity to participate in extracurricular activities. The awards are made on the recommendation of UBC Recreation. (First award available for the 2021/2022 winter session).

Barrie and Diana Carol Martin Centennial Award in Commerce

Renewable entrance awards totalling \$80,000 have been made available through an endowment established by an estate gift from Barrie Martin (1932-2020), in memory of his daughter, Diana Carol Martin (1967-1974), for outstanding domestic students entering the Bachelor of Commerce program directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). Barrie was born to a working-class family in England, and did not think he would be able to obtain a university education. He moved to Vancouver, British Columbia and entered the Certified General Accountants (CGA) program at UBC in his thirties. Barrie established this award to help make post-secondary education more accessible to students with financial barriers, and to honour the memory of his daughter, Diana Carol. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2022/2023 winter session).

Rose Hinselwood McCaffrey Award in Education for Indigenous Students

Awards totalling \$40,000 have been made available through an endowment established by an estate gift from Dr. Colin McCaffrey (1927-2019), in memory of his mother, Rose Hinselwood McCaffrey, for First Nations, Inuit and Métis students in the Bachelor of Education program who have demonstrated good academic standing. Financial need may be considered. Preference will be given to students in the Indigenous Teacher Education Program

(NITEP). Born in Liverpool, England, Rose McCaffrey loved school but was forced to leave at age 12 to work in Crawfords Biscuit Factory. During World War I, Rose produced shells for the British Army and enlisted in the Royal Women's Army Corp. Rose believed in the importance of education and encouraged her children to pursue higher education, which was never available to her. Dr. McCaffrey (B.A., M.Ed. 1963, Ph.D.) credits his mother as a driving factor in attaining his Ph.D. in Education. The awards are made on the recommendation of Indigenous Teacher Education Program. (First award available for the 2021/2022 winter session).

NEW AWARDS – ANNUAL

Arbutus Search Group Centennial Indigenous Scholars Award

A \$10,000 renewable entrance award has been made available annually through a gift from Arbutus Search Group for First Nations, Inuit, or Métis undergraduate students of Canada entering university directly from secondary school or transferring from another post-secondary institution to an undergraduate program of study. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the award will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). Arbutus Search Group is a recruitment firm that was established in 2010. They offer customer-focused recruitment and search services across three different continents that aim to positively impact clients, professional placements and surrounding communities. This award was established to help make obtaining an education more accessible to students who face barriers to pursuing higher education. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2022/2023 winter session).

Angela Sio Van Choi Memorial Bursary in Electrical Engineering

Bursaries totalling \$3,000 have been made available annually by the Chui Family in memory of Angela Sio Van Choi (1962-2015) for women in third- or fourth-year of a Bachelor of Applied Science studying Electrical Engineering. Angela (B.A.Sc. 1985, M.A.Sc. 1990) was born in Macau, and moved to Vancouver, British Columbia in 1980 to pursue a degree in electrical engineering at Langara College, and later transferred to the UBC Faculty of Applied Science.

She returned to UBC to complete a M.A.Sc. in Electrical Engineering. She spent her entire career in the electrical engineering industry. This bursary was established by her family to support women pursuing a career in engineering. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

KSW Lawyers Award in Law

Awards totalling \$2,000 have been made available annually through a gift from the Partners of KSW Lawyers for second- or third-year J.D. students who have achieved good academic standing, have demonstrated leadership in their community, and are actively involved in at least one of the following: varsity sports, student groups, clubs or associations at UBC. Financial need may be considered. The Partners of KSW Lawyers established this award to recognize and uplift those who have a passion for law. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Native Northwest Award for Musqueam Students

Awards totalling \$2,000 have been made available annually through a gift from the Native Northwest Reconciliation Fund for Musqueam undergraduate and graduate students who have achieved good academic standing. Financial need may be considered. Native Northwest was founded by Larry Garfinkel (B.A. 1975, B.S.W. 1977) and Sandi Karmel (B.S.W. 1977) in 1983 and creates products and books for children that feature the work of Indigenous artists. The Native Northwest Reconciliation Fund supports justice for those who continue to be impacted by Residential Schools by funding initiatives such as community wellness, learning, and connection to culture. The awards are made on the recommendation of Enrolment Services. (First award available for the 2022/2023 winter session).

Otto and Marie Pick Award in Education

Awards totalling \$10,000 have been made available annually through a gift from the Remembering Otto & Marie Pick Charitable Foundation, for Bachelor of Education students who have achieved good academic standing and demonstrated community service, volunteerism and/or leadership skills. Financial need may be considered. Otto and Marie Pick immigrated to Canada from Czechoslovakia in 1938 prior to the beginning of World War II and the Nazi occupation of Europe. They were welcomed to Canada with an outpouring of kindness from their neighbours, and through diligence and hard work they established a home in Ontario and later a thriving seed company. This award was established to honour the perseverance Otto and Marie demonstrated as immigrants in a new country and to encourage the next generation of students pursuing a teaching career. The awards are made on the recommendation of the Faculty of Education. (First award available for the 2021/2022 winter session).

The Colin & Lois Pritchard Foundation Award

Awards totalling \$4,000 have been made available annually through a gift from The Colin & Lois Pritchard Foundation for M.D. students in the Southern Medical Program undertaking research projects affiliated with BC Cancer-Kelowna. Students must be in good academic standing to be eligible. The awards are made on the recommendation of the Southern Medical Program. (First award available for the 2021/2022 winter session).

NEW AWARDS – INTERNAL

CCDPM Clinical Research & QI Incubator Award

Awards totalling \$8,500 have been made available annually by the Centre for Chronic Disease Prevention and Management (CCDPM) for M.D. students in the Southern Medical Program and students in direct-entry undergraduate programs at the University of British Columbia, Okanagan undertaking research projects affiliated with the Centre for Chronic Disease Prevention and Management Clinical Research & QI Incubator program. M.D. students must be in good academic standing to be eligible, while direct-entry undergraduate students must have demonstrated outstanding academic achievement. The awards are made on the recommendation of the Southern Medical Program. (First award available for the 2021/2022 winter session).

Southern Medical Program Research Award

Awards totalling \$9,600 have been made available annually by the Southern Medical Program for M.D. students in the Southern Medical Program undertaking summer research projects.

Students must be in good academic standing to be eligible. The awards are made on the recommendation of the Southern Medical Program. (First award available for the 2021/2022 winter session).

UBC Dissertation Prize

Three prizes of \$1,000 each have been made available annually by the University of British Columbia for students whose doctoral dissertations are of exceptional quality and originality and make a significant contribution to the scholarly field and/or society. One prize will be offered in each of the following fields: social sciences and humanities, natural sciences and engineering, and health sciences. The prizes are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session)

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

7868 – Delta Kappa Gamma Society, Alpha Province Bursary

Rationale for Proposed Changes

As approved at the Board of Governors meeting in December, the name of the Delta Kappa Gamma Society, Alpha Province Bursary Endowment Fund has been amended to reflect that

the donor changed their name to Delta Kappa Gamma Society International, British Columbia. The award title and description have been updated to include the donor's new name.

Current Award Title: Delta Kappa Gamma Society, Alpha Province Bursary

Current Award Description

A \$850 bursary has been endowed by the Delta Kappa Gamma Society International (Alpha Province, British Columbia), an honour society of women educators. The award is intended to assist visually impaired students and preference is given to a student from British Columbia. The award is adjudicated by the Committee on Awards for Students with Disabilities.

Proposed Award Title: Delta Kappa Gamma Society **International**, **Alpha Province** **British Columbia** Bursary

Proposed Award Description

A Bursaries totalling \$850 bursary have has been endowed made available through an endowment established by the Delta Kappa Gamma Society International, British Columbia (Women Educators Society International) (Alpha Province, British Columbia), an honour society of women educators. The award is intended to assist for visually impaired students in any program or year of study. and Preference will be is given to a students from British Columbia.

The award bursaries is are adjudicated by Enrolment Services, in consultation with the Committee on Awards for Students with Disabilities Centre for Accessibility.

8220 – Emergency Assistance Bursary

Rationale for Proposed Changes

As approved at the Board of Governors meeting in December, the name of the Emergency Assistance Bursary Endowment Fund was amended to reflect that the endowment was established by Parking Services in the 1990s. 'Emergency' was also removed from the title of the bursary to ensure the bursary is not used as emergency funding.

Current Award Title: Emergency Assistance Bursary

Current Award Description

Bursaries have been endowed to assist students in any year and program.

Proposed Award Title: ~~Emergency Assistance~~ **Parking Services** Bursary

Proposed Award Description

Bursaries totalling \$48,950 have been endowed to assist students in any year and program. made available through an endowment established through fines collected by UBC Parking Services between 1989 and 1999 for undergraduate and graduate students in any program or year of study. The bursaries are adjudicated by Enrolment Services.

3326 – Harry and Marjorie Anne Slim Memorial Scholarship in Music

Rationale for Proposed Changes

As approved at the Board of Governors meeting in December, the name of the Harry and Marjorie Anne Slim Memorial Scholarship in Music Endowment Fund was amended to include

H. Colin Slim's name in the award title. Dr. Slim originally established this award in 1982 in memory of his parents, and left an estate gift to augment the endowment upon his passing in 2019. His Will stipulated that his name be added to the name of the endowment alongside his parents'.

Current Award Title: Harry and Marjorie Anne Slim Memorial Scholarship in Music

Current Award Description

Scholarships totalling \$17,750 have been made available through an endowment established by Dr. H. Colin Slim (B.A. UBC 1951, PhD Harvard 1961, Hon. Mus. Doc. McGill 1993) to honour the memory of his parents. The scholarships are awarded to outstanding third or fourth year students in the School of Music who are majoring in Music Scholarship or Performance. The awards are made on the recommendation of the School of Music.

Proposed Award Title: **H. Colin Slim,** Harry and Marjorie Anne Slim Memorial Scholarship in Music

Proposed Award Description

No change

Annual Awards

XXXX – Gordon and Nora Bailey Fellowship in Sustainable Forestry

Rationale for Proposed Changes

The description has been revised to correct the total number of years students are able to receive a renewal of the award.

Current Award Description

Fellowships totalling \$75,000, no less than \$20,000 and no greater than \$30,000 per student, have been made available annually through an estate gift from Gordon Bailey (1930-2020) and Nora Bailey (1925-2017), for graduate students in the Faculty of Forestry whose studies focus on issues related to climate change mitigation and adaptation, such as sustainable forest management practices, wildfire prevention and carbon capture. Conditional on the recipients' continued satisfactory academic progress, the fellowships may be renewed for consecutive

years to a total of three years of funding for Master's students and a total of four years of funding for doctoral students. Originally from England, Gordon (M.F. 1964, Ph.D. 1970) and his wife Nora settled in British Columbia, where Gordon pursued his graduate degrees at UBC. He worked in the British Columbia forestry sector, both in government and the private sector, throughout his working life. As a student recipient of scholarship support Gordon understood the impact of such support and left a gift in his will to support the next generation of researchers working to enhance the health and sustainability of our forests and to address climate change issues. The fellowships are made on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Proposed Award Description

Fellowships totalling \$75,000, no less than \$20,000 and no greater than \$30,000 per student, have been made available annually through an estate gift from Gordon Bailey (1930-2020) and Nora Bailey (1925-2017), for graduate students in the Faculty of Forestry whose studies focus on issues related to climate change mitigation and adaptation, such as sustainable forest management practices, wildfire prevention and carbon capture. Conditional on the recipients' continued satisfactory academic progress, the fellowships may be renewed for consecutive years to a total of ~~three~~ **two** years of funding for Master's students and a total of four years of funding for doctoral students. Originally from England, Gordon (M.F. 1964, Ph.D. 1970) and his wife Nora settled in British Columbia, where Gordon pursued his graduate degrees at UBC. He worked in the British Columbia forestry sector, both in government and the private sector, throughout his working life. As a student recipient of scholarship support Gordon understood the impact of such support and left a gift in his will to support the next generation of researchers working to enhance the health and sustainability of our forests and to address climate change issues. The fellowships are made on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

1509 – Lambda Alpha International Vancouver Prize in Real Estate

Rationale for Proposed Changes

The subject area of the award title has been changed from 'Real Estate' to 'Land Economics' to better reflect the area of study the prize supports.

Current Award Title: Lambda Alpha International Vancouver Prize in Real Estate

Current Award Description

A \$1000 prize is offered by the Vancouver Chapter of Lambda Alpha International (an honorary land economics society) to a student who excels in Urban and Real Estate Economics. The prize alternates between being given to a student in the Sauder School of

Business in even numbered years and the School of Community and Regional Planning in odd numbered years. The award is made on the recommendation of the School.

Proposed Award Title: Lambda Alpha International Vancouver Prize in Real Estate Land Economics

Proposed Award Description

A \$12,000 prize is offered by the Vancouver Chapter of Lambda Alpha International (an honorary land economics society) to a student who excels in Urban and Real Estate Economics. The prize alternates between being given to a student in the Sauder School of Business in even numbered years and the School of Community and Regional Planning in odd numbered years. The award is made on the recommendation of the Sauder School of Business School or the School of Community and Regional Planning.

6590 – Paul and Helen Trussell Scholarship in Engineering

Rationale for Proposed Changes

The geographical criteria in the description has been revised to make the adjudication of the scholarship more flexible.

Current Award Description

A scholarship of \$3,750 is offered annually from the Tri-University's Paul and Helen Trussell Science Student Endowment Fund, held at the Vancouver Foundation, to promising graduate students from the Kootenay-Boundary region in the Faculty of Applied Science, with preference that the candidates be focused on industrial research. The primary selection criteria will be academic achievement, complemented by creativity, drive, dedication to objectives, judgment and communication abilities. It is expected that these scholarships will help the students to develop the skills to meet the challenges of a growing knowledge-based economy in BC and the whole of Canada. The awards are made on the recommendation of the Faculty of Applied Science in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

A Scholarships totalling of \$3,750 is offered have been made available annually through a gift from the Tri-University's Paul and Helen Trussell Science Student Endowment Fund, held at the

Vancouver Foundation, to promising for outstanding graduate students from the Kootenay-Boundary region in the Faculty of Applied Science who are from the Kootenay-Boundary region. If no candidates from the Kootenay-Boundary region are identified, the scholarships may be given to recipients from areas located at least 50 kilometers away from any university in British Columbia, with preference that the candidates be focused on industrial research.

The primary selection criteria will be academic achievement, complemented by creativity, drive, dedication to objectives, judgment and communication abilities. It is expected that This scholarship was established will to help the students to develop the skills needed to meet the challenges of a growing knowledge-based economy in British Columbia and the whole of Canada. The awards scholarships are made on the recommendation of the Faculty of Applied Science, in consultation with the Faculty of Graduate and Postdoctoral Studies.

4459 – Paul and Helen Trussell Scholarship in Science

Rationale for Proposed Changes

The geographical criteria in the description has been revised to make the adjudication of the scholarship more flexible.

Current Award Description

A \$9,500 scholarship is offered annually from the Tri-University's Paul and Helen Trussell Science Student Endowment Fund, held at the Vancouver Foundation to a promising student from the Kootenay-Boundary region pursuing studies in Earth, Ocean or Atmospheric sciences, with preference that the candidate be focused on career in industrial research. The primary selection criteria will be academic achievement, complemented by creativity, drive, dedication to objectives, judgment and communication abilities. It is expected that this scholarship will help the student to develop the skills to meet the challenges of a growing knowledge-based economy in BC and the whole of Canada. The award is made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences and in the case of graduate students in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

A Scholarships totalling \$9,500 scholarship is offered have been made available annually through a gift from the Tri-University's Paul and Helen Trussell Science Student Endowment Fund, held at the Vancouver Foundation, for outstanding undergraduate and graduate students in the Department of Earth, Ocean and Atmospheric Sciences who are from the Kootenay-Boundary region. to a promising student from the Kootenay-Boundary region pursuing studies in Earth, Ocean or Atmospheric sciences, with preference that the candidate be focused on career in industrial research. If no candidates from the Kootenay-Boundary region are identified, the scholarships may be given to recipients from areas located at least 50 kilometers away from any

university in British Columbia. The primary selection criteria will be academic achievement, complemented by creativity, drive, dedication to objectives, judgment and communication abilities. It is expected that This scholarship was established will to help the students to develop the skills needed to meet the challenges of a growing knowledge-based economy in British Columbia and the whole of Canada. The award scholarships are is made on the

recommendation of the Department of Earth, Ocean and Atmospheric Sciences, and in the case of a graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

5689 – University Women's Club of Vancouver Aboriginal Bursary in Medicine

Rationale for Proposed Changes

The description has been revised so that Aboriginal is replaced with more updated language.

Current Award Title: University Women's Club of Vancouver Aboriginal Bursary in Medicine

Current Award Description

A \$1,500 bursary is offered by the University of Womens Club of Vancouver to Aboriginal students in the Faculty of medicines MD undergraduate program. Preference is given to female Aboriginal students in good academic standing and with demonstrated financial need. The bursary is adjudicated by Enrolment Services.

Proposed Award Title: University Women's Club of Vancouver ~~Aboriginal~~ Indigenous Bursary in Medicine

Proposed Award Description

~~A \$1,500 bursary~~ Bursaries totalling \$2,000 is offered by ~~have been made available annually through a gift from~~ The University of Women's Club of Vancouver to ~~Aboriginal students in the Faculty of medicines MD undergraduate program~~ for First Nations, Inuit or Métis M.D. students of Canada. Preference is given to female ~~Aboriginal students in good academic standing and with demonstrated financial need~~ will be given to women. The bursary is ~~bursaries are~~ adjudicated by Enrolment Services.

7704 – University Women's Club of Vancouver Bursary

Rationale for Proposed Changes

The description has been revised so that multiple bursaries totalling \$3,000 can be offered each year.

Current Award Description



The University Women's Club of Vancouver provides two bursaries of \$1500 each to aid women students in need of financial assistance.

Proposed Award Description

Bursaries totalling \$3,000 have been made available annually through a gift from The University Women's Club of Vancouver ~~provides two bursaries of \$1500 each to aid women students in need of financial assistance~~ for women in any undergraduate or graduate program or year of study. The bursaries are adjudicated by Enrolment Services.

Appendix B: Curriculum Report

FACULTY OF APPLIED SCIENCE

New courses

PLAN 231 (3) Methods of Community Engagement; **PLAN 361 (3)** Community Planning in a World of Diversity; **PLAN 452 (3)** Urban Studies Capstone II

FACULTY OF ARTS

New courses

GEOG 202 (3) Climate Emergency; **GEOG 302 (3)** Climate Justice; **GEOG 451 (3)** Urban Studies Capstone I; **INFO 301 (3)** Digital Cultural Collections; **INFO 304 (3)** Memory and Identity in the Digital Age; **JRNL 201 (3)** Introduction to News Audiences; **MDIA 100 (3)** Media Objects; **MDIA 490 (3)** Emerging Media Practitioners; **MES 301 (3-6) d** Topics in Middle East Studies; **MES 450 (3-6) d** Directed Studies Project; **URST 451 (3)** Urban Studies Capstone I

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

New courses

COMM 105 (3) Values, Ethics, and Community; **COMM 196 (3)** Business Communications I

Revised programs

Bachelor of Commerce > Business and Computer Science – Combined Major, International Business

FACULTY OF EDUCATION

New courses

KIN 453 (3) Understanding and Changing Physical Activity Behaviour; **KIN 468 (3)** Indigenous Health and Wellness

New program

Minor in Educational and Counselling Psychology and Special Education

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Arts

New course

PPGA 568 (3) Global Economic Policy



20 April 2022

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Revised Compliance with Health Safety Requirements Regulation

The Senate Academic Policy Committee reviewed proposed revisions to the *Compliance with Health Safety Requirements* regulation to reflect the discontinuation of the rapid testing program. As of 1 March 2022, the University no longer required vaccine declarations or regular rapid testing except as needed to comply with relevant Public Health Orders; however, there are still vaccine requirements in place for certain programs or courses. The revised regulation removes language that enforces the declaration and testing requirements for the general student population while retaining the authority of Faculties and Schools to mandate COVID-19 vaccinations to comply with the requirements of third parties. The regulation also retains a general enforcement procedure.

The following is recommended to Senate:

Motion: *“That Senate approve the revised Compliance with Health Safety Requirements regulation as presented.”*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

<https://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,332,0,0>

Compliance with Health Safety Requirements

~~The following academic regulation is in effect 1 January 2022.~~

In response to the pandemic caused by COVID-19, UBC Risk Management Services has created the COVID-19 Campus Rules, pursuant to the UBC Board of Governors *Health and Safety Policy*, to impede the spread of COVID-19 at UBC. The COVID-19 Campus Rules can be found here:

<https://riskmanagement.sites.olt.ubc.ca/files/2021/09/COVID19-Campus-Rules.pdf>.

All students at UBC must comply with the COVID-19 Campus Rules, ~~including but not limited to the requirements (in accordance with UBC's instructions) to:~~

- ~~• complete the UBC Declaration of COVID-19 Vaccination Status; and~~
- ~~• if not declared to be vaccinated, participate in regular rapid testing if physically attending at UBC's Point Grey campus or Okanagan campus.~~

~~Compliance with the COVID-19 Campus Rules is required for all students. For those students who are enrolled exclusively in courses that do not require any in-person attendance in class or other activities at any facilities operated by UBC, including examinations or other assessment, exceptions may be made at the discretion of the Dean of the Faculty in which the student is registered.~~

In addition to the requirements of the COVID-19 Campus Rules, some Faculties and Schools may require proof of approved COVID-19 vaccination for certain programs or courses to comply with the requirements of third parties, including but not limited to health authorities, governments, employers, and other institutions through which practica, co-operative education programs, or other experiential learning opportunities are offered. Compliance with those requirements may be required to remain registered in those programs or courses.

The Registrar shall be responsible for placing students who fail to comply with the COVID-19 Campus Rules on an academic hold that blocks access to grades, transcripts, application to new/changed programs and registration in subsequent terms/sessions. Continued or repeated non-compliance shall lead to de-registration from courses that required in-person attendance in class or other activities at any facilities operated by UBC, including examinations or other assessment, in the current term and for any subsequent terms and sessions. The Registrar shall be responsible for de-registering such students. Deans of Faculties shall be responsible for de-registering students who fail to comply with **third-party or** Faculty or School-based regulations. Prior to a student being placed on an academic hold, the Registrar must make reasonable efforts to communicate to students informing them of this regulation and how they may comply with the COVID-19 Campus Rules to have the hold either not applied or removed. Prior to de-registration, Deans must make reasonable efforts to communicate with affected students and advise them of options available to them, including possible academic accommodations [hyperlink] or academic concessions [hyperlink]. The above notwithstanding, the University may subject a student to discipline [hyperlink] or require them to Withdraw for Unsatisfactory Conduct [hyperlink] for failure to abide by any University regulation, including this regulation.

Students who believe these regulations are being improperly applied by either the Registrar or their Dean may appeal such a matter as an appeal of academic standing [hyperlink].



20 April 2022

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Joint Doctoral Research Scholars Designation

The Senate Academic Policy Committee reviewed a proposal submitted by the Faculty of Graduate and Postdoctoral Studies to establish a Joint Doctoral Research Scholars (JDRS) designation. The designation emerged from a review of the University's existing joint doctoral program as a clearer and more consistent mechanism for officially recognizing doctoral students from other institutions whose dissertation research is co-supervised by a UBC faculty member. It also improves support and streamlines processes for collaborative doctoral research.

Fees, policies, administrative procedures for enrolment, ability to register in courses, and access to student services as a JDRS align with the student's entry pathway (Visiting International Research Student, Visiting Graduate Student, Western Deans' Agreement, or Graduate Exchange Agreement). JDRS students are registered in VGRD 699, a non-credit activity, so that the transcript serves as record of the designation. Graduate and Postdoctoral Studies anticipates developing an award mechanism whereby funding may be provided by either the UBC supervisor or another source; however, as JDRS students are not registered as doctoral students at UBC, there is no obligation to provide a minimum funding package.

The designation is also available to UBC doctoral students who have a co-supervisor at another institution. UBC students are registered in VGRD 699 and receive the transcript notation.

The following is recommended to Senate:

Motion: *"That Senate approve the Joint Doctoral Research Scholars designation, and related Calendar entries, as presented."*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

Proposal to establish a *Joint Doctoral Research Scholars* pathway under “Visiting International Research Student” student classification.

For: Senate Academic Policy Committee

March 2022

**Contact: Dr. Jenny Phelps, Assistant Vice-Provost, Graduate & Postdoctoral Strategic Initiatives.
jenny.phelps@ubc.ca**

Purpose of this document

UBC is undertaking a review of its Joint PhD program (JPHD), along with other options for doctoral student mobility, with the goals of improving support and streamlining processes for collaborative doctoral student research. One consensus proposal that has emerged from the review thus far is to establish a *Joint Doctoral Research Scholars (JDRS)* designation at UBC for doctoral students that have co-supervisors of their doctoral research – one at UBC and one at another university. The future of the formal Joint PhD option is still under review, however the JDRS designation is proposed as a viable alternative in most cases. Consultation with faculty members, students, governance bodies, administrative units and leadership have informed this process (see *Appendix A*).

This document and appendices provide an overview of the proposed Joint Doctoral Research Scholars (JDRS) designation, proposed revised Academic Calendar policy statements, and a proposed new non-credit activity to indicate the designation for reporting and documentation purposes.

“Joint Doctoral Research Scholars” designation

See Appendix B – proposal for revised formal Calendar entries.

Overview. There are several ways in which doctoral students from other universities engage with UBC to advance their studies at their home institution. In addition to the formal Joint PhD program, UBC also welcomes doctoral students from other universities via the Visiting International Research Student (VIRS) classification, through formal exchange agreements (such as the Western Deans of Canada agreement and others), and as enrolled “Visiting Graduate Students” (normally for the purpose of taking courses for credit). There are many PhD students who are enrolled at other universities and have a UBC faculty member as a co-supervisor. These arrangements are often informal, and include student research visits to UBC that are entirely unrecorded. Likewise, there are many UBC PhD students who have co-supervisors at other universities.

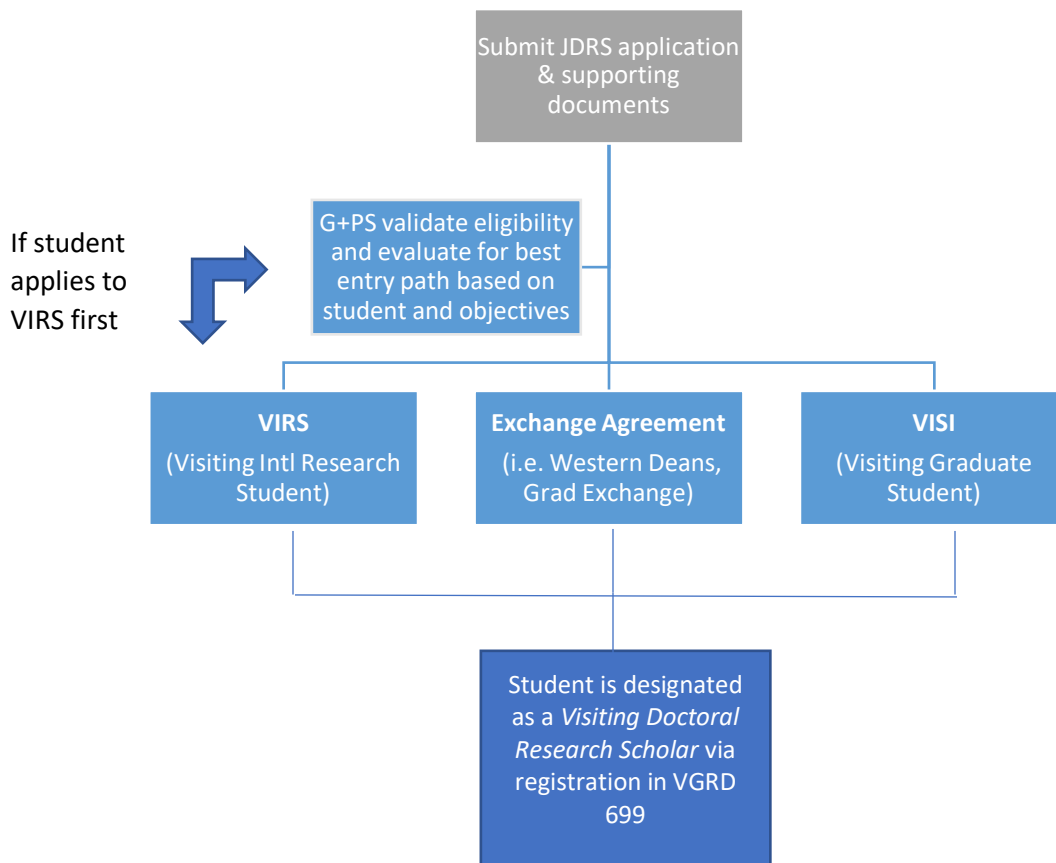
Co-supervision of doctoral students with faculty members at other universities is a significant academic activity for many UBC faculty members, and an opportunity to build research partnerships with colleagues both within Canada and internationally.

In the process of reviewing and seeking alternatives to the Joint PhD program, UBC has identified an opportunity to develop a more clear and consistent mechanism to recognize doctoral students at other universities who have a UBC faculty member serving as a formal co-supervisor of their doctoral

dissertation research. This would provide a clear UBC status for such students, better support their research visits to UBC, allow for improved reporting, and provide clearer information for promotion, tenure, and merit decisions for this important academic activity. The same mechanism can also be available to recognize UBC doctoral students who have a co-supervisor at another university.

The creation of a “Joint Doctoral Research Scholars” (JDRS) designation, accessible to students who gain enrolment status at UBC through existing VIRS or other Visiting student classifications, will provide a low-barrier entry, and substantive and appealing identity at UBC for those doctoral students who are participating in a significant research collaboration with a UBC faculty member who is serving as a formal co-supervisor of the dissertation research.

Process and criteria. Potential JDRSs from other institutions would express interest in the designation through a central intake point. Because they would be enrolled as PhD students in various institutions (e.g. international/domestic; exchange partner/non-partner) and may have differing objectives (e.g. want to take UBC courses for credit, or not; spending various periods on site at UBC), different student statuses, services and fees may be required. G+PS, in partnership with Go Global, would assess each expression of interest and determine/execute the appropriate registration pathway (if the student is not already registered). See *Appendix D* for comparison of VIRS, Exchange and VISI pathways for Joint Doctoral Research Scholars.



The criteria for being registered as a Joint Doctoral Research Scholar is that a UBC faculty member approved by Graduate and Postdoctoral Studies to supervise doctoral students has formal status at the student's home university as a co-supervisor of the dissertation research. The student must provide evidence from their home institution of this formal arrangement. JDRSs will normally be expected to have at least one research visit on-site at UBC.

See Appendix E for comparison between VIRS-JDRS, 'regular' VIRS, and Joint PhD.

Recognition. JDRSs would be provided with a formal letter from the Dean and Vice-Provost, Graduate & Postdoctoral Studies, attesting to their status as Joint Doctoral Research Scholars. A new, non-credit activity (VGRD 699 – Joint Doctoral Research Scholar) will be established so that the UBC transcript would also serve as a record of the scholar status at UBC. See *Appendix C -- VGRD 699 Joint Doctoral Research Scholar course proposal*. As is currently the case with VGRD 600, the student will be manually 'registered' into this activity by Go Global (VIRS) or G+PS (Exchange, VISI) staff.

Students and programs would be encouraged to publicly recognize participants as "doctoral research scholars", providing a robust and meaningful identity for these students. Faculty members could document their roles as supervisors of JDRSs in much the same way as they do for PhD students and/or postdoctoral fellows.

Funding. G+PS anticipates developing a "JDRS award" mechanism by which incoming JDRSs can be provided funding by their UBC supervisor or other source. Other reimbursement payments may also be made to JDRSs as allowable by UBC Finance Operations. As JDRSs are not enrolled PhD students at UBC, there is no obligation to provide them with a minimum funding package.

UBC-based JDRSs. UBC PhD students with a formal co-supervisor at another university would also be eligible to have the JDRS transcript notation and formal letter/certificate issued by the Dean and Vice-Provost, G+PS. Avenues for UBC-based PhD students for formal recognition of a collaborative doctoral research experience at a partner university would be at the discretion of the partner university and their mechanisms for accepting such students. Most universities have "visiting" categories for doctoral student researchers. Examples:

<https://graduate-school.uq.edu.au/visiting-research-students>

<https://www.sciencespo.fr/ecole-de-droit/en/content/visiting-fellowship.html>

<https://registrar.stanford.edu/staff/visiting-student-researchers>

<https://www.postgraduate.study.cam.ac.uk/courses/visiting-students>

<https://u-paris.fr/en/visiting-phd-students/>

APPENDIX A -- Consultation and feedback

The following units, groups or individuals were consulted on the current state of Joint PhDs and proposed alternatives:

Group/Office	Individuals	Feedback summary
Graduate Academic Policy committee	Drs. Laura Sly, GRAD (Chair); B. Gopaluni, APSC; Brett Easton, ARTS; J. Aleksejuniene, DENT; Teresa Dobson, EDUC; Yousry El-Kassaby, FRST; Jocelyn Stacey, LAW; Thomas Chang, PHAR; John Ries, COMM; Michael Hunt, MEDI/G+PS; Mark MacLachlan, SCIE; Susan Porter, GRAD; Erik Frieling, GSS	During discussion of potential alternatives to formal Joint PhD programs, the committee expressed support for the development of a proposal for the JDRS registration.
Office of Vice-Provost International	Dr. Natasha Nobel Ms. Cheryl Dumaresq Dr. Murali Chandrasekera Ms Taryn Cignagna Ms. Emily MacDougal Ms. Wendy Kang	The office supports developing the new JDRS designation and is willing to administer its core processes as they relate to students in their VIRS program. The office notes that if the JDRS offering leads to growth of VIRS pathway over time, additional resourcing may be required.
Joint PhD users/proponents	Faculty of Applied Science Heads + partners from Monash U Dr. Emily Cranston, FRST Dr. Anais Orsi, EOAS Dr. William Cheung, IOF	In the context of the Joint PhD review, these individuals expressed that the JPHD provides benefits that they would like to be able to continue to access to support highly strategic partnerships. There was willingness to try the JDRS approach as an alternative to the Joint PhD.
Joint PhD alumni	Alumni survey	Survey went to 20 alumni with 14 responses. Students uniformly valued the unique experience of the JPHD and felt it provided additional career capital. However, they found the admin & academic complexity extremely challenging, and the aspects they valued most (2 supervisors, 2 locations) could be accessed through JDRS.
Graduate & Postdoctoral Studies	Dr. Porter, Dr. Sly, Dr. Hunt Dr. Julian Dierkes Dr. Theresa Rogers Mr. Brendan Morey Mr. Jens Locher Ms. Emily Pitcher Ms. Robyn Starkey	G+PS expends a great deal of time fielding inquiries, negotiating and managing JPHD agreements and supporting unique student requirements. Is supportive of JDRS designation as an alternative and able to play a role in establishing a new JDRS award, communicating the offering and approving applicants as appropriate. The office notes that if the JDRS offering grows over time, additional resourcing may be required.
University Counsel	Mr. Mark Crosbie	Univ Counsel expends significant effort reviewing and negotiating Joint PhD agreements and supports the development of a lower-burden alternative if desired.
Student Housing	Ms. Janice Robinson Ms. Natalie Tole	Consulted re: eligibility of JDRS for student housing – arrangement has been made to prioritize JDRSs among visiting students for housing during Feb-Aug period.
Student Financial Services – ES	Ms. Teresa Tsang Ms. Cicy Guimond	Manages VIRS award fund and dispersal. Is neutral on the JDRS designation.
Senate Secretariat	Mr. Chris Eaton Ms. Jessica Iverson	Advised on considerations for student classifications, entry pathways, policy, fees, etc.

APPENDIX B – Proposed JDRS Calendar Change

**UBC Policy Proposal Form
Change to Calendar**

<p>Faculty: Graduate and Postdoctoral Studies + Go Global (Vice-Provost, International)</p> <p>Policy Committee Approval Date: March 2 2022</p> <p>Faculty Approval Date: March 10 2022</p> <p>Effective Session (W or S): S</p> <p>Effective Academic Year: 2022-23</p>	<p>Date: March 2 2022</p> <p>Contact Person: Dr. Jenny Phelps</p> <p>Email: jenny.phelps@ubc.ca;</p>
<p>URL:</p> <p>https://www.calendar.ubc.ca/vancouver/index.cfm?ree=12,204,341,190</p> <p><u>Homepage</u> <u>Faculties, Colleges, and Schools</u> <u>The Faculty of Graduate and Postdoctoral Studies</u> <u>Classification of Students</u> Visiting Graduate Student</p> <p>Proposed Calendar Entry:</p> <p>Visiting Graduate Student</p> <p>A visiting graduate student is one who is attending UBC to complete coursework and/or research toward the requirements of a graduate degree at another recognized university. To be eligible for admission as a visiting student to UBC, the student must be currently registered in a graduate program with good standing at the home university and, must present evidence of English proficiency, where applicable, in the form of an official TOEFL, IELTS, or MELAB score. Normally, students may hold visiting status at UBC for a maximum of 12 months. Prior approval of the home university, the UBC graduate program, and the Dean of the</p>	<p>URL:</p> <p>https://www.calendar.ubc.ca/vancouver/index.cfm?ree=12,204,341,190</p> <p><u>Homepage</u> <u>Faculties, Colleges, and Schools</u> <u>The Faculty of Graduate and Postdoctoral Studies</u> <u>Classification of Students</u> Visiting Graduate Student</p> <p>Present Calendar Entry:</p> <p>Visiting Graduate Student</p> <p>A visiting graduate student is one who is attending UBC to complete coursework and/or research toward the requirements of a graduate degree at another recognized university. To be eligible for admission as a visiting student to UBC, the student must be currently registered in a graduate program with good standing at the home university, and must present evidence of English proficiency, where applicable, in the form of an official TOEFL, IELTS, or MELAB score. Normally, students may hold visiting status at UBC for a maximum of 12 months. Prior approval of the home university, the UBC graduate program, and the Dean of the</p>

<p>Faculty of Graduate and Postdoctoral Studies is required.</p> <p>Visiting students, with the exception of those governed by the Western Deans' Agreement, Graduate Exchange Agreement, and other special agreements, pay tuition fees on a per-credit basis.</p> <p>Visiting Students under the Western Deans' Agreement</p> <p>The Western Deans' Agreement provides an automatic tuition fee waiver for visiting students from participating universities. Under the terms of this agreement, graduate students in good standing from UBC can register in any of the universities listed below without paying tuition; all other fees apply. The same is also true for students of other participating institutions who wish to attend classes or conduct research at UBC.</p> <p>The following institutions support the Western Deans' Agreement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Athabasca University <input type="checkbox"/> University of Alberta <input type="checkbox"/> Brandon University <input type="checkbox"/> British Columbia Institute of Technology <input type="checkbox"/> University of British Columbia <input type="checkbox"/> University of Calgary <input type="checkbox"/> Concordia University College of Alberta <input type="checkbox"/> University of Lethbridge <input type="checkbox"/> University of Manitoba <input type="checkbox"/> University of Northern British Columbia <input type="checkbox"/> University of Regina <input type="checkbox"/> Royal Road University <input type="checkbox"/> University of Saskatchewan <input type="checkbox"/> Simon Fraser University 	<p>Faculty of Graduate and Postdoctoral Studies is required.</p> <p>Visiting students, with the exception of those governed by the Western Deans' Agreement, Graduate Exchange Agreement, and other special agreements, pay tuition fees on a per-credit basis.</p> <p>Visiting Students under the Western Deans' Agreement</p> <p>The Western Deans' Agreement provides an automatic tuition fee waiver for visiting students from participating universities. Under the terms of this agreement, graduate students in good standing from UBC can register in any of the universities listed below without paying tuition; all other fees apply. The same is also true for students of other participating institutions who wish to attend classes or conduct research at UBC.</p> <p>The following institutions support the Western Deans' Agreement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Athabasca University <input type="checkbox"/> University of Alberta <input type="checkbox"/> Brandon University <input type="checkbox"/> British Columbia Institute of Technology <input type="checkbox"/> University of British Columbia <input type="checkbox"/> University of Calgary <input type="checkbox"/> Concordia University College of Alberta <input type="checkbox"/> University of Lethbridge <input type="checkbox"/> University of Manitoba <input type="checkbox"/> University of Northern British Columbia <input type="checkbox"/> University of Regina <input type="checkbox"/> Royal Road University <input type="checkbox"/> University of Saskatchewan <input type="checkbox"/> Simon Fraser University
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<p>□ University of Victoria</p> <p>Visiting Students under the Graduate Exchange Agreement</p> <p>The Graduate Exchange Agreement allows graduate students in good standing at UBC, McGill University, the University of Toronto, and the University of Montreal to take courses at each other's universities without having to pay tuition fees to the host institution.</p> <p>Students wishing to apply for visiting student status under either of these special agreements should consult Policies and Procedures for more information.</p> <p>Visiting International Research Student (VIRS)</p> <p>UBC is a hub for outstanding researchers from around the world and welcomes Visiting International Research Students (VIRS) to participate in our community of inquiry.</p> <p>A VIRS is an international student who is enrolled in an undergraduate, graduate, or graduate-equivalent program at another university, or is a participant in a UBC-recognized (through Go Global) "bridging" program between undergraduate and graduate studies, who visits UBC for one month or longer to conduct research only. All research conducted at UBC is subject to University policy regarding scholarly integrity. A VIRS may be required to undertake specific research ethics and/or safety training prior to conducting research at UBC.</p> <p>A VIRS must be supervised by a UBC faculty member throughout the visit, and must have the</p>	<p>□ University of Victoria</p> <p>Visiting Students under the Graduate Exchange Agreement</p> <p>The Graduate Exchange Agreement allows graduate students in good standing at UBC, McGill University, the University of Toronto, and the University of Montreal to take courses at each other's universities without having to pay tuition fees to the host institution.</p> <p>Students wishing to apply for visiting student status under either of these special agreements should consult Policies and Procedures for more information.</p> <p>Visiting International Research Student (VIRS)</p> <p>UBC is a hub for outstanding researchers from around the world and welcomes Visiting International Research Students (VIRS) to participate in our community of inquiry.</p> <p>A VIRS is an international student who is enrolled in an undergraduate, graduate, or graduate-equivalent program at another university, or is a participant in a UBC-recognized (through Go Global) "bridging" program between undergraduate and graduate studies, who visits UBC for one month or longer to conduct research only. All research conducted at UBC is subject to University policy regarding scholarly integrity. A VIRS may be required to undertake specific research ethics and/or safety training prior to conducting research at UBC.</p> <p>A VIRS must be supervised by a UBC faculty member throughout the visit, and must have the</p>
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<p>written permission of their home institution or sponsoring program to visit UBC to conduct research. The department head for the unit or laboratory with which the visitor will be affiliated has final authority to approve a VIRS visit.</p> <p>A VIRS will be registered in VURS 499 (undergraduate level), VGRD 500 (master's level), VGRD 600 (doctoral level), or VGRD 699 (Joint Doctoral Research Scholar), a non-credit activity which denotes full-time student engagement in academic research. A VIRS may be initially registered at UBC for any period from one to 12 months, not necessarily related to academic terms, but will be registered in VURS 499/VGRD 500/600/699 for all terms which overlap with their visit. A VIRS may not enrol in UBC courses, but may apply during their stay to be admitted as a Visiting Undergraduate or Graduate Student should they wish to enrol in courses.</p> <p>A VIRS pays an administrative fee and has access to the UBC Library, email services, Go Global services, and, on an urgent need basis, health/counselling services. As any new international student, VIRS will participate in the iMED health insurance program. Use of other services and facilities including but not limited to areas such as athletics and transcripts can be accessed on a fee paying basis, as available.</p>	<p>written permission of their home institution or sponsoring program to visit UBC to conduct research. The department head for the unit or laboratory with which the visitor will be affiliated has final authority to approve a VIRS visit. Students whose home institution has a formal academic student exchange agreement with UBC will be registered as exchange students unless reciprocity quotas are filled; in which case additional students may come under the VIRS designation.</p> <p>A VIRS will be registered in VURS 499 (undergraduate level), VGRD 500 (master's level), or VGRD 600 (doctoral level), a non-credit activity which denotes full-time student engagement in academic research. A VIRS may be initially registered at UBC for any period from one to 12 months, not necessarily related to academic terms, but will be registered in VURS 499/VGRD 500/600 for all terms which overlap with their visit. A VIRS may not enrol in UBC courses, but may apply during their stay to be admitted as a Visiting Undergraduate or Graduate Student should they wish to enrol in courses.</p> <p>A VIRS pays an administrative fee and has access to the UBC Library, email services, Go Global services, and, on an urgent need basis, health/counselling services. As any new international student, VIRS will participate in the iMED health insurance program. Use of other services and facilities including but not limited to areas such as athletics and transcripts can be accessed on a fee paying basis, as available.</p>
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Administrative Procedure

A completed VIRS form, with all necessary signatures, is to be submitted to the UBC Go Global office at least eight weeks prior to the planned visit. Once the visit is recorded by Go Global in the Student Information Service Centre, the prospective VIRS will receive their formal letter of invitation to UBC, suitable for applying for a study or work permit, as appropriate, and be directed to pay the relevant fees through the Student Service Centre.

A VIRS will normally come to UBC for a maximum of one year. At the end of the approved visit period, the student may request an extension for up to one year. A visit lasting more than one year will require renewal of their permissions, registration, and fees.

Joint Doctoral Research Scholars

A VIRS or Visiting Graduate Student who is registered in a doctoral program at another university, and is co-supervised by a UBC faculty member and a faculty member at another university may be designated as a <<Joint Doctoral Research Scholar—LINK to new calendar section>> at UBC through enrolment in the non-credit activity VGRD 699 – Joint Doctoral Research Scholar.

The fees, policies, administrative procedures for enrolment, ability to register in courses, and access to student services as a Joint Doctoral Research Scholar will align with the student's entry pathway – VIRS, Visiting Graduate Student, Western Deans' Agreement or Graduate Exchange Agreement. Additional

Administrative Procedure

A completed VIRS form, with all necessary signatures, is to be submitted to the UBC Go Global office at least eight weeks prior to the planned visit. Once the visit is recorded by Go Global in the Student Information Service Centre, the prospective VIRS will receive their formal letter of invitation to UBC, suitable for applying for a study or work permit, as appropriate, and be directed to pay the relevant fees through the Student Service Centre.

A VIRS will normally come to UBC for a maximum of one year. At the end of the approved visit period, the student may request an extension for up to one year. A visit lasting more than one year will require renewal of their permissions, registration, and fees.

Graduate Courses at the Affiliated Theological Colleges

A limited number of graduate courses at the [theological colleges](#) may be taken for graduate credit at UBC. For a list of such courses and their instructors, please contact the [Faculty of Graduate and Postdoctoral Studies](#).

Other Exchange Agreements

Graduate programs may have exchange agreements with similar programs at other institutions. Students should consult their Graduate Advisor or UBC's [Go Global: Student Mobility Programs](#).

<p>verification of the formal co-supervisory arrangement is required.</p> <p>Graduate Courses at the Affiliated Theological Colleges</p> <p>A limited number of graduate courses at the theological colleges may be taken for graduate credit at UBC. For a list of such courses and their instructors, please contact the Faculty of Graduate and Postdoctoral Studies. [change link to graduate.sas@ubc.ca]</p> <p>Other Exchange Agreements</p> <p>Graduate programs may have exchange agreements with similar programs at other institutions. Students should consult their Graduate Advisor or UBC's Go Global: Student Mobility Programs.</p>	
<p>URL:</p> <p>https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,0</p> <p>Homepage Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies Academic Regulations Joint Doctoral Research Scholars</p> <p>Proposed Calendar Entry:</p> <p>Joint Doctoral Research Scholars</p> <p>A UBC faculty member with doctoral student supervision privileges at UBC that has been formally recognized by another university as a co-supervisor of the doctoral research of a student registered at that university may request that the student be designated at UBC as a Joint Doctoral Research Scholar (JDRS),</p>	<p>URL:</p> <p>https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,0</p> <p>Homepage Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies Academic Regulations</p> <p>Present Calendar Entry: None</p>

and may host the student to visit UBC in order to participate in collaborative scholarly work. A JDRS will normally have at least one research visit on-site at UBC during their enrolment.

A Joint Doctoral Research Scholar must enrol at UBC as either a Visiting International Research Student (VIRS), or as a Visiting Graduate Student (includes graduate exchange programs), and will be registered in VGRD 699 (Joint Doctoral Research Scholar) for all terms which overlap with their active collaboration with their UBC co-supervisor.

An international student (requiring Canadian study permit) seeking designation as a Joint Doctoral Research Scholar will normally follow the VIRS administrative procedure for enrolment. If an international student Joint Doctoral Research Scholar wishes to take UBC courses for credit, they must enrol as a Visiting Graduate Student.

A Canadian citizen or Permanent Resident seeking designation as a Joint Doctoral Research Scholar will normally follow the Visiting Graduate Student, Western Dean's Agreement, or Graduate Exchange Agreement procedures for enrolment, as appropriate to their home institution.

The fees, policies, administrative procedures for enrolment, ability to register in courses, and access to student services as a Joint Doctoral Research Scholar will align with the student's entry pathway – VIRS, Visiting Graduate Student, Western Deans Agreement or

Graduate Exchange Agreement. Additional verification of the formal co-supervisory arrangement is required.

UBC PhD students that have a formally approved co-supervisor at a non-UBC university will also be enrolled in VGRD 699 – Joint Doctoral Research Scholar to notate this arrangement on their formal UBC academic record.

Joint Doctoral Research Scholars will be eligible to obtain a confirmation letter from Graduate & Postdoctoral Studies to validate that their doctoral thesis research was co-supervised by a UBC faculty member, and that they attended UBC as a Joint Doctoral Research Scholar as part of their doctoral studies at another university.

APPENDIX C – VGRD 699 Curriculum Proposal (to support JDRS designation) -- APPROVED by Graduate Curriculum and New Programs Committee – January 14, 2022 // PENDING APPROVAL BY THE SENATE CURRICULUM COMMITTEE (SEE NOTE BELOW)

**UBC Curriculum Proposal Form
Change to Course or Program**

Category: 1

<p>Faculty: Graduate and Postdoctoral Studies</p> <p>Curriculum Committee Approval Date: January 14, 2022</p> <p>Faculty Approval Date: March 10 2022</p> <p>Effective Session (W or S): S</p> <p>Effective Academic Year: 2022-23</p>	<p>Date: March 2 2022</p> <p>Contact Person: Dr. Jenny Phelps</p> <p>Email: jenny.phelps@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>VGRD 699 – Joint Doctoral Research Scholar</p> <p><i>On the advice of Senate and Curriculum Services, no Calendar Entry is recommended for this course, as it holds no credit value and eligible students will be registered in the course by an administrator. This follows the same approach used for other Visiting Graduate Students under the Visiting International Research Student (VIRS) classification (i.e. VGRD 500 – Visiting Masters Student; VGRD 600 – Visiting Doctoral Student). The course will be entered in the curriculum management system but suppressed in the Academic Calendar.</i></p> <p>NOTE FROM THE OFFICE OF THE SENATE: As of the 20 April 2022 meeting of the Senate, this proposal still requires approval by the Senate Curriculum Committee before being forwarded to the Senate for approval. It is included here for information purposes only.</p>	<p>Present Calendar Entry:</p> <p>none</p> <p>Type of Action: new non-credit activity represented as a course</p> <p>Rationale for Proposed Change:</p> <p>VGRD 699 will serve as a record for a unique type of Visiting Graduate Student/Visiting International Research Student (VIRS) – the Joint Doctoral Research Scholar (JDRS). JDRSs are distinguished from other visiting doctoral students by the fact that they have a formal UBC faculty co-supervisor for their doctoral research and are engaged in substantive collaborative research between UBC and their home institution, typically necessitating a visit to UBC of at least 6 months. Other doctoral level VIRS who have a more short-term or informal research visit to UBC will continue to be registered in VGRD 600.</p> <p>VGRD 699 will also be used as a UBC record for UBC PhD students who have a formal faculty co-supervisor at another institution and are engaged in substantive collaborative</p>

	<p>research between that institution and UBC, typically necessitating a visit to the other institution of at least 6 months.</p> <p>No grade or standing will be entered for the VGRD 699 non-credit activity.</p>
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APPENDIX D – Understanding the different student classifications for JDRSs

	VIRS	Exchange Agreement	Visiting
Student profile	PhD student (non-Canadian/PR) at non-Canadian university; no intention to take courses for credit	PhD student at Western Canadian university, Toronto, McGill, UMontreal; OK to take courses for credit within limits of agreement	PhD student at Canadian university that does not have graduate exchange agreement with UBC (e.g. Western, Waterloo, Dalhousie, Memorial, etc); PhD student at non-Canadian university that wants to take courses for credit
Responsible unit	Go Global	G+PS	G+PS
Fees	VIRS fee (\$415/yr) + iMed/MSP. Not eligible to take courses. No tuition fee for VGRD 699	Generally must pay UBC mandatory student fees (some exceptions) for each term when enrolled in VGRD 699 or any other course, may opt-out of some. No tuition fees for courses or VGRD 699.	If taking courses for credit: Application Fee (\$110/\$170) Pay per credit for any courses (\$441/\$1429) If VGRD 699 only – pay one credit tuition Pay mandatory student fees when enrolled in VGRD 699 or any other course, may opt out of some.
Funding	G+PS anticipates developing a “JDRS award” mechanism by which incoming JDRSs can be provided funding by their UBC supervisor or other source. Other reimbursement payments may also be made to JDRSs as allowable by UBC Finance Operations. For outgoing UBC student to partner: funding arrangements to be sorted with partner	Same as VIRS	Same as VIRS
Documentation/transcripting	UBC transcript with VGRD 699 -- <i>Joint Doctoral Research Scholar</i> + validation letter from G+PS as JDRS	UBC transcript with VGRD 699 -- <i>Joint Doctoral Research Scholar</i> + validation letter from G+PS as JDRS	UBC transcript with VGRD 699 -- <i>Joint Doctoral Research Scholar</i> + validation letter from G+PS as JDRS
Visas/permits	Study permit – may not have research or off-campus employment. May work on campus.	Managed via enrolment in home (Canadian) institution, if necessary	Study permit – may not have research or off-campus employment. May work on campus.
Access to services	Yes: Library, wi-fi, health services on urgent basis, campus housing (Feb-Aug as available) No: UPASS	Yes: all usual student resources, campus housing (Feb-Aug as available)	Yes: all usual student resources, campus housing (Feb-Aug as available)

APPENDIX E – VIRS (JDRS), VIRS (non-JDRS) and Joint PhD comparison

	VIRS - Joint Doctoral Research Scholar	VIRS (non-JDRS)	Joint PhD
Eligibility	Must have formal UBC co-supervisor of dissertation	Must have UBC faculty host for visit	Must be formally admitted to PhD program at UBC and partner, with JPHD agreement
Entry Pathway	Through VIRS process + G+PS approval of co-supervisor	VIRS process	Student applies and is admitted as usual to PhD program, negotiation of Joint PhD agreement.
Registration	VGRD 699 – Joint Doctoral Research Scholar (non-credit activity)	VGRD 600 – Visiting Doctoral Student (non-credit activity)	Registration in dissertation course of UBC PhD program
Academic Requirements	No specific – working towards PhD degree requirements at ‘home’ institution	No specific – working towards PhD degree requirements at ‘home’ institution	Must meet all PhD degree requirements at both universities
Supervision	Formal co-supervisors – one at each institution	Must have UBC supervisor for research visit period	Formal co-supervisors – one at each institution
Fees	VIRS fee (\$415/yr) + iMed/MSP	VIRS fee (\$415/yr) + iMed/MSP	If UBC is Partner – Normal partner fees throughout + UBC student fees when at UBC If UBC is Lead – Normal UBC tuition/student fees throughout + any relevant partner fees
Funding	Home university generally responsible. For incoming student to UBC: G+PS anticipates developing a “JDRS award” mechanism by which incoming JDRSs can be provided funding by their UBC supervisor or other source. Other reimbursement payments may also be made to JDRSs as allowable by UBC Finance Operations. For outgoing UBC student to partner: funding arrangements to be sorted with partner	For incoming student to UBC: Non-employment awards/stipends can be paid by UBC supervisor to student via Enrolment Services or transfer of funds to partner university	Lead university generally responsible. Status as PhD student at each university may make funding easier to obtain in each location.
Documentation/transcripting	UBC transcript with VGRD 699 -- <i>Joint Doctoral Research Scholar</i> + validation letter from G+PS as JDRS	UBC transcript with VGRD 600 – <i>Visiting Doctoral Student</i>	UBC transcript as PhD student; UBC PhD diploma
Visas/permits	Study permit – may not have research or off-campus employment. May work on campus.	Study permit – may not have research or off-campus employment. May work on campus.	Study permit – may work on or off campus.
Access to services	Yes: Library, wi-fi, health services on urgent basis, campus housing (Feb-Aug as available) No: UPASS	Yes: Library, wi-fi, health services on urgent basis, No: UPASS, Housing	All usual student resources



20 April 2022

To: Vancouver Senate

From: Senate Academic Policy and Research and Scholarship Committees

Re: Motions Arising from the Russian Invasion of Ukraine

The Senate Academic Policy and Research and Scholarship Committees met twice to discuss a motion made by Senator Menzies at the 16 March 2022 meeting of Senate. The motion that was referred to the committees for further consideration read as follows:

“Whereas Russia has illegally occupied the sovereign state of Ukraine and in the process has targeted civilian facilities including hospitals and universities,

Be it resolved that UBC Vancouver cease, until further notice, all forms of academic relations (such as research collaborations, student exchanges, and administrative partnerships) with Russian governmental entities.”

While condemnation of Russia's actions remained a consistent theme throughout the joint meetings, deliberations shifted such that support for Ukraine was brought to the fore. The Committees were guided in this respect by statements issued by the presidents of Canada's federal research granting agencies and UBC's Department of Central, Eastern & Northern European Studies.

Another area of debate centered on the University's various academic agreements with Russian governmental entities. Where the Senate has purview, the Committees resolve to not approve any academic agreements. Similarly, they direct the University to suspend existing agreements for the Vancouver Campus. And finally, the Committees call on individual faculty members to not enter into collaborations that further the interests of the Russian government and its leaders.

The third salient point to emerge from the discussions dealt with an expansion of UBC's current Scholars at Risk UBC Advisory Committee. At present, the University funds two scholars annually. Members identified a need to create and appropriately resource a broader At Risk Scholars and Students Advisory Committee and recommends as much to the Board of Governors.

The following amended motions are recommended to Senate:

**Motion 1**

Whereas Russia has illegally invaded the country of Ukraine, and in the process has targeted civilian facilities, including hospitals and universities:

Be it resolved that the Vancouver Senate:

Condemns the illegal invasion of any sovereign territory by another power and human rights violations involving civilians, in this case the invasion and civilian attacks by Russia on Ukraine and its people;

Supports all those who oppose this war and unprovoked violence, including those in Russia and Belarus who have gone to the streets at great personal risk to protest the invasion;

Shall not approve any academic agreements with Russian governmental entities until further notice;

Directs that the University suspend any current academic agreements for the Vancouver Campus with Russian governmental entities until further notice;

Calls on faculty members to not enter into any new collaborations until further notice in any areas that advance the interests of the Government of the Russian Federation or its leaders; and

Asks members of the UBC community to support and strengthen ties with UBC members of Ukrainian, Russian and Belarusian origin.

and

Motion 2

Whereas the current war waged by Russia against Ukraine is but one of many recent or on-going inter- and intra-national conflicts that are disrupting civilian lives, including by preventing citizens of many countries from pursuing education, research and other scholarly activities, and

Whereas, UBC has a stated purpose of “Pursuing excellence in research, learning and engagement to foster global citizenship and advance a sustainable and just society across British Columbia, Canada and the world”,

Be it resolved that the Vancouver Senate supports and recommends to the Board of Governors the creation and adequate resourcing of a broader ‘At Risk Scholars and Students Advisory

20 April 2022



Vancouver
THE UNIVERSITY OF BRITISH COLUMBIA

Docket Page 48 of 209
Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
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www.senate.ubc.ca

Committee' which would see the current Scholars at Risk UBC Advisory Committee expand to coordinate multiple programs aimed at educational resettlement and protection work.

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

Dr. Guy Faulkner, Chair
Senate Research and Scholarship Committee



20 April 2022

To: Vancouver Senate

From: Senate Awards Committee

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

The Senate Awards Committee has reviewed and recommends to Senate for approval the enclosed list of new and revised awards.

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

Respectfully submitted,

Dr. Sally Thorne
Chair, Senate Awards Committee

April 2022

From: Daniel Galpin, Associate Director, Awards Development

To: Senate Awards Committee, Vancouver

Re: Awards recommended for acceptance by the Senate Committee

NEW AWARDS – ENDOWED

H. Vincent Casson Scholarship in Electrical Engineering

Scholarships totalling \$2,300 have been made available through an endowment established by an estate gift from Harold Vincent Casson (1920-1989) for outstanding Bachelor of Applied Science students majoring in Electrical Engineering. Mr. Casson (B.A.Sc. 1942) was born in Victoria, British Columbia. He was a member of Sigma Phi Delta fraternity while a student at UBC. Mr. Casson joined the Royal Canadian Navy in 1942 after graduating from UBC, and served in World War II. He retired from the Navy in 1947 as a Lieutenant, and settled in Montreal, Quebec, where he worked as a director and general manager of Gallowhur Chemicals Canada Ltd. and ran an engineering consulting business. Mr. Casson was involved with the Montreal Branch of the UBC Alumni Association throughout the 1950s and 1960s, and in 1960 served as the Branch's secretary. The scholarships are made on the recommendation of the Department of Electrical and Computer Engineering. (First award available for the 2022/2023 winter session).

Wing Suen and Wan Man Chan Presidential Scholars Award

Renewable awards totalling \$12,000 have been made available through an endowment established by Andy Chan (B.A.Sc. 1977), for domestic students of academic distinction entering an undergraduate program at UBC directly from secondary school, or transferring directly from other colleges and universities in Canada or abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, community, athletics, or school. Subject to maintaining scholarship standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). Recipients will ideally receive an award of at least \$12,000 per year, totalling up to \$48,000 per student over four years. Andy Chan established this award in honour of his parents, Wing Suen Chan and Wan Man Chan. Andy wants to encourage award recipients to think of others and, when possible, give generously to help others pursue higher education at UBC. The awards are made on the recommendation of Enrolment Services. (First award available in the 2022/23 winter session).

Barry Dong Memorial Award in Law

Awards totalling \$10,200 have been made available through an endowment established by friends, family, and colleagues, along with matching funds from the Carpentry Employers Association of BC and Harris & Company LLP, in memory of Barry You Fay Dong (1954-2021), for domestic J.D. students in good academic standing, who have demonstrated an interest in labour, employment, and/or human rights law, and have demonstrated financial need. Barry (B.A. 1976, LL.B. 1979) was born in Hong Kong, and immigrated with his family to Port Alice, British Columbia in 1956. In his forty-year career, Barry was a leader in the areas of labour, employment, human rights, and administrative law. He was a partner at Harris & Company LLP, and was extensively involved as counsel in the film and construction industry, contributing to the industry's growth with his expertise. In 2018 Barry was appointed by the Minister of Labour to the Review Panel for the British Columbia *Labour Relations Code*. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

William Roy Kuzenko and Jannette Marianne Zimmerman Bursary

Bursaries totalling \$11,400 have been made available through an endowment established by an estate gift from Jannette Marianne Zimmerman (1945-2020), in memory of her husband, William "Bill" Roy Kuzenko (1944-2016), for third- and fourth-year Bachelor of Applied Science students. Bill (B.Sc. 1967, B.A.Sc. 1974) was born in Ontario, before moving to Salmon Arm, British Columbia with his family. Jannette was born in Kamloops, British Columbia to German parents and grew up in Coquitlam, British Columbia. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

Bill Maclagan Award in Law

Awards totalling \$4,000 have been made available through an endowment established by the Huscroft Family Charitable Trust in honour of William "Bill" S. Maclagan, Q.C. (LL.B. 1986) for domestic second- or third-year J.D. students in good academic standing, who have demonstrated community service, volunteerism, or leadership. Financial need may be considered. After graduation, Bill clerked at the County Court and B.C. Superior Court, and joined Russell & DuMoulin before joining Blake, Cassels & Graydon LLP, where he became Partner in 1994. Bill's dedication for law is evident and he has been recognized as a leading lawyer in Canada by a number of publications, including *Best Lawyers in Canada*, *International Tax Review's World*, *The Canadian Legal Lexpert Directory*, *The Lexpert/American Lawyer Guide to the Leading 500 Lawyers in Canada*, and *Who's Who Legal Canada 2020*. He has dedicated his spare time to community service and volunteerism, and has served as Chair of the Canadian Tax Foundation, as a Bencher of The Law Society of British Columbia, on the Board of Directors of the Washington Kids Foundation, Big Brothers, a United Way Fundraising Coordinator for Blake, Cassels & Graydon LLP, as Chair of the Vancouver Opera, and as a

Board member and Chair for the British Columbia Sports Hall of Fame and its Foundation for over 20 years. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

John and Ankie Piket Fellowship

Fellowships totalling \$16,000 have been made available through an endowment established by an estate gift from John Piket (1923-2021), in memory of his wife, Ankie Piket (1925-1989), for outstanding Master of Business Administration and Master of Science in Business Administration students who have demonstrated an interest in management science. Mr. Piket was born in Berlin, Germany. He was a survivor of the Auschwitz, Buchenwald and Theresienstadt concentration camps. His mother and younger brother perished in Auschwitz, and his father, who was working in South America during the 1940s, died before Mr. Piket was able to reunite with him. After World War II, Mr. Piket returned to Berlin, before living in France, Switzerland and the Netherlands. In France, he became a confidant of Jean Paul Sartre; in Switzerland, he received an engineering degree from École Polytechnique Fédérale de Lausanne; and in the Netherlands he met his wife, Ankie. They immigrated to Canada in 1952, and moved to West Vancouver, British Columbia in the 1970s, where they spent the rest of their lives. The fellowships are made on the recommendation of the Robert H. Lee Graduate School, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Shoppers Drug Mart Award in Pharmaceutical Sciences for Black Students

Awards totalling \$4,000 have been made available through an endowment established by Shoppers Drug Mart, along with matching funds from the Faculty of Pharmaceutical Sciences, for second-, third- and fourth-year students in the Entry-to-Practice Pharm.D. program who identify as Black, are in good academic standing, and have demonstrated leadership, volunteerism or community service. Shoppers Drug Mart was founded in 1962, and operates over 1,300 stores across Canada. Shoppers Drug Mart and its Associate Pharmacy Owners in British Columbia and the Yukon established this award to support Black students during their pharmacy education. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences. (First award available for the 2022/2023 winter session).

Melvin G. Stevens Bursary

Bursaries totalling \$48,000 have been made available through an endowment established by an estate gift from Melvin G. Stevens (1932-2019) for undergraduate and graduate students in any program or year of study. Mr. Stevens (B.A. 1956) was born in Vancouver, British Columbia. He worked as a teacher, and was a life-long resident of Vancouver's Kitsilano neighbourhood. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

NEW AWARDS – ANNUAL

Afreen Ahmed Memorial Award in Law

Awards totalling \$2,000 have been made available annually through a gift in memory of Afreen Ahmed (1959-2019) from her daughter, for second- or third-year J.D. students who are from communities that have been historically, persistently and systemically marginalized. Financial need may be considered. Afreen received a Bachelor of Arts from the University of Karachi in Pakistan, where she was a school teacher. Afreen completed several early childhood education courses after immigrating to Canada and became a child caregiver. She raised and enriched the lives of many children through her work for over twenty years. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

George and Iris Brown Humanitarian Award in Law

Awards totalling \$4,350 have been made available annually through a gift from George A. Brown (1929-2014) and Iris Brown (B.Sc. 1958, B.Ed., M.Ed.) for students entering the J.D. program who have demonstrated an interest in human rights or Indigenous rights, have a history of community service and/or volunteerism and have demonstrated financial need. George (B.A. 1959, M.P.P.A, M.A., M.S.W.) was born in Jamaica, and came to Canada to pursue a bachelor's degree from UBC. Later he pursued three master's degrees from other Canadian universities, in economics, public administration, and social work. His passion for lifelong learning enabled him to further his commitment to equal opportunity and human rights while devoting his life to helping others. He worked at the Ontario Human Rights Commission for over fifteen years, where he won the first sex-discrimination cases in Ontario and established the right for girls to play on boys' sports teams. Iris graduated from UBC in 1958 with a degree in chemistry, where she was one of a few women in her class. In her thirty-eight-year career in education, she taught mathematics, chemistry and physics in Jamaica, British Columbia and Ontario. This award was established to recognize and support students who are concerned about human welfare. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

George and Iris Brown Scholarship in Medicine

Scholarships totalling \$4,350 have been made available annually through a gift from George A. Brown (1929-2014) and Iris Brown (B.Sc. 1958, B.Ed., M.Ed.) for outstanding M.D. students who are from communities that have been historically, persistently and systemically marginalized. George (B.A. 1959, M.P.P.A, M.A., M.S.W.) was born in Jamaica, and came to Canada to pursue a bachelor's degree from UBC. Later he pursued three master's degrees from other Canadian universities, in economics, public administration, and social work. His passion for lifelong learning enabled him to further his commitment to equal opportunity and human

rights while devoting his life to helping others. He worked at the Ontario Human Rights Commission for over fifteen years, where he won the first sex-discrimination cases in Ontario and established the right for girls to play on boys' sports teams. Iris graduated from UBC in 1958 with a degree in chemistry, where she was one of a few women in her class. In her thirty-eight-year career in education, she taught mathematics, chemistry and physics in Jamaica, British Columbia and Ontario. This scholarship was established to help academically qualified students achieve their potential, despite various barriers they may have faced earlier in their lives. The scholarships are made on the recommendation of the Faculty of Medicine. (First award available for the 2022/2023 winter session).

George and Iris Brown Bursary in STEM

Bursaries totalling \$4,350 have been made available annually through a gift from George A. Brown (1929-2014) and Iris Brown (B.Sc. 1958, B.Ed., M.Ed.) for women who are undergraduate students enrolled in a STEM program. Preference will be given to students who attended high school in Cranbrook, British Columbia. George (B.A. 1959, M.P.P.A, M.A., M.S.W.) was born in Jamaica, and came to Canada to pursue a bachelor's degree from UBC. Later he pursued three master's degrees from other Canadian universities, in economics, public administration, and social work. His passion for lifelong learning enabled him to further his commitment to equal opportunity and human rights while devoting his life to helping others. He worked at the Ontario Human Rights Commission for over fifteen years, where he won the first sex-discrimination cases in Ontario and established the right for girls to play on boys' sports teams. Iris graduated from UBC in 1958 with a degree in chemistry, where she was one of a few women in her class. In her thirty-eight-year career in education, she taught mathematics, chemistry and physics in Jamaica, British Columbia and Ontario. This bursary was established to encourage women to follow their dreams to explore academic fields that women face barriers to entering. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

Edwards, Kenny & Bray Award in Law for IBPOC Students

Awards totalling \$2,000 have been made available annually through a gift from Edwards, Kenny & Bray LLP for First Nations, Inuit, or Métis students of Canada, and/or domestic students who identify as Black or a Person of Colour enrolled in first-year of the J.D. program. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Faculty of Applied Science Leadership Award in Equity and Inclusion

A \$2,000 award has been made available annually through a gift from Dr. Katherina Tarnai-Lokhorst (B.A.Sc., M.B.A., D.Soc.Sci., P.Eng.) for undergraduate and graduate students studying engineering who demonstrate leadership in advancing equity and inclusion. Dr. Tarnai-Lokhorst has advocated for equity, diversity and inclusion in her work as an engineering project

manager, adjunct professor, and Board member and past President of Engineers and Geoscientists British Columbia. She is a Fellow of Engineers Canada, and was made an honorary Fellow of Geoscience Canada in recognition of her decades of work as an advocate for inclusion and belonging in engineering. The awards are made on the recommendation of the Faculty of Applied Science, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Leonard Marchand Sr. Entrance Award in Law for Indigenous Students

Awards totaling \$2,000 have been made available annually through a gift from Peter Henein (B.A., LL.B.) and Sue Henein, in honour of Leonard Marchand Sr. (1933-2016), for First Nations, Inuit, or Métis students of Canada entering the J.D. program, who demonstrate community involvement. Leonard (B.Sc. 1959, M.Sc., Ph.D., PC, CM, OBC) was a member of the Okanagan Indian Band and was the first Status Indian to be elected as a Member of Parliament in 1968. He advocated for justice, reconciliation, and stronger roles for Indigenous Peoples in Canadian politics. He was subsequently re-elected twice, and served as a member of Cabinet and as a Senator, before his retirement in 1998. Leonard became a member of the Queen's Privy Council in 1976, was made a Member of the Order of Canada in 1999, and was awarded the Order of British Columbia in 2014. He received an honorary doctorate from Thompson Rivers University, as well as Queen Elizabeth II Silver, Golden and Diamond Jubilee Medals. This award was established to encourage and provide support for Indigenous students pursuing a career in law. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Tony Melone Memorial Scholarship in Civil Engineering

Scholarships totalling \$2,000 have been made available annually through gifts from BGC Engineering Inc., colleagues, friends and family in memory of Tony Melone (1950-2020), for outstanding third- or fourth-year Bachelor of Applied Science students studying Civil Engineering. Preference will be given to students who demonstrate an interest in water resources engineering. Tony (B.Sc., M.Sc., Ph.D. 1986) grew up Chicago, Illinois in an Italian family. He completed his Bachelor of Science in Engineering Mechanics at the University of Illinois, where he was a proud member of the Illinois Evans Scholars Class of 1973. He earned a Master of Science in Civil Engineering at Colorado State University in 1974 and a Ph.D. in Civil Engineering at UBC in 1986. Tony was based in the Pacific Northwest throughout his career as an engineering consultant, and lived in the Lower Mainland from 1975 to 1987 before relocating to Seattle, Washington. He was known for his expertise in hydrology, river engineering and watershed management. The scholarships are made on the recommendation of the Department of Civil Engineering. (First award available for the 2022/2023 winter session).

Rogers Communications Award in Film Production

Awards totalling \$3,000 have been made available annually through the Rogers Multicultural Film Endowment Fund for domestic Bachelor of Fine Arts in Film Production students who are First Nations, Inuit, or Métis, or who identify as Black, entering the program directly from secondary school or transferring from another post-secondary institution. Students will be academically qualified, and demonstrated artistic and creative interests. Subject to continued good academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). The awards are made on the recommendation of the Department of Theatre and Film. (First award available for the 2022/2023 winter session).

School of Nursing Award for Indigenous Students

Awards totalling \$4,000 have been made available annually through a gift from an anonymous donor for undergraduate or graduate First Nations, Inuit or Métis students of Canada in the School of Nursing. The awards are made on the recommendation of the School of Nursing, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Western Grains Research Foundation Scholarship in Land and Food Systems

Scholarships totalling \$15,000 have been made available annually through a gift from Western Grains Research Foundation (WGRF) for outstanding graduate students in the Faculty of Land and Food Systems whose research focuses on field crops including barley, canola, lentil, pea, wheat, canary seed, chickpea, corn, fava bean, flax, mustard, oats, soybean, sunflower, or winter cereals. WGRF is a farmer-funded non-profit organization that was founded in 1981. WGRF supports field crop research in variety development and crop production based on the direction of and input from farmers. WGRF strives to grow research capacity in grains and to increase the number of professionals in western Canadian crop production. The scholarships are made on the recommendation of the Faculty of Land and Food Systems, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

UBC Undergraduate Prize in Library Research

Prizes totalling \$8,000 have been made available annually through gifts from donors to the UBC Library, for undergraduate students on the UBC Vancouver and UBC Okanagan campuses who have demonstrated significant inquiry using the Library, its resources, and collections, as well as significant ability to capture in writing and reflect learning about the use of the Library's resources and the research and information gathering process. First place recipients will receive prizes totalling \$2,000, while second place recipients will receive prizes totalling \$1,000. This prize was established to highlight the critical role the Library plays in student academic success at UBC. The prizes are made on the recommendation of the Library Prize Adjudication Committee. (First award available for the 2022/2023 winter session).

NEW AWARDS – INTERNAL

Faculty of Medicine Award in Multidisciplinary Research

Awards totalling \$320,000 have been made available annually by the Faculty of Medicine for students in the M.D. and direct-entry undergraduate programs at the University of British Columbia, Vancouver and University of British Columbia, Okanagan campuses who are undertaking a multidisciplinary or interdisciplinary summer research project. Recipients who are M.D. students will typically receive awards valued at \$3,200 each, while students in direct-entry undergraduate programs will typically receive awards of at least \$8,400 each. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2021/2022 winter session).

Graduate Award in Engineering for Indigenous and Black Students

Awards totalling \$40,000 have been made available annually by the Dean's Office, Faculty of Applied Science, for domestic graduate students studying engineering who are First Nations, Inuit or Métis, or who identify as Black. Candidates must demonstrate community involvement and/or mentorships with industrial partners and/or academic colleagues. The awards are made on the recommendation of the Faculty of Applied Science, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Postsecondary Studies in French as a Second Language Program Award

Awards totalling \$108,000, valued at \$3,000 each, have been made available annually by the Association des collèges et universités de la francophonie canadienne (ACUFC) for domestic first-year Bachelor of Arts and Bachelor of Education students whose course load is 50% in or related to French. This award is part of the Postsecondary Studies in French as Second Language Program established by the Government of Canada and the ACUFC to support bilingualism. The awards are made on the recommendation of the Department of French, Hispanics and Italian Studies. (First award available for the 2021/2022 winter session).

Martha Salcudean Prize in Mechanical Engineering

Prizes totalling \$1,000 have been made available annually by the Department of Mechanical Engineering, in memory of Professor Martha Salcudean (FRSC, OC, OBC) (1934-2019) for outstanding Ph.D. students in the Department of Mechanical Engineering who have written a strong doctoral dissertation. Professor Salcudean was born in Romania, and was a survivor of the Bergen-Belsen concentration camp. She emigrated from communist Romania to Canada in 1975, and was a professor at the University of Ottawa before arriving at UBC. Professor Salcudean served as Head of the UBC Department of Mechanical Engineering from 1985 to 1993, and was integral to the growth of the department. She was an internationally distinguished researcher recognized for her contributions to metallurgy and pulp and paper processes. The prizes are

made on the recommendation of the Department of Mechanical Engineering. (First award available for the 2021/2022 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Annual Awards

1814 – Rashida Ali Award in Dentistry

Rationale for Proposed Changes

The description has been updated to increase the yearly award value and to clarify that students in the M.Sc. and Ph.D. in Craniofacial Science and Diploma in Orthodontics programs are eligible for the award.

Current Award Description

A \$1,000 award is offered by Dr. Asef Karim (B.Sc. 1993, D.M.D. 1999) in honour of his aunt, Ms. Rashida Ali, to a graduating student in the combined MSc in Craniofacial Science and Diploma in Orthodontics program who demonstrates leadership and professionalism in the Faculty of Dentistry. The award is made on the recommendation of the Faculty of Dentistry in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

A \$1,000 award is offered by Awards totalling \$2,000 have made available annually through a gift from Dr. Asef Karim (B.Sc. 1993, D.M.D. 1999) in honour of his aunt, Ms. Rashida Ali, to a for graduating students in the combined M.Sc. or Ph.D. in Craniofacial Science and Diploma in Orthodontics program who demonstrates leadership and professionalism in the Faculty of Dentistry. The awards is are made on the recommendation of the Faculty of Dentistry, in consultation with the Faculty of Graduate and Postdoctoral Studies.

1394 – Dream Catcher Scholarship in Theater

Rationale for Proposed Changes

The title of the scholarship has been revised to remove ‘Dream Catcher’.

Current Award Title: Dream Catcher Scholarship in Theater

Current Award Description

A \$1,500 scholarship is offered by UBC alumna and theatre enthusiast Bonnie Mah (BCom'87) to inspire Theatre students to pursue their dreams. This award is given to an outstanding student enrolled in the Bachelor of Fine Arts in Acting or Design and Production, or the Master of Fine Arts in Directing or Design and Production. Financial need will be taken into consideration. The award is made on the recommendation of the Faculty of Art's Department of Theatre and Film and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies.

Proposed Award Title: ~~Dream-Catcher~~ **Follow Your Dreams** Scholarship in Theater **Theatre**
Proposed Award Description

A \$1,500 scholarship ~~is offered~~ **has been made available annually** by ~~UBC alumna and theatre enthusiast Bonnie Mah (B.Com. 19'87)~~ to inspire Theatre students to pursue their dreams. This award is given to an **for an** outstanding student enrolled in the Bachelor of Fine Arts in Acting or Design and Production, or the Master of Fine Arts in Directing or Design and Production. Financial need will be taken into consideration. **Bonnie is a UBC alumna and theatre enthusiast and created this scholarship to inspire theatre students to pursue their dreams.** The **award scholarship** is made on the recommendation of the ~~Faculty of Art's~~ Department of Theatre and Film and, in the case of a graduate student, in consultation with the Faculty of Graduate Studies.

5925 – Kyla Lee Indigenous Law Students Award

Rationale for Proposed Changes

The description has been updated to so that all Indigenous students in the Peter A. Allard School of Law are eligible for the award.

Current Award Description

Awards totalling \$3,300 are offered annually by Kyla Lee (J.D. 2011) to students in any year of Indigenous Legal Studies at the Peter A. Allard School of Law who maintain good academic standing. Preference will be given to First Nations, Inuit, or Metis students of Canada who are sole-supporting and who do not receive Band funding. Financial need may be considered. The awards are made on the recommendation of the Peter A. Allard School of Law.

Proposed Award Description

Awards totalling \$3,300 are offered annually by Kyla Lee (J.D. 2011) to **for Indigenous students in any year of studies** ~~students in any year of Indigenous Legal Studies~~ at the Peter A. Allard School of Law who maintain good academic standing. Preference will be given to First Nations, Inuit, or **M**etis students of Canada who are sole-supporting and who do not receive Band funding. Financial need may be considered. The awards are made on the recommendation of the Peter A. Allard School of Law.

8739 – Ken James Memorial Bursary

Rationale for Proposed Changes

Lewis James established the Ken James Memorial Bursary in memory of his father in February 2020. The bursary was originally established as an annual award. Lewis passed away in July of 2021, and his wife Teresa wishes to add Lewis's name to the bursary's title, and to move the fund from annual to endowed. The description and title have been updated to include Lewis, and to recognize him alongside his father, as well as to reflect that the bursary is now funded by an endowment.

Current Award Title: Ken James Memorial Bursary

Current Award Description

Bursaries totalling \$5,500 have been made available annually through a gift from Lewis James (B.Sc. 1970, M.S.) in memory of his father, Ken James (1917–1993), for undergraduate students who are permanent residents of Canada. Ken was born in Lismore, New South Wales, Australia. He graduated from New England University College in Armidale, New South Wales in 1941 before immigrating to British Columbia. He was an accomplished musician who played the guitar, clarinet and recorder. This bursary was established to help make Canadian higher education more accessible to permanent residents and to encourage them to successfully earn their degrees. The bursaries are adjudicated by Enrolment Services.

Proposed Award Title: Ken and Lewis James Memorial Bursary

Proposed Award Description

Bursaries totalling \$5,500,000 have been made available annually through a gift from an endowment established by Teresa James (B.A. 1973, M.L.S. 1975) in memory of her husband Lewis James (B.Sc. 1970, M.S. 1949-2021) in memory of and his father, Ken James (1917-1993), for undergraduate students who are permanent residents of Canada. Ken was born in Lismore, New South Wales, Australia. He trained as a teacher and graduated from New England University College in Armidale, New South Wales in 1941 before immigrating to British Columbia. Ken could not afford to obtain his qualifications as a teacher in British Columbia while supporting his young family, so instead he worked office jobs. He was a skilled woodworker, and an accomplished musician who played the guitar, clarinet and recorder. Lewis (B.Sc. 1970, M.S.) grew up in Vancouver, British Columbia and graduated with a degree in mathematics from UBC, where he met his wife, Teresa. He completed his master's degree in computer science at the University of Toronto and pursued a career as a systems analyst. Lewis reflected on his father's experience immigrating to British Columbia, and the challenges he faced reestablishing his career without Canadian qualifications, and decided to dedicate his time to

helping new immigrants. He taught English and helped many recent immigrants re-imagine their professional careers in Canada. This bursary was established to help make Canadian higher education more accessible to permanent residents. The bursaries are adjudicated by Enrolment Services.



20 April 2022

To: Vancouver Senate
From: Senate Curriculum Committee
Re: April Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the revised programs and new courses brought forward by the Faculties of Arts and Graduate and Postdoctoral Studies (Arts, Education, and Land and Food Systems) be approved.”*

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee



FACULTY OF ARTS

New courses

AMNE 200 (3) Approaching the Ancient Mediterranean & Near East; **AMNE 300 (3)** Uses and Abuses of Antiquity; **AMNE 320 (3-6) d** Topics in Ancient Mediterranean and Near Eastern History and Culture; **AMNE 340 (3-6) d** Topics in Ancient Mediterranean and Near Eastern Literature and Ideas; **AMNE 360 (3-6) d** Topics in Ancient Mediterranean and Near Eastern Religion; **AMNE 370 (3-6) d** Topics in Ancient Mediterranean and Near Eastern Archaeology; **GEOG 402 (3)** Climate Studies and Action Capstone; **HIST 279 (3)** Steppe Empires in World History; **HIST 397 (3)** Environmental History of the Modern World; **JRNL 440 (3)** Imagine Journalism Studio; **POLI 395 (3)** Political Science in Practice

Revised programs

Bachelor of Arts Breadth Requirements; Major in Ancient Mediterranean and Near Eastern Studies; Honours in Ancient Mediterranean and Near Eastern Studies; Minor in Ancient Mediterranean and Near Eastern Studies

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Arts

New courses

JRNL 540 (3) Imagine Journalism Studio

Education

New courses

EDST 534 (3) Theory and Practice of Transformative Learning and Education; **EDST 558 (3)** Antiracism Education

Land and Food Systems

New course

FRE 531 (1.5) Global Food and Resource Governance; **FRE 601 (3)** Advanced Microeconomic Theory for Food and Resource Economics; **FRE 602 (3)** Advanced Econometrics for Food and Resource Economics; **LWS 525 (3)** Global Issues in Land and Water Systems



Undergraduate Proposals – Faculty-Level

ARDO – Faculty of Arts, Office of the Dean

Update to Breadth Requirements; Add new BA Degree Requirements page to Calendar for students entering 2024/25 or later

<p>Category: 1 Faculty: Arts Department: Arts, Office of the Dean Faculty Approval Date: Jan. 20, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: November 30, 2021 Contact Person: Stefania Burk Phone: Email: stefania.burk@ubc.ca</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts Degree Requirements</p> <p>Proposed Calendar Entry:</p> <p>Degree Requirements for students who enter the program in 2024/25 or later</p> <p>All students in the Bachelor of Arts degree program must complete the following five requirements¹:</p> <ol style="list-style-type: none"> 1. Writing and Research Requirement 2. Ways of Knowing Breadth Requirement 3. Outside Requirement 4. Upper-level Requirement 5. Arts Credit Minimum Requirement <p>¹See also Credit Requirements and Regulations.</p> <p>1. Writing and Research Requirement</p> <p>The Writing and Research requirement has two components:</p> <p>Writing Component</p> <p>In order to begin to engage with the scholarly community at UBC and beyond, students must successfully complete 3 credits of instruction on research and writing in the disciplines through one of the following courses: Arts One, ASTU 100 or ASTU 101 (Coordinated Arts Program), ENGL 100,</p>	<p>URL: New page</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action:</p> <p>URL: New page</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action:</p> <p>Update the Bachelor of Arts breadth degree requirements</p> <ul style="list-style-type: none"> • Create a new Calendar page under the Bachelor of Arts Degree Requirements ‘for students who enter the program in 2024/25 or later’ • Replace the Language Requirement, the Science Requirement, and the Literature Requirement into one Ways of Knowing Breadth Requirement. Other Bachelor of Arts requirements remain unchanged <p><i>Notes:</i></p>



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WRDS 150 or WRDS 350. This component must be satisfied prior to the student attaining Year 3 standing.

Students admitted to the Faculty of Arts directly from secondary school should attempt the Writing Component in their first 30 credits, registration permitting, and must ensure it is complete prior to reaching 54 credits. Transfer students who have not already completed the Writing Component must attempt it in their first Winter Session and ensure it is complete by the end of that Session or prior to reaching 54 credits.

Students who do not satisfy the above requirement due to a lack of attempts may have their registration restricted until the Writing Component is complete. Students who fail the Writing Component twice will have their maximum registration credit load reduced until the requirement is successfully completed. See [Continuation Requirements](#).

Students who have completed a college or university-level writing course similar in rigour, content, and learning objectives to an approved Writing Component course may appeal to apply their transfer credits towards the Writing Component of the Writing and Research requirement. For [further information](#) students should consult Arts Advising.

Research Component

In order to contribute to the development of knowledge in their chosen field(s) of study, students must also complete a research-intensive experience. Typically, they will register in a research-intensive course specified for their major¹. Students are advised that research-intensive courses, normally offered at the 400-level, often have prerequisites and are frequently restricted to Majors in the discipline. Students should consult the department in question in planning their program of studies.

- For the purposes of the curriculum review process, and to compare the proposed updates with the current degree requirements listed in the Calendar, you may refer to the current requirements [here](#).
- Category 2 proposals will accompany this proposal to 1) amend the existing Calendar page title from “Degree Requirements” to “Degree Requirements for students who enter the program in 2023/2024 or earlier”, and 2) add this proposed page to the Contents menu as “Degree Requirements for students who enter the program in 2024/2025 or later”

Rationale:

This proposal aims to update the Bachelor of Arts Degree Requirements listed in the Calendar for students who enter the program in 2024/25 or later. Currently, all students in the Bachelor of Arts degree program must complete the following seven requirements:

- Writing and Research Requirement
- Language Requirement
- Science Requirement
- Literature Requirement
- Outside Requirement
- Upper-level Requirement
- Arts Credit Minimum Requirement

We are proposing to replace the [current requirements](#) in Language (up to 12 credits), Science (6 credits), and Literature (6 credits) with the Ways of Knowing breadth requirement (21 credits) as highlighted below and explained below.

- Writing and Research Requirement
- Ways of Knowing Breadth Requirement
- Outside Requirement
- Upper-level Requirement
- Arts Credit Minimum Requirement

We are not proposing changes to the Writing and Research Requirement, the Outside



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Department /Major	Research-Intensive Approved Course(s)	
		See below for a list of approved research-intensive courses.
Anthropology	ANTH 317, 407, 408, 417, 418, 428, 431, 449, 452, 478; ARCL 306, 405, 406, 419	Requirement, the Upper-Level Requirement, or the Arts Credit Minimum Requirement. Other Bachelor of Arts requirements remain unchanged. We are hoping to have Senate approval of this proposal by May 2022 and entered into the 2022-23 Calendar update. Implementation will be gradual and not mandatory for students entering before 2024W, but students enrolling in 2022-23 or later may choose to opt in to the new requirements once implemented.
Art History	ARTH 410, 432, 436, 437, 439, 440, 442, 443, 445, 448, 450, 455, 458, 459, 464, 471, 476, 479, 480	
Asian Area Studies	ASIA 402, 407, 408, 427, 440, 442, 445, 451, 453, 468, 477, 491, 495, 498, 499, CHIN 482, JAPN 408, 453, 462, KORN 410	We are requesting the proposed changes appear in the 2022-23 Calendar so that we may continue the work required with implementing these changes, which includes determining Faculty-hosted webpages to list approved courses and finalize the categorization of specializations and course codes.
Asian Language and Culture	ASIA 402, 407, 408, 427, 440, 442, 445, 451, 453, 468, 477, 491, 495, 498, 499, CHIN 482, JAPN 408, 453, 462, KORN 410	
Canadian Studies	CDST 450	For the list of approved courses to fulfill the Place and Power requirement, a Category 2 proposal will be submitted for the 2023-24 Calendar to insert a link once we have determined a website address for that information. Please see Appendix 1, following the Executive Summary, for more information.
Classical, Near Eastern and Religious Studies	CLST 401, 402, 403, 404, CNRS 410, 449, NEST 400, 401, 402, RELG 414, 415, 448, 475, 485	
Cognitive Systems	COGS 402	For the list of course code categorization sorted by area, a Category 2 proposal will be submitted for the 2023-24 Calendar to insert a link once we have determined a website address for that information. The webpage will include clear information about any courses that may NOT count as well, such as Student Directed Seminars, Arts Coop, etc. Please see Appendix 2, following the Executive Summary, to see the list of categorization of specializations and course codes.
Computer Science	CPSC 319, 410, 444, 491; also CPSC 448, 449 (with the approval of the Department of Computer Science)	
Critical Studies in Sexuality	CSIS 450, GRSJ 422, 480	
Economics	ECON 390, 490, 495, 499	
English, Emphasis Literature	ENGL 490, 491, 492, 496, 499	
English, Emphasis Language	ENGL 489	Please see the Executive Summary below for more details about this proposal
Film Studies	FIST 445, 449	<i>Note: Because the current BA degree requirements will be in place through the 2023 Winter Session, we do not yet wish to remove all reference to them from other pages in the BA section of the Calendar. Instead, we will do this work by submitting all necessary Category 2 proposals in time for Calendar publication in</i>
First Nations and Endangered Languages	FNEL 389, 448, 481, 482	



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First Nations and Indigenous Studies	FNIS 400	<i>2024. These changes will be minor, so we do not anticipate that there will be any negative effect on students in waiting to make them.</i>
First Nations Languages and Linguistics	LING 431, 432, 447	
French	FREN 495	
Gender, Race, Sexuality & Social Justice Studies	GRSJ 422, 480	
Geography, Environment and Sustainability	GEOG 312, 315, 345, 371, 379, 395, 410, 412, 419, 424, 429, 446, 447, 448, 450, 453, 495, 498 GEOB 309, 405, 406, 407, 472, 479, URST 400	
Geography, Human	GEOG 312, 315, 345, 371, 379, 395, 410, 412, 419, 424, 429, 446, 447, 448, 450, 453, 495, 498 GEOB 309, 405, 406, 407, 472, 479, URST 400	
German	GERM 403, 404, 406, 408, 420, 439, 449	
History	HIST 403, 449, 466, 467, 468, 479, 490	
History and Philosophy of Science	PHIL 491, HIST 490	
History with International Relations	HIST 403, 449, 466, 467, 468	
Interdisciplinary Studies	Any research-intensive approved course for which the student qualifies to register, normally in the student's primary-category discipline	
International Relations	HIST 403, ECON 457, POLI 464, or other Faculty Approved Research-Intensive courses approved for IR	
Italian/Italian Studies	ITAL 495, ITST 495	
Latin	LAST 303	
American Studies		
Linguistics	LING 431, 432, 447, 449	



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Mathematics	MATH 437, 441, 444, 445, 448, 462
Medieval Studies	MDVL 440, 449, 490
Modern European Studies	CENS 404, GERM 403, RUSS 410
Music	MUSC 207, 320, 402, 403, 409, 412, 413, 449, 469
Philosophy	PHIL 418, 426, 431, 432, 440, 450, 452, 455, 469, 490, 491
Political Science	All POLI courses at the 400-level
Psychology	PSYC 217
Religion, Literature and the Arts	RGLA 471
Religion, Study of	RGST 400
Romance Studies	RMST 495
Russian	RUSS 410
Sociology	SOCI 380, 381, 382, 383, 449
Spanish	SPAN 411, 495
Speech Sciences	LING 431, 432, 447, 449
Theatre	THTR 417, 439, 445, 449
United States Studies	HIST 467 or other Research-Intensive courses, including POLI courses at the 400-level with the approval of the USST Chair
Visual Arts	VISA 401, 410, 411, 430, 431, 440, 441, 450, 451, 470, 471, 479, 480, 481

¹In order to consider all research-intensive course options available to them, students completing a second major in a subject falling within the B.F.A. program are advised to consult both the B.A. Research Component table, above, and the [B.F.A. Research Component table](#).

2. Ways of Knowing Breadth Requirement

The Faculty of Arts is a diverse, dynamic, and impactful Faculty, deeply committed to



both disciplinary knowledge creation and the complex and interdisciplinary opportunities and challenges of the 21st century. In alignment with our stated values, the Ways of Knowing Breadth Requirement provide students with a flexible and integrated learning experience designed to help them engage with and interrogate how diverse and complex positionalities inform and influence our connections to British Columbia's unceded Indigenous lands and to one another. They also permit students an opportunity to design their program of study beyond the major, creating an integrated learning experience that aligns with their career and life goals.

Students will complete:

- 9 credits (in one discipline/course code) from one of the Ways of Knowing breadth area they find most relevant to their goals;
- 6 credits (in one course code) from another Ways of Knowing breadth area;
- 3 credits in the remaining Ways of Knowing breadth area;

and

- 3 credits of Place and Power (which may also fall in one of the above or the student's major)

Ways of Knowing comprises 21 credits distributed across two components:

Place and Power

In alignment with UBC's [Indigenous Strategic Plan](#) and the [Faculty of Arts' values of equity and inclusion](#), the Place and Power requirement asks students to interrogate settler-colonial structures of marginalization and oppression as they manifest locally and transnationally in the place now known as British Columbia.

Students must complete 3 credits from the approved course list. These credits do not need to be exclusive of the student's other degree or program requirements and may be met in any of the disciplinary areas,



including that of the student's major. The requirement may be completed at any point in the degree.

Areas of Breadth

Students are required to complete coursework across four areas of study:

Humanities and Creative Arts introduces students to interpretive inquiry and methods of analysis (e.g., textual, auditory/sonic, and visual) that enable them to assess how knowledge, world views, identities, and values are shaped and created within specific contexts and by institutions, ideologies, and media.

Language as Meaning asks students to engage deeply with language study to build a foundation for long-term proficiency and/or mediate between languages in order to strengthen intercultural awareness in personal and professional contexts.

Natural and Physical Sciences introduces students to disciplines that examine or utilize principles underlying the physical or natural world; in addition to understanding the central classifications and processes that animate a particular scientific field, students will gain understanding of the scientific method applied in an exclusively positivist manner.

Social and Behavioural Systems, which draws from social science disciplines, introduces students to methods of analysis (e.g., scientific, interpretive, applied mathematics) that enable them to assess how individuals interact with each other through a host of social, economic, and political systems, as well as how the structure of these interactions impact societies.

The student's major or Honours program will encompass deep engagement in one of these areas, so no additional credits are required from that area. The Breadth requirements



will, therefore, consist of coursework in the three remaining disciplinary areas of study.

Students may choose how many credit hours - nine, six, or three - they spend in each of the three remaining Breadth areas, for a total of 18 credits. Areas are defined by course code. All credits completed within each of the Breadth areas must be taken from the same course code.

Students will take 9 credits in one discipline (i.e., a single course code assigned to one of the three remaining Areas of Breadth); 6 credits in a single course code from another Area of Breadth, and 3 credits in the remaining one. They are encouraged to select disciplines and courses that align with their personal interests, post-graduate goals, and/or recommendations from their major's program.

3. Outside Requirement

Students must complete a minimum number of credits outside the field of study of their specialization(s).¹

	Maj or²	Honours or Combine d Major³	Double Major, Double Honours or Adding a Minor
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Outside credits required:

60	48	24
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¹All courses normally accepted or designated as applicable towards a specialization in a field of study, including cross-listed courses, are deemed to be within that field of study. This remains true even when the course credit is not actually applied to that specialization (i.e., is taken as elective credit).

²Majors in Cognitive Systems and Interdisciplinary Studies programs satisfy the



outside requirement within the disciplinary breadth of their program and are not required to complete further credits outside their program.

³Outside credits must be outside both fields of study.

4. Upper-level Requirement

Students must complete a minimum number of upper-level credits (courses numbered 300 and above). The number of upper-level credits varies according to the degree program option chosen, as summarized in the table below. Note that the addition of a Minor to any degree program does not increase the Upper-level requirement.

	Major	Combi ned Major or IDST	Ho no urs	Do ubl e Ma jor	Ma jor /H on ou rs	Dou ble Hon ours
Upper- level credits require d:	48	54	60	66	84	

5. Arts Credit Minimum Requirement

Arts Credit is defined by subject area. Credit completed in subject areas identified in the UBC Calendar [course descriptions](#) as being offered by the Faculty of Arts, as well as transfer credit in those subjects, is considered Arts Credit.

A minimum of 72 of the 120 credits required for the Bachelor of Arts degree program must be Arts credit, except when the completion of the student's specialization(s) requires more than 48 credits outside of Arts. See [Credit Requirements and Regulations](#)



Executive Summary

Proposed Changes to BA Degree Requirements**Objective**

This proposal aims to update the Bachelor of Arts Degree Requirements listed in the Calendar for students who enter the program in 2024/25 or later. Currently, all students in the Bachelor of Arts degree program must complete the following seven requirements:

- Writing and Research Requirement
- Language Requirement
- Science Requirement
- Literature Requirement
- Outside Requirement
- Upper-level Requirement
- Arts Credit Minimum Requirement

We are proposing to replace the [current requirements](#) in Language (up to 12 credits), Science (6 credits), and Literature (6 credits) with the Ways of Knowing breadth requirement (21 credits) as highlighted below and explained below.

- Writing and Research Requirement
- Ways of Knowing Breadth Requirement
- Outside Requirement
- Upper-level Requirement
- Arts Credit Minimum Requirement

We are not proposing changes to the Writing and Research Requirement, the Outside Requirement, the Upper-Level Requirement, or the Arts Credit Minimum Requirement. Other Bachelor of Arts requirements remain unchanged. We are hoping to have Senate approval of this proposal by May 2022 and entered into the 2022-23 Calendar update. Implementation will be gradual and not mandatory for students entering before 2024W, but students enrolling in 2022-23 or later may choose to opt in to the new requirements once implemented.

Overview for the Way of Knowing Breadth Requirement

In the new formulation of these breadth requirements, “Ways of Knowing” refers to the entire bundle of breadth requirements outlined below. The revisions continue to foreground and reflect who we are as a diverse, dynamic, and impactful Faculty, deeply committed to both our disciplinary knowledge creation, and also to the complex and interdisciplinary opportunities and challenges of the 21st century. The Ways of Knowing breadth requirement will provide students with flexibility as they design their program of study beyond the major and encourage them to see their Bachelor of Arts as an integrated learning experience that aligns with their career and life goals.

In reflecting on the feedback and crafting this revision, we remain committed to requiring that our BA students:

- Engage with and interrogate how diverse and complex positionalities inform and influence our connections to BC’s unceded Indigenous lands and to one another.
- Engage in university-level learning in a variety of disciplinary Ways of Knowing beyond the major.



Rationale

The proposed update to some of the BA degree requirements is grounded in recommendations coming out of the 2015 Faculty of Arts external review and the goals of the current [Faculty of Arts Strategic Plan](#). Specifically, in response to the UBC Strategic Plan goal of Transformative Learning, Strategy 4: Educational Excellence and Renewal, this new formulation of degree requirements aims to provide meaningful learning opportunities rather than existing largely as boxes to tick on the way to the BA. The updates to the BA degree requirements are intended to provide students with more agency and clarity about their learning, both during and beyond their degree.

One of the clear recommendations of the Faculty of Arts External Review (2015) was that the Faculty ought to review and renew our BA breadth requirements. Our current requirements date back to the mid-1960s, soon after the Faculties of Arts and Science split apart. Sixty years is a long time, and since then society and the university have changed significantly. We are a far more diverse community than we were then; we are far more globally interconnected and we are decades into a digital revolution that has fundamentally reshaped the accumulation and transmission of knowledge. We cannot expect that the Arts degree/breadth requirements from such a distant time will make sense or properly inspire the curricular choices of our BA students today or well into this next millennium.

As a result, five years ago the Faculty began the process of drafting new BA breadth requirements. We began this work by inviting faculty representatives from every department in the Faculty of Arts to join a working group, chaired by Stefania Burk, our Associate Dean Academic. Our goal was for this initiative to be stewarded by the Faculty as a whole, so that the culminating proposal would resonate across our scholarly community, while recognizing the diversity across departments. The resulting discussion, research, enrolment analytics and consultations with faculty, student and staff that have continued to the present moment and have allowed us to reflect meaningfully on our academic values and to craft a set of requirements with clear rationales that support student learning and the design of a BA degree that is greater than the sum of its parts. Since 2019W this initiative has been supported by a grant from UBC's Undergraduate Program Evaluation and Renewal (UPER) initiative as well as resources from the Faculty of Arts Dean's office. (*Please see the Appendix 3 for more details on process and consultations.*)

The proposed revisions reflect who we are as a large, diverse, dynamic, and impactful Faculty, deeply committed to both our disciplinary knowledge creation and also to engaging ethically with the complex and interdisciplinary opportunities and challenges of the 21st century in BC and beyond. The introduction of the Place and Power requirement builds on ongoing work in the Faculty to meaningfully Indigenize the curriculum (ISP Goal 4, specifically, Action 16: <https://isp.ubc.ca/implementation/the-action-plan/goal-4/>).

Finally and fundamentally, this renewal aims to support students' agency to design a degree with flexibility as they navigate their studies to support and to inform their career and life choices. The Bachelor of Arts is a degree that is greater than its parts (major, requirements, etc.); with this renewal and the learning objectives and articulated rationales, the Faculty aims to provide students with few guideposts that align with the values of the degree and extend beyond a list of boxes to tick.

Proposed Credit Structure for Bachelor of Arts Degree

As mentioned above, other BA degree requirements, aside from the Ways of Knowing breadth requirement, will remain unchanged. Of the 120 credits required to complete the BA degree, the credit structure would be as follows:



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<p>Bachelor of Arts Degree Structure</p> <p>120 credits</p> <p>Exact credit values will differ, as students may “double count” across some of these requirements. E.g. the research requirement/ major requirement overlap; major/minor combinations may fulfill breadth; etc.</p> <p>In order for students to earn their degree, they must complete a minimum of 120 credits, including outside credits, upper-level credits, and the Arts credit minimum.</p>	<p>Arts Major/Minor 42-90 credits</p>	<p>Major: 42 credits in one field of study Honours (optional): Up to 30 additional credits Minor (optional): Up to 18 additional credits</p>
	<p>Ways of Knowing Breadth Requirement Up to 21 credits (9/6/6+3) Students will complete an approved Place and Power course (may be part of major or other Ways of Knowing breadth area, etc.), as well as 9 credits in one discipline, 6 credits in a course code from another area, and 3 credits in the remaining one.</p>	<p>Humanities and Creative Arts: 9, 6, or 3 credits in one course code Language as Meaning: 9, 6 or 3 credits in one course code Natural and Physical Sciences: 9, 6, or 3 credits in one course code Social and Behavioural Systems: 9, 6, or 3 credits in one course code Place and Power: Always 3 credits, completed by all students</p>
	<p>Writing and Research 6 credits</p>	<p>Writing: 3 credits Research: 3 credits</p>
	<p>Elective Credits 21-51 credits</p>	<p>Electives: Students can choose courses in Arts and other Faculties to complete their elective credits</p>

Proposed Framework and Outcomes

The BA Ways of Knowing breadth requirement asks that students complete 21 credits of coursework in the areas of study listed below. These credits may double count across their majors/minors. This framing around “ways of knowing” has been foundational to this initiative and is one element that has remained consistent through our various stages of consultation, revision, and development. It acknowledges that our diverse disciplines and the “meaning making” involved within their practices build on assumptions, methods, values and practices that differ and shape the study and knowledge production involved - from our classrooms and into our communities. The five categories below are not meant to be (could never be) a definitive / prescriptive catalogue of the ways of knowing of the academy or the Faculty. Rather, they aim to provide a starting point and set of guideposts that bring to the foreground the very notion of “ways of knowing.” This short video also provides an initial student-facing introduction to the proposed revisions and was included in a recent student survey: <https://www.youtube.com/watch?v=4u4PbVxQg> (please note that the category ‘Humanities and Creative Arts’ appears in this video with an earlier version of the category label, ‘Creative and Interpretive Inquiry’)

- Humanities and Creative Arts** introduces students to interpretive inquiry and methods of analysis (textual, auditory/sonic, and visual) that enable them to assess how knowledge, world views, identities, and values are shaped and created within specific contexts and by institutions, ideologies, and media. (e.g. ENGL, HIST, PHIL, RMST, VISA)



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- **Language as Meaning** asks students to engage directly and critically with language study to build a foundation for long-term proficiency and/or mediate between languages in order to strengthen intercultural awareness in personal and professional contexts. (e.g. ASL, FNEL, GERM, LATN, PUNJ). The "as" in between language and meaning, foregrounds the fact that language and communication is core to knowledge production, dissemination, and collaborative action and that language shapes many "ways of knowing" in our communities – local and global.
- **Natural and Physical Sciences** introduces students to disciplines that examine or utilize principles underlying the physical or natural world; in addition to understanding the central classifications and processes that animate a particular scientific field, students will gain understanding of the scientific method applied. (e.g. BIO, CHEM, CPSC, GEOB, MATH)
- **Social and Behavioural Systems**, which draws from our social science disciplines, introduces students to methods of analysis (scientific, interpretive, applied mathematics) that enable them to assess how individuals interact with each other through a host of social, economic, and political systems as well as how the structure of these interactions impact societies. (e.g., ANTH, ECON, GEOG, POLI, PSYC, SOCI)
- **Place and Power (3 credits)** asks students to interrogate settler-colonial structures of marginalization and oppression as they manifest locally and transnationally in the place now known as British Columbia. (There will be a list of approved courses that meet the Place and Power requirement. It can be part of a student's major, breadth, or electives. **Please see Appendix 1 for more details.**)

Students will have flexibility in how many credit hours they spend in each area. Their major will encompass deep engagement in one of these areas (e.g., ENGL from Humanities and Creative Arts or PSYC from Social and Behavioural Systems); the "breadth" requirements, therefore, will consist of coursework in the remaining Ways of Knowing areas of study. These disciplinary areas of study are meant to introduce students to the diversity of ways in which knowledge can be produced, critically engaged with, and drawn upon. Each course code in the Faculty of Arts has been categorized within one of these disciplinary Ways of Knowing. We recognize that individual courses may indeed touch upon more than one area; however, due to the size and scope of the Faculty of Arts and our disciplinary breadth, this revision aims to include all of the courses and disciplines that the Faculty offers in a way that makes sense for our undergraduate students. We recognize and value the myriad disciplinary approaches and complexities of knowledge production in the Faculty; in order to include such a vast array of course work, our unit of classification needs to be at the course code level, instead of at the individual course level; otherwise, maintenance and student sense-making would be a significant barrier to learning. Place and Power is the only requirement that is course-based, as opposed to discipline-based, and this decision was made in consultation with Indigenous scholars and programs. For a list of our categorization of specialization and course codes **please see Appendix 2.**

Students will complete:

- **9 credits (in one discipline/course code) from one of the Ways of Knowing area they find most relevant to their goals;**
- **6 credits (in one course code) from another Ways of Knowing area;**
- **3 credits in the remaining Ways of Knowing area;**
and
- **3 credits of Place and Power** (which may also fall in one of the above or the student's major)

The student, guided by recommendations from their major's program, and based on their post-graduate goals, and/or selected for other reasons, chooses which discipline amongst the Ways of Knowing categories within which they would like to study. The Place and Power requirement (3 credits), the only one not based



on course codes but drawn from pre-approved courses, may be met in any of the disciplinary areas or their major. Departments will be able to submit courses for inclusion in the Place and Power requirement based upon a process for course review that is currently in development (see Appendix 1 for more details). In order to proceed and finalize this process we need formal approval of these breadth revisions to justify the time and resources needed.

These Ways of Knowing breadth requirement is the minimum requirements that we ask our students to fulfill during their BA studies and may encourage students to pursue minors, certificates, and/or create other pathways through their program.

Consultations

This process has been collaborative and consultative from the outset. The foundation for these breadth requirement revisions came from a working group made up of representatives from departments and units in the Faculty of Arts; it has continued to be consultative and collaborative through faculty interviews, focus groups, AUS consultations, subcommittees, steering committees, departmental discussions, student surveys, and website feedback. We have built on this feedback in an ongoing way and will continue to do so as we prepare for implementation in 2024W.

Please see Appendix 3 for a summary of how the Faculty has been involved throughout the process.

This proposal was sent to all Arts units for consultation in November 2021. Official consultations have been conducted with UBC Faculties that offer courses that fulfill the current Science Requirement (see attached consultation forms from Faculties).

Appendix 1: Building the Place and Power Requirement

In 2017, the working group guiding the revision of the breadth requirements identified settler-colonial relationships as one of the core learning priorities for the BA degree requirements. The working group came to this conclusion after faculty discussions related to the prominence of Indigeneity in the UBC Strategic Plans as well as the Faculty of Arts Strategic Plan. Now that the Indigenous Strategic Plan (ISP) has been published, we are pleased to see the synergies between our work and the calls-to-action outlined in the ISP.

As the Faculty considers developing this requirement, we commit to ensuring that there is capacity across the Faculty as a whole for offering a wide variety of courses that can fulfill the Place and Power requirement. In developing this capacity, the Faculty commits to ensuring that this requirement a) does not disproportionality burden BIPOC faculty with service teaching, and b) fosters safe learning space for BIPOC students. Three guiding tenets which will operate as the backbone for this requirement have been identified in collaboration with two prominent leaders at UBC with regards to creating effective educational spaces for engaging with Indigenous related issues: Linc Kesler (Senior Advisor to the President) and Amy Perrault (CTLT Indigenous Initiatives). These three tenets are: properly resourced infrastructure, faculty readiness, and diligent course review.

A working group has been struck to steward the development of the Place and Power requirement. This working group will be co-chaired by Linc Kessler (former Special Advisor to the President on Indigenous Affairs) and Dave Gaertner (Assistant Professor, First Nations and Indigenous Studies), and will include Amy Perrault (Indigenous Initiatives, CTLT), Kierra Web (Indigenous Initiatives, CTLT), Ben Cheung (Lecturer and



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Indigenous Initiatives Coordinator, Psychology), Stefania Burk (Associate Dean, Academic), and PJ Rayner (Curriculum Consultant, CTLT). The primary task for this group will be to develop an implementation plan for the Place and Power requirement which will speak to course review/maintenance processes (e.g., inclusion criteria), faculty readiness, and student feedback processes. Two meetings have been set for January 2022 to develop a workplan to guide this work and identify the resources needed to continue to steward this work. The intention is to have a clear set of inclusion criteria and an application/approval process for courses that will fulfill this requirement by the start of 2022W. This will allow for time for programs to review and/or design courses for consideration.

The First Nations and Indigenous Studies (FNIS) Program has established processes for approving course prerequisites which will be used as a starting point for consideration of the Place and Power processes. Below is a preliminary list of courses that *might* meet the Place and Power requirement. This list will shift and expand as the Place and Power vetting and scoping process matures; what is below is just meant to serve as a placeholder to show the variety of courses that already exist and that share some criteria with a requirement like Place and Power. In addition to these already existing courses, there has been considerable appetite for wanting to develop more courses that align with this requirement; desire to develop courses that meet this requirement has come up in just about every departmental consultation to-date.

Courses:

ACAM 320D 001: Race and New Technology

ANTH 220: First Nations of British Columbia

ANTH 360: Introduction to Ecological Anthropology

ANTH 461: Anthropological Study of Local Ecological Knowledge

ARTH 476: Seminar in North American Indigenous Art

CONS 370 201: Aboriginal Forestry

CRWR 220 002: Introduction to Creative Writing with an Indigenous Focus

ENGL 231 001 Introduction to Indigenous Literatures

ENGL 373 001: Indigenous Literature

ENGL 374: Post-colonial Literature

FNEL 180 Introduction to Endangered Language Documentation and Revitalization

FNEL 281 Sounds of Endangered Languages: Conservation and Revitalization

FNEL 282 Structures of Endangered Languages: Conservation and Revitalization

FNEL 380 Technologies for Endangered Language Documentation and Revitalization

FNEL 382 Lexicography for Endangered Languages

FNEL 481 Heritage Resources in Endangered First Nations Language Revitalization

FNIS 100 Indigenous Foundations

FNIS 210 The Politics of Self-Determination

FNIS 220 Representation and Indigenous Cultural Politics

FNIS 300 Writing First Nations



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FNIS 310 Critical Indigenous Theory Seminar
 FNIS 320 Critical Indigenous Methodologies and Ethics
 FNIS 400 Practicum/Advanced Research Seminar
 FNIS 401C: Indigenous Oral History Interviewing: Theory, Method, and Practice
 FNIS 451 Indigenous Feminisms
 FNIS 454 Indigenous New Media
 FNIS 456: Indigenous Two-Spirit and Queer Studies
 FRST 370: Community Forests and Community Forestry
 GEOG 432: Radical Traditions of Decolonization and Liberation
 GRSJ 300 902: Intersectional Approaches to Thinking Gender
 GRSJ 300 99A: Intersectional Approaches to Thinking Gender
 GRSJ 300 99C: Intersectional Approaches to Thinking Gender
 GRSJ 300: Intersectional Approaches to Thinking Gender
 GRSJ 301: Gender, Race, and Indigeneity in Canada
 HIST 305: History of British Columbia
 HIST 340 Histories of the American West
 HIST 396: Environmental History of North America
 HIST 464: First Contacts in the Pacific
 JRNL 400: Feminist Postcolonial Critique and Journalism in a Digital Age
 LFS 340 001: First Nations Health and the Traditional Role of Plants
 LFS 340 002: First Nations Health and the Traditional Role of Plants
 LING 433: Native Languages of the Americas
 POLI 341C Contemporary Political Theory: Reconciliation, Decolonization, and Political Theory
 SOCI 220: Sociology of Indigenous Peoples
 SPPH 404: Indigenous Health: Historical Impacts and Contemporary Approaches

Appendix 2: List of Categorization of BA Specializations and Course

Specializations

SPEC CODE	Name	Humanities and Creative Arts	Social and Behavioural Systems	Natural and Physical Science	Language as meaning
ANTH	Anthropology		X		



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ARTH	Art History & Visual Culture	X			
ASAS	Asian Area Studies	X			
ASLC	Asian Language & Culture	X			X
BIOL	Biology			X	
CDST	Canadian Studies		X		
CNRS	Classical, Near Eastern, and Religious Studies	X			
COGS	Cognitive Systems		X		
CPSC	Computer Science			X	
CRWR	Creative Writing	X			
ECON	Economics		X		
ENGL	English	X			
FIPR	Film Production	X			
FIST	Film Studies	X			
FNEL	First Nations & Endangered Lang	X			X
FNIS	First Nations & Indigenous Stud	X			
FRLC	French Lang, Literature and Cultures	X			X
GEOS	Geographical Biogeosciences			X	
GEOG	Geography		X		
GERM	German	X			X
GRSJ	Gender, Race, Sexuality and Social Justice	X			
HIPH	History & Philosophy of Science	X			
HIST	History	X			
INTR	International Relations		X		
LING	Linguistics		X		
LTAS	Latin American Studies	X			
MATH	Mathematics			X	
MDVL	Medieval Studies	X			



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MEST	Modern European Studies	x			
MUSC	Music	X			
PHIL	Philosophy	X			
POLI	Political Science		X		
PSYC	Psychology		X		
RGST	Study of Religion	X			
SOCL	Sociology		X		
SPAN	Spanish	X			X
SPSC	Speech Science		x		
STAT	Statistics			X	
THTR	Theatre	X			
USST	United States Studies		X		
VISA	Visual Arts	X			

Course codes

COURSE CODE	Name	Humanities and Creative Arts	Social and Behavioural Systems	Natural and Physical Science *	Language as meaning
AFST	African Studies	xX			
ASL	American Sign Language				X
ARCL	Anthropological Archaeology		X		
ANTH	Anthropology		X		
ARTH	Art History	X			
ACAM	Asian Canadian and Asian Migration Studies	X			
ASIA	Asian Studies	X			
ASTR	Astronomy			X	
ATSC	Atmospheric Science			X	
BIOC	Biochemistry			X	
BIOL	Biology			X	
BIOT	Biotechnology			X	



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CNTO	Cantonese				X
CTLN	Catalan				X
CAPS	Cellular, Anatomical and Physiological Sciences			X	
CENS	Central, Eastern and Northern European Studies	X			
CHEM	Chemistry			X	
CHIN	Chinese				X
ARBC	Classical Arabic				X
CLST	Classical Studies	X			
CNRS	Classical, Near Eastern and Religious Studies	X			
CPSC	Computer Science			X	
CRWR	Creative Writing	X			
CSIS	Critical Studies in Sexuality	X			
DANI	Danish				X
DSCI	Data Science			X	
ECON	Economics		X		
ENGL	English	X			
ENVR	Environmental Science			X	
EOSC	Earth and Ocean Sciences			X	
FMST	Family Studies		X		
FIPR	Film Production	X			
FIST	Film Studies	X			
FNEL	First Nations and Endangered Languages Program				X
FNIS	First Nations and Indigenous Studies	X			
FREN	French	X			X**
FHIS	French, Hispanic and Italian Studies	X			



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FSCT	Biochemistry and Forensic Science				X	
GRSJ	Gender, Race, Sexuality and Social Justice	X				
GEOS	Geographical Sciences				X	
GEOG	Geography		X			
GERM	German	X				X**
GREK	Greek					X
HEBR	Hebrew					X
HINU	Hindi-Urdu					X
HIST	History	X				
INFO	Information Studies		X			
ISCI	Integrated Sciences				X	
ITAL	Italian					X
ITST	Italian Studies	X				
JAPN	Japanese					X
JRNL	Journalism	X				
KORN	Korean					X
LATN	Latin					X
LAST	Latin American Studies	X				
LASO	Law and Society		X			
LING	Linguistics		X			
MATH	Mathematics				X	
MICB	Microbiology				X	
MES	Middle East Studies	X				
ARBM	Modern Standard Arabic					X
MUSC	Music	X				
NEST	Near Eastern Studies	X				
NEPL	Nepali					X
NSCI	Neuroscience				X	
PERS	Persian					X
PCTH	Pharmacology and Therapeutics				X	



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PHIL	Philosophy	X			
PHYS	Physics			X	
POLS	Polish				X
POLI	Political Science		X		
PORT	Portuguese				X
PSYC	Psychology		X		
PUNJ	Punjabi				X
RELG	Religious Studies	X			
RMST	Romance Studies	X			
RUSS	Russian				X
SANS	Sanskrit				X
SCAN	Scandinavian	X			
SLAV	Slavic Studies	X			
SOWK	Social Work		X		
SOCJ	Sociology		X		
SPAN	Spanish	X			X**
STAT	Statistics			X	
RGST	Study of Religion	X			
SWED	Swedish				X
THTR	Theatre	X			
THFL	Theatre and Film	X			
TIBT	Tibetan Languages				X
UKRN	Ukrainian				X
URST	Urban Studies		X		
VISA	Visual Arts	X			
WRDS	Writing Studies	X			

* Course codes categories under Natural and Physical Sciences (such as CHEM, BIOL, PHYS) were submitted to us from the Faculty of Science and includes codes from both the Faculty of Science and the Faculty of Medicine. In addition, courses from other faculties such as Forestry and Land and Food system will also be included in the Natural and Physical sciences category.

** Course codes from some of our language programs, such as GERM and FREN, currently include courses that would fall under the Humanities and Creative Arts category. These programs are devising new codes / systems for distinguishing their courses between these two areas. This will be completed by 2024.



Appendix 3: Process and Consultations

This initiative has been underway since 2015 when the last External Review of the Faculty of Arts strongly recommended the Dean's Office undertake a review and renewal of the BA breadth requirements to bring them up to date. Since then it has occupied a place of prominence in the Associate Dean, Academic's portfolio, and is reflected in the 2019 Faculty of Arts strategic plan [The Faculty of Arts Strategic Plan](#). The initiative has had three phases of development, each of which were collaborative and consultative. In 2019, the project received Undergraduate Program and Evaluation (UPER) funding in order to support development and consultation.

Phase 1: Review current requirements and recommend a direction forward

In 2016, the Faculty of Arts Dean's Office began a collaborative, multi-year process to review the Faculty of Arts' current BA breadth requirements and to consider how these requirements might need to be modified to meet the needs of a 21st century university and student body. This phase consisted of the following:

1. **Environmental scan:** BA degree requirements from 18 peer institutions were reviewed in Fall 2016 and updated Summer 2020.
2. **Literature scan:** A review of the literature on breadth requirements was conducted in Fall 2016 and updated Summer 2020.
3. **Working Group:** 37 faculty and staff met six times from Dec 2016 to Nov 2018 and completed two in-depth surveys regarding priorities coming out of the literature review and environmental scan. Working group members included 18 research track faculty; 15 teaching track faculty; 1 lecturer; and 3 staff members.

The working group concluded that:

- The current 6 credit Literature requirement is too narrow in focus.
- The current 6 credit Science requirement is too broad in scope.
- The language requirement was too variable in terms of student uptake.
- A renewal of the breadth requirements should attend to the diverse expertise found in the Faculty of Arts and also reflect our core strategic priorities. The Faculty should indeed update the BA breadth requirements, and any revisions should address three broad domains: disciplinarity, Indigeneity and languages.

Phase 2: Refine + scope purpose and direction of requirements for possible revisions

The core purpose of this phase was to discuss and refine each of the three areas of breadth that were defined in phase one — disciplinarity, Indigeneity, and languages — in order to develop more specific recommendations for purpose, scope and possible credit structures. The outcome of this phase contextualized disciplinarity in terms of inquiry and knowing, situated Indigeneity in terms of our local land and the power dynamics that play out on it, and broadened the purpose of language learning to not only include proficiency but also intercultural thinking and



communication. Credit structures were also discussed in this phase, ultimately leading to three main areas:

Ways of Knowing – 9 credits in a department that is significantly different than a student’s major. An alternate credit structure of three modes of inquiry course lists — qualitative, quantitative, and interpretive methodologies — was considered, but in the end not favoured because it was believed that fragmenting the Ways of Knowing requirement would not be meaningful for students.

Language as Meaning – 6 credits of language learning for all students, at least three of which needs to be dedicated to language proficiency. An alternate credit structure that did not require any language acquisition course was considered, but in the end not favoured because it was believed that making meaning in another language could be a transformative learning experience for all students.

Place and Power – 3 credits in a course that invites students to carefully consider their roles and responsibilities on the unceded Indigenous territories of B.C., while critically engaging with the issues of power that have shaped this place. An alternate credit structure which added an additional 3 credits of global studies was considered, but in the end not favoured because it is the local that has had a consistent presence in the UBC and Faculty of Arts strategic plan.

This phase consisted of the following steps:

Sub-committees: 29 faculty members formed three subcommittees that met from October 2017 to April 2018:

- **Group One, focused on language:** 10 members from ASIA, CENES, CNERS, FHIS, FNEL, LING
- **Group Two, focused on Indigeneity and place:** 6 members from ACAM, FNIS, HIST, SOCI, Dean’s office, with guidance and consultation from the Senior Advisor to the President on Indigenous Affairs, CTLT’s Indigenous Initiatives team, and FNIS as a whole.
- **Group Three, focused on disciplinary in the Faculty of Arts:** 14 members from: AHVA, ANTH, CRWR, CNERS, ECON, ENGL, GEOG, GRSJ, PHIL, POLI, PSYC, SOCI, FYP (First Year Programs).

Interviews: In summer 2018, 12 faculty and staff participated in in-depth interviews about Modes of Inquiry. Participants: ENGL, GEOG, GRSJ, HIST, PSYC, SOCI, SPPGA, THTR, VISA, FYP, and Advising.

Enrollment analytics – Languages: Enrollment data for all language departments was analyzed to show students’ current engagement with language learning at UBC. Summer 2018.



Enrollment analytics – Disciplinarity: An analysis of enrollment data for all Faculty of Arts majors showed that the majority of students are already seeking out diversity in the courses they choose to complete their BA. Fall 2018 to Summer 2019.

Phase 3: Consult faculty and students + concretize recommendations in terms of a proposal

In phase three, we have continued consultations in order to develop a final proposal for breadth requirement revisions. The proposal, outlined on a website available to all Arts faculty and staff, provides a detailed description of the revised breadth requirements, as well as learning outcomes and inclusion criteria for each requirement. This phase has included the following work:

- **Undergraduate Program Evaluation and Renewal Funding:** Funding for 2019 and 2020 has provided the project with the means to establish five faculty members as a leadership committee, work with Arts ISIT to obtain enrollment analytics, hire students to support the project, and liaise with other stakeholders on campus who are also working on program renewal projects.
- **Leadership consultations with Arts Deans Table, Heads and Directors:** Feedback from the Arts Deans Table and Arts Heads and Directors is continuously being gathered (Jan 2020, Feb, 2021, June 2021, Oct 2021).
- **Arts Undergraduate Chairs** (May 2021, Sept 2021, Nov. 2021)
- **Preliminary language departmental consultations:** Initial conversations were had with ASIA, CENES, CNERS, and FHIS to review enrollment analytics and gather initial thoughts on not allowing any BA student to pass-out of a language requirement (Fall 2019). Additional conversations with FHIS and CENES in November 2021.
- **Leadership committee:** Five faculty received course buy-outs to steward the continued definition of a new set of requirements, from September 2019 to June 2020: Andrew Owen (POLI), Brianne Orr-Alvarez (FHIS), David Gaertner (FNIS), Strang Burton (LING), Tara Mayer (HIST). David Gaertner (FNIS) has continued as lead on the Place and Power requirement and Andrew Owen (POLI) has continued as lead on the disciplinary breadth requirement.
- **Consultation about system implementation:** Discussing requirements and recommendations (October 2020; August 2021). Continued biweekly project management meetings in the Fall of 2021.
- **Consultation with AUS:** Overview of recommendations and discussion regarding student feedback and communications (February 2019; November 2020; November 2021; and one more planned early 2022).
- **Consultation with UBC-O:** Discussion with Associate Deans about the implementation process and breadth requirement scope (December 2020).
- **Faculty consultations:** Science (June 2021, November 2021), Land and Food Systems (November 2021), Forestry (November 2021)



- **Continued consultations for each proposed breadth requirement:** The leadership committee hosted separate consultation sessions for each of the three new breadth requirements. More information on each of these consultations for each area can be found here:
- **Ways of Knowing Consultations:** In the winter session of 2019/2020, three group consultation discussions were held with the Heads and Directions or representatives from programs in the Faculty of Arts.
- **Language as Meaning Consultations:** Starting in Sept 2019 and continuing through to Sept 2020 a language sub-group met regularly (once or twice a semester) to help shape the language as meaning recommendations. Instructors from language departments were invited to this subgroup.
- **Place and Power Consultations:** CIS, 2018; Senior Advisory to the President on Indigenous Affairs, Oct 2019 & Oct 2021; Faculty and staff roundtable, Jan 2020; ISPIC, Oct 2020; Indigenous student roundtable, Aug 2021; Indigenous student focus group, October 2021.
- **Departmental visits and conversations:** Some departments invited the degree requirement leadership committee to come speak with their colleagues about the revisions. (CNER, ASIA, THTR, ANTH, PHIL, ENGL – All during the spring 2021). Additional departmental discussions continued in 2021W as per departmental request.
- **Consultation and discussion with Associate Provost, Simon Bates** (Spring 2021)
- **Arts Advising** (Nov, 2021)
- **Consultation across all Arts departments and programs:** We revised one of the Ways of Knowing category labels in response to concerns submitted to us from the Department of Philosophy, and we also added more details to the appendices. We determined that 'Humanities and Creative Arts' was a more appropriate name than the previous label 'Creative and Interpretive Inquiry.' It is a more inclusive label for our departments and aligns better with the other category labels. (Nov, 2021)
- **Arts student survey** (Closing mid-December 2021) Analysis January 2022. See below for a summary of results.

Arts Student Survey Results

Revising the BA breadth requirements: student consultation results, 2022

Overall Summary

Overall, 72% of student responses were supportive of the proposed revisions. Responses indicated that the proposed revisions are meaningful for both personal and professional learning goals (77% and 64% respectively), and that the flexible credit structure is seen as allowing students to meaningfully navigate the new breadth requirements (77%). Additionally, 73% of students believe that including a place and power component in the revisions is important.



Demographics of respondents

The survey was sent to all BA students via the Faculty of Arts Undergraduate Student Newsletter (November & December issues), as well as Faculty of Arts social media channels (five separate posts in November and December). Overall, we had 266 total responses. A breakdown of responses by year level and major type can be found below.

Demographic	n	%
Year level		
First Year	71	26.69%
Second Year	52	19.55%
Third Year	62	23.31%
Fourth Year	52	19.55%
Other (Alum, grad, 5th, 6th)	29	10.90%
Major type		
Creative/Performing	8	3.01%
Humanities	52	19.55%
Social Science	178	66.92%
Interdisciplinary / Undecided	11	4.14%
Science	17	6.39%

This is roughly proportionate to the Faculty of Arts student body, which has 28% Humanities & Creative Arts, 67% Social Science (including BIE, BMS & BSW), 4% Science, and 1% other.

Please note that some respondents did not complete the survey in full, therefore some question have fewer than 266 responses.

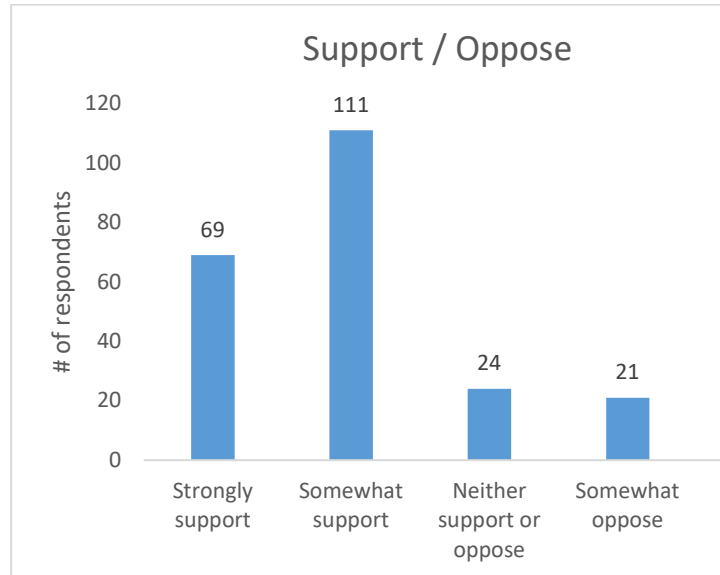


Question by question summary

Overall, there was strong support or agreement for each question.

Q1. Thinking of the proposed breadth requirements as a **whole**, do you **support or oppose** replacing the current requirements with these new requirements?

- 72% or 180 student support the revisions



As a follow up to this Likert scale questions, students were invited to provide a written explanation of why they supported or opposed the revisions. 169 students responded to this question. Below is a thematic analysis of those comments.

	Num. of respondents – Theme	Example quote
Favourable comments	65 – Appreciation for the personalized and flexible nature of the revisions.	"The new credits offer students more flexibility to personalize their degree, making it more relevant for their interests and career path."
	33 – Place and Power is important as it ensures that all students will have at least some exposure to Indigeneity, decolonization, social justice, or critical scholarship. An important part of a BA degree.	"It is important that students at UBC are aware of BC's issues with colonialism and poverty, especially international students who may not fully comprehend the importance of place and power."
	27 – The revisions are well-rounded and more relevant to Arts students, specifically in relation to what they need to learn in today's 21st Century world.	"I believe it creates a more meaningful experience at UBC and wholistic experience when it still includes a range of different classes, but classes more applicable to Arts students and their degrees."
Neutral	40 – Given the flexible nature of these requirements, advising structures and resources will be needed for students as they navigate them and try to get the most out of the learning opportunities.	"I'm rather neutral. I think [these revisions] make it a bit more complicated in terms of planning for degree requirements for new students, but also the flexibility it offers (and the customization of an arts degree) sounds nice. There would have to



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	<p>18 – The revised credit structure is more complicated or complex than the current one, meaning degree planning may be more difficult for students.</p>	<p>be increased support, I believe, for students with these new requirements."</p> <p>"Generally, it seems that these requirements will encourage students to carefully think about the courses they may take, as well as where their credits are going to (eg. is it worthwhile or just to fill a space). My only concern with this is the complexity; students (especially first years) already have a difficult time figuring out their credits and making sure they hit all the requirements"</p>
Unfavourable comments	<p>13 – There are too many credits associated with breadth requirements or there is not enough flexibility in how to complete them.</p>	<p>"The new requirements are not very good, except the place and power course. There seems to be so many requirements to fill that students will feel they will not get the chance to study the areas they are interested in. "</p>
	<p>12 – Place and Power is too political or narrowly defined. Courses of this nature should be left up to the student's interest as opposed to mandated requirements.</p>	<p>"I do not see the need to impose a new place and power course on incoming arts students. It should be their choice whether they want that to be part of their education or not."</p>
	<p>10 – Breadth requirements in general are not valuable.</p>	<p>"I think requirements, for many students, are [the] kind of things they must "clear out" before graduation. Which means that more context inside the requirement would not really impact student, but [instead will] likely to be felt as a bothersome homework (or "like-a-high school" approach, which many students hate a lot) unfortunately. "</p>

In addition to the above: 10 respondents provided general sentiments of support, 2 provided general sentiments of opposition, and 4 provided general sentiments of being unsure. Some students also commented specifically on language and science.

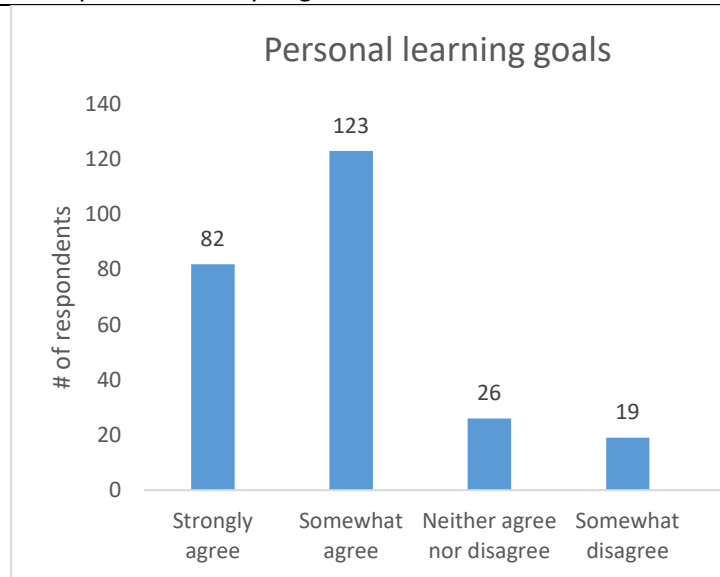
- 10 students wanted more credits associated with science, and 2 wanted less.
 - Example quote for more credits: "I would like to see some emphasis continue to be placed on at least 6 credits of science-related courses, as I believe that it is important to understand scientific concepts in a rapidly changing world."
 - Example quote for less credits: "I think that arts students don't need a science requirement, because I'm not sure how it helps with our degrees and futures. While the science courses I took weren't too difficult and relatively interesting, I thought of them as just another elective because they had nothing to do with my degree."
- 1 student wanted more credits associated with language, and 7 wanted less.
 - Example quote for more credits: "I really think there needs to be a stronger language requirement and science requirement"



- Example quote for less credits: “Second language requirements ... should not belong as a mandatory requirement in a post-secondary degree.”

Q2. Students will be able to use the breadth requirements to complement their **personal learning goals**.

- 77% or 205 students believe that the proposed revisions will complement personal learning goals



Q3. Students will be able to use the breadth requirements to complement their **professional goals**.

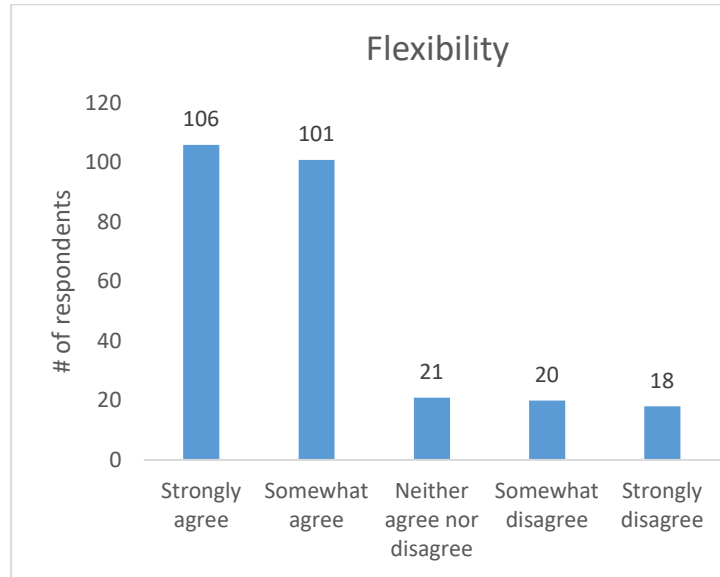
- 64% or 171 believe that the proposed revisions will complement professional learning goals.





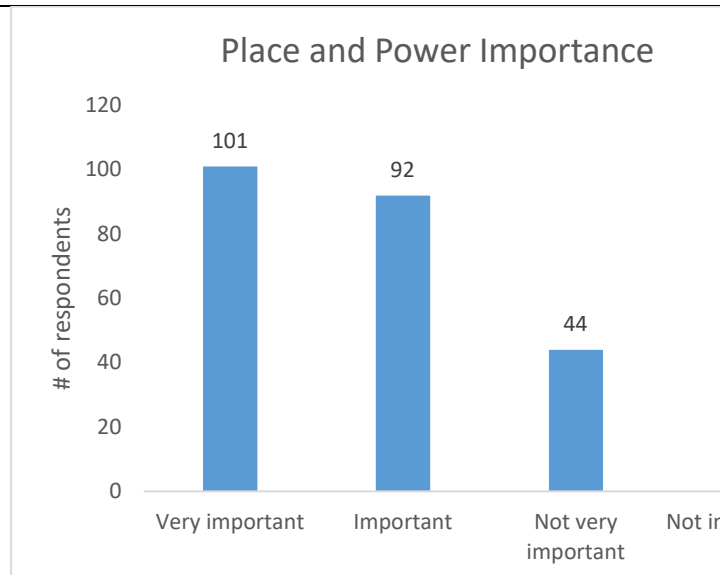
Q4. The **flexibility** within the new set of requirements will allow students to use the breadth credits in a meaningful way.

- 77% or 207 students believe that the proposed revisions will provide meaningful flexibility.



Q5. How important do you think it is to include a **Place and Power** course as part of these new requirements?

- 73% or 193 students believe that the Place and Power component is important to include in the proposed revisions.





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Year level by Question

Overall, there is strong support for each question by year level; however, slightly less support from students who are currently in their fourth year. We plan on having Arts Advising conduct a few focus groups with fourth year students to understand what kind of advising support they might need.

	First		Second		Third		Fourth		Other	
	%	n	%	n	%	n	%	n	%	n
	26.7%	71	19.5%	52	23.3%	62	19.5%	52	10.9%	29
Support/Oppose										
Support	80.3%	57.0	76.0%	39.5	72.9%	45.2	70.2%	36.5	50.0%	14.5
Neither	12.1%	8.6	10.0%	5.2	11.9%	7.4	2.1%	1.1	11.5%	3.3
Oppose	7.6%	5.4	14.0%	7.3	15.3%	9.5	27.7%	14.4	38.5%	11.2
Personal learning goals										
Agree	85.9%	61.0	78.8%	41.0	77.4%	48.0	69.2%	36.0	65.5%	19.0
Neither	5.6%	4.0	15.4%	8.0	8.1%	5.0	7.7%	4.0	17.2%	5.0
Disagree	8.5%	6.0	5.8%	3.0	12.9%	8.0	21.2%	11.0	17.2%	5.0
Professional learning goals										
Agree	70.4%	50.0	65.4%	34.0	71.0%	44.0	57.7%	30.0	44.8%	13.0
Neither	14.1%	10.0	17.3%	9.0	12.9%	8.0	15.4%	8.0	31.0%	9.0
Disagree	14.1%	10.0	17.3%	9.0	12.9%	8.0	23.1%	12.0	17.2%	5.0
Flexibility										
Agree	80.3%	57.0	76.9%	40.0	87.1%	54.0	73.1%	38.0	62.1%	18.0
Neither	8.5%	6.0	11.5%	6.0	3.2%	2.0	7.7%	4.0	10.3%	3.0
Disagree	11.3%	8.0	11.5%	6.0	9.7%	6.0	19.2%	10.0	27.6%	8.0
Place & Power Importance										
Important	73.2%	52.0	80.8%	42.0	79.0%	49.0	65.4%	34.0	55.2%	16.0
Not important	25.4%	18.0	19.2%	10.0	19.4%	12.0	32.7%	17.0	44.8%	13.0



Major type by question

Overall, there is strong support for each question by major type. There is a general trend of slightly less support from Humanities compared to Social Science or Creative/Performing. We plan on having Arts Advising conduct a few focus groups with fourth year students to understand what kind of advising support they might need.

	Creative/Performing		Humanities		Social Science		InterD/Undecided		Science	
	%	n	%	n	%	n	%	n	%	n
	3.0%	8	19.5%	52	66.9%	178	4.1%	11	6.4%	17
Support/Oppose										
Support	75.0%	6.0	70.8%	36.8	76.0%	135.4	66.7%	7.3	43.8%	7.4
Neither	12.5%	1.0	10.4%	5.4	8.4%	14.9	0.0%	0.0	25.0%	4.3
Oppose	12.5%	1.0	18.8%	9.8	15.6%	27.7	33.3%	3.7	31.3%	5.3
Personal learning goals										
Agree	87.5%	7.0	65.4%	34.0	81.5%	145.0	72.7%	8.0	64.7%	11.0
Neither	0.0%	0.0	13.5%	7.0	8.4%	15.0	18.2%	2.0	11.8%	2.0
Disagree	12.5%	1.0	19.2%	10.0	9.6%	17.0	9.1%	1.0	23.5%	4.0
Professional learning goals										
Agree	75.0%	6.0	51.9%	27.0	68.5%	122.0	63.6%	7.0	52.9%	9.0
Neither	12.5%	1.0	13.5%	7.0	15.7%	28.0	27.3%	3.0	29.4%	5.0
Disagree	12.5%	1.0	30.8%	16.0	12.9%	23.0	9.1%	1.0	17.6%	3.0
Flexibility										
Agree	75.0%	6.0	67.3%	35.0	83.1%	148.0	63.6%	7.0	64.7%	11.0
Neither	0.0%	0.0	13.5%	7.0	5.6%	10.0	9.1%	1.0	17.6%	3.0
Disagree	25.0%	2.0	19.2%	10.0	11.2%	20.0	27.3%	3.0	17.6%	3.0
Place & Power Importance										
Important	87.5%	7.0	71.2%	37.0	75.3%	134.0	72.7%	8.0	41.2%	7.0
Not important	12.5%	1.0	28.8%	15.0	23.0%	41.0	27.3%	3.0	58.8%	10.0



Undergraduate Proposals – Programs

AMNE – Department of Ancient Mediterranean and Near Eastern Studies

Update program requirements for existing BA Major, Honours and Minor

<p>Category: 1 Faculty: Arts Department: Ancient Mediterranean and Near Eastern Studies (formerly Classical, Near Eastern and Religious Studies) Faculty Approval Date: Feb. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: Nov 4, 2021 Contact Person: Matthew McCarty (Curriculum Chair) and Odessa Cadieux-Ray (Undergraduate Advisor) Phone: 2-5613 Email: matthew.mccarty@ubc.ca and cners.undergrad@ubc.ca</p>
<p>Calendar navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Ancient Mediterranean and Near Eastern Studies</p> <p>Proposed Calendar Entry:</p> <p>Ancient Mediterranean and Near Eastern Studies</p> <p>The Department of Ancient Mediterranean and Near Eastern Studies offers programs of study that lead to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), and Bachelor of Arts (B.A.).</p> <p>[...]</p> <p>The Department offers courses in AMNE (Ancient Mediterranean and Near Eastern Studies), ARBC (Classical Arabic), GREK (Ancient Greek), HEBR (Biblical Hebrew), and LATN (Latin).</p> <p>[...]</p> <p>Major in Ancient Mediterranean and Near Eastern Studies</p> <p>A Major in Ancient Mediterranean and Near Eastern Studies requires the completion of 42 credits, at least 30 of which must be at the 300- or 400-level. Students are encouraged to consult with the Department's Undergraduate Advisor and</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,1533</p> <p>Present Calendar Entry:</p> <p>Ancient Mediterranean and Near Eastern Studies</p> <p>The Department of Ancient Mediterranean and Near Eastern Studies offers programs of study that lead to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), and Bachelor of Arts (B.A.).</p> <p>[...]</p> <p>The Department offers courses in ARBC (Classical Arabic), CLST (Classical Studies), CNRS (Classical, Near Eastern and Religious Studies), GREK (Ancient Greek), HEBR (Biblical Hebrew), LATN (Latin), NEST (Near Eastern Studies), and RELG (Religious Studies).</p> <p>[...]</p> <p>Major in Ancient Mediterranean and Near Eastern Studies</p> <p>A Major in Ancient Mediterranean and Near Eastern Studies requires the completion of 42 credits, at least 30 of which must be at the 300- or 400-level. The 12 lower level credits are to be chosen from any course code in the department. As part of the completion of the 30 upper level credits,</p>



[Advising Tools](#) as early in their degree program as possible for guidance in planning a course of study that will best prepare them to achieve their academic and professional goals within the field.

Transfer students, second-degree students and others wishing to substitute courses from previous study or other course codes are encouraged to consult with the Undergraduate Advisor. Typically, the department does not allow substitutions to AMNE 200 or AMNE 300.

Requirements

Required Courses (15 credits)

- ï 3 credits of AMNE 200
- ï At least 3 credits of ARBC, GREK, HEBR, LATN, AMNE 101, 391, 392, 393, 394, or another approved language-based course chosen in consultation with the Department. Students interested in graduate study in Ancient Mediterranean and Near Eastern Studies (e.g., Classics, Classical Archaeology, Religious Studies) should plan to study the ancient language(s) in their area of interest to the intermediate (second-year) or advanced (third- or fourth-year) level. Students are encouraged to consult with the Undergraduate Advisor for guidance on fulfilling this requirement.
- ï 3 credits of AMNE 300
- ï 3 credits of AMNE at the 400-level
- ï 3 credits of AMNE, GREK or LATN at the 400-level

Elective Courses (27 credits)

Students are encouraged to select courses in consultation with the department's Undergraduate Advisor and/or using our [Advising Tools](#).

~~students must choose one of five available streams, each of which requires the completion of at least 18 upper-level credits in a certain course code.~~

Streams

Classical Studies

~~The study of the archaeology, history, and/or literature of the Greek and Roman worlds.~~

Upper-level Requirements

- ~~ï 15 credits of 300 and 400-level CLST courses~~
- ~~ï 3 credits selected from CLST 401, 402, 403, 404~~
- ~~ï 12 credits of 300 and 400-level coursework in any of ARBC, CLST, CNRS, GREK, HEBR, LATN, NEST, RELG, PHIL 310, PHIL 311~~

Near Eastern Studies and Egyptology

~~The study of the archaeology, history, and languages of Egypt and the Near East.~~

Upper-level Requirements

- ~~ï 15 credits of 300 and 400-level coursework in any of NEST and up to 6 credits of HEBR~~
- ~~ï 3 credits selected from NEST 400, 401, 402, CNRS 410~~
- ~~ï 12 credits of 300 and 400-level coursework in any of ARBC, CLST, CNRS, GREK, HEBR, LATN, NEST, RELG and up to 6 credits of ARCL~~

Religious Studies

~~The study of the texts and traditions of the Ancient Near East, Judaism, Christianity, and Islam.~~

Upper-level Requirements

- ~~ï 15 credits of 300 and 400-level RELG~~
- ~~ï 3 credits of RELG 475~~
- ~~ï 12 credits of 300 and 400-level coursework in any of ARBC, CLST,~~



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- ii 27 additional credits of AMNE, ARBC, GREK, HEBR, LATN, at least 21 of which must be at the 300- or 400-level

~~CNRS, GREK, HEBR, LATN, NEST, RELG and may include, with prior written approval from the CNERS Undergraduate Advisor, courses in Asian Studies (ASIA) that deal primarily with religion~~

~~**Classics**~~

~~The study of Greek and Latin language and literature.~~

~~**Upper-level Requirements**~~

- ~~ii—18 credits in GREK and/or LATN
ii—12 credits of 300 and 400 level coursework in any of ARBC, GREK, HEBR, LATN, NEST, RELG~~

~~**Classical and Near Eastern Archaeology**~~

~~The study of the material culture and major sites of Greece, Rome, and the Near East in the context of the history and societies that produced them.~~

~~**Upper-level Requirements**~~

- ~~ii—15 credits in CLST or NEST, which must include CLST 331 and 332 (or CLST 330), NEST 304 and 319
ii—3 credits from CLST 401, CLST 403, NEST 400, 402, CNRS 410
ii—12 credits of 300 and 400 level coursework in any of ARBC, CLST, CNRS, GREK, HEBR, LATN, NEST, RELG, and may include up to 6 credits ARCL~~

Honours in Ancient Mediterranean and Near Eastern Studies

Admission into the Honours program requires an overall average of 76% and the permission of the Department. Students are expected to maintain an 80% average in the program. An Honours in Ancient Mediterranean and Near Eastern Studies requires the completion of 60 credits, at least 48 of which must be at the 300- or 400-level. Courses

Honours in Ancient Mediterranean and Near Eastern Studies

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must include 6 credits of AMNE 499 (Honours Thesis).

Students are encouraged to consult with the Department's Undergraduate Advisor and [Advising Tools](#) as early in their degree program as possible for guidance in planning a course of study that will best prepare them to achieve their academic and professional goals within the field.

Transfer students, second-degree students and others wishing to substitute courses from previous study or other course codes are encouraged to consult with the Undergraduate Advisor. Typically, the department does not allow substitutions to AMNE 200 or AMNE 300.

Requirements

Required Courses (21 credits)

- 3 credits of AMNE 200
- At least 3 credits of ARBC, GREK, HEBR, LATN, AMNE 101, 391, 392, 393, 394, or another approved language-based course chosen in consultation with the Department. Students interested in graduate study in Ancient Mediterranean and Near Eastern Studies (e.g., Classics, Classical Archaeology, Religious Studies) should plan to study the ancient language(s) in their area of interest to the intermediate (second-year) or advanced (third- or fourth-year) level. Students are encouraged to consult with the Undergraduate Advisor for guidance on fulfilling this requirement.
- 3 credits of AMNE 300
- 3 credits of AMNE at the 400-level
- 3 credits of AMNE, GREK or LATN at the 400-level
- 6 credits of AMNE 499 (Honours Thesis)

Elective Courses (39 credits)

~~lower-level credits are to be chosen from any course code in the Department of CNERS. As part of the completion of the 48 upper-level credits, students must choose one of five available streams, each of which requires the completion of at least 27 credits in a specific course code unless otherwise stated. Remaining credits may come from any CNERS department offerings. Courses must include CNRS 449, the title under which students earn 6 credits for their honours thesis.~~

Streams

Classical Studies

~~The study of the archaeology, history, and/or literature of the Greek and Roman worlds.~~

Upper-level Requirements

- ~~• 24 credits of 300- and 400-level CLST~~
- ~~• 3 credits from CLST 401, 402, 403 or 404~~
- ~~• 15 credits of 300- and 400-level coursework in any of ARBC, CLST, CNRS, GREK, HEBR, LATN, NEST, RELG, PHIL 310, PHIL 311~~
- ~~• 6 credits of CNRS 449~~

Near Eastern Studies and Egyptology

~~The study of the archaeology, history, and languages of Egypt and the Near East.~~

Upper-level Requirements

- ~~• 24 credits selected from 300- and 400-level NEST, RELG 305, 306, or up to 6 credits of HEBR~~
- ~~• 3 credits of NEST 400, 401, 402, CNRS 410~~
- ~~• 15 credits of 300- and 400-level coursework in any of ARBC, CLST, CNRS, GREK, HEBR, LATN, NEST, RELG, may include up to 6 credits of ARCL~~
- ~~• 6 credits of CNRS 449~~



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Students are encouraged to select courses in consultation with the department's Undergraduate Advisor and/or using our [Advising Tools](#).

- ii 39 additional credits of AMNE, ARBC, GREK, HEBR, LATN, at least 6 of which must be at the 300- or 400-level

Religious Studies

The study of the texts and traditions of Judaism, Christianity, and Islam.

Upper-level Requirements

- ii 24 credits of 300 and 400-level RELG
- ii 3 credits of RELG 475
- ii 15 credits of 300 and 400-level coursework in any of ARBC, CLST, CNRS, GREK, HEBR, LATN, NEST, RELG, and may include, with prior written approval from the CNERS Undergraduate Advisor, courses in Asian Studies (ASIA) that deal primarily with religion
- ii 6 credits of CNRS 449

Classics

The study of Greek and Latin language and literature.

Upper-level Requirements

- ii 27 credits of 300 and 400-level GREK and/or LATN
- ii 15 credits of 300 and 400-level coursework in any of ARBC, CLST, CNRS, GREK, HEBR, LATN, NEST, RELG
- ii 6 credits of CNRS 449

Classical and Near Eastern Archaeology

The study of the material culture and major sites of Greece, Rome, and the Near East in the context of the history and societies that produced them.

Upper-level Requirements

- ii 24 credits in CLST and/or NEST, which must include CLST 331 and 332 (or CLST 330), NEST 304 and 319
- ii 3 credits selected from CLST 401, 403, NEST 400, NEST 402, or CNRS 410;
- ii 15 credits of 300 and 400-level coursework in any of ARBC, CLST, CNRS, GREK, HEBR, LATN, NEST,



Minor in Ancient Mediterranean and Near Eastern Studies

A Minor in Ancient Mediterranean and Near Eastern Studies requires the completion of 30 credits, at least 18 of which must be at the 300- or 400-level.

All courses may be selected freely from the following course codes, as long as students meet course prerequisites: AMNE, ARBC, GREK, HEBR, LATN. Students may choose to include up to 6 credits from PHIL 310, 311. AMNE 200 and AMNE 300 are recommended for all students, in order to provide an orientation to the Ancient Mediterranean and Near East and the continuing relevance of their study in modernity.

~~RELG, and may include up to 6 credits of ARCL~~

~~—6 credits of CNRS 449~~

~~**Important:** Students intending to pursue graduate work in these fields are strongly encouraged to begin studying ancient languages at the earliest opportunity, and to consult with an advisor. Students interested in archaeology are strongly encouraged to include a field school as part of their program (e.g. a course such as or CNRS 335).~~

Minor in Ancient Mediterranean and Near Eastern Studies

A Minor in Ancient Mediterranean and Near Eastern Studies requires the completion of 30 credits, at least 18 of which must be at the 300- or 400-level.

All courses may be selected freely from the following course codes, as long as students meet course prerequisites: ARBC, ~~CLST, CNRS,~~ GREK, HEBR, LATN, ~~NEST, RELG, and RGLA.~~ Students may choose to include up to 6 credits from PHIL 310, 311.

Type of Action:

1. Remove the CLST, CNRS, NEST, and RELG course subjects in the department description and replace with AMNE subject code

Updates to Major:

2. Remove language requiring that 12 of total specialization credits be at the lower-level
3. Add recommendation for students to consult with department advisor early on in planning
4. Remove the requirement for students to choose one of five program streams to specialize in and adjust requirements to reflect a single stream specialization.
5. Adjust program requirements to include a) new required courses AMNE 200 and 300, b) a 3-credit language requirement, and c) an additional 3 credits of research-intensive courses.
6. Update program requirements to reflect change to course codes and numbers



7. Add Electives section to explain the number of courses students need to take from the department beyond the required courses.
8. Add recommendation for transfer and second-degree students to consult with department about course substitutions.

Update to Honours are the same actions as above, plus:

9. Update 6-credit Honours thesis course from CNRS 449 to AMNE 499 (same course with new code)

Update to Minor:

10. Adjust program requirements to include removal of old course codes (CLST, CNRS, NEST, RELG) and addition of new AMNE code.
11. Remove RGLA code
12. Include statement recommending AMNE 200 and 300

Rationale for Proposed Change:

This proposal is to update the program requirements for the Major, Honours and Minor in Ancient Mediterranean and Near Eastern Studies. A proposal to change the name of the program from 'Classical, Near Eastern and Religious Studies' to 'Ancient Mediterranean and Near Eastern Studies,' and to create the new subject code AMNE, was approved by the Faculty of Arts on October 14, 2021 and by the Senate Curriculum Committee on November 29, 2021. The program name change aligns with the department name change, which was approved by Senate on November 17, 2021. The department and program name change proposals have been attached for reference. These name changes will appear in the February release of the 2022-23 Calendar. This proposal for changes to the program requirements is aiming for the May/June Calendar update. For more information about the proposed changes, please see the Program Summary that follows this proposal.

1. We have removed subject codes CLST, CNRS, NEST and RELG from the department descriptions and added the new, consolidated AMNE code. The old codes will no longer be in use.

2. The removal of the stipulation regarding lower-level coursework reflects the overall update to our



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program requirements, which no longer specify a minimum number of 100- and 200-level coursework, besides AMNE 200 (see below for further rationale).

3. The addition, in several places, of a recommendation to consult with the Undergraduate Advisor and Advising Tools substitutes, in part, for the elimination of the five streams. As a small department with a strong tradition of excellent, personalized advising we felt that a focus on this aspect of program planning was worth emphasizing in our official program requirements. The Advising Tools mentioned are currently being developed and will include an interactive web-based 'Course Explorer' tying individual courses to areas of interest, academic goals, and professional skills. We are also developing resources to help students plan multi-year program pathways towards a variety of common post-graduation goals. While students we consulted were widely supportive of a more flexible program, we know that some students will need support finding their direction, which the Advisor and Advising Tools can provide. A hyperlink to these tools will be added to the Calendar description once they are available.

4. The change to a single, interdisciplinary stream maximizes opportunities for self-guided student exploration, which was a priority that our faculty and students identified during our curriculum review process. Like the separation of our non-language courses into CLST, CNRS, NEST and RELG, the division of our Majors and Honours students into 5 streams obscured the relationships and interconnections between the disciplines that we teach. The single-stream BA reflects our evolution into a more integrated department. A flexible program removes the issue of silo-ing students into pre-determined categories that do not necessarily respond to their individual interests and goals and allows the program to respond to our dynamic and evolving fields of study.

5a. We developed AMNE 200 and 300 as required courses for the Major and Honours to respond to priorities we identified during our curriculum review process. AMNE 200 provides an orientation to chronology, geography, peoples, and methods via close-analysis case studies examined through



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different lenses. Students expressed strong support for this course as a key to shared, cohort-building experience. AMNE 300 focuses on understanding the modern, and often problematic, receptions of Mediterranean and Near Eastern traditions.

Although many of our courses integrate content on reception and modern relevance, we identified this subject area as an essential program outcome worthy of a dedicated, required course.

5b. Only one of our previous streams, Classics, required any language coursework. Students were able to take Ancient Greek (GREK), Biblical Hebrew (HEBR), Classical Arabic (ARBC) and/or Latin (LATN) as part of their elective credits but not all chose to do so. The addition of a language requirement has several aims: to ensure that students recognize that written source material is often dealt with in translation, and the problems in meaning-making associated with translation (building to our revised Program Outcomes 4 and 6); to provide an entry point into the study of language and translation, which we hope will encourage more students to carry on studying their chosen language(s) to a higher level; to prepare undergraduate students for the reality of post-graduate studies in the ancient Mediterranean and Near East, which almost always require reading fluency in at least one ancient language; finally, to give students who may be hesitant about learning a new language a reason to contact the Undergraduate Advisor and have a conversation about the value of the requirement. The expectation that students engage with language study as part of cross-cultural meaning-making also dovetails with the proposed updates to the Faculty of Arts Breadth Degree Requirements.

5c. The additional 3 required credits of research-intensive coursework (for a total of 6 credits) responds to faculty and student stakeholders who described 400-level, seminar-style courses as key to our teaching identity and student experience.

6. We have replaced CLST, CNRS, NEST and RELG in the program requirements to reflect the consolidation of those codes under the new code, AMNE. Category 2 proposals were submitted in the November Arts Curriculum Report that requested to recode all current courses to the new AMNE code.



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7. The Electives section of the program requirements describes the number of flexible credits students can take. Instead of prescribing 15 (Major) or 24 (Honours) credits in a particular area and limiting elective credits in any of the department's course codes (or, for some streams, adjacent department's course codes) to 24 for the Major or 27 for the Honours, the updated program allows for all 27 (Major) or 39 (Honours) credits remaining after required courses have been accounted for to be chosen freely from AMNE and the language codes. We are also no longer requiring a certain number of credits at the lower-level which is in keeping with our desire to allow for maximum freedom of choice. In practice, most students will take 12 lower-level credits (AMNE 200, an introductory language course, and 6 elective credits) in order to fulfil requirements and prepare for upper-level coursework; but there will be cases in which it is not in a student's best interests to take 12 credits at the 100 and 200 levels. As explained above, this is the part of the program that allows for student-led choice and control over their own learning supported by advising.

8. We have recommended that transfer and second-degree students consult the Advisor regarding the AMNE 200 requirement in particular because we anticipate students coming to our program with third- or fourth-year standing who will not be able to count AMNE 200 towards their BA due to the Faculty of Arts minimum upper-level coursework requirement. Since, in this case, completing AMNE 200 might delay a student's program completion, we want to be able to have a conversation with them to assess appropriate options.

9. The updates to the Honours program mirror those we are making to the Major program, with the addition of changing the Honours thesis course code from CNRS 449 to AMNE 499 to reflect course coding changes.

10. See point 6.

11. We have removed RGLA from the list since this code is no longer in use and its replacement, RGST (owned by Program in the Study of Religion), is no



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	<p>longer in line with the AMNE identity. The RGST program is aware of these changes.</p> <p>12. The requirements of the Minor program remain effectively the same except for the addition of a recommendation to take AMNE 200 and 300. Both the CNERS and AMNE Minor programs differ from the Major and Honours in that students have free choice of course selection within the department's codes. Our faculty support keeping our Minor program as flexible as possible, again to allow flexibility of choice and student control over learning. Even with this degree of flexibility, we are confident, based on our curriculum mapping of individual courses, that students will achieve most if not all of our program learning outcomes through free course selection. Additionally, since AMNE 200 and 300 are likely to be offered only once a year, it was felt that requiring them for the Minor would exclude students from heavily-timetabled Major programs.</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> ï This Category 1 proposal follows Category 2 proposals to change all CLST, CNRS, NEST and RELG course codes to one unified AMNE code. ï This proposal is accompanied by Category 1 proposals for the creation of new courses AMNE 200, 300, 320, 340, 360 and 370.
<p><i>Add program name to Academic programs page</i></p>	
<p>Calendar Navigation: Homepage Academic programs</p> <p>Proposed Calendar Entry:</p> <ul style="list-style-type: none"> • • • Dual Degree Program Option: Bachelor of Arts, UBC and Sciences Po African Studies Ancient Mediterranean and Near Eastern Studies Anthropology Arabic • 	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,0</p> <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> • • • Dual Degree Program Option: Bachelor of Arts, UBC and Sciences Po African Studies Anthropology Arabic • • •



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<ul style="list-style-type: none">••	<p>Type of Action: Edit Academic Programs page to add “Ancient Mediterranean and Near Eastern Studies”</p> <p>Rationale: The already Senate approved new program name should appear in the list of Academic programs.</p>
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Undergraduate Proposals – New Courses

AMNE – Department of Ancient Mediterranean and Near Eastern Studies

AMNE 200 (3) Approaching the Ancient Mediterranean & Near East

<p>Category: 1 Faculty: Arts Department: Ancient Mediterranean and Near Eastern Studies Faculty Approval Date: Feb. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: 11/04/21 Contact Person: Matthew McCarty (course author) and Odessa Cadieux-Rey (undergraduate advisor) Phone: 2-5613 Email: matthew.mccarty@ubc.ca and cners.undergrad@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>AMNE 200 (3) Approaching the Ancient Mediterranean & Near East Orientation to the peoples, places, and traditions of the ancient Mediterranean and Near East, and to analyzing different forms of source material (historical, literary, archaeological) from different perspectives.</p>	<p>URL: Not yet active (AMNE code)</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course serves to achieve central program-level outcomes for our revised BA in Ancient Mediterranean and Near Eastern Studies (proposed for approval under separate cover).</p> <p>AMNE 200 provides an orientation to chronology, geography, peoples, and methods via close-analysis case studies examined through different lenses. Students also expressed strong support for this course as a key to shared, cohort-building experience. It will invite students into areas they might not otherwise encounter in the open, self-guided structure of the revised degree program.</p> <p>We have situated this course at the 200 level for several pedagogical and practical reasons: 1) We expect students' first encounters with AMNE to be through other courses, as they are currently (based on the work we did mapping student pathways through our current program). This is a course that will build on those first experiences. 2) Although this is an orienting course, the level is tied to the broader 200-level outcomes we have articulated as a program: at the 100 level, we expect students to encounter primary sources related to the ancient world for the first time; at the 200 level, we expect students to set</p>



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	<p>that material in dialogue with secondary sources and defined forms of analysis, and begin to craft more complex interpretations. AMNE 200 does the latter.</p> <p>3) As part of our course design, we consulted current students, who saw the material and approaches here as more fitting for a 200-level course.</p> <p>AMNE 200 directly builds towards our primary program-level outcome: [Be] Knowledgeable about the diverse peoples, cultures, literatures, societies, and religions in the ancient Mediterranean and Near East</p> <p>At the same time, the course is designed to introduce and develop fundamental analysis and communication skills through scaffolded activities centered around case studies. This also builds directly towards nearly all program-level objectives and ensures that every student in our program has broad perspectives that will support them in upper-level work in our courses. PLOs are:</p> <ol style="list-style-type: none"> 1) Appreciate, combine, and synthesize different perspectives and forms of data (literary, epigraphic, visual, archaeological) to reach nuanced conclusions about historical and social problems 2) Explain how literature, sacred texts, images, objects, and architecture can shape society and its ideals 3) Recognize gaps in evidence, apply various models/approaches to fitting fragmentary evidence together, and extrapolate from incomplete datasets 4) Articulate the value and limitations of different methods and perspectives (literary, historical, archaeological) to create new knowledge and understanding from ancient materials 5) Recognize and better define problems by posing questions shaped by this multiplicity of approaches, and then creatively solve those problems by applying appropriately chosen analytical tools
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	<input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
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AMNE 300 (3) Uses and Abuses of Antiquity

Category: 1 Faculty: Arts Department: Ancient Mediterranean and Near Eastern Studies Faculty Approval Date: Feb. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23	Date: 11/04/21 Contact Person: Tara Mulder (course author) and Matthew McCarty (curriculum chair) Phone: 2-5613 Email: tara.mulder@ubc.ca and matthew.mccarty@ubc.ca
Proposed Calendar Entry: AMNE 300 (3) Uses and Abuses of Antiquity Modern receptions and engagements with literature, history, philosophy, religion, archaeology, and art of the ancient Mediterranean and Near East with a focus on public writing. <i>Pre-requisite: Second-year standing or higher. AMNE 200 is recommended.</i>	URL: Not yet active (AMNE code) Present Calendar Entry: None. Type of Action: Create new course Rationale for Proposed Change: This course serves to fill a key strategic goal of our program in guaranteeing that all Majors/Honours students in our updated degree (BA in Ancient Mediterranean and Near Eastern Studies: proposed for approval under separate cover) critically engage with how modernity has re-imagined aspects of Mediterranean and Near Eastern pasts. It directly supports students in progressing toward two of our new program-level outcomes:



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	<p>8) Articulate and evaluate the continued relevance of the ancient world to modernity</p> <p>9) Recognize and challenge how ancient material has been continuously re-appropriated and re-deployed in post-ancient contexts for a range of political, social, and artistic ends</p> <p>With our current offerings, students often encounter these outcomes at introductory/modeled or guided levels; the new AMNE 300 will ensure that they are reaching a higher level of engagement.</p> <p>In addition, by focusing on public-facing writing (blog post, editorial-style essay, podcast, documentary), the course responds to the desiderata of multiple stakeholders consulted during curriculum renewal (students, faculty, alumni, industry) to expand the skills of our students beyond strictly academic writing. The course is necessary to ensure that we meet another program-level outcome:</p> <p>7) Compose, write, and speak persuasive analysis in forms <i>accessible to a variety of audiences</i></p> <p>Further, this course is directly linked to our departmental commitment to the university's Indigenous Strategic Plan, for it allows dedicated and guaranteed space to think about the dialogues between Antiquity and Indigeneity.</p> <p>The content of the course will be variable, based on faculty interests.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p>
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	<input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
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AMNE 320 (3-6) d Topics in Ancient Mediterranean and Near Eastern History and Culture

AMNE 340 (3-6) d Topics in Ancient Mediterranean and Near Eastern Literature and Ideas

AMNE 360 (3-6) d Topics in Ancient Mediterranean and Near Eastern Religion

AMNE 370 (3-6) d Topics in Ancient Mediterranean and Near Eastern Archaeology

<p>Category: 1 Faculty: Arts Department: Ancient Mediterranean and Near Eastern Studies Faculty Approval Date: Feb. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2022-33</p>	<p>Date: September 15, 2021 Contact Person: Odessa Cadieux-Rey Phone: 2-1286 Email: cners.undergrad@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>AMNE 320 (3-6) d Topics in Ancient Mediterranean and Near Eastern History and Culture Selected topics in the history and culture of the ancient Mediterranean, Near East and/or Egypt.</p> <p>AMNE 340 (3-6) d Topics in Ancient Mediterranean and Near Eastern Literature and Ideas Selected topics in the literature, ideas, and arts of the ancient Mediterranean, Near East and/or Egypt.</p> <p>AMNE 360 (3-6) d Topics in Ancient Mediterranean and Near Eastern Religion Selected topics on the religions of the ancient Mediterranean, Near East and/or Egypt.</p> <p>AMNE 370 (3-6) d Topics in Ancient Mediterranean and Near Eastern Archaeology</p>	<p>URL: Not yet available.</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Courses</p> <p>Rationale for Proposed Change: With the implementation of a new department name and the proposed consolidation of 4 of our course codes (CLST, CNRS, NEST, RELG) under the single code of AMNE (submitted in previous report), the department wishes to fill a longstanding gap in our course offerings. Until now the only variable topics course code we have at the 300-level has been CLST 360 d (3-12) Life and Society in Classical Antiquity. A single variable topics course at the 300-level no longer serves student or departmental needs.</p> <p><u>Student Needs</u> These four courses respond directly to student feedback with course titles that are a) explicitly topics courses and b) specific about the disciplinary angle that each course takes (namely history, literature, religion, or archaeology). This increased clarity will help students (Majors and especially non-Majors) identify courses of interest during registration</p>



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Selected topics on the art, archaeology and/or architecture of the ancient Mediterranean, Near East and/or Egypt.

and will benefit students who proceed to postgraduate studies in the field by providing a more recognizable course title on their transcripts.

The variable credits (3-6) accounts for the rare occasions when it would benefit a student to repeat one of the courses twice with two different topics.

Topics that could be offered under these codes include those we have previously offered under CLST 360 such as “Sex, Gender, and (Ancient) Medicine” (as AMNE 340); “Magic and Witchcraft in the Greek and Roman World” (as AMNE 320); Other examples of topics we could offer under these codes are courses on the Dead Sea Scrolls (as AMNE 360) or Bronze Age Greece (as AMNE 370), both of which are not currently covered in any detail by our current course offerings.

The new courses, like CLST 360, do not have prerequisites because we want them to provide an accessible point of entry to the Ancient Mediterranean and Near East. Around half to two-thirds of students enrolled in our courses, including at the 300-level, are non-Majors. Even more than our foundational courses in subjects like Roman law, Greek drama, Christian origins, or the history of the ancient Middle East, we want these courses to be accessible and relevant to students from across the Faculty of Arts, enabling them to bring fresh perspectives to their own fields of study.

Departmental Needs

The creation of these four courses also allows the department to offer variable topics in the full range of our specializations rather than just in ‘Classical Antiquity’ (Greek and Roman Studies). The use of ‘Mediterranean and Near Eastern’ in the course titles reflects our new department name and the fact that we have evolved a more cohesive disciplinary identity, reflected in course design, that does not study particular areas of the Mediterranean and Near East in isolation from others.

Logistical Considerations



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	<p>We will offer two of AMNE 320, 340, 360 and 370 every academic year, with the anticipated result that each one of them will be offered every other year.</p> <p>Because we will not offer more than one or two iterations of any of these courses in a given academic year, we are not concerned about our Majors and Minors taking so many of these variable topics that they fall short of meeting program learning outcomes. That being said, all topics courses will be designed with program learning outcomes in mind and they will in fact be a valuable vehicle for covering a broad range of PLOs in a single course. Because we have no more than 100 declared Majors (across years 3 and 4) we are also able to provide thorough advising that will further ensure students select courses to meet PLOs and set them up for success with their academic and professional goals.</p> <p>Our selection process for offering these courses will be the same as we have done in the past for CLST 360: we will request topic proposals from any faculty member and the Course Scheduling Committee will review and select one or two that respond to the needs of our students and, in particular, deal with topical and relevant issues in our fields and beyond. Our staff keep a record of topics and will ensure proper lettering to prevent repetition of the same topic by any individual student.</p> <p><i>Note:</i> <i>This proposal for four new courses is being submitted without sample syllabi as per the curriculum guidelines for Special Topics/ Directed Study Courses (policy on p. 27-29 of the Oct 2019 version of the curriculum guidelines).</i></p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p>
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	<p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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GEOG – Department of Geography

GEOG 402 (3) Climate Studies and Action Capstone

<p>Category: 1 Faculty: Arts Department: Geography Faculty Approval Date: Feb. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: October 6, 2021 Contact Person: Nina Hewitt Phone: 604 822 2020 Email: undergraduate.program@geog.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>GEOG 402 (3) Climate Studies and Action Capstone Topics will vary from year to year. Consult the departmental website or contact the instructor for details. Restricted to Certificate of Climate Studies and Action students. Credit will only be granted for one of GEOG 402 or ENVR 402. <i>Prerequisite:</i> ENVR 401 <i>Equivalency:</i> ENVR 402</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=GEOG</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course.</p> <p>Rationale for Proposed Change: The Department of Geography has submitted a Certificate in Climate Studies and Action proposal (in this report), in partnership with the Department of Earth, Ocean and Atmospheric Studies (EOAS) that will be administered by the Faculty of Arts. This current proposal is for a Climate Studies and Action capstone course, which will engage the students in a ‘hands on’ experience with community partners on current and relevant climate challenges. This course would be a final requirement in the proposed Certificate.</p> <p>GEOG 402 will be cross-listed with ENVR 402 that will run simultaneously, with one instructor from Geography and one</p>



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	<p>Instructor from EOAS team-teaching the course. ENVR 402 and the prerequisite course ENVR 401, a 1-credit lab course also required for this Certificate, will be submitted via the Faculty of Science this academic year (see notes at end of Rationale).</p> <p>Registration in GEOG 402 / ENVR 402 will be restricted to those registered in the Certificate program. We understand course enrolment will need to be manually administered in order to make sure there are enough seats for students taking the Certificate and to properly assign credits towards certificate enrolment.</p> <p>Offerings will be approved on an annual basis by the Geography Department Head. The Department Head will review registration numbers in the Certificate program and adjust capacity as appropriate and in partnership with the Certificate's Chair and course instructors.</p> <p>GEOG 402 / ENVR 402 will provide Certificate students with the opportunity to design and implement an interdisciplinary community-engaged project that is directly related to climate change or climate action. It will be offered in term 2, and is intended to follow ENVR 401 (1) Climate Action Lab, offered in term 1, in which climate action project proposals will be collaboratively scoped by interdisciplinary student teams and a community partner. Course instructors and the community partner will select an appropriate number of proposals from ENVR 401 that will then be activated in GEOG 402 / ENVR 402. The number of proposals selected will be scaled to meet the enrollment of the capstone (capped initially at 60 students – 30 in each of GEOG 402 and ENVR 402) anticipating teams of 4 students per project.</p>
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Topics will vary depending on the community partner in a given year, which is why we have suggested the course description remain open, to allow variability in themes as the program evolves. Students will be able to visit our Department's website or speak to the Undergraduate Advisor for details on scheduled offerings.

Notes:

ï *This Category 1 proposal for a new capstone course is being submitted without a sample syllabus as per discussions with the Senate office. Because the topic for this course will change, we considered it to fall under the curriculum guidelines for Special Topics/ Directed Study Courses (policy on p. 27-29 of the Oct 2019 version of the curriculum guidelines).*

ï *Category 1 proposals for three new 1-credit lab courses ENVR 201, 301¹ and 401 will be submitted by the Faculty of Science this academic year – and – for the 3-credit ENVR 402 to cross-list with this proposal.*

Footnote:

1. For students arriving late into the Certificate, with the approval of the Director, they can take ENVR 302 (2), which amounts to taking 201(1) and 301(1) concurrently.

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

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

Rationale for not being available for

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



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	<input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
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HIST – Department of History

HIST 279 (3) Steppe Empires in World History

<p>Category: 1 Faculty: Arts Department: History Faculty Approval Date: Feb. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: Received Sept 11, 2021 Contact Person: Shoufu Yin (Course author); Steven Lee (Curriculum Chair) Phone: Email: temporarily: yinshoufu@gmail.com (UBC email to be updated)</p>
<p>Proposed Calendar Entry:</p> <p>HIST 279 (3) Steppe Empires in World History Powerful empires that flourished over the Eurasian Steppe, from the earliest to modern times, and how regimes and cultures associated with these empires have changed the world.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=hist</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: Despite student and faculty interest in the Eurasian Steppe – a geographical area on the Eurasian land mass – the Department of History does not have a course devoted to this topic. HIST 279 "Steppe Empires in World History" offers an introduction to world history up to 1800 CE with a focus on the powerful empires that flourished over the Eurasian Steppe, a vast area stretching from Eastern Europe all the way to East Asia. This course will enrich students' understanding of different regions, including Europe, Africa, the Middle East, and East Asia, to name a few. It will also help students develop skills to think critically and globally on themes of importance, including climate change, state formation, and international relations.</p>



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	<input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
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HIST 397 (3) Environmental History of the Modern World

Category: 1 Faculty: Arts Department: History Faculty Approval Date: Feb. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2022-2023	Date: Received Sept 11, 2021 Contact Person: Eagle Glassheim (Course author); Steven Lee (Curriculum Chair) Email: eagle.g@ubc.ca
Proposed Calendar Entry: HIST 397 (3) Environmental History of the Modern World Major themes in global environmental history and historiography since 1500, with a particular focus on the nineteenth through twenty-first centuries.	URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=hist Present Calendar Entry: N/A Type of Action: New Course Rationale for Proposed Change: The Department of History currently offers a popular introduction to Global Environmental History (HIST 106) and a survey of the Environmental History of North America (HIST 396), but we have no other courses on environmental history. HIST 106 is a broad introduction to themes relating to global environmental issues and is aimed at a general, multidisciplinary



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	<p>audience; HIST 397 would involve more reading and writing, address conceptual and methodological questions explicitly, and cover a wider range of themes than is possible in a first year course. HIST 397 would focus primarily on the world beyond North America. HIST 396 focuses on North America.</p> <p>There is both student and faculty interest in an upper-level course on global environmental histories. This is a rich field of research, with considerable import for contemporary environmental challenges, policy, and action.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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JRNL – School of Journalism, Writing, and Media

JRNL 440 (3) Imagine Journalism Studio

<p>Category: 1 Faculty: Arts Department: School of Journalism, Writing, and Media Faculty Approval Date: Feb. 17, 2022 Effective Session (W or S): W, Term 2 Effective Academic Year: 2022-23</p>	<p>Date: Received Nov. 29, 2021 Contact Person: Alfred Hermida (course author) and Saranaz Barforoush Phone: 2-6682 Email: alfred.hermida@ubc.ca and saranaz.barforoush@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>JRNL 440 (3) Imagine Journalism Studio Journalism startups and media innovation from practice, organizational models,</p>	<p>URL: http://www.calendar.ubc.ca/Vancouver/courses.cfm?page=code&institution=18&code=JRNL</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a new course</p>



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audiences, leadership, theories of change, entrepreneurship and critical perspectives.

Prerequisites: Restricted to fourth-year BMS students. Credit cannot be granted for both JRNL 440 and JRNL 540.

Rationale for Proposed Change:

This course will be run alongside a graduate iteration, JRNL 540. This undergraduate course, JRNL 440, will have lower expectations for the learning outcomes and assessed components compared to the graduate iteration. A separate Category 1 proposal for JRNL 540 has been submitted.

This 400-level applied seminar course is mandatory in the Narrative Stream of the new BMS program, providing students with the knowledge, skills, behaviours and insights to conceive and develop innovative journalistic projects in the public interest, and the networks essential to sustain them.

This course focuses on journalism startups and innovation from practice, organizational models, audiences, leadership, theories of change, entrepreneurship and critical perspectives. Students will study the major changes to the media landscape over the past two decades, including the disruption brought about by the internet, social media and mobile technologies. They will work in teams to conceive, research, design and prototype an idea for a journalism product, service or start-up to address the informational challenges of communities.

This course is for students who are passionate about being a proactive change agent in the media by imagining new ways to meet the needs of communities for reliable and trustworthy news and information. The course is designed to enable students to build their own career path in a rapidly changing civic-media ecosystem by fostering an entrepreneurial mindset.



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	<p><i>Note:</i> This course will be run alongside a graduate iteration, JRNL 540. The undergraduate course, JRNL 440, will have lower expectations for the learning outcomes and assessed components and the graduate course will have higher expectations. A separate Category 1 proposal for JRNL 540 has been submitted</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p> <p>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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POLI – Department of Political Science

POLI 395 (3) Political Science in Practice

<p>Category: 1 Faculty: Arts Department: Political Science Faculty Approval Date: Feb. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: June 20, 2021 Contact Person: Allen Sens Phone: 604 822 6127 Email: asens@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>POLI 395 (3) Political Science in Practice The practical application of political science capacities and knowledge.</p> <p><i>Prerequisite:</i> Restricted to Political Science and International Relations Majors and Minors</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=POLI</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course fills a significant gap in our curriculum by serving as a space to</p>



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introduce academic content alongside the associated objective of applying that content in practical settings and scenarios.

The creation of this course is motivated by two constituencies in Political Science: our undergraduates and our alumni. Students frequently ask Political Science faculty: what do I do with my Political Science or International Relations (IR) degree, and how does the knowledge and skill sets acquired in the discipline translate to the working world? This course is designed to provide practically useful answers to these questions. Students in this course will combine the study of academic content with practice in the application of that content in real-world political cases and contexts. In this way, students will develop the means to animate disciplinary knowledge, analysis skills, and communications competencies across a wide range of practical circumstances. As a result, the course will develop increased self-awareness of the professional relevance of Political Science.

Our department has recently made significant advances in alumni engagement. This has yielded a high level of interest from Political Science and IR alumni in opportunities to give back to the UBC community. There is an enthusiasm among our alumni to help students learn about the specific political contexts in which they work, and help students engage with that content and knowledge through the application of practical real-world assignments and the development of the skills and competencies required for such work. This course will engage Political Science and IR alumni from government, international organizations, non-profits and the private sector to provide opportunities for students to enhance their knowledge about a wide variety of political contexts,



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	<p>and to develop and practice career relevant applications of disciplinary skills and knowledge.</p> <p>This course was developed with the cooperation of Christine Lee (Associate Director, Alumni Engagement, Faculty of Arts) and Julie Walchli (Executive Director, Work Integrated Education and Career Initiatives). The course was successfully pilot-tested during the 2020 academic year. The department now wishes to activate this course as a regular offering in our undergraduate curriculum.</p> <p>This course is pass/fail. A pass/fail approach is more conducive to the goals of learning about a broad and diverse range of political contexts, developing professional capacities and individualized self-reflection and improvement.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: Educational Studies Faculty Approval Date: 8 March 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: October 27, 2021 Contact Person: Jude Walker Phone: 510-674-4994 Email: jude.walker@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EDST 534 (3): Theory and Practice of Transformative Learning and Education</p> <p>This course is not eligible for Credit/D/Fail grading.</p>	<p>URL:</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: Transformative learning (TL) theory is one of the most important theories in adult learning and education and has influenced many different disciplinary fields, understandings of learning processes, as well as the practice of teaching adults. Currently, students are introduced to TL theory in EDST 518, Theories of Adult Learning, a required course for our MEd Adult Learning and Education (ALE) course, and sometimes in EDST 503, Foundations of Adult Learning and Education. This proposed course deepens students' understanding and engagement with the theory.</p> <p>This proposed course (EDST 534) was originally developed in part as a response to student feedback indicating a desire to learn more about the theory and practice of TL which they can apply to their research and teaching practice. The proposed course (syllabus attached) has already been taught twice under a temporary course number and has attracted students from across all four departments of the Faculty of Education, meeting the needs of both ALE students and those further afield. The course has been well received by students who have found it useful and engaging for their own understandings and enactments of teaching and learning, and for their specific research projects. Indeed, many students engage various aspects of transformative learning theory in their graduating papers, theses, and dissertations and this course helps in preparation.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Education Department: Educational Studies Faculty Approval Date: 8 March 2022 Effective Session (W or S): S Effective Academic Year: 2022-23</p>	<p>Date: January 10, 2022 Contact Person: Bathseba Opini Phone: 604-822-5361 Email: bathseba.opini@ubc.ca</p>
<p>Proposed Calendar Entry: EDST 558 (3) Antiracism Education</p>	<p>URL: Not applicable</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <p>EDST 565, Antiracism Education, has been taught for the last two years as a special topics course. This is a proposal to regularize the course with a unique number and make it a standard offering in the Educational Studies curriculum.</p> <p>The course was taught in Summer, 2020 and Summer, 2021. It attracted students from across departments in the Faculty of Education and was very well received. There is a great need for this course as it not only advances participants' knowledge of antiracism education, decolonization, Indigeneity and intersecting oppressions, but it is also timely in terms of addressing the Faculty's and University's commitment to decolonization, antiracism, equity and diversity and in responding to societal needs in this area. Course participants will have an opportunity to learn and reflect on race, racism and antiracism and be moved to action and commit to address systemic marginalization, racism and oppression in educational systems.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Land and Food Systems Department: Faculty Approval Date: October 14, 2021 Effective Session (W_or S): W Effective Academic Year: 2022</p>	<p>Date: September 1, 2021 Contact Person: Matias Margulis Phone: 2-5783 Email: matias.margulis@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FRE 531 (1.5) Global Food and Resource Governance</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: new course</p> <p>Rationale for Proposed Change: This course was piloted as “FRE 521E: Topics in Food and Resource Economics” in 2020/2021 with great success. This proposal is to make it a stand-alone course to fill in a gap in the course offering for the Master of Food Resources Economics Program.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Land and Food Systems Department: Faculty Approval Date: Oct 14, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: 2021-09-03. Contact Person: Frederik Noack Phone: 6048222619 Email: frederik.noack@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FRE 601 (3) Advanced Microeconomic Theory for Food and Resource Economics</p> <p>Prerequisite: ECON 500.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: All Ph.D. programs in Economics and related fields rely on Ph.D. level economics courses to prepare students for research. All major agricultural or applied economics Ph.D. programs therefore offer Ph.D. level microeconomics courses in their curriculum.</p> <p>Food and resource economics builds on the foundations of microeconomic theory. Therefore, students in the Integrated Studies in Land and Food Systems (ISLFS) program with a Food and Resource Economics (FRE) focus need to strengthen their understanding of microeconomics to transition to research successfully. However, Ph.D. level microeconomic theory classes at UBC (ECON 600 and ECON 601) are not tailored to students in the ISLFS program. Further, the ECON 600 and 601 are restricted to economics PhD students only. We therefore propose this new course to allow students from diverse backgrounds to deepen their knowledge on advanced microeconomic theory topics while rigorously identifying appropriate modeling choices to tackle food and resource economics questions. In addition to the students from ISLFS, this course may be appealing for students enrolled in graduate</p>

	<p>programs in public policy, forestry, and environmental science interested in understanding advanced microeconomic concepts and their application to study the behavior of firms, consumers, and other market participants in the areas of food and resource economics.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: Oct 14, 2021 Effective Session (W or S): W Effective Academic Year: 2022	Date: September 3, 2021 Contact Person: Frederik Noack Phone: 6048222619 Email: frederik.noack@ubc.ca
<p>FRE 602 (3) Advanced Econometrics for Food and Resource Economics</p> <p>Prerequisite: ECON 527.</p>	URL: Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: The proposed course is designed for doctoral students in the Integrated Studies in Land and Food Systems (ISLFS) program with a Food and Resource Economics (FRE) focus. The proposed course will fill an important curriculum gap to prepare PhD students in ISLFS with a FRE focus for their research in the general area of environment and resources economics. This course focuses on statistics for economists (econometrics). The proposed course is tailored to meet the specific needs of FRE-ISLFS PhD students by combining econometric theory which is essential for applied research work (e.g., higher level proofs of various theorems are omitted) with the advanced empirical methods and applications which are currently being used in research in the field of environmental and resource economics. <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.



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	<p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: School of Journalism, Writing and Media Faculty Approval Date: Feb. 17, 2022 Effective Session (W or S): W, Term 2 Effective Academic Year: 2022-23</p>	<p>Date: Received Nov. 29, 2021 Contact Person: Alfred Hermida (course author) and Saranaz Barforoush Phone: 2-6682 Email: alfred.hermida@ubc.ca and saranaz.barforoush@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>JRNL 540 (3) Imagine Journalism Studio Journalism startups and media innovation from practice, organizational models, audiences, leadership, theories of change, entrepreneurship and critical perspectives. Restricted to Master of Journalism students. Credit can only be granted for one of JRNL 440 or JRNL 540.</p>	<p>URL: http://www.calendar.ubc.ca/Vancouver/courses.cfm?page=code&institution=18&code=JRNL</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a new course</p> <p>Rationale for Proposed Change: This course proposal is being submitted at the same time as an undergraduate iteration, JRNL 440, with lower expectations for the learning outcomes and assessed components. A separate Category 1 proposal for JRNL 440 has been submitted.</p> <p>This small, seminar-style course provides students with the knowledge, skills, behaviours and insights to conceive and develop innovative journalistic projects in the public interest, together with competencies and the networks essential to sustain them.</p> <p>This course introduces graduate students to journalism startups and innovation from practice, organizational models, audiences, leadership, theories of change, entrepreneurship and critical perspectives. It fits into the journalism practice program requirements of the Master of Journalism. Students will study the major changes to the media landscape over the past two decades, including the disruption brought about by the internet, social media and</p>

	<p>mobile technologies. They will work in teams to conceive, research, design and prototype an idea for a journalism product, service or start-up to address the informational challenges of communities.</p> <p>This course is for students who are passionate about being a proactive change agent in the media by imagining new ways to meet the needs of communities for reliable and trustworthy news and information. The course is designed to enable students to build their own career path in a rapidly changing civic-media ecosystem by fostering an entrepreneurial mindset.</p> <p>Note: This course will be run alongside an undergraduate iteration, JRNL 440, with higher expectations for the learning outcomes and assessed components. A separate Category 1 proposal for JRNL 440 has been submitted.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p> <p>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Land and Food Systems Department: Faculty Approval Date: Oct 14, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: August 13, 2021 Contact Person: L. M. Lavkulich Phone: 2-3477 Email: lml@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LWS 525 (3) Global Issues in Land and Water Systems</p>	<p>URL:</p> <p>Type of Action: Proposal to create a new course</p> <p>Rationale for Proposed Change: The MLWS Program is focused on the application and professional communication of research in land and water systems. LWS 525 will provide a comprehensive overview of water resource systems management, integrating concepts and approaches from environmental sciences and policy through a global lens. As climate change and population growth have significant and diverse impacts on major drainage basins around the world, students will explore how management of fresh water, the vital but fugitive resource, is evolving through an era of increased uncertainty.</p> <p>The course would fill an important gap in the Program, and serve students in the professional MLWS Program, while holding a number of additional seats for interested students in other graduate programs.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are</p>

	<p>offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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To: Senate
From: Nominating Committee
Re: Committee Adjustments
Date: 14 April 2022

The Nominating Committee has considered Senate committee vacancies and request for adjustments and is pleased to recommend that Senate resolve as follows:

That Guy Faulkner and Eshana Bhangu be appointed to the Ad Hoc Committee to Consider the Rescinding of the Grant of a Degree, to replace Victoria Bungay and Temitope Onifade.

The Nominating Committee would further note that there are presently vacancies on the Senate Library, Tributes, and Council Elections Committee for non-student senate members, and would welcome volunteers and suggestions for consideration.

Finally, the Nominating Committee would also note that it has recently been informed of the establishment of President's Advisory Committees for the selection of the next Vice-President Finance and Operations, and the next Associate Vice-President Health. The Nominating Committee would welcome expressions of interest from Students and Faculty Members on Senate.

Any senator interested in any of the above positions should contact the clerk before 1 May 2022.



MARCH 2022

2022/23 Budget



2022/23 Budget: Contents

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We acknowledge that UBC's campuses are situated within the traditional territories of the Musqueam, Squamish and Tsleil-Waututh, and in the traditional, ancestral, unceded territory of the Syilx Okanagan Nation and their peoples.



"sʔi:4qay qeqan (Double-Headed Serpent Post)", Brent Sparrow Jr., Musqueam

Letter from the President

More than two years since the COVID-19 global pandemic began, our community continues to display a spirit of collaboration that has kept UBC moving forward during this challenging time. I am proud to say that strong financial management and the hard work of the UBC community to reduce expenditures have enabled us to reduce the impact of COVID-19 and continue advancing our academic mandate and vision, all while supporting our students, faculty, and staff.



The financial support of our governments, both provincially and federally, lays the foundation for ongoing investment in our core mission of research, learning, and engagement. We are grateful for their continued partnership, which will enable an even greater impact on the communities we serve in British Columbia, Canada, and the world in the coming years.

Our budget for 2022/23 keeps us moving forward towards our vision of inspiring people, ideas, and actions for a better world. It prioritizes investments that advance our academic mission, as well as equity, diversity, and inclusion, our commitments to Truth and Reconciliation, crucial supports for our students, and our response to the climate emergency. Key highlights include:

- Ongoing support totaling \$3.3m to further enhance student mental health resources and expand the Jumpstart program at UBC Vancouver and an additional \$2.4m to further enhance the student experience at UBC Okanagan.
- An investment of \$0.8m to kick start the recommendations from the Student Affordability Task Force Report and lower financial barriers for existing and incoming students.

- \$1.8m to support the implementation of the Anti-Racism and Inclusive Excellence Task Force recommendations across both campuses. The university is investing an additional \$0.8m on other equity, diversity, and inclusion initiatives that include gender equity funding for athletics, positions in support of human rights, and IBPOC recruiting.
- To support the ongoing implementation of the Indigenous Strategic Plan, an additional \$4.2m has been earmarked for the upcoming academic year, including expansion of Indigenous student, curriculum, and advising support and a significant renovation to the Laboratory of Archaeology. Additional allocations totaling \$0.8m will support the new Indigenous Graduate Entrance Fellowships and other Indigenous student supports and Indigeneity projects at UBC Okanagan.
- An additional investment of \$1.4m at UBC Vancouver and \$1.1m at UBC Okanagan to support our ambitious climate action plans, advance the work of the Climate Emergency Task Force, as well as other sustainability initiatives.
- Over \$7.3m in support for excellence in teaching, learning, and research at UBC Vancouver. An additional \$0.4m will advance new academic programming at UBC Okanagan.

I am proud of the way our community has come together during this unprecedented and challenging time, and I am confident that our financial plan will help chart a path towards an even stronger university in the years ahead.

Sincerely,

Santa J. Ono

President and Vice-Chancellor

1.0 Executive Summary

Overview

The UBC Budget represents the financial plan for the university to provide a roadmap for allocating the university's revenues against anticipated expenses for the coming fiscal year. The budget is presented to the Board of Governors each year for approval.

While UBC has weathered the impact of COVID-19 through fiscal 2020/21 and fiscal 2021/22 more positively than initially anticipated, some COVID-related uncertainty still exists that may impact UBC's financial position in future years. Modest tuition increases in line with peer institutions are critical to funding new courses, strategic initiatives, and supports for students. As the university and the global economy continue to recover in fiscal 2022/23, we are committed to being proactive in our financial strategies and conservative in our approach.

While uncertainty remains across some areas, we emphasize that UBC's strong financial position is prudently overseen by the university's Executive, the Audit Committee, the Finance Committee, and the Board of Governors, and that our liquidity position is closely monitored and remains in excellent health. External validation through leading credit rating agencies

continuously rates UBC highly — in December 2021 the university reaffirmed with an Aa1 rating from Moody's Investors Service, who assessed UBC to have an "outstanding market position" and in March 2021 the university was re-issued an AA+ rating from Standard and Poor's.

With this context in mind, we are pleased to present the 2022/23 Budget for The University of British Columbia. The annual budget supports the collective vision, purpose, values, and goals of the institution as identified in the university's strategic plan, Shaping UBC's Next Century, Strategic Plan 2018–2028, and in this report we aim to show how UBC's financial approach is advancing the university's priorities and supporting our pursuit of excellence in research, learning, and engagement.



Consolidated Budget

The UBC consolidated budget reflects the operations of both campuses of the university, including capital spending and income earned from land development proceeds, research, and endowments.

The university's consolidated budget projects annual revenues of \$3.4b, of which \$2.4b are from the university's core operations (which does not include research funds, capital funds, etc.) Adjusting for unrestricted surpluses in research and endowments, as well as a net investment in capital, the university expects a consolidated surplus for fiscal 2022/23 of \$100m as detailed in the table below:

CONSOLIDATED BUDGET FISCAL 2022/23 <i>(in \$ millions)</i>	2020/21 ACTUALS	2021/22 FORECAST	2022/23 PLAN
Operating Revenue			
Provincial government grants	952	993	1,036
Tuition	922	989	1,042
Other	1,048	1,244	1,316
Total Operating Revenue	2,922	3,226	3,394
Operating Expenses			
Salaries and benefits	1,823	1,932	2,064
Non Salaries	1,017	1,138	1,230
Total Operating Expenses	2,840	3,070	3,294
Reserves (drawdowns) / additions	82	156	100

Within the consolidated budget there is a planned operating deficit of \$7m which reflects some of the lingering effects of the COVID-19 pandemic, delays in projects from fiscal 2021/22 that will be undertaken or completed in fiscal 2022/23 and additional hiring activity anticipated in fiscal 2022/23. This compares to the forecasted operating surplus of \$22m in Q3 of 2021/22.

Non-operating funds are budgeted to provide a \$107m surplus from UBC's Endowment, unrestricted research funding, and the net investment in capital adjustments.

Strategic Investments

The heart of UBC's Strategic Plan is to inspire and enable students through excellence in transformative teaching, learning, mentoring, advising, and student experience. While COVID-19 continues to present unprecedented financial uncertainty, Budget 2022/23 includes investments that maintain momentum in UBC's core priorities and critical operations. Among these are:

- Investing in health and wellness initiatives for students, faculty and staff;
- Advancing anti-racism, equity, diversity, and inclusion actions across UBC's campuses;
- Supporting the ongoing implementation of the Indigenous Strategic Plan;

- Deepening UBC's research impact through the President's Academic Excellence Initiative (PAEI);
- Implementing the recommendations of the Climate Emergency Task Force and the Climate Action Plan; and
- Supporting strategic initiatives that will elevate UBC's teaching, learning, and research capabilities through the Academic Excellence Funds.

A high-level summary of UBC's incremental strategic investments, capturing the full picture of operating and Excellence Funds on both campuses, follows below.

The increase in 2022/23 largely reflects the growing impact of the Excellence Funds, and support of their ongoing commitments, on the university's areas of focus.

UBC (in \$ thousands)	2020/21 ALLOCATION	2021/22 ALLOCATION	2022/23 PLAN
People and Places	40,524	70,546	75,402
Research Excellence	25,437	29,287	28,616
Transformative Learning	22,871	21,355	21,436
Local and Global Engagement	7,232	8,758	12,654
Strategic Plan Enablement	4,937	4,045	10,500
Sustainment, Risk & Compliance	1,943	6,374	18,769
FY23 Contingency Allowance	15,000	8,000	3,000
Residual Central Contingency	—	23,413	59,167
Total Commitments	117,944	171,777	229,545

* Note: People and Places core area includes investments in PAEI, a comprehensive initiative that also supports Transformational Learning and Research Excellence.

PRIORITY OPERATING INVESTMENTS

VANCOUVER CAMPUS

Due to the two-year impact of COVID-19 and allowing for longer-term financial commitments (in particular capital projects and PAEI initiatives), incremental funding for strategic initiatives on the Vancouver campus from the central operating fund is again limited for the 2022/23 fiscal year, with \$26.2m available for new requests in addition to the \$11.4m to cover previously approved commitments.

The investments are prioritized to support UBC's core priorities, mitigate risks, and ensure the university's long-term financial sustainability. An additional \$3m contingency will enable the university to respond to any unknown events in fiscal 2022/23.

The total of \$37.6m is allocated as follows:

- **People and Places — \$10.5m:**

continued funding for our equity, diversity, and inclusion priorities, including anti-racism initiatives and the Inclusion Action Plan; ongoing support for the Beyond Tomorrow Scholar's Program; investments in student health and wellbeing; support for activities under the Student Affordability Task Force recommendations; and ongoing support for the Rapid Transit Office, which advocates for the extension of SkyTrain service to the UBC Vancouver campus.

- **Transformative Learning and Research**

- **Excellence — \$5.9m:**

for ongoing resourcing of Development and Alumni Engagement to support fundraising that will enable new investment in teaching, learning, and research excellence; funding for student demographic studies; and support for library services.

- **Local and Global Engagement — \$3.1m:**

for ongoing investment in the implementation of UBC's Indigenous Strategic Plan; continued support of the Residential School History and Dialogue Centre; and ongoing support for the Climate Action Plan 2030 and Campus Vision 2050.

- **Sustainment/Risk/Compliance Actions — \$18.1m:**

for enhancements to the PrISM program, which reduces the risk of privacy or information security breaches; support for classroom upgrades and routine capital improvements (with 25%/75% matched funding from the Province); continuing resourcing for the Integrated Service Centre and critical roles to support the Workday system; debt servicing for the newly implemented Workday system; and \$5m to help fund cost containment and operational excellence initiatives to reduce structural deficits and support long-term financial sustainability.

OKANAGAN CAMPUS

The funding available for allocation is projected to be \$25.9m for fiscal 2022/23, of which \$19.1m is recurring. A portion of the incremental tuition is allocated to the faculties, Excellence Fund, and Student Financial Aid, along with grant funding of \$3.3m to units across campus to support the projected general wage increase. As such, \$2.9m is available for fiscal 2022/23 strategic priorities after prior year commitments, transfer to capital contingency, and balance held for future investments. The recommendation for allocation follows:

- **People and Places — \$0.8m:**
to support the UBC Wellbeing Strategic Framework; for Athletics and Recreation to support resource and facility development; to update UBCO Campus Plan scoping and visioning; and increased support for Integrated Service Centre and enrolment services systems.
- **Research Excellence — \$0.3m:**
to enhance research activities on campus; mandatory reporting to funders; and to enhance communications for the research portfolio.
- **Transformative Learning — \$0.8m:**
to enhance the student experience by investing in the new Student Support and Case Management Office and Global Engagement Office; technical support for the new Career and Personal Education unit of Learning Services; to continue the Interdisciplinary Co-op Education Partner Engagement Advisor role, the online learning technology team, and the successful makerspace UBCO initiative. Also, additional resources for Enrolment Services to support the growing number of award programs and provide flexibility in course scheduling.
- **Local and Global Engagement — \$0.4m:**
to improve communication locally and globally both with potential students and applicants, as well as internal communications; increased digital marketing and recruitment.
- **Sustainment/Risk/Compliance Actions — \$0.6m:**
to support climate action and IT inventory management and executive search and relocation costs.

PRIORITY INVESTMENTS FROM THE EXCELLENCE FUNDS

UBC is a globally recognized institution of research and educational excellence, and its goal is to enhance this excellence through targeted strategic investments on both campuses. In February 2016, the university created designated excellence funds — the subsequently renamed Academic Excellence Funds (AEF) on the Vancouver campus and the UBC Okanagan Excellence Fund — to support UBC's ambition to become Canada's best university over the next decade.

The funds support strategic initiatives that will enhance and amplify current efforts in key areas to ensure UBC is:

- Recruiting and retaining exemplary students, faculty, and staff;
- Building and supporting world class research infrastructure to enable innovative, cutting-edge research; and
- Providing an excellent student learning experience for domestic and international students, at the graduate and undergraduate levels, both inside and outside the classroom.

In addition to the above funds, the President's Academic Excellence Initiative (PAEI) enters its third year in fiscal 2022/23. This initiative is aimed at elevating the research impact of UBC. It is focused on professors who conduct the research, and on the various support/infrastructure — professional and personal — that the university provides them with, to aid in their intellectual leadership.

VANCOUVER CAMPUS

On the Vancouver campus, a total of \$102m in funding from the AEF is planned for fiscal 2022/23 across initiatives that support the core areas of UBC's Strategic Plan. The Academic Excellence Funds' impact on the university continues to grow, with spending forecasted to increase by \$16m over the prior fiscal year (forecasted as at Q3). Highlights of planned investments for the coming year include:

- **People and Places — \$58.8m:**
for continuing support of the President's International Doctoral Research Fellowship; new investments in the University Transitions program; the Scholarship of Educational Leadership program; and a \$2 million donor matching program to incentivize fundraising for need-based aid as recommended in the Student Affordability Task Force Report; for development of the President's Academic Excellence Initiative PhD Awards as a tool to attract top students in support of research; and recruitment of the

first PAEI faculty hire in September 2020, with a joint appointment in the Department of Medical Genetics and Michael Smith Labs.

- **Research Excellence — \$22.4m:**
for continuing investment in the Clusters of Research Excellence program; UBC Advanced Research Computing (ARC) program; and Innovation UBC and new support for the upgrade and renovation of the Dairy Education and Research Centre; construction of a Food and Beverage Innovation Centre; and the proposed upgrade of the Gateway Building research space, which will bring together an interdisciplinary team of scholars to examine and reimagine communication for future decades.
- **Transformative Learning — \$11.4m:**
to support the development and delivery of teaching excellence through alternative models, including the continuation of Learning Technology Hub support positions; ongoing investments in open educational resources to students; and recurring support for the Indigenous Student Collegium at the First Nations Longhouse and new investments in learning technology licensing; integration of high-performance computing with teaching and learning; and enhancing the scheduling system to enable a better student experience.
- **Local and Global Engagement — \$7.6m:**
to continue support for undergraduate and graduate Indigenous student recruitment; the Indigenous Research Support Initiative (IRSI); hiring to support the Climate and Sustainability Initiative and the Climate Action Plan and new investments, including seed funding for the Global Engagement Strategy, “In Service” initiatives, such as Global Virtual classrooms, a means to develop students' global citizenship competencies and the Global Engagement Heat Map, a comprehensive way to identify and map UBC's global partnerships and activities; investments in the new Traditional Land Stewardship (TLS) program in the Faculty of Forestry; and various Indigenous engagements with the community and with new incoming students.
- **Strategic Plan Enablement — \$2m:**
for advancing academic renewal and strategic pilot proposals on both campuses.

OKANAGAN CAMPUS

On the Okanagan campus a total of \$24.8m funding from fiscal allocations and reserves is planned across initiatives that support the same core areas, including:

- **People and Places — \$5.3m:**
for ongoing investments in the recruitment and retention of faculty, continuing support of the International Impact Scholarship, minimum per year funding for PhD students, and the Accelerate Phase of the President's Academic Excellence Initiative, with specific recruitment of BIPOC faculty; and a new allocation to co-create a Black Resource Centre that will support the learning and engagement of Black students.
- **Local and Global Engagement — \$1.5m:**
for increased support of the Indigenous Graduate Entrance Fellowship and the Indigenous Undergrad Research Mentorship; continuing development of a new Indigenous language fluency degree; ongoing investment in anti-racism and Truth and Reconciliation commitments; and support for an Admissions Advisor for Indigenous Applicants.
- **Research Excellence — \$3.5m:**
for significant investment in research clusters (through the Eminence Program); increased funding for the Principal's Research Chairs program; and continued enhancement of research infrastructure.
- **Transformative Learning — \$5.9m:**
for continued investment in UBC Okanagan's Aspire Learning and Teaching Fund to support curricular innovation; continued investment in new programs; and increased investment in the Beyond Tomorrow Scholars Program.
- **Strategic Plan Enablement — \$8.5m:**
to address the acute academic space needs and continue building a reserve to invest in the Interdisciplinary Collaboration and Innovation (ICI) building and the UBC Downtown Kelowna project.



HIGHLIGHT

Supporting Anti-Racism and Inclusive Excellence at UBC

Promoting equity, diversity, and inclusion is an important pre-condition for attracting and retaining the best and brightest students, faculty, and staff from around the world. This requires that we create inclusive environments free from racism in which to work, learn, and live.

Last year, more than \$8m was dedicated to supporting Indigenous and Black students, including ongoing funding for the Indigenous Collegium, various undergraduate and graduate student supports, and increased funding for Student Financial Aid.

In 2022/23, UBC will continue to promote equity, diversity, inclusion, and anti-racism through the university's spending priorities, including:

- \$1.8m to support the implementation of the Anti-Racism and Inclusive Excellence Task Force recommendations across both campuses.
- An additional \$800,000 on other equity, diversity, and inclusion initiatives that include gender equity funding for athletics, positions in support of human rights, and IBPOC recruiting.
- \$16.8m over seven years to support the hiring of Indigenous faculty.

Base Operations

UBC uses a decentralized budget model, meaning that faculties and administrative units are responsible for balancing local budgets within their respective areas. The university's core revenues are fully allocated towards the cost of continuing current base operations, as well as investing in new strategic initiatives to meet university priorities.

Operating revenues for 2022/23 are forecasted to increase over the previous fiscal year by \$149m (from \$2,389m in 2021/22, to \$2,538m in 2022/23), mainly because of the recovery in sales and services revenue (and ancillary operations in particular).

OPERATING REVENUE

UBC's operating revenue is generated from government grants, tuition and fees, land proceeds, and faculty and central unit revenues. The provincial grant has in recent years increased funding for general wage increases (GWI) for core operations and incrementally funded seats for specific programs. Funding required for new initiatives must be provided by incremental tuition and business revenues.

OPERATING COSTS

The Operating Budget, covering the core academic operations of the university, includes investments in new programs and services, as well as providing resources necessary to maintain current activities.

UBC continues to be challenged in meeting some escalating cost pressures, some of which have been exacerbated by the COVID-19 pandemic, as well as the plateauing of international tuition revenue.

Savings from efficiencies continue to make an important contribution to providing the capacity for both new investments and maintaining current activity levels. The 2022/23 budget again has incorporated a 2% reduction for funding in administrative areas on the Vancouver campus to incentivize operating efficiencies. The university will need to continue to focus on operational excellence to deliver efficiencies, particularly as inflation is forecast to maintain near 5% to the end of fiscal 2021/22 and remain well above

the Bank of Canada target in fiscal 2022/23. Additionally, both faculties and administrative units continue to absorb unfunded costs including contractually obligated wage increases (non-GWI) and incentive increases. Unfortunately, these escalating costs are driving several of the administrative units into a structural deficit situation. To reduce structural deficits and support long-term financial sustainability, \$5m has been earmarked to help fund organizational cost containment and operational excellence initiatives.

The capital program for fiscal 2022/23 continues to be extensive with \$561m of total capital expenditure budgeted. A notable feature in the year ahead is the continuation of funding from the provincial government for “routine capital”, which is augmented by a 25% matching contribution from UBC. This expenditure principally focuses on the deferred maintenance associated with university facilities and is estimated to be \$52m in fiscal 2022/23.

Major building projects under development include:

- The “Gateway Health” Building (official name to be determined), which will co-locate the School of Nursing, the School of Kinesiology, Integrated Student Health Services, and components of UBC Health that will facilitate inter-program interaction and synergies and contribute to health and wellbeing;

- The Brock Commons Phase 2 project is phased for completion in Spring to Fall of 2022 and will provide academic space, student housing and child care facilities;
- The School of Biomedical Engineering Building, which will support the expansion of undergraduate and graduate programs, as well as research activities;
- The new Recreation Centre, which will provide much needed recreation space including a state-of-the-art fitness centre, three gymnasiums, an indoor track, and many other amenities.
- The Okanagan Interdisciplinary Collaboration & Innovation Building, which will address the critical space shortage on the Okanagan campus while facilitating world-leading, interdisciplinary/ transdisciplinary research and academic programming.; and,
- The UBCO Downtown Kelowna Project, which will create a presence for UBC in downtown Kelowna, building on existing activities such as the Southern Medical program campus, the Innovation Library, e@ubc activities in the downtown Innovation Centre, and the partnership with the Rotary Centre for the Arts.



HIGHLIGHT

Expanding UBC's Research Impact

The President's Academic Excellence Initiative (PAEI) will significantly enhance UBC's research capacity by increasing the complement of research faculty as well as supporting academic support and infrastructure.

One of the key components of this program is to increase support for our new and existing graduate students. Nursing PhD student Catherine Liao received support through the PAEI for her research which aims to improve equity for marginalized groups in BC who experience higher risks of burn injuries and less access to health care.

Implementation of the Accelerate Phase is now underway with increased financial support being provided for PhD students. \$4.8m was approved in the fiscal 2021/22 budget and \$4.5m has been included in the fiscal 2022/23 budget at UBC Vancouver and \$4m has been allocated from 2021/22 onwards at UBC Okanagan.

Endowment

UBC's endowment is an important vehicle for donated funds to support the university's academic mandate and vision. The externally endowed funds (along with any match funding from the university, including growth) are restricted in nature, and as such have no impact on the surplus/deficit position of the university. These restricted funds support important university initiatives including endowed chair positions and targeted programs.

Additionally, the endowment provides critical support for the university through the distribution of returns from land proceeds (this is unrestricted funding) and in the past any growth has been allocated to new strategic initiatives (e.g., debt servicing of new buildings and critical infrastructure projects).

In fiscal 2021/22 endowment investment income was significantly higher driven by IMANT's public equity portfolio restructuring activities. The restructuring plan was put in place to identify new partners and strategies and combine them in a way that is expected to produce superior risk adjusted results. The restructuring program also took into consideration UBC's responsible investment approach and is being carried out in a way to not only meet the university's commitment but, where possible, exceed the expected time frame for achieving its carbon reduction goals. The transition is happening in phases and is expected to be completed by the end of calendar year 2022; however, the financial impact to fiscal 2022/23 is not anticipated to be significant.

Research

As with the endowment, research at UBC has restricted and unrestricted funding sources. Restricted research utilizes external funding to support specific projects and initiatives, and therefore has no impact on the surplus/deficit position of the university. UBC is a research powerhouse, with sponsored (i.e., restricted) research generating over \$640m in investment through fiscal 2021/22, with \$660m projected in 2022/23.

Funding for unrestricted research is transferred by the faculties from their operations to support start-up costs for new faculty appointments, as well as filling funding gaps in sponsored research projects. The funding that is transferred is recognized as revenue in the year, with costs incurred over time. As such, a surplus is generally reflected in the budget when the funding exceeds costs incurred in the fiscal year, with the current budget projecting a \$19m surplus.

Risk Assessment and Economic Environmental Scan

DOMESTIC

COVID-19 continued to have significant impacts on the operations of the Province of British Columbia in fiscal 2021/22 and are forecast to have lingering effects for several years. However, at this time, the Province is committed to continuing to invest in higher education and has not indicated a reduction in provincial operating grant funding for the sector. While the overall economic environment UBC faces in the year ahead continues to be constrained in several aspects, it does include an estimated uplift in funding from the provincial government for general wage increases (general wage rate increases are estimated as fiscal 2022/23 is a bargaining year for several employee groups). The Province is also likely to continue its commitment to routine capital funding (deferred maintenance on academic facilities), and significant contributions to several building projects.

UBC, as with many organizations in British Columbia, continues to experience supply chain challenges, in some cases causing significant delays particularly for major equipment purchases and capital projects. This challenge is accompanied by a material increase in inflation – ending last year at 4.8%, which has put substantial pressure on a number of non-labour expenditures (including utilities, consumables, and equipment) across the university. The Bank of Canada

forecasts that the inflation rate will be above target levels in the first half of 2022, and that there is uncertainty in how quickly inflation will return to target.

UBC is also being challenged by the highly competitive employment market, causing issues with attracting and retaining staff (this has been exacerbated by the pandemic). It is taking significantly longer to recruit staff and some positions are remaining vacant for extended periods of time.

INTERNATIONAL

The economic contributions of UBC to the regional and provincial economies are significant, and the dynamic impact through knowledge creation and translation increases the productive capacity of the region and the nation. UBC is a globally recognized institution for teaching, learning, and research, and an important contributor to the landscape of international education, in addition to its contributions to the province. The institution is consistently ranked as one of the top universities in the world, and this position has created

opportunities for UBC to attract talented students and researchers from over 160 countries, as well as opening doors for the university to engage with global challenges that have far-reaching impact. The university's teaching and research complement continues to be enhanced through strategic academic renewal, including substantial investment in the President's Academic Excellence Initiative.

Enrolment, combined with increases in international tuition, has provided an important source of revenue for the university. This revenue base now supports the UBC Academic Excellence Funds and contributes to UBC's strategic investments.

While difficult to control, international travel restrictions and geopolitical tensions do have an impact to UBC's international student population. The COVID pandemic and recent world events have made that even more clear. UBC continues to monitor and manage these situations closely.



HIGHLIGHT

UBC's Continued Response to COVID-19: Supporting a Safe Return to Campus

A key priority for fiscal 2021/22 was supporting students, faculty, and staff through the transition of the return to campus, as well as the shifting landscape of temporary return to online in some cases. In fiscal 2021/22, the university invested an additional \$16m to support a safe return to campus.

As we transition to recovery from COVID-19, our highest priority remains the long-term health and wellbeing of our community. In this year's budget, UBC is planning to invest an additional \$2.4m in student health and wellbeing as part of a five-year commitment totaling \$9m to support the implementation of an integrated student health and wellbeing approach, a health equity framework, and meeting the needs of our students.

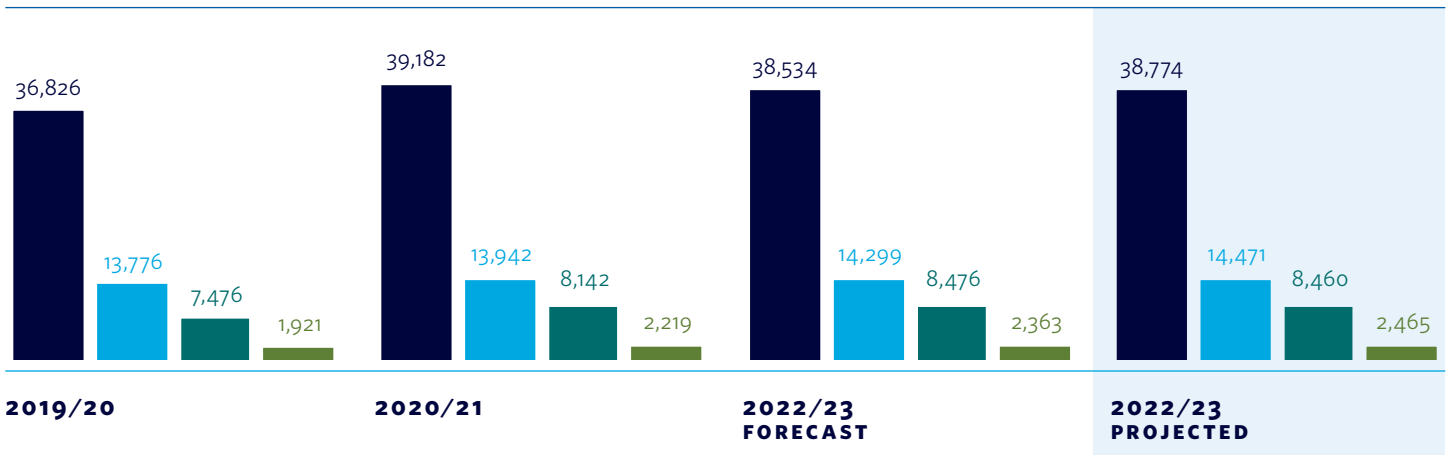
UBC ENROLMENT

The university’s main campuses in Vancouver and the Okanagan are home to world-class facilities that foster cutting-edge research, innovative entrepreneurship, and boundless academic and extracurricular opportunities. The campuses, as well as UBC’s satellite locations around British Columbia, also represent important social and economic contributions to their respective communities and beyond.

The university projects 47,234 enrolled domestic and 16,936 international students in fiscal 2022/23 across both campuses. A high-level view of enrolment data from recent years, combined from across both campuses, is provided. While UBC has seen consistently strong enrolment, including throughout the pandemic, enrolment can be sensitive to global economic conditions and international shocks.

Enrolment Trends

- Domestic — UBC Vancouver
- International — UBC Vancouver
- Domestic — UBC Okanagan
- International — UBC Okanagan



2.0 UBC's Budget Process

The UBC Budget represents the financial plan for the university – it serves as a roadmap for allocating all of the university’s revenues against anticipated expenses. It uses the prior year’s allocations as a baseline to identify recurring funding, and considers enhancement requests and the distribution of incremental revenues to fund strategic initiatives and to manage cost pressures. It should be noted that in the 2022/23 fiscal year, the university will continue to manage its limited incremental funding allocations conservatively.

The model used at UBC is decentralized, meaning that faculties and administrative units are responsible for balancing budgets within their respective portfolios. The university’s finance teams — both centrally and distributed — are constantly reviewing base budgets against the priorities of UBC’s Strategic Plan.

The budget process includes key assumptions with regard to revenues and expenses relating to:

- Funding from the provincial government,
- Tuition levels and student numbers,
- Revenue forecasts from other sources,
- Salary and benefit increases, and
- Other cost increases, based on changes to the consumer price index or the Higher Education Price Index, and currency exchange rates.

These budget assumptions (summarized in Appendix III) include all proposed budget allocations, as well as projections made by faculties and units from both campuses (Vancouver and Okanagan) of expected results for the year, including any plans for drawdowns of reserves. The budget for each campus is determined separately, but both are combined in this report, with supporting details provided for each.

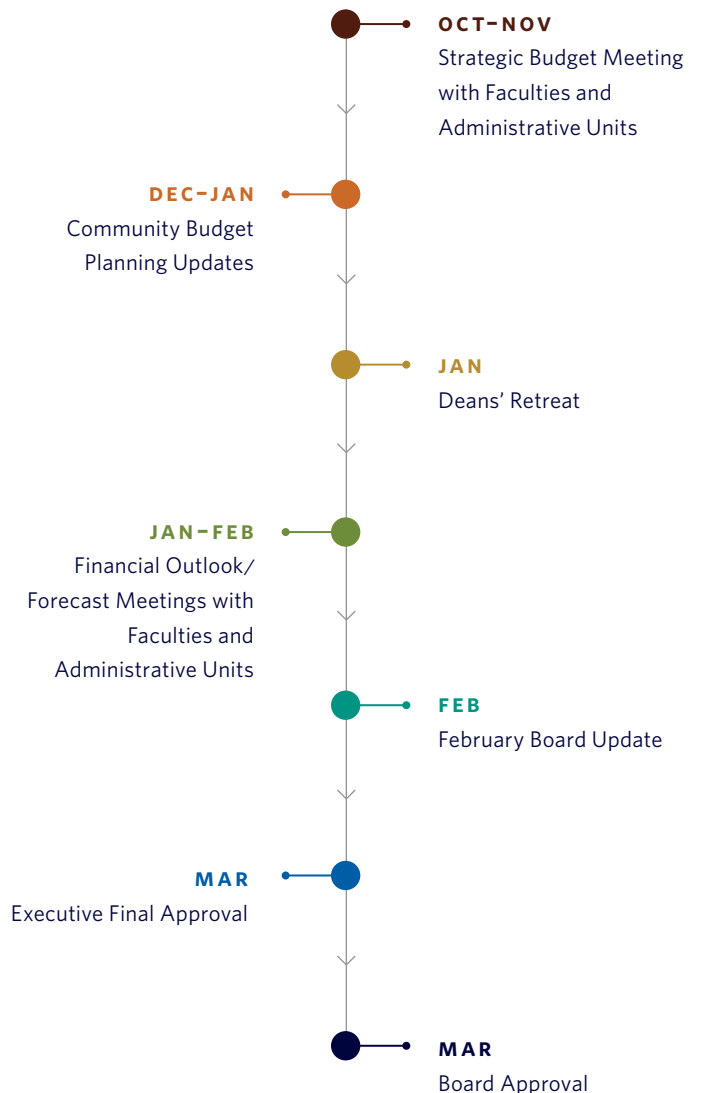
The Budget Process

The development of UBC’s budget is a collaborative effort including all of the university’s faculties and administrative units, with consultation and discussion at the core of the process.

This year UBC’s finance teams have collaborated with:

- Faculty and administrative unit leadership, through individual strategic budget meetings as well as financial forecast/outlook sessions

BUDGET PROCESS



- Deans
- Academic heads/directors of units
- Associate vice-presidents and senior staff
- Indigenous Strategic Plan (ISP) Guiding Network and President's Advisory Committee on Indigenous Affairs
- Equity-deserving groups
- Elected student leadership
- Senate Budget Sub-Committees of the Budget Committee of the Council of Senates (Vancouver and Okanagan) Executive

ALIGNMENT WITH UBC'S STRATEGIC PRIORITIES

All of the university's base budget activities are driven by the vision set out in the UBC Strategic Plan. Consistent with UBC's budget model, faculty and administrative unit budgets are reviewed independently.

For the fiscal 2022/23 budget process at UBCV, strategic budget meetings were held with each area in November 2021 to explore in-depth priorities, cost pressures, as well as identify new revenue/funding opportunities and potential cost savings initiatives. Additionally, financial forecast/outlook sessions were completed in February 2022 to share the more accurate data provided through the third quarter forecast as a comparison to the 2022/23 Budget. Executive

meetings were held in November and December 2021 to review all the fiscal 2022/23 incremental budget asks brought forward through these strategic meetings. This was a rigorous process where budget asks were presented, explained, and ranked by the Executive, leading to an overall recommended funding allocation which has been incorporated into the 2022/23 Budget.

At UBCO, the Budget Committee met in November and December 2021 to review requests for incremental operating funding from administrative units. Final recommendations on budget allocations for fiscal 2022/23 were made by UBCO leadership in January and February 2022, once firmer revenue projections were available for the coming year and appropriate engagement with the relevant stakeholders had taken place.

These processes ensure that financial planning across the university is aligned with UBC's strategic priorities and encourages collaboration and knowledge sharing across all academic and administrative groups.

The Budget is presented for the approval of UBC's Board of Governors, and covers the fiscal year from April 1, 2022, to March 31, 2023.



HIGHLIGHT

Addressing the Climate Crisis

UBC is committed to doing our part to address the climate crisis. UBC's Climate Action Plan 2030 (CAP 2030) commits the university to achieving net-zero operational emissions by 2035—15 years ahead of the previous target date—and to reduce our emissions by at least 85 per cent below 2007 levels.

Investing in sustainability initiatives has been a priority for UBC for decades and, as a result, is integrated in most faculties and administrative units' core budgets. Ongoing support for sustainability initiatives, such as Campus as a Living Lab and Sustainability Scholars, staffing, and investments in sustainable buildings and infrastructure likely total far more than \$40m annually.

In this year's budget, UBC is planning to invest an additional \$1.4m to support the implementation of CAP2030 and the creation of a Centre for Climate and Environmental Justice at UBC Vancouver. At UBC Okanagan, \$1.1m will go towards the district energy renewal and decarbonisation plan, while \$332k from operating will support the Strategic Energy Management Plan, the CAP2030, and the newly approved Transportation Plan.

Budget Framework

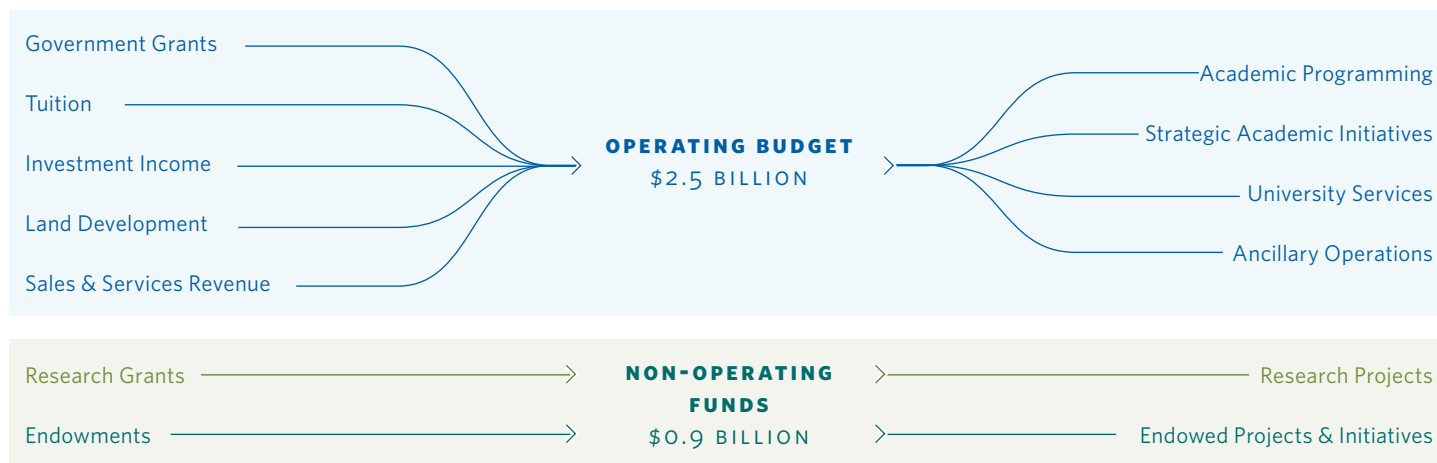
The most significant component of the university's Consolidated Budget is the Operating Budget, which covers the core academic operations of UBC. This report also covers all other areas comprising the consolidated financial statements of the university, including research, endowment, and capital expenditure. The intention of the budget report is to illustrate how these pieces link together, as well as the financial targets for each.

A simple picture of the university's Consolidated Budget for fiscal 2022/23 is as follows:

BUDGET FRAMEWORK

REVENUES

EXPENDITURES



Plans for capital expenditure are summarized later in this report, including projections for major projects approved separately by the Board of Governors and other planned minor capital and information technology projects.

The Operating Budget includes income received by the university to support core academic operations. This revenue includes the provincial operating grant, domestic and international tuition, investment income earned on cash and investments, research overheads and indirect costs of research funds received from the federal government, and investment income earned from land development proceeds. It also includes other revenue generated by central units and ancillaries across both campuses that directly support those operations, including student housing, food services, the UBC Bookstore, and parking. Many faculties receive funding directly from non-core activities, which are managed locally to support their operations.

In a typical year, the financial target for the Operating Budget is to achieve a near balanced result. This means that operating

revenue and expenditures (which include ongoing capital costs and internal loans for capital projects) are at equivalent levels.

The Province of British Columbia provides an operating grant totaling an estimated \$818m to the university to support the teaching of domestic undergraduate and graduate students in selected degree-granting programs. Of this, \$731m is designated for UBC Vancouver and \$87m for UBC Okanagan.

The provincial operating grant funds the full-time equivalent (Normal load FTE) enrolment of 30,259 full-time domestic undergraduates and 5,934 graduate students in Vancouver, and 7,157 total students in the Okanagan. There are some specific enrolment targets, primarily in the health professions, sciences, education, and engineering. The preliminary current year records indicate that UBC expects to exceed the provincial enrolment targets by approximately 4,264 domestic undergraduate students and 4,102 graduate students to meet continuing rising demand from students across the country.

UBC Vancouver allocates tuition received to the faculties and to Student Financial Aid (SFA) via an established formula.

About 7.5% of tuition is allocated to support Student Financial Aid for both international and domestic students. Of the remaining graduate and domestic undergraduate tuition, 75% flows directly to the faculties (60% at UBCO). Of international undergraduate tuition, after the SFA allocation, two thirds of the incremental tuition is directed to the Academic Excellence

Funds, with 65% of the remainder flowing directly to the faculties (50% at UBCO). Remaining tuition revenue is allocated to the Vancouver operating fund for core operating and support services and strategic priorities.



Reconciliation Pole, Hereditary Chief ʔidansuu (James Hart), Haida

HIGHLIGHT

Advancing Truth and Reconciliation: UBC's Indigenous Strategic Plan

UBC's Indigenous Strategic Plan (ISP), launched in September 2020, outlines eight goals and 43 actions that the university will collectively take to advance its vision of becoming a global leader in the implementation of Indigenous peoples' human rights.

Investing in additional resources and strategic initiatives to support the implementation of the ISP continues to be a priority in fiscal 2022/23. The Indigenous Strategic Initiatives (ISI) Fund launched to support projects that advance the goals and actions of the ISP, with \$4m dedicated in its first year.

This year's budget proposes further funding including:

- \$4.2m to support the ISP, including expansion of Indigenous student, curriculum, and advising support and a significant renovation to the Laboratory of Archaeology.
- Allocations totaling \$856k to support the new Indigenous Graduate Entrance Fellowships and other Indigenous student supports and Indigeneity projects at UBCO.
- \$5m in capital funding to support the expansion of the Longhouse. Ongoing funding to support Indigenous student recruitment and faculty hiring, expansion of the Indigenous Students Collegium and Indigenous Student Financial Aid.

3.0 Operating Budget

The Operating Budget for fiscal 2022/23 (Vancouver and Okanagan combined) is projecting a deficit of \$7m, as summarized in the statement below.

OPERATING BUDGET FISCAL 2022/23 (in \$ millions)	2020/21 ACTUAL	2021/22 FORECAST	2022/23 PLAN
Operating Revenue			
Government grants and contracts			
Government of Canada	34	39	35
Province of British Columbia	750	785	818
Other governments	—	—	—
Student fees — Domestic	375	388	409
Student fees — International	547	601	633
Non-government grants, contracts and donations	9	16	12
Investment income	117	82	77
Sales and services	351	478	554
Total Revenue	2,183	2,389	2,538
Operating Expenses			
Salaries — Academic	544	569	600
Salaries — Student services	66	78	81
Salaries — Staff	600	643	698
Salaries — Purchased	(3)	2	—
Total Salaries	1,207	1,292	1,379
Employee benefits	223	239	257
Total Salaries and Benefits	1,430	1,531	1,636
Supplies and sundries	224	286	308
Amortization expenses	4	—	—
Cost of goods sold	30	62	76
Scholarships, fellowships and bursaries	106	136	130
Travel and field trips	1	6	15
Professional fees	52	59	62
Grants and reimbursements to other agencies	1	2	1
Interest on long term debt	82	96	104
Utilities	26	11	10
Total Expenses	1,956	2,189	2,342
Excess (deficiency) of revenues over expenses	227	200	196
Transfers to (from) non-operating funds	70	97	113
Change in invested in capital assets	111	81	90
Net change in unrestricted fund balance	46	22	(7)
Accumulated reserves — opening	269	315	337
Accumulated reserves — closing	315	337	330

Total revenue is budgeted to increase by \$149m (6.2%), mainly from recovering sales and services revenue and the proposed increase in tuition revenue. Expenses are expected to increase by approximately \$153m (7.0%), due to a range of factors including salaries and benefits and increases to supplies and sundries, costs of goods sold, travel and field trips due to increases in planned activity.

Operating Revenue

The Operating Budget includes all unrestricted revenue received by the university. The majority of this revenue is managed and allocated through the budget process, but a smaller portion is generated directly by faculties and central support units. The total operating revenue for fiscal 2022/23 is \$2,538m.

OPERATING REVENUE — UBC TOTAL <i>(in \$ millions)</i>	2020/21 ACTUAL	2021/22 FORECAST	2022/23 PLAN	PLAN VS FORECAST
Operating Revenue				
Government grants and contracts				
Government of Canada	34	39	35	(4)
Province of British Columbia	750	785	818	33
Student fees — Domestic	375	388	409	21
Student fees — International	547	601	633	32
Non-government grants, contracts and donations	9	16	12	(4)
Investment income	117	82	77	(5)
Sales and services	351	478	554	76
Total Revenue	2,183	2,389	2,538	149

OPERATING REVENUE BY CAMPUS <i>(in \$ millions)</i>	UBC VANCOUVER				UBC OKANAGAN			
	2020/21 ACTUAL	2021/22 FORECAST	2022/23 PLAN	PLAN VS FORECAST	2020/21 ACTUAL	2021/22 FORECAST	2022/23 PLAN	PLAN VS FORECAST
Operating Revenue								
Government grants and contracts								
Government of Canada	33	37	33	(4)	1	2	2	—
Province of British Columbia	670	702	731	29	80	83	87	4
Student fees — Domestic	326	337	356	19	49	51	53	2
Student fees — International	471	518	542	24	76	83	91	8
Non-government grants, contracts and donations	9	16	12	(4)	—	—	—	—
Investment income	117	82	77	(5)	—	—	—	—
Sales and services	346	470	546	76	5	8	8	—
Total Revenue	1,972	2,162	2,297	135	211	227	241	14

GOVERNMENT GRANTS

The provincial grant is an important source of funding for domestic undergraduate and some graduate teaching. Operating revenue from the provincial grant has increased \$33m in fiscal 2022/23, from \$785m to \$818m, largely due to funding for general wage increases for all bargaining units, as well as the continuation of student FTE growth in Health and Technology programs on both campuses.

The Government of Canada grant, budgeted at \$35m, represents the Federal Research Support Fund for the university, and is consistent with prior years. The decrease, compared to last year's grant, is due to a one-time grant received from the Canada Student Work Placement Program (SWPP) during COVID-19 restrictions, which have been removed as Canada moves toward recovery.

TUITION INCOME

STUDENT ENROLMENT

The university is projecting a total enrolment of 64,170 student FTEs in fiscal 2022/23 across both campuses, with details as follows in the table below.

DOMESTIC TUITION

In fiscal 2021/22, enrolment (graduate and undergraduate) was 38,534 FTE at the Vancouver campus and 8,476 FTE at the Okanagan campus. There is a slight planned increase in expected enrolment for fiscal 2022/23 on the Vancouver Campus, compared to the prior year (largely in the Faculties of Applied Science, Education and Sauder School of Business). The plan assumes a 2% domestic tuition rate increase (subject to Board approval).

The domestic growth in enrolment and tuition rate increase for both graduate and undergraduate will bring an additional \$21m across both campuses..

INTERNATIONAL TUITION

The enrolment (graduate and undergraduate) plan reflects a slight growth in international student FTE (volume increase) as well as the proposed rate increases (2% for continuing students and 4% for new students — subject to Board approval).

The international student enrolment volume and rate increases for both graduate and undergraduate will add an additional \$32m of revenue across both campuses.

OTHER REVENUE

SALES AND SERVICES

Sales and services revenue typically includes lease income, and the General Municipal Service Levy (GMSL) charged to businesses on campus. It also includes revenue from fee-for-service activities across campus, and bill-back revenue from IT services and the Faculty of Medicine.

Under normal circumstances, ancillary services are expected to be financially self-sustaining, including setting aside funds for capital renewal and providing a financial dividend to the university to be invested in important strategic priorities. However, COVID-19 had a significant impact through fiscal 2021/22 on revenue from student housing, food services, parking and other fee-for-services activities. As a mitigation, the university provided relief of the dividend and principal payments on SHCS loans through fiscal 2021/22, which is planned to continue in fiscal 2022/23.

Ancillary unit activities are expected to return to normalcy as the COVID-19 restrictions are lifted.

INVESTMENT INCOME

Investment income represents income earned on cash and operating investments, internal loans, and construction project financing. The earnings are netted against interest payments on external debt, the Student Housing Finance Endowment, and the endowment borrowing for Orchard

STUDENT ENROLMENT (Student 30-credit FTE)	FISCAL 2021/22			FISCAL 2022/23 (PROJECTED)			CHANGE
	VANCOUVER	OKANAGAN	TOTAL	VANCOUVER	OKANAGAN	TOTAL	
Domestic	38,534	8,476	47,010	38,774	8,460	47,234	0.5%
International	14,299	2,363	16,662	14,471	2,465	16,936	1.6%
Total	52,833	10,839	63,672	53,245	10,925	64,170	0.8%

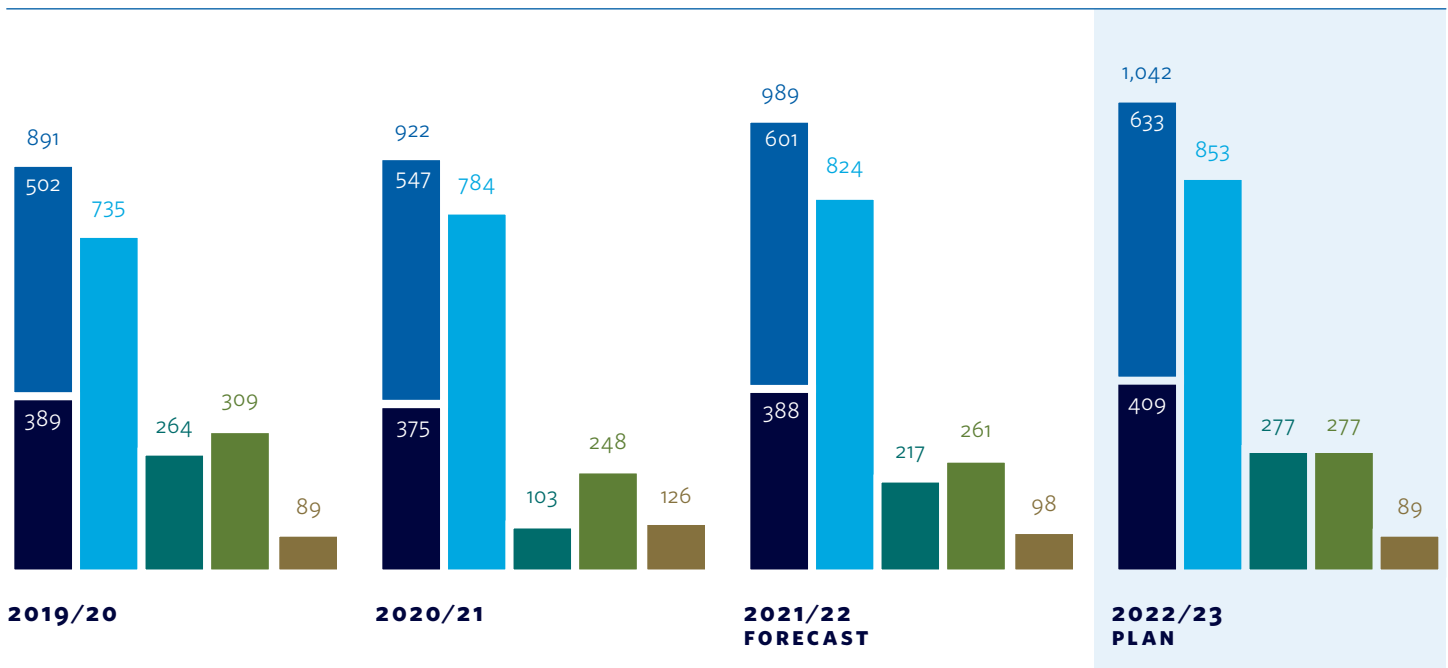
Commons. Overall volatility is mostly a function of the amount of working capital available for investment. For example, delays in construction will reduce the interest earned on construction deficits, while increasing interest earned on operating investments. The exposure to interest rate risk is minimal due to fixed rates of interest on internal loans and external debt.

Investment revenue in fiscal 2022/23 is expected to be \$5.3m lower than the prior year, mainly due to lower liquidity

in the Working Capital Fund, lower construction interest after the completion of Pacific Residence project in last quarter of fiscal 2021/22, and the Paragon contingent payment received in fiscal 2021/22 that is not anticipated to repeat in fiscal 2022/23.

A high-level view of operating revenue from recent years, combined across both campuses, is below.

Operating Revenues



Operating Expenditures

Total expenditures of \$2,342m are predominantly driven by salaries and benefits (approximately 70% of total expenditures). Driving efficiencies within this large expenditure pool, as well as actively managing discretionary spending, are strategies employed by the university through the budget process with the

goal of producing a balanced result. Information relating to key expenditure drivers (Salaries and Benefits, Supplies and Sundries/COGS, and Student Financial Aid) is outlined in the following tables.

OPERATING EXPENDITURES — UBC TOTAL <i>(in \$ millions)</i>	2020/21 ACTUAL	2021/22 FORECAST	2022/23 PLAN	PLAN VS FORECAST
Operating Expenses				
Salaries — Academic	544	569	600	(31)
Salaries — Student services	66	78	81	(3)
Salaries — Staff	600	643	698	(55)
Salaries — Purchased	(3)	2	—	2
Total Salaries	1,207	1,292	1,379	(87)
Employee benefits	223	239	257	(18)
Total Salaries and Benefits	1,430	1,531	1,636	(105)
Supplies and sundries	224	286	308	(22)
Amortization expenses	4	—	—	—
Cost of goods sold	30	62	76	(14)
Scholarships, fellowships and bursaries	106	136	130	6
Travel and field trips	1	6	15	(9)
Professional fees	52	59	62	(3)
Grants and reimbursements to other agencies	1	2	1	1
Interest on long term debt	82	96	104	(8)
Utilities	26	11	10	1
Total Expenses	1,956	2,189	2,342	(153)
Transfers to (from) non-operating funds	70	97	113	(16)
Change in invested in capital assets	111	81	90	(9)
Total Operating Expenditures	2,137	2,367	2,545	(178)

OPERATING EXPENDITURES BY CAMPUS <i>(in \$ millions)</i>	UBC VANCOUVER				UBC OKANAGAN			
	2020/21	2021/22	2022/23	PLAN VS	2020/21	2021/22	2022/23	PLAN VS
	ACTUAL	FORECAST	PLAN	FORECAST	ACTUAL	FORECAST	PLAN	FORECAST
Operating Expenses								
Salaries — Academic	482	501	526	(25)	62	68	74	(6)
Salaries — Student services	58	68	72	(4)	8	10	9	1
Salaries — Staff	554	591	638	(47)	46	52	60	(8)
Salaries — Purchased	(3)	2	—	2	—	—	—	—
Total Salaries	1,091	1,162	1,236	(74)	116	130	143	(13)
Employee benefits	202	215	231	(16)	21	24	26	(2)
Total Salaries and Benefits	1,293	1,377	1,467	(90)	137	154	169	(15)
Supplies and sundries	212	270	290	(20)	12	16	18	(2)
Amortization expenses	4	—	—	—	—	—	—	—
Costs of goods sold	30	62	76	(14)	—	—	—	—
Scholarships, fellowships and bursaries	93	114	110	4	13	22	20	2
Travel and field trips	1	5	12	(7)	—	1	3	(2)
Professional fees	49	56	58	(2)	3	3	4	(1)
Grants and reimbursements to other agencies	1	2	1	1	—	—	—	—
Interest on long term debt	80	94	102	(8)	2	2	2	—
Utilities	23	8	7	1	3	3	3	—
Total Expenses	1,786	1,988	2,123	(135)	170	201	219	(18)
Transfers to (from) non-operating funds	48	80	98	(18)	22	17	15	2
Change in invested in capital assets	97	73	76	(3)	14	8	14	(6)
Total Operating Expenditures	1,931	2,141	2,297	(156)	206	226	248	(22)

SALARIES AND BENEFITS

The increase of \$105m in salaries and benefits costs includes progress through the ranks (PTR) increases for faculty, merit increases for staff, market adjustments, and amounts related to general wage increases and benefits (which are funded through the Provincial Grant). The remainder of the increase is primarily due to the annualized financial impact of prior-year new hires (i.e., individuals who are hired part way through the previous fiscal year), as well as the fiscal 2022/23 hiring plan for both faculty and staff on both campuses. For faculties, there will be a planned increase of approximately 91 FTE, and for staff a planned increase of approximately 538 FTE.

This increase will be invested largely in staff and faculty committed to teaching and student support as well as increased activity within the ancillary business and general operating support (i.e., repairs, maintenance, cleaning). When comparing salaries and benefits to pre-pandemic levels, the largest increases are being driven within the faculties (UBCV and UBCO) as well as support services through VP Finance and Operations and VP Academic.

SUPPLIES AND SUNDRIES AND COSTS OF GOODS SOLD

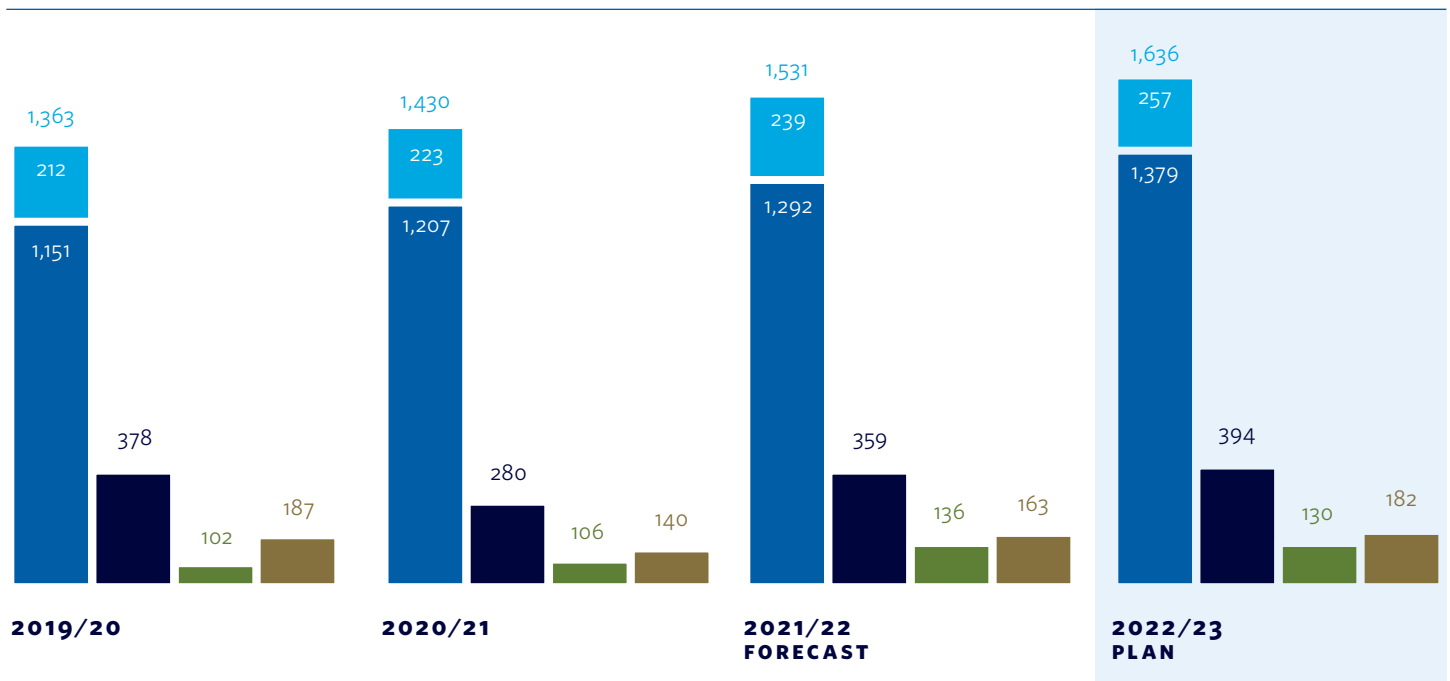
The increase in supplies and sundries costs of \$22m is primarily due to anticipated spending levels across multiple portfolios returning gradually to pre-COVID-19 levels due to the return of students on campus, re-classification of expenses that were previously considered capital, and increases in sales in services. The increase in cost of goods sold of \$14m is primarily due to the anticipated increased costs due to recovering sales at the Bookstore and UBC Food Services at both campuses.

SCHOLARSHIPS, FELLOWSHIPS, AND BURSARIES

UBC ensures funds are available for all student financial supports, in accordance with established criteria. Through 2021/22, while external funding was also being made available through temporary government programs, the university recognized the importance of providing bridge funding for students awaiting bursaries and other supports. To support students' COVID-related needs, the \$18m tuition increase in fiscal 2021/22 was allocated on a one-time basis to fund student support initiatives. One-time housing bursaries were also made available. In 2022/23, UBC is proposing to allocate \$130m to scholarships, fellowships, and bursaries, an increase from pre-pandemic levels.

A high-level view of operating expenses from recent years, combined from across both campuses, is as follows:

Operating Expenses



**HIGHLIGHT****Progressing Operational Efficiency**

UBC is introducing new initiatives to achieve efficient and effective service delivery and move towards a culture of operational excellence. This work includes a continued focus on modernizing our core Finance, Human Resources and Student information technology systems. As the next step in UBC's Integrated Renewal Program (IRP) implementation, a refreshed student ecosystem is scheduled to be completed during the 2023/2024 academic year.

Other initiatives that will help the university focus limited resources and optimize our processes and operations include:

- Launching a Lean Six Sigma program in partnership with the UBC Sauder School of Business to train leaders from areas such as Finance and Operations, IT and HR to implement solutions that will improve efficiency and effectiveness across the university.
- Implementing projects that show tangible results, such as streamlining payroll accounting adjustments through automation to improve accuracy and impacts to grants reporting. Additionally, automation of critical capital reporting processes and creation of automated dashboards for decision making will lead to more efficient, timely and accurate information.
- Optimizing workflows and approvals within Workday for HR services, optimizing onboarding processes, and implementing automation tools for back-office processes.



4.0 Consolidated Financial Budget

The Consolidated Statement of Operations (by function) and the Consolidated Statement of Net Debt require formal Board approval, as these components are required for inclusion in the university's audited annual financial statements under Public Sector Accounting Board guidelines, and are provided below for information only.

CONSOLIDATED STATEMENT OF OPERATIONS — BY OBJECT <i>(in \$ millions)</i>	2020/21 ACTUALS	2021/22 FORECAST	2022/23 PLAN	PLAN VS FORECAST
Revenues				
Government grants and contracts				
Government of Canada	367	364	390	26
Province of British Columbia	952	993	1,036	43
Other governments	20	27	31	4
Other contributions	148	177	186	9
Student fees	922	989	1,042	53
Investment income	157	183	111	(72)
Income from Government Business Enterprises	23	—	—	—
Sales and services	244	397	505	108
Amortization of deferred capital contributions	89	96	93	(3)
	2,922	3,226	3,394	168
Expenses				
Salaries and benefits	1,823	1,932	2,064	132
Operating costs — other	429	444	508	64
Capital asset amortization	231	261	282	21
Cost of goods sold	17	62	76	14
Scholarships, fellowships and bursaries	164	195	189	(6)
Grants to third parties	155	153	153	—
Debt service costs	21	23	22	(1)
	2,840	3,070	3,294	224
Annual surplus from operations	82	156	100	(56)

The consolidated statement of operations reflects a 2022/23 surplus of \$100m. This is an accounting surplus only, and does not reflect funds available for spending on operations. The components are on the next page:

INCOME STATEMENT ANALYSIS*(in \$ millions)*

	2021/22 FORECAST	2022/23 PLAN	PLAN VS FORECAST
UBC Vancouver faculties	28	4	(24)
UBC Vancouver administrative units	(7)	(4)	3
UBC Okanagan	1	(7)	(8)
	22	(7)	(29)
Deferred land lease revenue	11	11	—
Endowment surplus	65	23	(42)
Research and other funds	19	19	—
Related organizations	—	2	2
Net investment in capital	39	52	13
Surplus	156	100	(56)

Key Drivers

- Reserve drawdowns of \$(7m) represent spending by units from reserves on capital projects and to support operating deficits.
- Deferred land lease income of \$11m represents proceeds from the land leases that have been issued for development. This is allocated to the endowment as it is received, and the revenue is recognized in the Statement of Operations over the period of the lease (which is 99 years).
- The Endowment surplus of \$23m represents the returns on unrestricted endowment funds (TREK) plus any endowed transfers from faculties, operations, and so forth. The decrease in this value is related to the growing adoption of a flat spend strategy on UBC's endowment that will draw against the endowment capital, plus a return to normal returns after a year of restructuring of the endowment investments which recognized one-time gains in the prior year.
- The surplus in research and other funds of \$19m is primarily driven by the unspent balances from unrestricted research funds that have been transferred from the faculties in support of start-up research for newly hired scholars.
- The surplus in Net Investment in Capital of \$52m is a function of how much UBC invests in capital in a given year, how much we receive in external funding for capital projects, depreciation/amortization, and activity relating to internal loans. It is broken down as follows:

NET INVESTMENT IN CAPITAL*(in \$ millions)*

	2020/21 ACTUALS	2021/22 FORECAST	2022/23 PLAN
Capital asset additions	381	400	561
Less funded externally	(95)	(100)	(149)
Depreciation	(231)	(261)	(282)
Less amortization of deferred capital contributions	88	96	93
Financial Statement Impact	143	135	223
Less funded from internal loans	(136)	(131)	(226)
Plus internal loan payments	29	35	55
Net internal loans	(107)	(96)	(171)
Net investment in capital	36	39	52

The consolidated statement of financial position showing the university's assets, liabilities, and equity is as follows:

CONSOLIDATED STATEMENT OF FINANCIAL POSITION (UNAUDITED) <i>Presented in Classified Statement of Financial Position Format (in \$ millions)</i>	MAR 31, 2022 FORECAST	MAR 31, 2023 PLAN
Assets		
Current Assets		
Cash and cash equivalents	100	100
Accounts receivable	235	240
Housing and other loans receivable	56	57
Operating investments	1,106	1,183
Investments in Government Business Enterprises	43	46
Supplemental pension assets	121	124
Other current assets	34	34
	1,695	1,784
Non-Current Assets		
Endowment investments	2,133	2,235
Capital assets	3,991	4,271
	6,124	6,506
TOTAL ASSETS	7,819	8,290
Liabilities and Net Assets		
Current Liabilities		
Accounts payable and accrued liabilities	345	351
Deferred revenue	135	138
Current portion of debt	6	6
	486	495
Non-Current Liabilities		
Employee future benefits	15	15
Supplemental pension liabilities	121	124
Deferred other restrictions contributions	684	698
Non-current portion of debt	351	350
	1,171	1,187
TOTAL LIABILITIES	1,657	1,682
Net Assets		
Accumulated surplus	2,687	2,965
Deferred capital contributions	1,599	1,655
Deferred land lease revenue	1,107	1,174
Deferred endowment contributions	769	814
	6,162	6,608
TOTAL LIABILITIES AND NET ASSETS	7,819	8,290

5.0 Documents Requiring Board Approval

Under public sector accounting board guidelines, certain approved budget information is required for inclusion in the year-end financial statements.

These two documents are the Consolidated Statement of Operations and Accumulated Surplus and the Consolidated Statement of Changes in Net Debt.

The Consolidated Statement of Operations and Accumulated Surplus below reflects the same consolidated income statement included in Section 6, although the expenses are reflected by function, rather than by object. This mirrors the way that the information is presented in the financial statements. To derive the information by function, the university makes various assumptions about which operating units should be reflected within each category.

CONSOLIDATED STATEMENT OF OPERATIONS (BY FUNCTION) (in \$ millions)	2021/22 FORECAST	2022/23 PLAN	PLAN VS FORECAST
Revenues			
Government grants and contracts			
Government of Canada	364	390	26
Province of British Columbia	993	1,036	43
Other governments	27	31	4
Other contributions	177	186	9
Student fees	989	1,042	53
Investment income	183	111	(72)
Income from Government Business Enterprises	—	—	—
Sales and services	397	505	108
Amortization of deferred capital contributions	96	93	(3)
	3,226	3,394	168
Expenses			
Learning	1,537	1,689	153
Research	542	636	94
Facilities	355	299	(56)
Students	379	415	35
Community Engagement	74	88	14
Administration	183	167	(16)
	3,070	3,294	224
Annual surplus from operations	156	100	(56)
External endowment donations	25	25	—
Annual surplus	181	125	(56)
Accumulated surplus, beginning of period	2,506	2,840	334
Accumulated surplus, end of period	2,687	2,965	278

CONSOLIDATED STATEMENT OF CHANGES IN NET DEBT

Year end March 31 (in \$ millions)

	2021/22 FORECAST	2022/23 PLAN	PLAN VS FORECAST
Annual surplus	181	125	(56)
Exclude items not affecting net debt:			
Endowment donations and transfers	(25)	(25)	—
	156	100	(56)
Acquisition of tangible capital assets	(270)	(400)	(130)
Amortization of tangible capital assets	261	282	21
	(9)	(118)	(109)
Acquisition of inventories held for use ¹	—	—	—
Acquisition of prepaid expense ¹	—	—	—
Consumption of prepaid expense ¹	—	—	—
Use of prepaid expense ¹	—	—	—
	—	—	—
	147	(18)	(165)
Net remeasurement gains ²	24	(10)	(34)
Self-supported subsidiary other comprehensive income ²	—	—	—
Increase in net debt	171	(28)	(198)
Net debt, beginning of year	(2,567)	(2,396)	171
Net debt, end of year	(2,396)	(2,424)	(28)

Notes

1. UBC does not manage inventory and prepaids at a consolidated level or budget activity for these items.
2. The budget for investment income is prepared using high level assumptions around management of investment balances; this does not extend to detailed forecasts around individual investment holdings.



2022/23 BUDGET

Appendices

Appendix I. UBC Vancouver

Strategic Initiatives

The following tables summarize the calculation of the revenue available for allocation (after pre-determined allocations to faculties) to the Academic Excellence Funds (AEF) and Student Financial Aid (SFA), and the proposed allocations for the Vancouver campus:

UBC VANCOUVER — OPERATING BUDGET

Fiscal 2022/23 Budget on a Differential Basis (In \$ millions)

FISCAL 2022/23 OUTLOOK

	ONE-TIME	RECURRING	TOTAL FISCAL
Incremental revenue			
International Tuition (Graduate and Undergraduate)	—	31.6	31.6
Domestic Tuition (Graduate and Undergraduate)	—	4.1	4.1
Provincial Grant	6.1	31.7	37.8
Ancillary dividends, Business revenue	(19.1)	(1.7)	(20.8)
Investment	—	(5.4)	(5.4)
2% one-time funding reductions to admin portfolios	7.9	—	7.9
Savings (Mainly IRP Fin debt services)	15.0	.1	15.1
Operating's prior year surplus and recurring reserve	85.9	29.9	115.8
Total incremental revenue	95.8	90.3	186.2
Less			
Tuition allocations			
Faculties	—	16.0	16.0
Student Financial Aid	—	1.6	1.6
Academic Excellence Fund	—	12.2	12.2
Others	—	(.2)	(.2)
AVED grant allocations			
FTE growth in Technology and Health Programs	5.8	1.4	7.2
Salaries provision	—	21.9	21.9
Commitments			
Future Commitments	54.5	4.3	58.8
Strategic priorities (Budget Asks)	22.4	15.2	37.6
Fiscal 2022/23 Contingency allowance	3.0	—	3.0
Residual Central contingency	10.1	17.9	28.0
Total allocations	95.8	90.3	186.2
Net of revenue and allocations	—	—	—

Incremental revenues are projected to increase by \$186.2m for fiscal 2022/23, of which \$90.3m is recurring. As previously described, some of that increase is allocated to the faculties, the AEF, and SFA, commitments approved by the Board as well as the recommended budget asks of \$37.6m. This leaves a residual contingency of \$28.0m.

UBC VANCOUVER (In \$ millions)	CENTRAL	FACULTY	ACADEMIC EXCELLENCE FUNDS	STUDENT FINANCIAL AID	TOTAL
Tuition	6.0	16.0	12.2	1.4	35.7
Net Provincial Grant*	8.8	7.2	—	—	15.9
Ancillary dividends, business revenue, and allocations	(20.8)	—	—	—	(20.8)
Investment Income	(5.4)	—	—	—	(5.4)
2% funding reduction for admin portfolios	7.9	—	—	—	7.9
Other savings	15.1	—	—	—	15.1
Operating prior year surplus and recurring reserve	115.8	—	—	—	115.8
Total Incremental Revenue	127.5	23.2	12.2	1.4	164.3
Held for Future Commitments	58.8				
Budget Asks	37.6				
FY23 Contingency allowance	3.0				
Residual Central contingency	28.0				

* Increase in provincial grant funding for GWI treated as a flow-through to Faculties and Admin Units

A breakdown of incremental operating funding by core area of UBC's Strategic Plan is available as follows:

FISCAL 2022/23 OUTLOOK (In \$ millions)	ONE-TIME	RECURRING	TOTAL FISCAL
Proposed Allocations			
People & Places	5.6	4.9	10.5
Research Excellence	1.1	1.5	2.5
Transformative Learning	0.6	2.7	3.3
Local & Global Engagement	1.9	1.3	3.2
Sustainment/Compliance/Operations/Risk	13.2	4.9	18.1
Future Commitments	54.5	4.3	58.8
FY23 Contingency allowance	3.0	0.0	3.0
Residual Central contingency	10.1	17.9	28.0
Total Proposed Allocations	90.0	37.4	127.5

Academic Excellence Funds (AEF)

UBC is a globally recognized centre of research and educational excellence, and our goal is to enhance this excellence through targeted strategic investments.

The Vancouver Academic Excellence Funds and the Okanagan Excellence Fund were established in February 2016 to support the university's ambition to become Canada's best university over the next decade.

Both funds support strategic initiatives that will enhance and amplify current efforts in key areas, to ensure UBC is:

- a. Recruiting and retaining exemplary faculty members, students and staff;
- b. Building and supporting world class research infrastructure to enable innovative, cutting-edge research; and,
- c. Providing an excellent student learning experience for domestic and international students, at the graduate and undergraduate levels, both inside and outside the classroom.

The key principles underlying the allocation of the funds are:

1. Excellence — funds must support UBC's goal of being Canada's best university;
2. Sustainability — funds may not be invested in permanently recurring expenditures;
3. Strategic nimbleness — the allocation process will recognize the need to capitalize on new opportunities and changing circumstances quickly;
4. Effectiveness — funds may be used to leverage additional funding - for example, donations or grants that require matching funds;
5. Openness — members of the academic community will be invited to attend forums to provide advice to UBC's Provosts on strategic uses of the funds and prioritization of initiatives;

6. Accountability — metrics will be developed to measure the impact and outcomes of all allocations; and,
7. Transparency — the Provosts will report annually to the university community and especially to the Board of Governors and Senate Budget Committees, on the impact and outcomes of the funds.

On the Vancouver campus, the Academic Excellence Funds reflect the following stratification, as approved by the Board of Governors for the 2019/20 fiscal year:

- Strategic Excellence Fund
- Revenue Sharing Fund
- Student Financial Aid (SFA) Fund
- Academic Capital Fund
- Integrated Renewal Project (IRP) Fund

The highlights noted below cover all stratifications of the funds in general.

In fiscal 2022/23 a total planned spend of \$102m against a fiscal allocation of \$103.5m will result in a \$1.5m surplus, with an accumulated ending reserve of \$44.8m available for spending to address opportunities as they arise. The Academic Excellence Funds' impact on the university continues to grow, with spending forecasted to increase by \$16m over the prior fiscal year (forecasted as at Q3).

In fiscal 2021/22, the university spent \$86m on committed initiatives even with the continued impact of the pandemic. Despite slower spending on initiatives that resulted from managing the ongoing impact of COVID-19 on teaching, learning, and research for our students and faculty, key initiatives centred on the core areas of UBC's Strategic Plan still moved forward.



UBC VANCOUVER*(In \$ thousands)***TOTAL ACADEMIC EXCELLENCE FUND**

	2020/21 ACTUALS	2021/22 FORECAST	2022/23 PLAN	PLAN VS FORECAST
Total Funding Available	75,876	85,088	103,542	18,454
People and Places	29,649	48,520	58,764	10,244
Research Excellence	11,649	20,553	22,377	1,824
Transformative Learning	14,222	11,475	11,365	(110)
Local and Global Engagement	3,744	4,843	7,570	2,727
Strategic Plan Enablement	977	800	2,000	1,200
Total Commitments	60,241	86,191	102,076	15,885
Net Surplus / (Deficit)	15,635	(1,103)	1,466	2,069
Opening Carryforward	28,803	44,439	43,336	(1,103)
Ending Carryforward	44,438	43,336	44,802	1,466

A summary of the past year's activity and the planned investment for fiscal 2022/23 is included below based the UBC Strategic Plan core areas.

PEOPLE AND PLACES

Continual investment into areas that support faculty, students, and staff is core to maintaining an excellent academic experience for students and in developing excellence in our people. Some highlights of initiatives supported in fiscal 2021/22 follows:

- The President's International Doctoral Research Fellowship: This initiative focuses on recruiting talented international PhD students who are often eligible for fewer Canadian scholarships and fellowships, and also has been instrumental in PAEI faculty recruitment.
- The Graduate COVID Program Delay Tuition Award: Awards ranging from \$800 to \$2000 support graduate students whose academic and/or research progress was delayed by disruptions due to the pandemic. This fair and equitable response to the burden of longer program times for students — a situation disproportionately affecting women and marginalized groups — supports UBC's key contributors to the research enterprise as they complete the final critical stages of their work.

New investments for fiscal 2022/23 include:

- The University Transitions Program: Through mentorship, consulting and activities that are part of the student experience at UBC, this program seeks to enable academic excellence while promoting social and emotional development for academically gifted adolescents who are committed to the goal of early entrance to university.
- The Scholarship of Educational Leadership supports our academic leaders through a professional development program designed to develop expertise in educational leadership practices. What is learned through this program leads into transformative learning opportunities as these practices are further implemented into academic programs across the university.
- Student financial support matching program: The Student Affordability Task Force (SATF) recommended prioritizing need-based funding when fundraising for student awards. This proposal implements a \$2 million matching program to incentivize donors and build awareness and support for need-based aid as a key feature of the upcoming comprehensive campaign.

2021/22 Investment: \$48.5m

2022/23 Planned Investment: \$58.8m

RESEARCH EXCELLENCE

UBC is committed to supporting continued success in research by development of disciplinary depth, interdisciplinary collaboration, resources for research services, and the development of digital research infrastructure both from an operational and capital perspective. Some highlights of initiatives supported in fiscal 2021/22 follow:

- The Clusters of Research Excellence program: This major initiative fosters collaboration and enables established and emerging interdisciplinary clusters of researchers (those that are nationally ranked as global leaders, and those that show great potential for further achievement) to have more significant impact than they could otherwise achieve.
- The UBC Advanced Research Computing (ARC): This university-wide service helps computational and data-intensive researchers use local, regional, and national advanced research computing infrastructure and services, and access and comply with standards for data management.
- Innovation UBC: This extensive network is working to expand the range of assistance for UBC researchers, scholars, and their partners to generate social and economic impacts locally, nationally, and internationally. The Knowledge Exchange, Innovation Partnerships, University-Industry Liaison Office, and entrepreneurship@UBC teams work together to make connections and build transformative partnerships that increase the interaction with UBC research excellence, discoveries and capacity.

New investments for fiscal 2022/23 include:

- Dairy Education and Research Centre upgrade and renovation: Support will result in a fully operational dairy farm with increased data collection capabilities, improved management, performance and welfare of animals and improved forecast for labor challenges.
- Food and Beverage Innovation Centre construction: New space will be used by researchers and industry stakeholders actively involved with food process engineering and innovations in food product development and preservation, with particular emphasis on reducing the impact of lost societal food security due to food waste, interruptions of vital food supply chains and potential failures in food safety and nutritional quality.

- Gateway Building research space proposed upgrade: This space will bring together an interdisciplinary team of scholars to examine and reimagine communication for future decades. This work requires new infrastructure which is essential for the collection of an advanced range of language data in a variety of contexts; to model and verify the anatomical, physiological, and neurological processes that underpin human communication; and to develop technologies to support safer and more sophisticated multimodal virtual communication.

2021/22 Investment: \$20.5m

2022/23 Planned Investment: \$22.4m

TRANSFORMATIVE LEARNING

The provision of support for the development and delivery of teaching excellence through alternative models will continue for the remainder of the 2022 calendar year. This support is composed of several resources located within central units that directly sustain and enhance support for faculty and students, as well as a continuation of block funding to faculties. Support during fiscal 2021/22 included:

- Continuation of fixed-term LT Hub support positions;
- Hybrid pilot funding for Summer 2021 (including a light refresh and delivery costs for the Academic Essentials program, as well as other projects)
- Support of open educational resources to students;
- Continuation and enhancement of Indigenous curriculum support;
- UBC's Work Learn Program continued throughout the year, and students were able to work remotely to fulfil these requirements despite overseas experiential learning being curtailed. These integrative learning opportunities helped to enhance the quality of student learning, while enabling them to earn money towards their education.
- The First Nations House of Learning, in partnership with UBC Collegia, opened the Indigenous Student Collegium (ISC) at the First Nations Longhouse to support first year Indigenous students. The First Nations Longhouse has long been considered a home away from home for First Nations, Métis, and Inuit students on UBC's Vancouver campus, and now there is a new space inside the Longhouse for Indigenous students to meet and gather.

The provision of support for the development and delivery of teaching excellence through alternative models will continue into fiscal 2022/23. This support is composed of resources located within central units that directly sustain and enhance support for faculty and students. New investments for fiscal 2022/23 include:

- Continuation of Learning Technology Hub faculty and student support; learning technology licensing
- High Performance Computing integration with Teaching and Learning
- Enhancing support of the scheduling system to enable a better student experience

2021/22 Investment: \$11.5m

2022/23 Planned Investment: \$11.4m

LOCAL AND GLOBAL ENGAGEMENT

Investment in the important work of engagement and expanding its scope to connect our local and global efforts more effectively continues with emphasis on supporting various Indigenous initiatives, the new UBC Climate Action Plan, and leading change on a global level. Some highlights of initiatives supported in fiscal 2021/22 follow:

- Support for undergraduate and graduate Indigenous student recruitment, hiring of advisors dedicated to addressing their academic needs, and support for faculty in the development and delivery of Indigenous curricula.
- The Indigenous Research Support Initiative (IRSI): IRSI is designed to bring attention to newer research approaches that are more likely to address the needs and priorities of Indigenous communities in ways that respect their interests and autonomy. Funding provided thus far has enabled the recruitment of three staff members for the unit.
- Continuing commitments for the Indigenous Strategic Plan include curriculum content expansion for the First Nations House of Learning Collegium, and support for communications on the history of the Truth and Reconciliation process.
- Climate and Sustainability Initiative: Support was provided to launch the initiative, including the hire of 2 FTEs in response to the [Climate Action Plan](#), which outlines targets the university is committed to achieving by 2050.

New investments for fiscal 2022/23 include:

- Global Engagement Strategy “In Service” seed funding: This strategy marks a cultural shift toward a view of the university as a “global actor” — with a pivotal part to play in building a better world through co-creating solutions in collaboration with community partners. The funding will support initiatives such as: Global Virtual classrooms, a means to develop students' global citizenship competencies without physical travel, degree interruption, or financial barriers; and the Global Engagement Heat Map, a comprehensive way to identify and map UBC's global partnerships and activities that provide value to the UBC community, enabling UBC to engage more effectively globally and meet its strategic global goals.
- Indigenous engagement: Investments will support the new Traditional Land Stewardship (TLS) program in the Faculty of Forestry which was recently approved by Senate, as well as various Indigenous engagements with the community and with new incoming students.

2021/22 Investment: \$4.8m

2022/23 Planned Investment: \$7.6m

STRATEGIC PLAN ENABLEMENT

Work continues in support of projects that advance the UBC Strategic Plan. Ongoing investments are being made for the following:

- Strategic pilot proposals: Proposals on both campuses were funded with a \$4.6m investment over three years. Due to the pandemic and shift in priorities, activity level has not changed significantly from prior year and \$1.6m funding remains available to spend.
- Strategy 11 (Transformative Learning): During fiscal 2020/21 a call for proposals was made for Advancing Education Renewal, with tremendous interest. Of the \$1.5m funding set aside, 23 projects worth \$1.2m over a two-year period were approved for funding. Proposals were accepted from faculty members, staff, post-docs, and students. A second round of funding was paid out in fiscal 2021/22.

2021/22 Investment: \$0.8m

2022/23 Planned Investment: \$2.0m

President's Academic Excellence Initiative (PAEI)

The President's Academic Excellence Initiative (PAEI) is an initiative aimed at elevating the research impact of UBC. It is focused on professors who conduct the research, and on the various support/infrastructure — professional and personal — that the university provides them with, to aid in their intellectual leadership.

Key benefits of the PAEI include:

- Adding to the existing faculty complement through a carefully developed plan for growth will introduce new members into an environment that is unmatched in Canada for research;
- Ensuring that research and teaching come together such that the benefits of academic renewal are available to all students (undergraduate and graduate) as well as post-doctoral scholars; and
- Strengthening the research ecosystem and ensuring research impact.

PAEI is comprised of two phases: The Accelerate Phase, which is solely supported by Academic Excellence Funds, TREK Endowment Funds, Operating Funds and Faculty funding; and the Campaign Phase, which is centered on matching philanthropic gifts. The Accelerate Phase was approved by the UBC Board of Governors on February 14, 2020 and is currently being implemented across the UBC Vancouver campus.

The Accelerate phase has a number of components, thoughtfully designed with a coordinated set of investments to further expand the university's research capacity and capabilities as a whole. A central element of PAEI's Accelerate Phase is the strategic expansion of the professoriate with the goal of further enhancing equity, diversity, and inclusion among the new faculty searches. New faculty bring new pedagogical approaches to UBC; they introduce new courses based on their research and in turn, new degree programs; and lastly, they will expand the capacity to supervise undergraduate research, and graduate students. To sustain long term success in academic renewal, it requires university support in the following areas:

- Three key areas of the Research ecosystem need to be established and supported to pursue world-leading impactful research. These areas — Shared Research Platforms (SRPs), Canada Foundation for Innovation (CFI) funding, and Research Support Services have been augmented in the current environment to support the projected increase in demand for research services.
- Doctoral students play a pivotal role in scholarly, research and innovation activities across the university. Continuing to expand flexible graduate funding in the form of a recurring partial tuition award has enabled additional support for research and increased the university's ability to continue to attract the best students.
- UBC Library leads and partners with the university and communities in the creation, stewardship, exploration and discovery of knowledge. Additional investment in the library by increasing the overall collections budget and adding librarians to support new and existing scholars allow it to continue to develop, maintain and evolve its ability in meeting the growing and diverse set of user needs, while making information easier to discover, access and use for scholars across the university.

The current fiscal year is the second year of the initiative and although the COVID-19 pandemic has impacted the ability of faculties to make significant advances on their recruitment efforts, faculty members are steadily being recruited with a goal of 84 faculty hires by the end of fiscal 2023/24.

UBC VANCOUVER*(In \$ thousands)***PRESIDENT'S ACADEMIC EXCELLENCE INITIATIVE**

	2020/21 ACTUALS	2021/22 FORECAST	2022/23 PLAN	PLAN VS FORECAST
Total Funding Available	5,000	10,000	17,000	7,000
People and Places	2,489	4,600	4,500	(100)
Research Excellence	952	1,400	5,401	4,001
Total Commitments	3,441	6,000	9,901	3,901
Net Surplus / (Deficit)	1,559	4,000	7,099	3,099
Opening Carryforward		1,559	5,559	4,000
Ending Carryforward	1,559	5,559	12,658	7,099

PEOPLE AND PLACES, LOCAL AND GLOBAL

Support has been provided through the development of the President's Academic Excellence Initiative PhD Awards, an award that is based on tuition assessment but is made available for all PhD students to recognize their contributions to research. These awards recognize that there should be additional funding to support not just education costs, but also the contributions they make to support research at UBC. The award is part of the President's Academic Excellence Initiative and is hoped to serve in part as a recruitment tool to attract top students in support of research. The award was especially important through fiscal 2020/21, given the impact of COVID-19 on the financial needs of students and was initiated earlier than planned to meet this need. \$4.6m was spent on this initiative in 2021/22.

RESEARCH EXCELLENCE, TRANSFORMATIVE LEARNING

The Accelerate Phase of the President's Academic Excellence Initiative started in 2020/21 and was interrupted by COVID-19. Recruitment plans submitted by faculties have been approved to proceed, which involves the hiring of new faculty members across both campuses over the next three to four years. Renowned neurobiologist Dr. Freda Miller was recently recruited as the first PAEI faculty hire in September 2020, with a joint appointment in the Department of Medical Genetics and Michael Smith Labs.



UBC Vancouver Faculties and Departments – Allocations and Projected Expenses

The following tables show the fiscal 2022/23 projected operating surplus/deficit, non-operating transfers, and capital assets investment.

UBC VANCOUVER (In \$000s)	Revenues	Expenses	Operating Surplus/ (Deficit)	Non- Operating Transfers	Invested In Capital Assets	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Faculties	1,083,319	1,055,200	28,119	2,701	21,082	4,336	286,640	
Student Financial Aid	89,774	106,472	(16,698)	(19,471)	—	2,773	20,675	
Central Support units (incl ancillaries)	1,124,734	962,444	162,290	114,804	54,948	(7,462)	(33,698)	
Total UBC Vancouver	2,297,827	2,124,116	173,711	98,034	76,030	(353)	273,617	

SUMMARY

The total reserve drawdown for the Vancouver campus is (\$0.4m), consisting \$4.3m additions from the Faculties, \$2.8m from the Student Financial Aid (SFA), offset with (\$7.5m) draws on reserves from the central support units.

FACULTIES AND DEPARTMENTS

Overall, the net position of the faculties is a projected total surplus of \$4.3m added to their reserve balances, as broken down below:

UBC VANCOUVER (In \$000s)	Revenues	Expenses	Operating Surplus/ (Deficit)	Non- Operating Transfers	Invested In Capital Assets	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Faculties	1,083,319	1,055,200	28,119	2,701	21,082	4,336	286,640	
Faculty of Applied Science	113,442	99,978	13,464	3,884	6,423	3,157	42,511	
Faculty of Arts	211,716	206,445	5,271	6,568	2,581	(3,878)	33,828	
Sauder School of Business	109,574	104,284	5,290	950	900	3,440	41,244	
Faculty of Dentistry	33,128	31,228	1,900	367	2,059	(526)	4,012	
Faculty of Education	63,832	64,523	(691)	(612)	1,180	(1,259)	6,897	
Faculty of Forestry	30,614	30,476	138	316	500	(678)	4,708	
Graduate and Postdoctoral Studies	5,798	6,820	(1,022)	914	(49)	(1,887)	1,353	
Faculty of Land and Food Systems	25,116	23,841	1,275	1,302	1,626	(1,653)	16,324	
Allard School of Law	17,013	20,439	(3,426)	(2,319)	50	(1,157)	(4,320)	
Faculty of Medicine	268,897	272,321	(3,424)	(15,427)	4,413	7,590	92,171	
Faculty of Pharmaceutical Sciences	27,305	26,827	478	147	279	52	13,915	
Faculty of Science	176,884	168,018	8,866	6,611	1,120	1,135	33,997	

The addition in the Faculty of Applied Science reserve reflects the increased volume in the Master of Engineering Leadership/ Master of Health Leadership and Policy (MEL/MHLP), lower non-salary expenses and further delays of capital spending.

The drawdown in the Faculty of Arts is mainly related to the \$6.5m capital contribution towards construction of Brock Commons. There are also increases in graduate enrolment and tuition, and sales, partially offset by the increase in various costs.

The addition to the UBC Sauder School of Business reserve is primarily due to the additional revenues from professional programs, cross-subsidizes academic and research activities across the Faculty.

The drawdown in the Faculty of Education reserve is due to lower revenue from non-credit international programs, as well as an increase in faculty salaries from new hires. The faculty will also have increased operating expenses due to the full on-campus resumption.

The drawdown in the Faculty of Graduate & Postdoctoral Studies is related to funding received in 21/22 for Graduate Life centre, and increases in expenses for four term positions.

The drawdown in the Faculty of Land and Food Systems is caused by one-time capital expenditure and new hires in both faculty and staff positions.

The addition to the Faculty of Medicine reserve mainly relates to the School of Biomedical Engineering, Master of Occupational Therapy Expansion and Master of Physical Therapy Expansion. These additions are temporary, as the surplus will be utilized in future years for new building costs, additional hires, and unfunded wage increases.

Overall, the faculties at the Vancouver campus are in a healthy financial position, aside from a few faculties that are under budget pressure. International student growth continues to be a key driver of revenue that helps to balance the budget. Faculties are continually examining their cost structures by finding more effective ways to deliver their core academic programs while enhancing the quality of teaching, research, and student support. The university continues to support faculty enhancement through hiring plans and new initiatives such as the President's Academic Excellence Initiative.

Student Financial Aid

Overall, the addition in the Student Financial Aid reserve is mainly due to the continuation of the federal government's doubling of Canada student grants to students who apply for financial assistance. However, undergraduate international SFA is projected to be drawn down by \$2.7m in fiscal 2022/23 in order to provide additional support for international students.

UBC VANCOUVER (In \$000s)	Revenues	Expenses	Operating Surplus/ (Deficit)	Non- Operating Transfers	Invested In Capital Assets	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Student Financial Aid	89,774	106,472	(16,698)	(19,471)	—	2,773	20,675	
SFA Graduate	30,559	43,335	(12,776)	(14,500)	—	1,724	10,509	
SFA Undergraduate Domestic	18,920	18,384	536	(4,000)	—	4,536	7,324	
SFA Undergraduate International	33,090	35,801	(2,711)	—	—	(2,711)	706	
Workstudy, Go Global — SFA, Int'l Tuition Award	7,205	8,952	(1,747)	(971)	—	(776)	2,136	

Central Support Units (including ancillaries)

UBC VANCOUVER (In \$000s)	Revenues	Expenses	Operating Surplus/ (Deficit)	Non- Operating Transfers	Invested In Capital Assets	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Central Support units (incl ancillaries)	1,124,734	962,444	162,290	114,804	54,948	(7,462)	(33,698)	
Provost and VP Academic — Support Units	222,778	212,074	10,704	(3,617)	25,665	(11,344)	(1,569)	
Library	44,411	30,859	13,552	(2,624)	17,261	(1,085)	2,498	
Information Technology	96,342	88,059	8,283	(62)	9,002	(657)	(156)	
Extended Learning	6,542	8,636	(2,094)	155	10	(2,259)	(7,885)	
Enrolment Services	16,055	17,657	(1,602)	(936)	83	(749)	(1,760)	
International Student Initiative	15,509	16,781	(1,272)	(39)	87	(1,320)	237	
Vantage College	12,444	11,835	609	500	25	84	821	
Centre for Teaching, Learning and Technology	8,731	11,241	(2,510)	(873)	20	(1,657)	(2,228)	
Other Provost and VP Academic units	22,744	27,006	(4,262)	262	(823)	(3,701)	6,904	
VP Students	331,355	285,410	45,945	24,671	22,728	(1,454)	(12,048)	
Athletics and Recreation	35,827	34,506	1,321	784	987	(450)	(9,127)	
AVP Student Health and Wellbeing	11,585	11,765	(180)	(135)	55	(100)	899	
Student Housing and Community Services	263,591	216,412	47,179	24,417	21,631	1,131	(9,771)	
Student Engagement	12,943	13,512	(569)	(287)	40	(322)	1,202	
VP Students Office	7,409	9,215	(1,806)	(108)	15	(1,713)	4,749	
VP Finance and Operations	209,327	190,551	18,776	20,011	3,107	(4,342)	3,315	
Energy and Water	58,021	54,639	3,382	1,925	1,471	(14)	(687)	
Building Operations	65,827	65,249	578	—	536	42	847	
Campus Security	6,586	7,297	(711)	—	20	(731)	(850)	
Other VP Finance and Operations units	78,893	63,366	15,527	18,086	1,080	(3,639)	4,005	
Academic Excellence Funds	103,542	11,111	92,431	90,965	—	1,466	44,803	
UBC PAEI Funds	—	—	—	(7,099)	—	7,099	12,658	
Governance	13,656	16,206	(2,550)	(160)	71	(2,461)	(1,149)	
VP Development and Alumni Engagement	35,551	35,438	113	40	73	—	(1,530)	
VP Health	2,963	3,899	(936)	155	115	(1,206)	3,470	
VP External Relations	27,838	33,030	(5,192)	(405)	402	(5,189)	(1,829)	
VP Research and Innovation	43,637	49,427	(5,790)	(5,123)	2,738	(3,405)	6,090	
VP Human Resources	32,211	31,184	1,027	(1,001)	49	1,979	14,787	
Campus Wide Expenses	101,876	94,114	7,762	(3,633)	—	11,395	(100,696)	

The drawdown in the Provost and Vice-President Academic mainly reflects the plan to utilize the reserves and funding received in prior years. There are some areas within the portfolios with deficits due to underfunded activities and some due to the pandemic impact.

The drawdown in the Vice-President Students portfolio reflects further increased ancillary business revenue which is fully offset by the return of full debt service payments and spending the Student Work Placement funding that was received in the prior year.

The drawdown in the Vice-President Finance & Operations reserves reflects full staffing of roles required to meet service requirements.

The addition in the Academic Excellence Funds reserve is mainly due to a funding increase from the projected volume increase of international student tuition and a slower rate of spend due to the pandemic.

President's Academic Excellence Initiative (PAEI) increase in reserves is attributed to lower spend associated with the ramp up stage of the program, as well as the residual impact of the pandemic.

The drawdown in the Governance portfolio is due to structural deficit in various areas.

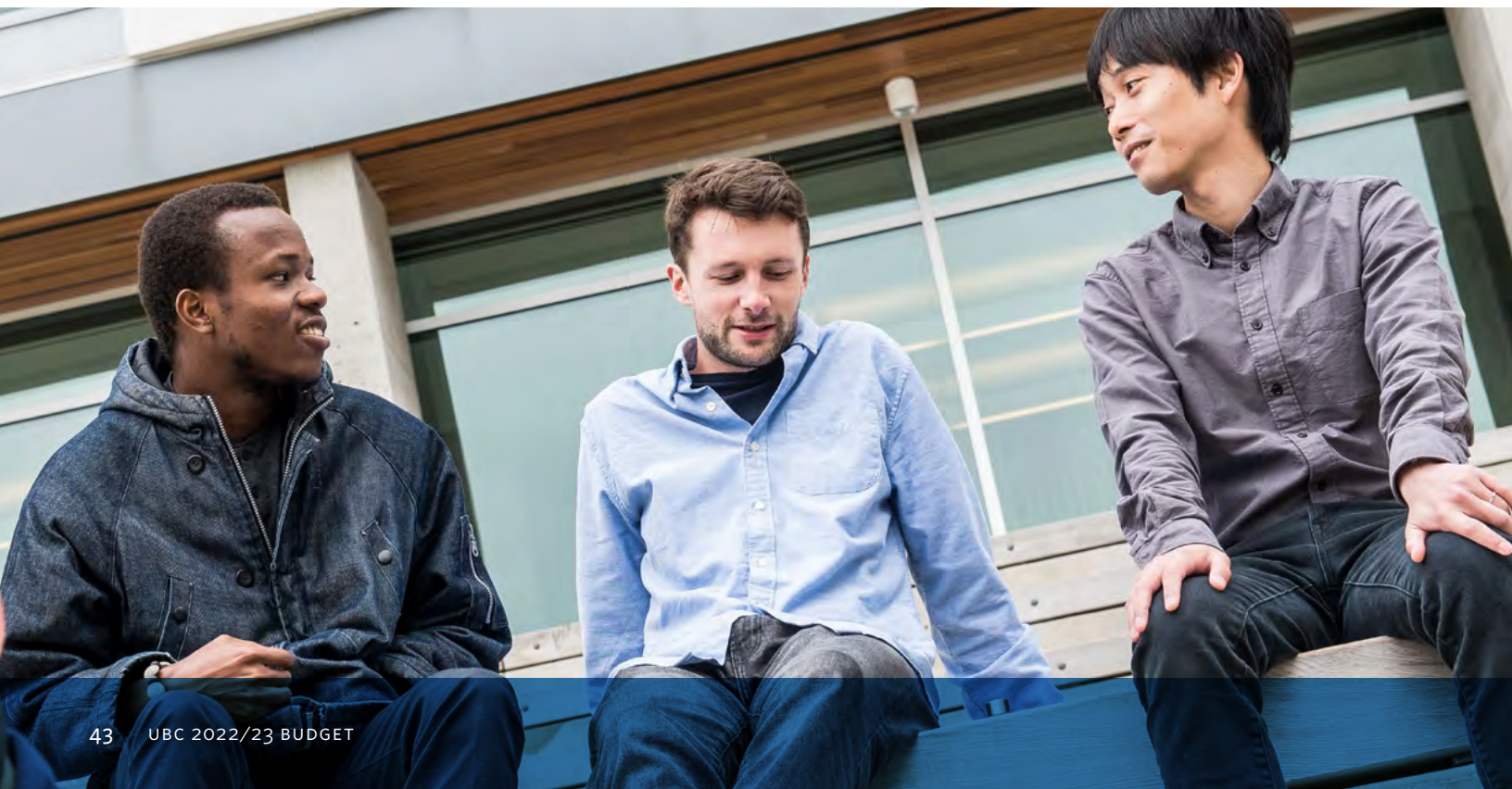
The drawdown in Vice-President External Relations is mainly due to delay in spending the funding received in prior years for Brand campaign launch, Musqueam engagement and various other initiatives, and structural deficit.

The drawdown in the Vice-President Research and Innovation reserve is due to multi-year planned equipment repairs, capital renewal for Animal Care Services (ACS) and FINDERS; units with structural deficits, staff replacement due to attrition during COVID-19, and additional activities to support campus-wide initiatives. This deficit is funded by operating reserves.

The addition in Vice-President Human Resources reserve is largely due to \$5m one-time upfront funding for a new three-year Accessibility Program for Faculty and Staff.

The addition in the Campus-Wide Expenses is primarily related to the \$14m VP Student increase in Housing internal loan payments.

Overall, central support units are expected to generate 49% of total revenue. This revenue is mostly driven by ancillary services, including Student Housing and Community Services. Drawdowns in the central support units are expected to total \$(7m) as units plan to utilize a portion of, or all, their accumulated reserves (or to overdraw their reserves, which will need to be repaid in future years).



Appendix II. UBC Okanagan

Strategic Initiatives

The following tables summarize the calculation of the revenue available for allocation after pre-determined allocations to faculties, the Okanagan Excellence Fund and Student Financial Aid (SFA), and the proposed allocations for the Okanagan campus:

UBC OKANAGAN — OPERATING BUDGET

Fiscal 2022/23 Budget on a Differential Basis (In \$ millions)

FISCAL 2022/23 OUTLOOK	ONE-TIME	RECURRING	TOTAL FISCAL
Incremental revenue			
International Tuition (Graduate and Undergraduate)	—	8.1	8.1
Domestic Tuition (Graduate and Undergraduate)	0.2	1.5	1.7
Provincial Grant	—	3.9	3.9
Estimated returned fiscal 2021/22 surplus	1.1	—	1.1
Prior year surplus and recurring reserve	5.4	5.6	11.0
Balance available for allocation	6.8	19.1	25.9
Less			
Tuition allocations			
Faculties	0.2	3.1	3.3
Excellence fund	—	2.9	2.9
Student Financial Aid	—	0.7	0.7
AVED grant allocations			
Salary provision (General Wage Increase)	—	0.3	0.3
Program expansion — Compu Sci and Manu Eng	—	3.3	3.3
Commitments			
Strategic Priorities	0.7	2.2	2.9
Transfer to Capital Contingency	2.0	0.0	2.0
Prior Year Commitments	3.8	2.1	6.0
Held for future commitments	0.0	4.4	4.4
Total allocations	6.8	19.1	25.9
Net of revenue and allocations	—	—	—

The balance available for allocation is projected to be \$25.9m for fiscal 2022/23, of which \$19.1m is recurring. A portion of the incremental tuition is allocated to the faculties, Excellence Fund, and SFA, along with grant funding of \$3.3m to units across campus to support the projected general wage increase. As presented in the table below, \$2.9m is available for fiscal 2022/23 strategic priorities, after prior year commitments, transfer to capital contingency and balance held for future investments.

UBC OKANAGAN <i>(In \$ millions)</i>	CENTRAL	FACULTY	ACADEMIC EXCELLENCE FUNDS	STUDENT FINANCIAL AID	TOTAL
Tuition	2.9	3.3	2.9	0.7	9.8
Net Provincial Grant program expansion	0.2	0.3	—	—	0.5
Net Provincial Grant GWI*	3.3	—	—	—	3.3
Estimated Returned FY22 Surplus	1.1	—	—	—	1.1
Prior Year Operating Surplus and Recurring Reserve	11.0	—	—	—	11.0
Total Incremental Revenue	18.7	3.6	2.9	0.7	25.9
Transfer Provincial Grant to units for GWI	3.3				
Transfer to Capital Contingency	2.0				
Prior Year Commitments	6.0				
Operating Reserve for Future Investments	4.4				
Proposed allocations from central contingency	2.9				

* Increase in provincial grant funding for GWI treated as a flow-through to Faculties and Admin Units

Prior year commitments include one-time structural faculty support, the continuation of campus recruitment and promotional activities to facilitate student and community engagement, as well as salary and operational cost pressures.

The proposed strategic investments in the amount of \$2.9m will promote UBC's core priorities, with a focus on enhancing the student experience, student wellness, experiential learning, expanded support for online and professional learning services, as well as the continuation of previously term-funded initiatives.

A breakdown of incremental operating funding by core area of UBC's Strategic Plan is available as follows:

FISCAL 2022/23 OUTLOOK <i>(In \$ thousands)</i>	ONE-TIME	RECURRING	TOTAL FISCAL
Proposed Allocations			
People and Places	123	680	803
Research Excellence	—	251	251
Transformative Learning	242	565	807
Local and Global Engagement	172	228	400
Sustainment/Compliance/Operations/Risk Mitigation	125	534	659
Total Proposed Allocations	662	2,258	2,920

UBC Okanagan Excellence Fund

UBC Okanagan has retained the original name of the Fund, approved by the Board of Governors in 2016, and the original terms of reference.

As with the Academic Excellence Funds on the Vancouver campus, the Okanagan Excellence Fund supports strategic initiatives to enhance and amplify current efforts in key areas, and ensure the university is:

- a) Recruiting and retaining exemplary faculty members, students, and staff
- b) Building and supporting world class research infrastructure to enable innovative, cutting-edge research
- c) Providing an excellent student learning experience for domestic and international students, at the graduate and undergraduate levels, both inside and outside the classroom.

UBC OKANAGAN (In \$ thousands)	EXCELLENCE FUND			
	2020/21 ACTUALS	2021/22 FORECAST	2022/23 PLAN	PLAN VS. FORECAST
Total Funding Available	13,753	15,654	19,465	3,811
People and Places	3,947	6,566	5,348	(1,217)
Research Excellence	2,338	4,460	3,463	(997)
Transformative Learning	866	1,274	5,944	4,670
Local and Global Engagement	834	749	1,536	787
Strategic Plan Enablement	3,960	3,245	8,500	5,255
Total Commitments	11,945	16,293	24,792	8,499
Net Surplus / (Deficit)	1,807	(640)	(5,327)	(4,688)
Opening Carryforward	4,273	6,081	5,441	(640)
Ending Carryforward	6,081	5,441	114	(5,327)

In summary, for the 2022/23 fiscal year, a total planned spend of \$25m against a fiscal allocation of \$19.5m will result in a drawdown of \$(5m) on opening reserves, resulting in planned accumulated ending reserve of \$114k. The Okanagan Excellence Funds continue to grow in their impact on the university, and this is an increase of \$8.5m over initiative spending the prior fiscal year (forecasted at Q3). A summary of the past year's activity, along with planned investments for 2022/23, is included below based on each core area of the UBC Strategic Plan.

PEOPLE AND PLACES

Investment continues in the Aspire Research Fund by supporting competitive start-up funds to aid in the recruitment and retention of faculty with outstanding academic and research opportunities. Additional funds were allocated towards retention of top international graduate students

through the International Doctoral Fellowship and International Doctoral Partial Tuition Awards.

Also continued were allocations for a student recruitment advisor for Black, Indigenous or People of Color (BIPOC); COVID supports for students, such as the Isolation Relief Fund and student technology bursary; and new classroom technology for remote learning.

Beginning in 2021/22:

- The establishment of a \$20k per year minimum funding guarantee for full-time PhD students for four years.
- A new scholarship, the International Impact Scholarship, was established for exceptional students with a strong commitment to social justice, equity and inclusion, human wellness and climate crisis mitigation, and other pressing societal issues.

- The Accelerate phase of the President's Academic Excellence Initiative (PAEI) is being supported with three-year bridge funding for eight research faculty.
 - Appointments support recruitment of faculty who self-identify as Black, Indigenous or People of Color (BIPOC).
 - Six positions have started (Geography, Engineering, Biology, Black Anglophone Literature and two in Computer Science — Empirical Software Engineering and Behavior Change Systems and Persuasive Technologies) with the final two beginning in 2022/23 (Francophone Studies and African Transcultural Studies and Political Science).
- Also new for 2021/22 was the establishment of UBCO Intercultural Excellence Fund (UIEF) and Experience UBCO Access Excellence Fund (EUAEF).

New for 2022/23 is an allocation to co-create a Black Resource Centre that will support the learning and engagement of black students on the Okanagan campus, informal space renewal to optimize seating capacity for informal learning spaces and support for make-up.

2021/22 Investment: \$6.6m

2022/23 Planned Investment: \$5.3m

RESEARCH EXCELLENCE

Significant investments to support clusters of research excellence through the Eminence Program continues, in line with the UBC Okanagan Strategic Research Support Plan, and in the Research Infrastructure Fund used to support planning, development and start-up costs for new shared facilities and to fund operation, maintenance, repairs, and upgrades of equipment used in UBCO facilities.

Other continued investments include support in the Principal's Research Chairs program — which aligns with the federal Canada Research Chairs program — to recruit and retain outstanding UBCO faculty and thereby support research and creative scholarship in all areas and disciplines, and to enable research excellence, promote research intensifications, and generate international recognition of UBCO for its research achievements.

Increased allocation for 2021/22 for design and planning of Innovation Precinct Annex 1 (IA1). Investment to expand occupancy in IA1 to accommodate three faculty groups: Design, Innovation, Creativity, and Entrepreneurship (DICE)

program; Supporting Funded Creative Research; and Virtual Reality (VR) / Human-computer Integrations (HIC) Research Group.

New for 2022/23 is the UBC Okanagan Research and Innovation Patent Fund under the University-Industry Liaison Office (UILO). One-time funding will support growth in patent and legal costs associated with technology transfer activities.

2021/22 Investment: \$4.5m

2022/23 Planned Investment: \$3.5m

LOCAL AND GLOBAL ENGAGEMENT

Continuing in 2021/22 was funding for the development of a new Bachelor of Nsyilxcn Language Fluency (BNLF) degree — which aims to sustain and revitalize the Nsyilxcn language traditions, restore language competence and protect community knowledge — and investment in library collections for the new BNLF.

Allocations were made to advance anti-racism and for operationalization of Truth and Reconciliation Commission (TRC) commitments. New for 2021/22 was support for the Indigenous Engineering PhD Cohort Pilot, Syilx Okanagan Nation Engagement Strategist to strengthen the relationship between the Okanagan Nation Alliance and the campus, Summer Indigenous Art Initiative, as well as the creation of an anti-racism fund for staff and faculty.

UBCO is committed to increasing the enrolment of Indigenous Students, including access and pathways to graduate programs. As a result, increased support in 2022/23 has been planned for the Indigenous Graduate Entrance Fellowship, from eight one-time merit-based awards to incoming students to an Entrance Fellowship that will support students throughout the normal duration of their program. Also included is increased support in 2022/23 for Indigenous Undergrad Research Mentorship. The initiative aims to provide students with the opportunity to develop skills in research and increased practical experiences and long-lasting mentor-mentee relationships.

Beginning in fiscal 2022/23, funding to support an Admissions Advisor for Indigenous Applicants will be made available. After a successful pilot at the Vancouver campus, a parallel role at UBC Okanagan will be established. Further funding will support Indigeneity projects coordinated by Campus Planning to support engagement, design, and translation for signage and to enhance Syilx Okanagan expression and

presence at UBC Okanagan. Funding will also go towards Indigenous Programs and Services events and a program manager position to help create a community and sense of belonging that supports the academic success and personal development of Indigenous students; waiver of application fees for Indigenous graduate program applicants; and investment in Indigenous Engagement on select Strategic Projects.

2021/22 Investment: \$0.7m

2022/23 Planned Investment: \$1.5m

TRANSFORMATIVE LEARNING

Curricular innovation at UBC Okanagan is supported through the ALT-2040 Aspire Learning and Teaching fund for an annual investment of \$500,000. Investments were also continued to expand work study programs so that all students have the option to participate in experiential learning opportunities.

In response to COVID-19, several new initiatives and programs were introduced to support faculty and students through the transition to online teaching and learning. The Learning Technology Rover program continues to facilitate technology transition in Hybrid delivery. Funding to support Learning Resources expansion, the introduction of a graduate student internship program, as well as career and personal education start-up funding have also been made available.

Increased investment in 2022/23 over previous year in the Beyond Tomorrow Scholars Program (BTSP) will offer financial support to Black Canadian student recipients. In its inaugural year, two Okanagan students received renewable BTSP awards with the additional investment supporting an additional four new awards each year, for a total of 16 continuing.

Continued investment in support of academic programming:

- The implementation of the professional Master's program, (MDes), Design, Innovation, Creativity and Entrepreneurship (DICE);
- Interdisciplinary Graduate Program (IGS) which has articulated six themes:
 - Digital Arts and Humanities (DAH);
 - Power, Conflict, and Ideas (PCI);
 - Global Studies (GS);
 - Sustainability (SUST);
 - Community Engagement, Social Change, and Equity (CESCE); and
 - Urban, Rural, and Regional Dynamics (URRD);

- And new for fiscal 2022/23 is support for the development of The Wildland Fire Ecology and Management (WFEM) Program:
 - A 150-hour non-credit certificate being developed in the Department of Earth, Environmental and Geographic Sciences in collaboration with Indigenous Fire Keepers and wildland fire and social scientists at the Canadian Forest Service and Parks Canada.

New for 2022/23 is the approval of a High Impact Practice Hub, a collaboration between the offices of AVP Students, Provost and VPA (Okanagan), and Vice-Principal Research and Innovation, with the goal of building a high impact practice student hub as a mechanism to strengthen student communities that engage in experiential learning. Also new are an investment in Learning Resource Service Conservations, an allocation for medium/short term off-campus academic space to address critical space shortage until the Interdisciplinary Collaboration Innovation (ICI) and downtown Kelowna buildings are complete, and one-time faculty funding in amount of \$3.1m to bridge structural deficits while longer term resourcing is evaluated.

2021/22 Investment: \$1.3m

2022/23 Planned Investment: \$5.9

STRATEGIC PLAN ENABLEMENT

A funding envelope has been set aside, with an emphasis on space and capital planning, to address the acute academic space needs of the campus and continue to build a reserve targeted at \$40-\$50m to invest in the Interdisciplinary Collaboration and Innovation (ICI) building and the UBC Downtown Kelowna project.

2021/22 Investment: \$3.2m

2022/23 Planned Investment: \$8.5m

UBC Okanagan Faculties and Departments – Allocations and Projected Expenses

The following tables show the fiscal 2022/23 projected funding and expenses by unit, and the projected net change in reserve balances. Revenue includes both government grant and tuition allocations, as well as operating revenues generated directly by the faculties and central support units.

SUMMARY

The total net reserve drawdowns for the Okanagan campus are \$7.2m, driven by \$12.9m of spending under Central Support Units, supported by prior year reserve balances. The largest drawdown includes \$3.5m to AVP Finance and Operations, primarily for capital initiatives to be completed in fiscal 2022/23 and \$5.3m relating to Excellence Fund allocations exceeding fiscal revenue, primarily for planned capital investments. Offsetting these increases are additions of \$1.5m from Faculties for future strategic priorities and \$0.9m held in Student Financial Aid reserves until estimates and post-pandemic needs are more widely understood.

UBC OKANAGAN (In \$000s)	Revenues	Expenses	Operating Surplus/ (Deficit)	Non- Operating Transfers	Invested In Capital Assets	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Faculties	114,043	112,055	1,988	(2,386)	2,918	1,456	26,906	
Student Financial Aid	18,020	19,918	(1,898)	(2,751)	—	853	2,353	
Central support units (incl ancillaries)	104,545	83,452	21,093	22,952	11,003	(12,862)	4,570	
Campus Wide Expenses	4,508	4,005	503	(2,828)	—	3,331	21,235	
Total UBC Okanagan	241,116	219,430	21,686	14,987	13,921	(7,222)	55,064	

FACULTIES/SCHOOL/COLLEGE

UBC OKANAGAN (In \$000s)	Revenues	Expenses	Operating Surplus/ (Deficit)	Non- Operating Transfers	Invested In Capital Assets	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Faculties	114,043	112,055	1,988	(2,386)	2,918	1,456	26,906	
Irving K. Barber Faculty of Arts and Social Science	22,100	21,118	982	(164)	310	836	7,927	
Irving K. Barber Faculty of Science	26,791	26,222	569	99	510	(40)	4,191	
Faculty of Creative and Critical Studies	15,262	15,917	(655)	(1,909)	129	1,125	456	
Okanagan School of Education	4,720	4,893	(173)	15	6	(194)	1,431	
College of Graduate Studies	1,588	1,590	(2)	(6)	4	—	19	
School of Engineering	21,278	17,812	3,466	757	1,900	809	10,318	
Faculty of Health and Social Development	15,009	16,918	(1,909)	(1,275)	50	(684)	105	
Faculty of Management	7,295	7,585	(290)	97	9	(396)	2,459	

Overall faculty reserves are increasing by \$1.5m, largely by the Faculty of Arts and Social Sciences (FASS), the Faculty of Creative and Critical Studies (FCCS), and the School of Engineering (SoE). Faculty reserves will be used to support planned upcoming capital investment and to acknowledge the understanding that reserve balances will be required as inflation and faculty-funded salary increases outpace revenue growth. FCCS increase to reserve balance is the result of one-time contributions from the Excellence Fund and Central reserves provided to offset the Faculty's projected structural deficit.

Contributing to the net addition to Faculty reserves is the Faculty of Arts and Social Sciences (FASS). Incremental tuition from enrolment growth is expected to offset planned spending. The Faculty has included plans to hire nine research-stream faculty and two teaching-stream faculty, to increase faculty research and meet teaching needs. FASS will continue building reserves for the next two years, after which they will begin to draw down these balances as inflation and faculty-funded salary increases outpace revenue growth. With a new dean in place as of December 2020, FASS is still in the process of shaping its long-term strategic priorities; however, they are expected to be based on the central pillars of interdisciplinarity, indigeneity, social justice and sustainability.

The Faculty of Science (FoS) is projecting a balanced budget, with incremental tuition offsetting planned operational spending. Incremental expenses include the hiring of one new research-stream and two teaching-stream faculty in fiscal 2022/23. In addition, three new staff hires are planned for the Biodiversity Geospatial Centre. Priorities for spending of reserves will be centered on research excellence and student experience, with initiatives including the recruitment of top caliber faculty members, growing funding support for research and graduate students and updating infrastructure within FoS.

A contribution of \$1.1m to Faculty reserves by the Faculty of Creative and Critical Studies due to one-time structural faculty support from Excellence Fund and Central. Two new programs were introduced in 2021/22: Professional Certificate in Communications and Professional Masters in Design Innovation Creativity Entrepreneurship (DICE), with the School of Engineering and Faculty of Arts and Social Sciences. For fiscal 2022/23, two new research-stream faculty hires are planned, one in Environmental Justice and Cultural Studies and the other in Francophone Studies and African Transcultural Studies. In addition, two new teaching-stream faculty hires are planned for English and Digital Humanities.



The Okanagan School of Education is projecting a small deficit, with funding continuing to be a constraint. The undergraduate program is currently at capacity, with limited international student enrolment, creating pressure to cover contractual salary increases. The Faculty is planning for one new research-stream faculty replacement hire, and enrolment in the English Foundational Program is assumed to return to pre-COVID-19 levels.

Also contributing to overall positive faculty reserves are contributions from the School of Engineering (SoE), driven by program expansion funding and incremental tuition. Investments in capital during the year will be made for new research and teaching space, as well as a new initiative focused on student co-curricular & experiential learning. During fiscal 2022/23 the School will begin occupying new space at 1540 Innovation Drive (Innovation Precinct or IP1) and completion of a Hydrogen (H2) research lab is expected to be completed. Additional investments are planned for a Battery Facility to support research activity, as well as further construction at Innovation Precinct Annex 1 (IA1) for the DICE interdisciplinary professional master's program. It is anticipated that significant capital projects over the next five years will consume most of the Faculty's current reserve balance.

The Faculty of Health and Social Development (FHSD) will be drawing down reserve balances in fiscal 2022/23. One-time structural faculty support was received in fiscal 2021/22 from Central reserves and will be received from the Excellence Fund in 2022/23. With support from the Provost Office, the Faculty

will be recruiting a new dean during fiscal 2022/23, following the departure of the previous dean on December 31, 2021. The fiscal 2022/23 plan includes the recruitment of three new research-stream faculty (two at the School of Health and Exercise Science and one Canada Research Chair (CRC) hire at the School of Social Work). The School of Health and Exercise Science continues to work towards program changes, from the Bachelor of Human Kinetics to Bachelor of Health and Exercise Science. During fiscal 2021/22, FHSD accepted international students into its School of Nursing for the first time. The cohort was smaller than planned, however enrolment is projected to increase in fiscal 2022/23.

New initiatives at the Faculty of Management include the newly created Social and Economic Change Laboratory (SE-Change), focused on social and economic change, engaging in novel explorations as related to delivering cross-campus, interdisciplinary programming, research and community engagement. The Faculty's planned drawdown of opening reserves is driven by the recruitment of three new research faculty in the area of SE-Change, as new programming is introduced. The Faculty is preparing to roll out new Wine Programming, a new Minor in Management (under development), and a new five-year dual degree Masters of Management program. The Wine program, a non-degree program (Wine Tasting Ability Canada), will help the Faculty establish a community presence in Kelowna when the Sensory Lab is completed, as part of UBC Downtown Kelowna.



CENTRAL SUPPORT UNITS (INCLUDING ANCILLARIES)

UBC OKANAGAN (In \$000s)	Revenues	Expenses	Operating Surplus/ (Deficit)	Non- Operating Transfers	Invested In Capital Assets	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Central Support units (incl ancillaries)	104,545	83,452	21,093	22,952	11,003	(12,862)	4,570	
Provost and VP Academic — Academic Support Units	35,374	16,922	18,452	23,652	1,804	(7,004)	1,856	
Library	4,755	3,670	1,085	(125)	1,408	(198)	306	
Excellence Fund	19,465	0	19,465	24,792	0	(5,327)	114	
Enrolment Services	3,557	3,867	(310)	(105)	26	(231)	1	
International Student Initiative	1,160	1,234	(74)	0	0	(74)	0	
Centre for Teaching and Learning	1,104	1,137	(33)	(170)	330	(193)	98	
Other Provost and VP Academic Units	5,333	7,014	(1,681)	(740)	40	(981)	1,337	
AVP Finance and Operations	37,437	32,813	4,624	118	8,041	(3,535)	230	
Campus Operations and Risk Management	15,829	15,303	526	0	1,275	(749)	(108)	
Infrastructure Development	4,784	1,805	2,979	60	5,277	(2,358)	121	
Information Technology Services	8,407	7,881	526	(237)	1,363	(600)	0	
Business Operations	2,801	2,161	640	113	126	401	216	
Other AVP Finance and Operations Units	5,616	5,663	(47)	182	0	(229)	1	
AVP Students	15,751	17,217	(1,466)	(1,734)	446	(178)	2,145	
Athletics and Recreation	4,248	4,402	(154)	(94)	74	(134)	1,704	
Other AVP Student Units	11,503	12,815	(1,312)	(1,640)	372	(44)	441	
Deputy Vice-Chancellor and Principal	9,838	10,238	(400)	(125)	45	(320)	99	
Office of the Deputy Vice-Chancellor and Principal	1,928	1,979	(51)	(20)	0	(31)	55	
Development and Alumni Engagement	2,465	2,496	(31)	0	0	(31)	0	
Human Resources	2,316	2,387	(71)	(75)	5	(1)	44	
University Relations	3,129	3,376	(247)	(30)	40	(257)	0	
Vice-Principal Research and Innovation	5,566	5,627	(61)	1,041	667	(1,769)	240	
Innovation Precinct	579	635	(56)	0	0	(56)	0	
Campus Wide Expenses	4,508	4,005	503	(2,828)	0	3,331	21,235	

The drawdown of \$12.9m for Central Support Units is primarily due to planned capital spending for projects continuing from fiscal 2021/22, including contributions to central reserves from the Excellence Fund.

Excellence fund allocations in fiscal 2022/23 include commitments to continue progression on Truth and Reconciliation Commission (TRC) and equity, diversity and inclusion (EDI) initiatives, minimum funding for PhD students and the President's Academic Excellence Initiative (PAEI), as well as one-time structural faculty support. Contributions are planned to Central reserves for capital strategic priorities, including the Interdisciplinary Collaboration and Innovation (ICI) building, UBC Downtown Kelowna and to support a medium-term off campus lease for academic space until new buildings are complete.

Carrying forward from fiscal 2021/22 are balances under the Provost and Vice-President Academic Support Units, primarily for Excellence Fund initiatives at the unit level continuing in fiscal 2022/23, including Academic Learning Space enhancement initiative under the Centre for Teaching and Learning, COVID-19 supports for Learning Services, as well as Aspire Learning and Teaching awards under the Office of the Provost and Vice-President Academic. Balances are expected to be drawn during the upcoming fiscal year and returned to the Excellence Fund if not fully spent.

Drawing down opening reserves under AVP Finance and Operations is planned capital spending under Campus Operations and Risk Management, with the start of a multi-year, district energy renewal and decarbonization project, as well as completion of projects under the Construction Management Office. Under Infrastructure Development is Project Services, which will be completing

the second phase of the IA1 lease improvements. In addition, the fiscal 2022/23 plan includes investments originally planned in fiscal 2021/22 by Information Technology for campus firewalls and Data Centre network replacement, upgrades which were delayed due to availability of equipment.

The AVP Students reserves primarily relate to Athletics and Recreation and will be used to support capital upgrades and renewals planned for future years.

Balances drawdown under the Deputy Vice-Chancellor and Principal relate to the completion of campus promotion and advertising activities within University Relations, carried over from fiscal 2021/22.

The drawdown of reserves in the Vice-Principal Research and Innovation portfolio relates to planned capital expenditures to focus on the launch of the Shared Research Facility Infrastructure Support Funding Program as part of the Strategic Research Infrastructure Fund.

CAMPUS WIDE EXPENSES

The fiscal 2022/23 addition to reserves is primarily due to contributions from the Excellence Fund for strategic capital projects, including the Interdisciplinary Collaboration and Innovation (ICI) building and UBC Downtown Kelowna.

STUDENT FINANCIAL AID

Fiscal 2022/23 includes continued support from the Excellence Fund for the new minimum PhD student funding, International Doctoral Fellowship, Indigenous Graduate Entrance Fellowships and Workstudy programs. New initiatives supported from Excellence Fund include the Beyond Tomorrow Scholars Program. Balances will be reviewed throughout 2022/23 with projections updated once post-pandemic needs and government supports are known for the upcoming year.

UBC OKANAGAN (In \$000s)	Revenues	Expenses	Operating Surplus/ (Deficit)	Non- Operating Transfers	Invested In Capital Assets	Reserve (Drawdowns) /Additions	Ending Reserve Balance	(Drawdowns) Additions
Student Financial Aid	18,020	19,918	(1,898)	(2,751)	—	853	2,353	
Graduate SFA	4,456	6,291	(1,835)	(2,316)	—	481	682	
Okanagan Enrolment Services SFA	6,548	6,304	244	(80)	—	324	521	
International Student Initiative (ISIS) SFA	6,428	6,554	(126)	(180)	—	54	667	
Workstudy, Go Global — SFA	588	769	(181)	(175)	—	(6)	483	

Appendix III. Key Budget Assumptions

1. Provincial funding for the fiscal 2022/23 budget includes assumed funding for future rounds of General Wage Increases (GWI).
2. The budget assumes that undergraduate domestic, continuing international undergraduate, and all continuing graduate tuition is budgeted to increase by 2%. International undergraduate tuition and most professional graduate programs will increase by 4% for new students. All increases are subject to approval by the Board of Governors.
3. A one-time budget reduction of General-Purpose Operating funding for UBC Vancouver administrative units for fiscal 2022/23 will be calculated at 2% (this follows a 1% reduction in fiscal 2020/21 and 2021/22).
4. The budget for endowment returns reflects the target return of 6.65% (including an administrative charge of 0.65%) of which 75% is projected to be realized, and 25% is projected to be unrealized. A proposed flat spend budget of \$50.8m for TREK has also been incorporated into the budget, with spending in excess of the net 6% return drawn from endowment stabilization.
5. Net land development proceeds from UBC Properties Trust are projected to total \$68m during the year, and the distribution of rental income from UBC Properties Trust is projected to be \$14m.
6. Capital asset additions are based on the construction completion schedule of Board-approved capital projects, as well as the planned capital priorities. General additions (computers and equipment) are as projected by units across both campuses.
7. The budget includes Routine Maintenance funding from the provincial government of \$40m (representing the 75% match funding).



Appendix IV. Financial Risks

GLOBAL HEALTH

As we continued to see through the 2021/22 fiscal year, international issues — including global health and the world economy — have an obvious potential to impact the university in a variety of ways, including effects on enrolment and operations. While the impacts of the COVID-19 pandemic are forecast to be minimal in fiscal 2022/23, the long-term effects are still unknown and may have financial implications in the near-term (particularly in student housing and ancillary services).

SUPPLY CHAIN AND INFLATION

Global supply chain challenges continue to impact UBC, in some cases causing significant delays particularly for major equipment purchases and capital projects. While pre-planning and effective vendor management will help mitigate this risk, it is likely UBC will continue to experience supply chain issues in fiscal 2022/23. Accompanying supply chain challenges is a significant increase in inflation. In 2021, inflation increased significantly, ending at 4.8%, putting substantial pressure on a number of non-labour expenditures (including utilities, consumables, equipment) across the university. The Bank of Canada forecasts that the inflation rate will be above target levels in the first half of 2022 and that there is uncertainty in how quickly the inflation would return to target.

TUITION INCREASE

Tuition increases are normally implemented to address self-funded cost pressures of the university. For fiscal 2022/23, the university has proposed the following increases: 2% for domestic students, 4% for new international students and 2% for continuing international students. The increases will, as usual, need to address inflationary cost pressures, but also support critical programs and initiatives within both faculty and administrative units. That revenue has been incorporated into the budget proposal, although the increase is still subject to Board approval.

Should the tuition increase not be approved, there will be a flow-through impact on revenues which will reduce the revenues to allocate to faculty programs, the Academic Excellence Fund, Student Financial Aid and also reduce the total amount of funding available for new Budget asks by approximately \$4m. Additionally, the lack of an increase in fiscal 2022/23 will have a long-term financial impact as it will be difficult to make up for this increase in future years.

INFORMATION SYSTEMS UPGRADE

As reported, the university has undertaken a major systems renewal program (the Integrated Renewal Program) to replace the aging student, human resources, and finance systems. The Human Resources and Financial modules were implemented in fiscal 2020/21 and will continue to stabilize in fiscal 2022/23. The student module received formal approval in fiscal 2021/22 and as with the human resources and finance modules, there is a potential risk of cost overruns and negative operational impact from the required change management. To mitigate these risks, the university has implemented a robust governance structure for the project, established a strong Project Management Office (PMO) to monitor and report progress and engaged an external quality assurance firm to identify, monitor, and report program risks to Executive Sponsors and the Audit Committee of the Board.

FOREIGN EXCHANGE RISK

The foreign exchange rate of the Canadian dollar in comparison to the US and other currencies puts financial stress in numerous areas. These include Library acquisitions which are purchased primarily from the US, faculty recruitment since we compete internationally for the best faculty, research equipment, construction costs, and IT systems development and maintenance costs.

Appendix V. Research

The Sponsored Research Fund accounts for all research transactions, the majority of which are funded externally. The use of external funding is restricted by the sponsor, donor, or granting agency and is intended to support the research activities of principal investigators in their areas of expertise. The fund also includes some restricted activities funded from internal sources. These activities are typically for start-up purposes or represent residual balances from expired research projects, which are retained by the principal investigators.

Restricted funds are only recognized as income when the funding received is spent in accordance with the restrictions stipulated by the funding agreement so that revenues match expenditures, resulting in no change to the bottom line. For this reason, the research revenues reported in the university's consolidated financial statements may vary considerably from the amounts awarded to the university during any given year.

Unrestricted research funding will have an immediate impact on the reported bottom line each year to the extent that the funding has not been spent.

AWARDS

External research funds enable UBC researchers to produce meaningful research and fund staff and students. The variation in research funding amounts from year to year is due to the availability of different large-scale funding programs, such as Innovation Fund awards from Canada Foundation for Innovation (CFI), and Large-Scale Applied Research awards from Genome Canada amongst others.

(in \$ millions)

	2020/21 ACTUALS	2021/22 FORECAST	2022/23 PLAN
Government (Tri-Agency)	270	227	241
Government (Other agencies)	259	175	185
Non-profit	168	175	164
Industry	62	67	73
Total	759	644	662



UBC's total research funding is expected to be largely stable in fiscal 2022/23, compared to fiscal 2021/2022, with increases in tri-agency, other government and industry sectors. A decrease in non-profit funding is projected due to lingering financial pressures from the COVID-19 pandemic.

The university invests in support for UBC researchers to aid in their success in funding competitions, so that they will receive the funds required for desired research programs. UBC support includes proposal development and review services provided through the Office of the Vice-President, Research and Innovation's (VPRI) Support Programs to Advance Research Capacity (SPARC) and the Institutional Programs Office (IPO). By working with SPARC, assistant professors applying to the Natural Sciences and Engineering Research Council of Canada (NSERC) have been 1.6 times more likely to be funded. A similar rate of improved success is seen for faculty applying to the Canadian Institutes of Health Research (CIHR) Project competition. IPO supported

programs such as the John R. Evans Leaders Fund (JELF) has an average success rate of 80%.

Sponsored research provides another source of funding to UBC's research community. In fiscal 2020/2021, the VPRI University-Industry Liaison Office's Sponsored Research group negotiated, drafted, and administered 2,502 research contracts and clinical trial agreements worth \$163.3m with industry, government, and non-profit partners. This total, which is the highest in Canada, included a record \$62.2m in industry sponsored research.

Coupled with the current federal emphasis on partnered and applied research funding, the university's investments in innovation are expected to lead and continue to grow in activity for this aspect of research funding at UBC.

The table below presents the Research Awards by Faculty for fiscal 2022/23, summarizing research awards to be received and expected across the university by faculty.

RESEARCH AWARD BY FACULTY 2022/23 <i>(in \$ thousands)</i>	GOVERNMENT (TRI-AGENCY)	GOVERNMENT (OTHER AGENCIES)	NON-PROFIT	INDUSTRY	TOTAL
Applied Science	24,799	15,058	7,849	11,641	59,348
Arts	19,126	5,786	6,340	197	31,449
Dentistry	2,752	356	634	21	3,763
Education	3,839	1,188	1,775	73	6,876
Forestry	3,629	5,291	2,047	648	11,616
Land and Food Systems	2,298	2,326	1,747	1,108	7,479
Law	819	52	606	30	1,507
Medicine	114,124	76,724	117,129	41,873	349,850
Pharmaceutical Sciences	2,319	1,384	2,892	639	7,234
Sauder School of Business	2,497	822	1,049	606	4,974
Science	53,435	47,896	18,377	5,806	125,514
UBC Okanagan	11,198	10,114	2,591	8,091	31,994
Non-Faculty Units	80	17,796	991	1,806	20,673
Total	240,916	184,793	164,027	72,539	662,275

Appendix VI. Endowment

The UBC endowment funds consist of endowed gifts, bequests, donations, and land lease proceeds. Approximately \$2.1 billion of the endowment funds, including TREK and TREK Impact, are invested by UBC Investment Management Trust Inc. (IMANT). These funds support the university's academic mandate, student financial awards, academic and research initiatives, student housing, and capital projects.

The land lease proceeds endowments include the TREK, TREK Impact, Student Housing Financing (SHFE) and Faculty Housing Assistance Financing (FHAFE) endowment funds. TREK and TREK Impact support UBC and advance its charitable goals. SHFE was established in 2012 to invest in new student residences. FHAFE was established in February 2017 to facilitate the recruitment and retention of outstanding faculty members. In addition to providing financial support for student residences and faculty recruitment, the land lease proceeds endowment funds currently support the Faculty of Pharmaceutical Sciences capital project, the Stem Cell Lab

Biomedical Research Centre capital project, the Faculty of Medicine's Faculty Renewal, the Fitness Facility Expansion in the Old SUB, UBC's Brand Positioning campaign, the Enterprise-wide IT renewal project UBC Okanagan and Academic Enhancement.

Other gifts, held separately from the IMANT invested funds, include the Peter Wall Endowment, the Vancouver Foundation funds held for the benefit of the university and the Merilees Chair for the Study of Democracy fund.

<i>(in \$ millions)</i>	TOTAL (INCLUDING SHFE AND FHAFE)			IMANT INVESTED FUNDS (EXCLUDING TREK AND TREK IMPACT)		LAND LEASE PROCEEDS (TREK, TREK IMPACT, SHFE AND FHAFE)	
	2020/21 ACTUALS	2021/22 FORECAST	2022/23 PLAN	2021/22 FORECAST	2022/23 PLAN	2021/22 FORECAST	2022/23 PLAN
Endowment market value							
Endowment capital account	2,275	2,476	2,637	1,494	1,540	982	1,097
Stabilization account	320	351	349	307	313	44	36
Balance	2,595	2,827	2,986	1,801	1,853	1,026	1,133
Endowment spending							
Investment income	110	154	122	69	67	85	55
Operating expenses	(101)	(107)	(116)	(64)	(67)	(43)	(49)
UBCPT rental distributions	8	5	3	5	3	—	—
Internal transfers to endowment capital	9	13	14	—	—	13	14
Surplus (deficit)	26	65	23	10	3	55	20

The capital account balances represent external donor, internal university contributions, and inflation adjustments recorded to maintain the purchasing power of endowment capital over time.

The stabilization account balances reflect the value of endowments that have been generated through returns that are above target levels. It is a measure of the amount that is currently in the endowment fund above the inflation adjusted principal balances as a protection against future market downturns.

For unrestricted endowment funds, investment income includes only realized returns. For restricted endowment funds, investment income includes total returns to the extent of expenses incurred. The excess is deferred and recorded on the Statement of Financial Position until the period in which the related expenses are incurred.

UBCPT rental distributions are endowed to the TREK Rental Income endowment fund.

Internal transfers to endowment capital represent internal contributions to endowment capital.



Appendix VII. Related Entities

The consolidated financial statements reflect the assets, liabilities, revenue, and expenses of organizations that are controlled by the university. All related organizations are consolidated, with the exceptions of UBC Properties Trust (UBCPT) and Great Northern Way Campus Trust, which are reported using the modified equity method.

The organizations that are fully consolidated into the financial statements of the university are:

- UBC Foundation — established to encourage philanthropic support for the university;
- American Foundation — established to encourage philanthropic support of the university;
- Hong Kong Foundation — established to encourage philanthropic support of the university;
- UK Foundation — established to encourage philanthropic support of the university;
- UBC Asia Pacific Regional Office — a Hong-Kong based association formed to promote and advance the academic and research interests of the university and its partners in the Asia Pacific region;
- entrepreneurship@UBC Management Inc — manages the university's investments in start-up ventures; and
- UBC Investment Management Trust — manages the investment assets of the university's endowment and operating funds, and the staff pension plan.

UBCPT is the most significant subsidiary of the university. In addition to managing a portfolio of rental assets and providing project management services on capital projects, UBCPT carries out real estate development activities for the benefit of the university. Through UBCPT, the university sells pre-paid leases on certain properties to third parties for a period of 99 years. The proceeds from land leases have historically been directed to an internal endowment fund (TREK) and used to support the university's priorities.



Appendix VIII. Killam Endowment Funds

In 1965, The University of British Columbia was fortunate in receiving various Killam Trusts, which were created pursuant to the last will and testament of the late Dorothy J. Killam.

The trust funds were established at the Canada Council, Dalhousie College and University, The University of Alberta, The University of British Columbia (UBC) and The Montreal Neurological Institute. Subsequently, part of the fund bequeathed to The University of Alberta was transferred to The University of Calgary.

Annual budgets for the Killam Endowment Funds held at the university require the approval of the UBC Board of Governors. They are based on the Killam spending guidelines and calculated using a spending allocation of 3.75% of the preceding three years average market value of the funds. The fiscal 2022/23 spending budget is as follows:

(in \$ thousands)

	KILLAM GENERAL	KILLAM MEMORIAL SALARY	IZAAK WALTON KILLAM MEMORIAL ADVANCED STUDIES	TOTAL
Program spending				
Research and scholarly activities	1,003	—	—	1,003
Faculty research fellowship awards	230	—	—	230
Bridge funding for academic priorities	247	—	—	247
Excellence in Teaching and Research	—	768	—	768
Post-doctoral awards	—	—	511	511
Pre-doctoral awards	—	—	511	511
Graduate Studies administration	—	—	50	50
Total 2022/23 budgeted spending allocation	1,480	768	1,072	3,320



Appendix IX. Capital Details

The university makes significant on-going capital investments to support learning and research and to create an outstanding student experience.

Capital Expenditure and Funding for 2022/23 is budgeted as follows:

CAPITAL EXPENDITURE (in \$ millions)	2020/21 ACTUALS	2021/22 FORECAST	2022/23 PLAN
Building and Property:			
Major buildings	175	142	298
Routine capital	48	43	53
Building renovations and additions	16	63	53
Capital infrastructure ¹	16	16	16
	255	264	420
Research equipment	39	59	56
Other equipment and furnishings	28	29	28
Information technology	43	32	41
Library	16	16	16
Total Capital Expenditure	381	400	561

1. Capital infrastructure includes improvements to roads, lots, sewer, gas, water and electrical assets

Buildings and Property

The majority of buildings and property capital expenditure is under the management and control of Infrastructure Development, with additional capital expenditures overseen by Student Housing & Hospitality Services. Faculties and administrative departments also commission other building projects, normally of a minor nature. The design, construction, renovation and upgrades of all buildings and property projects are project managed by either UBC Properties Trust or UBC Project Services (Infrastructure Development).

Projects are organized according to type, scope and required approval level:

- Major buildings — this includes new building or major renewal projects greater than \$5m, approved by the Board of Governors.
- Routine capital — includes core maintenance projects funded in part by the Ministry of Advanced Education, Skills

and Training (AEST), with projects typically less than or equal to \$5m. This program is approved by the Board of Governors. Building Operations and Energy & Water Services identify and prioritize projects under this program based on facility condition and building user input.

- Infrastructure Impact Charge (IIC) and Community Amenity Charge (CAC) Program — this includes utility, public and community infrastructure projects funded through charges on campus development. This program is approved by the Board of Governors.
- Department-funded capital — includes renovation and upgrade projects less than or equal to \$5m that are commissioned and funded by faculties and administrative departments. This work is recorded under “Funded from available reserves.” Projects greater than or equal to \$2.5m require UBC Executive approval.

Major Buildings

There are currently six major building projects in design or construction and for which capital expenditures will be incurred in fiscal 2022/23. Projects include:

2022/23 MAJOR BUILDING PROJECTS

(in \$ millions)

Building Project

	TOTAL BUDGET	2022/23 ESTIMATED COST	ESTIMATED COMPLETION DATE
Brock Commons Phase 2	165	97	22-Sep
School of Biomedical Engineering Building	139	26	24-Jul
Gateway Building	190	76	24-Jul
Recreation Center	66	23	24-May
Interdisciplinary Collaboration & Innovation Building — UBCO	109	29	24-Dec
UBCO Downtown Kelowna Project	76	27	25-Aug

These projects provide renewed or expanded infrastructure to address the following needs:

- Academic program changes and enrolment growth
- Research activity and grant awards
- Student housing demand
- Deferred maintenance and seismic upgrade requirements to ensure safe and reliable facilities
- Transportation and utility infrastructure capacity requirements

Further details on major building projects are provided in the Capital Projects Update report, which is included in the docket for each meeting of the Board of Governors.

Routine Capital— Core Building Maintenance

The Ministry of Advanced Education, Skills, and Training (AEST) increased Routine Capital funding to address much needed capital maintenance in campus buildings. UBC (both campuses) received \$42.7 from AEST in 2021/22 and is notionally scheduled to receive \$39.6m in 2022/23. AEST has specified that these funds are to be directed toward the reduction of deferred maintenance in core academic facilities and that the overall package of projects in each year must be cost-shared between AEST and UBC on a 75%/25% basis.

Infrastructure Development coordinates the development of the annual plan with Building Operations and Energy & Water Services, who set the program of specific projects based on facility condition assessment and input from department administrators regarding building user priorities. Synergies are

sought with other infrastructure renewal and modernization requirements such as learning space upgrades, accessibility upgrades, and seismic upgrades.

The first category, Major Maintenance and Rehabilitation Projects, includes campus-wide maintenance and rehabilitation projects consisting of roof and envelope repairs, elevator retrofits, electrical infrastructure projects, fire and life safety system retrofits, minor interior refit projects (such as flooring replacements and washroom refurbishments), and utilities infrastructure improvements. Individual projects in this category will cost less than the \$5.0m Board approval threshold.

Example projects in this category for 2022/23 include:

- Buchanan Tower building renewal final phase — \$1.6m
- J.B MacDonald roofing & envelope repairs — \$1.8m
- H.R. MacMillan room 166 classroom renewal — \$1.6m
- Thea Koerner main roof replace — \$0.9

The next eligible category for work is whole-building renewal projects to address the full range of deferred maintenance items in targeted buildings. There are no buildings confirmed at present for targeted seismic upgrades.

Whole building renewal projects are larger in scope and fall above the \$5.0m threshold. The Macleod Building renew project, for example, is scheduled for completion in June of 2022 and final cost is estimated at approximately \$49m. In addition, the Museum of Anthropology Great Hall Renewal project continues into fiscal 2022/23. Given the necessity to plan and execute these projects in very tight timelines, it was

previously agreed that they be approved by the Board, as part of the annual university budget approval process.

The table below provides a high-level breakdown of the 2022/23 AEST-supported Routine Capital programs for the UBC Vancouver and Okanagan campuses. AEST has allocated funding using a formula based on the amount of deferred maintenance at each campus.

Research Equipment

Research projects contain a wide range of capital expenditure commitments, primarily related to major and minor equipment needs, and also IT equipment and software. Some major projects include building adaptations or renovations.

Information Technology

MAJOR SYSTEMS PROJECTS

These include the university's capital investments in enterprise-wide systems either to create new capabilities or upgrade existing systems to extend useful life. The required investments in major systems replacements and upgrades are essential for the university to maintain its level of service in a rapidly changing technology environment and is considered a major risk factor if the systems were allowed to decline.

The Integrated Renewal Program and the Other Enterprise-Wide Systems are financed through internal loans, in accordance with Board policy, while Minor Systems Upgrades and Lifecycle investments are funded from Information Technology's annual operating budget.

The major cost items over the period are:

A) INTEGRATED RENEWAL PROGRAM (IRP)

The IRP unites previously independent projects, formerly known as Student Academic Systems Initiative (SASI), Procurement Modernization, HR and Finance Renewal to replace legacy systems. The IRP will implement one core platform for students, faculty, and staff to conduct administrative tasks — resulting in a better user experience, a new set of tools, a new way of working, and improved reporting for informed decision-making. The HR and Finance Renewal has now been implemented with expected costs to be incurred related to refining implementation and to support user issues that may arise from a new system. There will also be further development in the Architect plan for the Student System.

B) OTHER ENTERPRISE-WIDE SYSTEMS

Preliminary estimates for the Adaptive Forecasting and Budgeting system have begun, and Phase 1 of the project has been completed. Phase 2 should start a needs analysis in the upcoming fiscal year.

Library

The Library collections are integral to the past and future success of the university, and underpin the academic mission of world-leading learning, teaching and research. Because the majority of the university's collections are purchased in US currency, Canadian currency depreciation has placed pressure on the Library's ability to maintain its collection acquisition levels. Consequently, an additional \$2.0m has been allocated to maintain the current collection.

2022/23 ROUTINE CAPITAL PROJECTS

(in \$ millions)

Vancouver Campus

	AEST 75%	UBC 25%	TOTAL
Major Maintenance & Rehabilitation Projects	35.6	11.9	47.5
Minor Maintenance & Rehabilitation Projects	3.1	1.1	4.2
Total — Vancouver Campus	38.7	13.0	51.7

Okanagan Campus

Major Maintenance & Rehabilitation Projects	0.9	0.3	1.2
Total — Okanagan Campus	0.9	0.3	1.2

Routine Capital Projects — UBC Total

	39.6	13.3	52.9
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Appendix X. Investment Income on Land Development

The Endowment Lands were gifted to the university by the provincial government a century ago to fund a “margin of excellence” beyond what a publicly funded university could achieve. The university generated proceeds through developing land starting in the 1990’s. The capital was invested, and the net income was available to support discretionary strategic priorities.

At the time, the Board had two objectives: first, to maintain the capital in perpetuity; second, to ensure the use of the income was not permanently restricted to specific purposes so that the annual cash flows could be used for strategic purposes the president of the day determined. This lack of restriction is illustrated in the TREK terms of reference dating back to 2002, which broadly states that “the income will be used to support the mission of the university.”

Three endowment funds have been established with the net proceeds of long-term leases: TREK which resides in the Main

Pool of endowment funds managed by IMANT, the Student Housing Financing Endowment (SHFE) and the Faculty Housing Assistance Financing Endowment (FHAFE).

During fiscal 2021/22, the TREK Rental Income endowment fund has been established with the income that UBC Properties Trust earned on its rental properties. All future rental distributions from UBC Properties Trust are expected to be endowed to this newly created endowment fund. Similar to TREK, TREK Rental Income is also being invested as part of the Main Pool of endowment funds managed by IMANT.

LAND DEVELOPMENT ENDOWMENT (in \$ millions)

	2020/21 ACTUALS	2021/22 FORECAST	2022/23 PLAN	PLAN VS FORECAST
TREK Endowment, in the Main Pool	393	435	434	(1)
TREK Rental Income, in the Main Pool	0	13	27	14
TREK Impact, in the Sustainable Future Pool	36	0	0	0
Student Housing Financing Endowment Fund	437	525	596	71
Faculty Housing Financing Endowment Fund	55	66	76	10
	921	1,039	1,133	94

The \$1 million decrease in TREK represents approximately \$26 million of earnings net of administrative costs recovery and \$27 million of spend allocations under the new flat spend proposal.

The \$14 million increase in TREK Rental Income represents approximately \$14 million of estimated rental distributions.

During fiscal 2021/22, TREK Impact and the Sustainable Future Pool were combined into TREK and the Main Pool respectively.

The \$71 million increase in SHFE is comprised of \$68 million estimated land lease proceeds and \$28 million of earnings, net of \$16 million of spend allocations and \$9 million transferred to FHAFE.

The \$10 million increase in FHAFE is made up of \$9 million transferred from SHFE and \$1 million of earnings net of spend allocations.

TREK and TREK Rental Income support the mission of the university generally and advance its charitable goals. SHFE was established to support student housing projects while the intention of FHAFE was to facilitate the recruitment and retention of outstanding faculty members. In all cases, earnings have been used to support strategic initiatives and preserve the principal value of the original contributions.

At the June 2019 Board of Governors' meeting, a review of the TREK-related spending policy was presented, illustrating an opportunity to unlock the value of the TREK-related assets while improving intergenerational equity. The review recommended converting the current spending policy for the TREK endowment from a 4% spend rate to a flat spend amount. At the June 2021 Board of Governor's meeting, the Board approved a flat real spend policy generating \$49.2 million in fiscal 2021/22, increasing by 2% annually.

These funds are not intended to be allocated permanently but are used to support initiatives with limited life spans to maintain flexibility as to their use for future administrations.

That said, a large portion has been allocated to support building projects which are university priorities but are not fully funded from other sources. Typically, funding is allocated to finance construction costs, which are amortized over periods of up to 30 years until the debt has been repaid, at which point the funding will become available for reallocation. On-going allocations below represent debt service payments to support the construction of various university buildings, such as the IK Barber Learning Commons, Allard Hall, the Centre for Comparative Medicine, the Life Sciences Building, the Iona Building, and the Student Nest.

More recently, as funding has become available, these endowments have supported other types of priorities, such as enterprise-wide renewal, the Faculty of Medicine's Faculty Renewal, Academic Enhancement, and matching funds.

The funds available from investment income on land development and funding allocations are summarized as follows on the next page:



INVESTMENT INCOME ON LAND DEVELOPMENT <i>(in \$ millions)</i>	2020/21 ACTUALS	2021/22 FORECAST	2022/23 PLAN	PLAN VS FORECAST
Funding sources, includes carryforward				
Balance carried forward	3.0	2.4	13.1	10.7
TREK 4% spend allocation	15.0	16.2	17.1	0.9
TREK — UBCO \$4m allocation	4	4.1	4.2	0.1
TREK Rental Income 5% spend allocation	0	0.6	1.0	0.4
TREK Impact 3.5% spend allocation	1	0	0.0	0.0
SHFE 4% spend allocation	8.9	9.6	16.1	6.5
FHAFAE 4% spend allocation	1.0	1.4	1.7	0.3
UBCPT rental distributions	9	0.0	0.0	0.0
TREK — incremental allocations for the flat spend	0.0	17.1	10.1	(7.0)
Total Funding	41.9	51.4	63.3	11.9
Funding allocations				
On-going debt service	14.4	14.4	14.4	0.0
Other allocations				
Academic Enhancement	—	—	5.0	5
Internal loan - IT projects	12.0	12.0	12.0	0
Medicine Faculty Renewal	6.5	6.6	7.0	0.4
UBCO Student Financial Support	6.1	4.1	4.2	0.1
Pharmaceutical Sciences Building - Debt relief	0.5	0.5	0.5	0
Rent Geared to Income Program	—	0.7	0.8	0.1
	25.1	23.9	29.5	5.6
Total allocations	39.5	38.3	43.9	5.6
Funding available for future commitments	2.4	13.1	19.4	6.3





Date: April 13, 2022

To: UBC Vancouver Senate

From: Moura Quayle, Acting Provost and Vice-President Academic, UBC Vancouver

Re: Request approval to establish the **Audain Chair in Historical Indigenous Art**

Recommendation:

I recommend that Senate approve and recommend to the Board of Governors the establishment of the Audain Chair in Historical Indigenous Art, in the Faculty of Arts, made possible by funding from the Audain Foundation.

Rationale:

In March 2020 the Audain Foundation gifted \$3,000,000 to establish the Audain Chair in Historical Indigenous Art Endowment Fund.

The incumbent will have both teaching and research responsibilities, including a teaching commitment and course offerings in their field of study, supervision of graduate students, and providing enriched student experiences such as seminar classes. Within the realm of research, the incumbent will be expected to actively publish in scholarly and art publications as well as peer reviewed journals. To help enhance research output the incumbent will also seek additional research funding through the application of pertinent research grants.

The incumbent will maintain scholarly liaison with the Museum of Anthropology and the First Nations House of Learning. Access to MOA's extensive collection will support both teaching and research. The successful candidate will be supported to provide community outreach which will include introduction to the Musqueam and introduction to the art community, locally and internationally. The incumbent will be an active participant in public lectures and panel presentations that will help disseminate research findings to the wider community and aid in knowledge exchange.

The incumbent will focus on North America and will actively participate in the advancement of scholarship of global indigeneity, building academic relationships globally as well as attending or hosting academic conferences.

The Audain Chair in Historical Indigenous Art will receive an annual research fund of \$20,000 per year and report to the Associate Dean, Research and Graduate Studies in the Faculty of Arts. The incumbent will be required to provide the Associate Dean with



an annual report of activities and accomplishments as the Audain Chair in Historical Indigenous Art. The terms are renewable, upon successful review, for subsequent periods of up to five years each, subject to availability of funding.



March 7, 2022

Dr. Andrew Szeri
Provost and Vice President Academic, UBC

Re: Request for approval for the establishment of the *Audain Chair in Historical Indigenous Art*

Dear Dr. Szeri,

In March 2020 the Audain Foundation gifted \$3,000,000 to establish the Audain Chair in Historical Indigenous Art Endowment Fund. **I write to request your approval to establish the *Audain Chair in Historical Indigenous Art* in the Faculty of Arts.**

The incumbent will have both teaching and research responsibilities, including a teaching commitment and course offerings in their field of study, supervision of graduate students, and providing enriched student experiences such as seminar classes. Within the realm of research, the incumbent will be expected to actively publish in scholarly and art publications as well as peer reviewed journals. To help enhance research output the incumbent will also seek additional research funding through the application of pertinent research grants.

The incumbent will maintain scholarly liaison with the Museum of Anthropology and the First Nations House of Learning. Access to MOA's extensive collection will support both teaching and research. The successful candidate will be supported to provide community outreach which will include introduction to the Musqueam and introduction to the art community, locally and internationally. The incumbent will be an active participant in public lectures and panel presentations that will help disseminate research findings to the wider community and aid in knowledge exchange.

The incumbent will focus on North America and will actively participate in the advancement of scholarship of global indigeneity, building academic relationships globally as well as attending or hosting academic conferences.

The Audain Chair in Historical Indigenous Art will receive an annual research fund of \$20,000 per year and report to the Associate Dean, Research and Graduate Studies in the Faculty of Arts. The incumbent will be required to provide the Associate Dean with an annual report of activities and accomplishments as the Audain Chair in Historical Indigenous Art. The terms are renewable, upon successful review, for subsequent periods of up to five years each, subject to availability of funding.

Sincerely,

A handwritten signature in black ink, appearing to read 'Gage Averill', written over a circular stamp or mark.

Gage Averill
Dean

Faculty of Arts, UBC Vancouver



20 April 2022

From: Dr Kate Ross, Registrar

To: Vancouver Senate

Re: 2022 Vancouver Student Senate and Board of Governors Elections

Set out below are the results to-date of the 2022 Student Senate and Board of Governors Elections.

Student Representative of a Faculty to the Senate

The Student Representative of a Faculty to the Senate elections were conducted by AMS Elections (first and second calls for nominations).

Pursuant to Section 15 of the *University Act*, the following students are acclaimed as elected as representatives of the Faculties on the Vancouver Senate for terms beginning on 1 April 2022 and ending 31 March 2023 and thereafter until successors are elected:

- Laia Shpeller, Faculty of Applied Science (Continuing)
- Emmanuel Cantiller, Faculty of Arts (Continuing)
- Tony Xiutong Jiang, Faculty of Forestry (Continuing)
- Vivian Li, Faculty of Land and Food Systems
- Ryan Sissons, Peter A. Allard School of Law
- Bachviet Nguyen, Faculty of Medicine
- Kanika Khosla, Faculty of Pharmaceutical Sciences (Continuing)
- Keanna Yu, Faculty of Science (Continuing)

Additionally, pursuant to Section 16 of the *University Act*, the following student is elected as representative of a Faculty on the Vancouver Senate for a term beginning on 1 April 2022 and ending 31 March 2023 and thereafter until successors are elected:

- Melina Amirsharafi, Faculty of Commerce and Business Administration

N.B. the Education student senator's term runs from 1 October 2021 to 30 September 2022.

Graduate Student Representative to the Senate

The Graduate Student Representative to the Senate elections were conducted by AMS Elections (first and second calls for nominations). The third call for nominations was issued by UBC Elections.



Pursuant to Section 15 of the *University Act*, the following students are acclaimed as elected as graduate student representatives on the Vancouver Senate for terms beginning on 1 April 2022 and ending 31 March 2023 and thereafter until successors are elected:

- Jorden Hendry
- Sam Kenston

Student Representative At-Large to the Senate

The Student Representative At-Large to the Senate election was conducted by AMS Elections.

Pursuant to Section 16 of the *University Act*, the following students are elected as representatives at-large on the Vancouver Senate for terms beginning on 1 April 2022 and ending 31 March 2023 and thereafter until successors are elected:

- Eshana Bhangu (Continuing)
- Romina Hajizadeh
- Anisha Sandhu (Continuing)
- Dana Turdy
- Georgia Yee (Continuing)

Student Representative to the Board of Governors

The Student Representative to the Board of Governors election was conducted by AMS Elections.

Pursuant to Section 16 of the *University Act*, the following students are elected as representatives of students on the Board of Governors for terms beginning on 1 April 2022 and ending 31 March 2023 and thereafter until successors are elected:

- Max Holmes (Continuing)
- Georgia Yee (Continuing)

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A third call for nominations for a representative from the Faculty of Dentistry was issued by UBC Elections on 18 March 2022 and the deadline was extended on 4 April 2022.