



Vancouver Senate

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

WEDNESDAY, 15 NOVEMBER 2023

6:00 P.M.

LSC 1003 AND VIA ZOOM

1. Call to Order and Territorial Acknowledgment – Dr Benoit-Antoine Bacon (information)
2. Senate Membership – Dr Rella Ng
 New Member:
 Dr Benoit-Antoine Bacon, President & Vice-Chancellor, to replace Dr Deborah Buszard (End of term)
3. Minutes of the Meeting of 18 October 2023 – Dr Benoit-Antoine Bacon (approval) (docket pages 4-31)
4. Business Arising from the Minutes – Dr Benoit-Antoine Bacon (information)
5. Remarks from the Chair and Related Questions – Dr Benoit-Antoine Bacon (information)
6. Correspondence – Dr Benoit-Antoine Bacon
 Letter from Student Members of Senate Regarding Senate 2026 (docket pages 32-66)
 The Senate Agenda Committee would recommend that Senate resolve as follows:
That the correspondence from the senators be forwarded to the Senate Nominating Committee for consideration and reference to other committees of Senate as they see fit, and that a copy be sent to the Senate external reviewers for their consideration.
 (approval)
7. Candidates for Degrees – Dr Benoit-Antoine Bacon
 The list as approved by the faculties 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 candidates for degrees and diplomas as recommended by the faculties be granted the degree or diplomas for which they were recommended, effective November 2023, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of the Senate be empowered to make any necessary adjustments. (approval) (2/3 majority required).

8. Admissions Committee – Dr Joanne Fox

- a) Bachelor of Indigenous Land Stewardship – Application Process (approval) (docket pages 67, 69-70)
- b) Renewal of Memorandum of Agreement: TRANSatlantic FOREstry Master’s Program (TRANSFOR-M)(approval) (docket pages 67-68, 71-104)

9. Agenda Committee – Mr Kamil Kanji

Report on Senate Meeting Format (information) (docket pages 105-106)

10. Awards Committee – Dr Lawrence Burr

- a) New and Revised Awards (approval) (docket page 107-113)
- b) Peter Wall Awards (approval) (docket page 114-115)

11. Curriculum Committee – Dr Catherine Rawn

Curriculum Proposals from Extended Learning and the Faculties of Arts, Graduate and Postdoctoral Studies, and Land & Food Systems (approval) (docket pages 116-154)

12. Nominating Committee – Dr Paul Harrison

Committee Appointments (approval) (docket page 155)

13. Report from the Provost – Dr Gage Averill

Establishment of the Koerner Chair for Wildfire Coexistence at UBC in the Faculty of Forestry (approval) (docket pages 156-168)

14. Report from the Librarian– Dr Susan Parker

Annual Report on the Library (information) (docket pages 169-187)

15. Other Business



16. IN CAMERA – Revocation of a Degree – Dr Susan Porter (approval) (to be circulated under separate docket)

VANCOUVER SENATE

MINUTES OF 18 OCTOBER 2023

DRAFT

Attendance

Present: D. Buszard (Chair), M. Adshade, F. Andrew, M. Aronson, E. Baniassad, B. Bhandar, B. Britton, L. Burr, I. Caguait, J. Cool, C. Crowston, A. Dulay P. Englezos, A. Esteves, K. Feng, A. Fisher, N. Ford, B. Forster, S. Forwell, J. Fox, J. Gilbert, S. Gopalahrishnan, J. Hare, P. Harrison, K. Hassib, C. Hendricks, M. Ho, A. Ivanov, E. Jenkins, X. Xiang, K. Kanji, D. Kelleher, R. Kim, R. Kozak, F. Lalji, S. Lavallee, K. Lo, M. MacLachlan, G. Markman, C.W. Marshall, S. McGillivray, W. Norman, J. Olson, S. Parker, S. Pelech, N. Pindell, A. Pratap-Singh, I. Price, M. Prost, D. Qi, C. Rawn, S. Razia, K. Rogers, S. Rout, L. Shpeller, S. Singh, K. Smith, R. Spencer, J. Stewart, G. Tsiakos, A. Uzama, R. Yada.

Regrets: J. Al Rahmani, G. Averill, H. Amin, S. Bredin, D. Dahl, C. Dai, A. d'Entremont, K. Doering, G. Faulkner, C. Godwin, B. Goold, S. Grayston, J. Greenman, S. Kenston, D. Li, L. Lynd, C. Menzies, A. Mitchell, C. Overall, S. Parker, J. Phelps, S. Point, R. Topping, G. Turcotte, S. Porter, H. von Bergmann, A. Wang,

Clerk: C. Eaton

Call to Order

The Chair of Senate, Professor Deborah J. Buszard, called the second meeting of the Vancouver Senate for the 2023/2024 academic year to order at 6:44 pm

Senate Membership

NEW MEMBER OF SENATE

The Acting Registrar, Mr Christopher Eaton, introduced the following new member to Senate:

Giovanna Markman, Student Member, Faculty of Education, until 30 September 2024 and thereafter until a successor is elected.

Minutes of Previous Meeting

Mathew Ho
Kareem Hassib

That the minutes of the meeting of 20 September 2023 be approved as corrected:

Corrections: Spelling of Lalji

Approved

Remarks from the Chair

Dr. Buszard noted her delight at being at her last meeting of Senate. She said that it has been an honour to have the opportunity to join this senate and participate over the past year and thanked everyone for their work.

The Chair said that the past year had been an unexpected and amazing “second innings” and an opportunity to see the bigger picture of UBC and all the amazing work that is taking place across all our faculties and campuses. She noted that for over 100 years, UBC has been a place of innovation and creation of new knowledge. It has grown from a good provincial school to become a top 40 research university globally and 2 in Canada, and continued to distinguish ourselves among the world’s top universities.

Dr Buszard went on to say that UBC was still relatively young university, compared with other great schools. Looking ahead into the next 100 years, and the plans already in place for both Okanagan and Vancouver, she suggested that it was clear we were poised to transform once again both Vancouver and Kelowna and to have even greater global impact through our teaching and research. Dr Buszard opined that with dedicated academic leadership, UBC will continue to rise to greater prominence and impact across the province, country and globe. She said that she was excited for the future of UBC and looked forward to seeing how it will continue to serve our province and world.

The Chair reminded Senate that Dr. Benoit-Antoine Bacon, UBC’s 17th President and Vice-Chancellor will assume his appointment on November 1st. She expressed confidence that he will continue to grow UBC’s reputation as one of the world’s leading universities and bring a dynamic approach to advance our excellence in teaching, research, and innovation. In closing, Dr Buszard thanked everyone for their service, saying that UBC was the vibrant, innovative learning community it is because of their hard work.

Admissions Committee

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

MASTER OF SCIENCE IN SPEECH-LANGUAGE PATHOLOGY DISTRIBUTED PROGRAM – ISLAND COHORT

Joanne Fox
Katherine Feng

*That Senate approve the Master of Science in
Speech-Language Pathology Distributed Program
– Island Cohort.*

Dr Fox advised that this proposal created a new, fully-distributed cohort and expanded the size of the program.

Dr Lavalee asked if students would relocate for this program.

Senate recognized Dr Joseph Anthony from the Faculty of Medicine who said that students already relocated to Vancouver, some who do so already from the island.

Approved

MASTER OF OCCUPATIONAL THERAPY – POST-ACCEPTANCE REQUIREMENTS

Joanne Fox
Susan Forwell

That Senate approve post-acceptance requirements for students admitted to the Master of Occupational Therapy, effective for entry to the 2024 Winter Session and thereafter.

Dr Fox set out the details of the post-acceptance requirements. She noted that the program was offered across three sites.

Approved

Awards Committee

NEW AND REVISED AWARDS

See Appendix A: Awards Report

Lawrence Burr
Mathew Ho

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

Nominating Committee

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

COMMITTEE ADJUSTMENTS

Paul Harrison
Catherine Rawn

*That Elisa Baniassad be appointed to the Senate Library Committee until 31 August 2026 and thereafter until replaced, to replace Christina Hendricks; and
That Giovanna Markman be appointed to the Senate Curriculum Committee until 31 March 2024 and thereafter until replaced, to replace Holly Patraschuk.*

Approved

By general consent, the agenda was amended to allow for the following motion to be considered:

PRESIDENTS ADVISORY COMMITTEE FOR THE SELECTION OF A VICE-PROVOST AND ASSOCIATE VICE-PRESIDENT ACADEMIC AFFAIRS

Paul Harrison
Susan Forwell

That Catherine Rawn, Bruce Forster, Kamil Kanji and Jenny Phelps be appointed to a President's Advisory Committee for the Selection of a Vice-Provost and Associate Vice-President Academic Affairs.

Approved

Senator Harrison reminded senators of the call for members for an Associate Vice-President Research and Innovation & Vice-Principal Research (Okanagan) search committee. To date, no names had been brought forward.

Report from the President

The Acting President introduced Ms Shirley Nakata, Ombudsperson for students, who with the consent of Senate, presented her office's annual report.

2022 ANNUAL REPORT OF THE OMBUDSPERSON FOR STUDENTS

Ms Shirley Nakata, ombudsperson for students, presented.

Ms Nakata went over a statistical overview of which students her office was seeing, noting that 2022 was an all-time high of 685 students, with them being disproportionately international and graduate students.

Her recommendations included increased procedural fairness training & resources, better ways to address temporary health issues, and addressing concerns with decision makers fettering discretion. With respect to trends over the past five years, Ms Nakata said these would be: accessibility (including plain language), cultural competency, the graduate student experience/supervisory relationship, delays in decisions, and a need for increased training for decision-makers.

Senator Rawn thanked the ombuds for her report. She said everyone needed these kinds of training and she did not have it when she was in an administrative role.

The Ombudsperson said a lot of this is intuitive but the training can provide vocabulary and constructs. She also noted that there were differences of opinion on some matters and the

legal advice provided with administrative law training offered to senators and other decision makers may be different from what her office may advise in terms of fairness and process.

Senator Rout noted that sometimes students – particularly graduate students - felt vulnerable and did not feel safe expressing their concerns to the University.

Ms Nakata said that it was a foundational issue that grad students and postdocs are in precarious positions with their programs and employment.

Senator Singh on the last 4-5 years on increases in student difficulty and lack of awareness of support such as from the ombudsperson's office. He noted these challenges especially with marginalized students.

The Ombudsperson said a concern was with who was not coming for help: She rely on other units to make referrals and sometimes those did not happen. Ms Nakata said that as a small office of two people they did not t have the resources for a specific communications person and only had some shared support from the Vice-President Students' communications staff.

Senator Harrison expressed his disappointment on the size of the ombudsperson office and said that students needed more support.

Senator Adshade commented on the importance of communication and said that we should do more to communicate its work, such as within the syllabus policy.

The Clerk noted that many service units had asked for references in the syllabus template and given the number of requests, a resource page was created instead to avoid syllabuses becoming unwieldy.

Senator Shpeller thanked the ombudsperson for her report, saying that she noted a pattern in comments at Senate and in previous reports. She expressed concern that we weren't seeing changes based on these suggestions.

The Acting President stepped out of the chair to express her concern at the growth in student numbers in UBC not being matched by growth in student service support.

Report from the Registrar

EXTERNAL REVIEW

The Acting Registrar reminded Senate that as a result of the previous triennial review, External Reviewers had been engaged to consider the work and efficacy of the Vancouver Senate. He asked Senate to recognize Ms Cheryl Foy and Dr Julia Eastman, the external reviewers, to introduce their work.

Senate recognized the external reviewers.

Ms Foy set out her background as general counsel to Ontario Tech University, and Dr Eastman's as University Secretary at the University of Victoria. They noted a survey planned of past and current senators and those involved with Senate's work, as well as the large number of interviews and panels being conducted. The reviewers said that they expected the results of their work in the new year.

ELECTION RESULTS

The Acting Registrar advised Senate that Further to the call for nominations issued on 22 August 2023 for a student of the Vancouver Campus to fill the one (1) position for a representative of the Faculty of Education on the Vancouver Senate, two (2) valid nominations were received. Pursuant to Section 16 of the *University Act*, the following student was elected as representative of the Faculty on the Vancouver Senate for a one-year term beginning 1 October 2023 and thereafter until a successor is elected:

Giovanna Markman

Other Business

By general consent, the agenda was amended to allow for the following motion to be considered:

MOTION OF THANKS

Paul Harrison
Mark MacLachlan

That the Vancouver Senate express its thanks to Dr Deborah Buzzard for the year that she has served as the Acting President of The University of British Columbia.

Approved

Adjournment

Seeing no other business, the meeting was adjourned at 8:05.

Appendix A: Awards Report

NEW AWARDS – ENDOWED

Thomas W. Bowen Award in Architecture

Awards totalling \$3,500 have been made available through an endowment established by Thomas and Jenifer Bowen for outstanding graduate students in the School of Architecture and Landscape Architecture. Preference will be given to students who are from rural or underserved communities and have a demonstrated interest in innovation and/or sustainability. Financial need may be taken into consideration. Thomas comes from Grande Prairie, Alberta and hopes that this award will inspire recipients to practice their professional endeavors within their respective home communities. The awards are made on the recommendation of the School of Architecture and Landscape Architecture, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

Collin Carlile Memorial Bursary in Social Work

Bursaries totalling \$1,900 have been made available through an endowment established by an estate gift from Gerrit Loman (1941–2022), in memory of Collin Carlile (1927–2007), for undergraduate and graduate students in the School of Social Work. Collin (B.A. 1955, B.S.W. 1956, M.S.W. 1966) was born in Vancouver, BC and was survived by Gerrit, his life partner of over 40 years. The two were remembered by friends for their love of travel and for hosting themed parties. Gerrit, a long-time business owner of Gerrit's Hair Design in Fairhaven, was known for his philanthropic endeavors and support for the LGBTQIA2S+ community. During the height of the AIDS epidemic in the 1980s, Gerrit helped establish the Evergreen AIDS Support Services, now known as Lifelong, which provides food, housing, and health services to individuals living with chronic illnesses such as HIV and AIDS. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

Chakrabarti Family Memorial Scholarship in Electrical Engineering

Scholarships totalling \$4,000 have been made available through an endowment established by Gayatri Chattopadhyay in memory of her father (Nani Gopal Chakrabarti), mother (Aparna Chakrabarti) and brothers (Swapan Kumar Chakrabarti and Indranath Chakrabarti), for graduate students studying electrical engineering. The scholarships are made on the recommendation of the Department of Electrical and Computer Engineering, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

Andrée M. Fleming Memorial Bursary in Arts

Bursaries totalling \$3,500 have been made available through an endowment established by the Kaatza Foundation in memory of Andrée M. Fleming (1937–2022) to support undergraduate students in the Faculty of Arts. Preference will be given to students enrolled in the Arts One program. Andrée (B.A. 1984) attended UBC as a mature student while she was in her 50s. She took half a year each year, and graduated after eight years of studying. She was continually teased as being one of the students who actually read all the supplementary readings. Andrée was always passionate about education and would be thrilled to be supporting students who may have financial obstacles to attending university. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

UBC Student Emergency Fund

Awards totalling \$10,500 have been made available through an endowment established by donors to assist undergraduate students in any year of study who are faced with an unexpected financial challenge which impacts their well-being and/or their ability to continue their education. Before an application is considered, students must demonstrate that other sources of financial support have been explored. All requests are determined on a case-by-case basis. The awards are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter season).

Janet Fleck Ladner Bursary

Bursaries totalling \$6,850 have been made available through an endowment established by the Ladner Family in memory of Janet Fleck Ladner (1919–2000) for undergraduate and graduate students who identify as women and are mature students. Preference will be given to students who are single parents. Janet (B.A. 1940, B.A.Sc. 1944, M.A. 1977) received two undergraduate degrees and raised six children before she returned to UBC as a mature student. After writing her MA thesis in Portuguese, she became an international expert on the Braganza royal family. Her research sparked a passionate interest in Napoleon and led to editing several historical texts for Napoleonic authors while working on her own unfinished book. Her family created the award to help other women return to university and fulfil their dreams and ambitions as she did. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

Thunderbird Centennial Award in Rowing

Awards totalling \$1,750, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available through an endowment established by UBC Rowing Gold for Life Committee members for outstanding members of the UBC Thunderbirds Rowing Team in any year of study. This award celebrates 100 years of rowing at UBC and has been established to help bring international acclaim to UBC's rowing program. The awards are made on the recommendation of the Men's and Women's Rowing Head Coaches, and the Athletics Awards Committee. (First award available for the 2023/2024 winter session).

Karen van der Hoop and Karol Elliott Award in Physical Therapy

Awards totalling \$3,500 have been made available through an endowment established by Karen van der Hoop (née Wiley; B.S.R. 1979) and Karol Elliott (née Wiley; B.S.R. 1979), along with matching funds from UBC, for second-year students in the Masters of Physical Therapy program who demonstrate financial need, an interest in pursuing public practice, and a passion for the profession of physical therapy. Karen and Karol are twin sisters who studied together at UBC. Karen worked in leadership roles in public practice settings, for the College of Physical Therapy of BC, and for the UBC Department of Physical Therapy. Karol's career has been focused on pediatrics, where she has supported children and youth participation in schools. The awards are made on the recommendation of the Department of Physical Therapy, in consultation with the

Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

Wyllie and Norrish Bursary in Geological Engineering

Bursaries totalling \$2,600 have been made available through an endowment established by Duncan C. Wyllie (B.Sc., M.Sc., Ph.D. 2015) and Norman I. Norrish (B.A.Sc. 1971, M.A.Sc. 1974) for second-, third- or fourth-year Bachelor of Applied Science students in the Geological Engineering program. In 2000, Duncan and Norm founded Wyllie & Norrish Rock Engineers, an international consulting firm that provides engineering geology services for civil and mining projects. A long-term objective of the company is to develop and promote the geological engineering profession. Development initiatives have included university teaching assignments, training courses for public transportation agencies, and the publication of textbooks and manuals. The donors created this bursary to support Geological Engineering studies at UBC in years to come. The bursaries are adjudicated by Enrollment Services. (First award available for the 2023/2024 winter session).

NEW AWARDS – ANNUAL

Balvinder Bajwa Memorial Award in Oncology

Awards totalling \$4,000 have been made available annually through gifts from friends, family and colleagues in memory of Balvinder Bajwa (1971–2022), for fourth-year M.D. students who demonstrate financial need and an interest in oncology. Preference will be given to students who have matched to an oncology residency. Balvinder Bajwa (B.B.A., M. Econ., B.Ed.) was born on September 7, 1971 in New Delhi, India and moved to Canada in 1996 to be with her husband, Gursharan. She passed away after a courageous battle with metastatic breast cancer. Balvinder

loved to travel around the world, enjoyed leisurely walks with Gursharan, and was fond of dancing. She will be forever remembered and loved by her husband, their two children, Kabir and Simrin, and by her family and friends. This memorial award would not be possible without the help and support from Balvinder's colleagues at the Bank of Montreal Nesbitt Burns. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2023/2024 winter session).

Winslow Wood Bennett Jr. Award in Sustainable Agriculture and Environment

Awards totalling \$2,000 have been made available annually through a gift from the Bennett family in honor of Winslow Wood Bennett Jr. (B.Sc. 1980) for outstanding Bachelor of Science in Applied Biology students majoring in Sustainable Agriculture and Environment who demonstrate leadership in conservation and environmental sustainability. Wood's great love has been the natural world, from his time as a young boy on his grandfather's ranch in the foothills of the Rocky Mountains to helping his children identify bugs in the backyard. This award was established in honour of Wood on his 70th birthday to support conservation and stewardship of biodiversity in the next generation. The awards are made on the recommendation of the Faculty of Land and Food Systems. (First award available for the 2023/2024 winter session).

Nadene Carline Passion to be a Teacher Prize

Prizes totalling \$2,000 have been made available annually through a gift from the Nadene Carline 761 Foundation in memory of Nadene Carline (1945–2023) for B.Ed. teacher candidates in the Elementary and Middle Years Program whose approach to teaching during their practicum has been exemplary in responding to and exploring learners' specific interests, and in incorporating these interests into the learning context. Preference will be given to students whose practicum took place in a kindergarten (K) or early primary classroom. Nadene's rich career in education included time as a kindergarten teacher in Richmond, BC, and as Chair of the Board of Trustees in New Westminster. As a kindergarten teacher, Nadene supervised numerous UBC teacher candidates and her exploratory, responsive approach to child-centered education was recognized by UBC faculty members in research publications as being a model for exceptional teaching. In her approach, Nadene was seen to embrace the unexpected, listen attentively to her learners, and be prepared to improvise in order to elicit spontaneity, creativity and growth in her students. The prizes are made on the recommendation of the Faculty of Education. (First award available for the 2023/2024 winter session).

Class of 1950 Student Bursary

Bursaries totalling \$5,000 have been made available annually through gifts from alumni, friends and family of the Class of 1950 for undergraduate students enrolled in any program. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

Danish Lutheran Church of Vancouver Granly Prize in Danish Language

Prizes totalling \$6,000 have been made available annually through a gift from the Danish Lutheran Church of Vancouver for students with the highest standing in a Danish language course. The Danish Lutheran Church serves as a gathering place for the Danish community, fostering a sense of belonging and preserving Danish traditions and heritage. It welcomes everyone from all backgrounds and actively engages in many community initiatives as well as promoting cultural exchange. The church's architecture reflects Danish design elements and provides a welcoming environment for worship, social events and community activities. The prizes are made on the recommendation of the Department of Central, Eastern, and Northern European Studies. (First award available for the 2023/2024 winter session).

Doug and Diane Clement Award in Track & Field and Cross Country

Awards totalling \$10,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available annually through a gift from the Achilles International Track & Field Society for domestic student athletes in the Men's and Women's Track and Field and/or Cross Country Teams who demonstrate exceptional athletic ability, values of leadership and integrity, and financial need. Preference will be given to student athletes who have promoted health and well-being in their communities. The award is named in honour of Dr. Doug (M.D. 1959), O.C., and Mrs. Diane Clement, O.C., who are both Olympians and BC Sports Hall of Fame inductees. They were founding members of the Achilles International Track & Field Society and helped establish the Vancouver Sun Run in 1985. Doug, a UBC Professor Emeritus, Division of Sports Medicine, coached UBC Track &

Field and was inducted into the Order of Canada in 1991 and the UBC Sports Hall of Fame in 1995. Diane, the first woman to coach a UBC Track & Field team and the first female president of Athletics Canada, was appointed to the Order of Canada in 2019, served on the boards of the BC Sports Hall of Fame and Sport BC, and was a part of the Vancouver 2010 Olympic Bid Committee. The awards are made on the recommendation of the Men's and Women's Track & Field and Cross Country Head Coaches and the Athletics Awards Committee. (First award available for the 2023/2024 winter session).

McAuley Tuck Family Award in Men's Baseball

Awards totalling \$5,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available annually through a gift from Chad Tuck (B.H.K. 2003) and Jill McAuley (B.A.Sc. 2004) for outstanding members of the UBC Thunderbirds Men's Baseball team in any year of study who demonstrate sportsmanship, leadership, and an exceptional work ethic. Chad was a catcher on the UBC Men's Baseball team between 1999 and 2003, and Jill was a member of the UBC Women's Golf team between 1999 and 2004. Chad and Jill met in their first-year through the UBC varsity student network, and after graduating, moved to Calgary where they married and had two children. Chad and Jill have gone on to have successful business careers in the energy industry. They both feel very strongly that lessons learned in commitment, hard work and leadership as varsity athletes have been instrumental in their lives. They take great pride in being able to support others experiencing a similar path. The awards are made on the recommendation of the Baseball Head Coach and the Athletics Awards Committee. (First award available for the 2023/2024 winter session).

Doug Mitchell Memorial Award in Football

Awards totalling \$5,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available annually through a gift from Calgary Stampeders and Calgary Flames Foundation, in memory of Douglas "Doug" Mitchell (1939–2022), for members of the UBC Thunderbirds Football team, in any year of study, who demonstrate sportsmanship, leadership and a commitment to their community. From playing UBC Varsity football to becoming part-owner of the Calgary Stampeders, Doug, C.M., A.O.E., K.C., (LL.B. 1962) was a life-long participant in and advocate of sport at all levels. His many accolades include being appointed to the Order of Canada in 2004, and being inducted into Canada's Sports Hall of Fame and the Canadian Football Hall of Fame in 2019 and 2021 respectively. As a representative of the Calgary Stampeders, Doug also spent time on the Canadian Football League's board of governors. Doug will be remembered as a tremendous student-athlete, builder, and mentor who positively impacted the lives of many players. His approach included integrity, dedication, and compassion, leading to him influencing so many winners and future community leaders. The awards are made on the recommendation of the Football Head Coach and the Athletics Awards Committee. (First award available for the 2023/2024 winter session).

Keith Robinson Graduate Award in Geotechnical Engineering

Awards totalling \$10,000 have been made available annually through a gift from Keith Robinson (B.A.Sc. 1962, M.Eng.) for outstanding Master of Engineering students in Civil Engineering specializing in the area of Geotechnical Engineering. Preference for students who have completed their undergraduate degree at UBC. Financial need may be taken into consideration. Keith grew up in North Vancouver, and after studying at UBC went on to obtain a M.Eng. from the University of Illinois Urbana-Champaign under Dr. Ralph Peck. Throughout his career, he was a principal owner of firms and a consultant providing geotechnical experience locally and internationally on a broad spectrum of projects from industrial/commercial and infrastructure through mining. He strongly believes that engineers must constantly think outside-the-box to be excellent consultants. Keith has been President of both Consulting Engineers of BC and Canadian Consulting Engineers. The awards are made on the recommendation of the Department of Civil Engineering, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

Keith Robinson Prize in Geotechnical Engineering

Prizes totalling \$10,000 have been made available annually through a gift from Keith Robinson (B.A.Sc. 1962, M.Eng.) for Bachelor of Applied Science students in Civil Engineering who demonstrate outstanding academic achievement in their fourth-year Civil Engineering elective courses focused on Geotechnical Engineering. Keith grew up in North Vancouver, and after studying at UBC went on to obtain a M.Eng. from the University of Illinois Urbana-Champaign under Dr. Ralph Peck. Throughout his career, he was a principal owner of firms and a consultant providing geotechnical experience locally and internationally on a broad spectrum of projects from industrial/commercial and infrastructure through mining. He strongly believes that engineers must constantly think outside-the-box to be excellent consultants. Keith has been President of both Consulting Engineers of BC and Canadian Consulting Engineers. The prizes are made on the recommendation of the Department of Civil Engineering. (First award available for the 2023/2024 winter session).

Keith Robinson Prize in Soil Mechanics and Foundation Engineering

Prizes totalling \$10,000 have been made available annually through a gift from Keith Robinson (B.A.Sc. 1962, M.Eng.) for Bachelor of Applied Science students in Civil Engineering who demonstrate outstanding academic achievement in second, third- and fourth-year Civil Engineering courses focused on Soil Mechanics and foundation engineering. Keith grew up in North Vancouver, and after studying at UBC went on to obtain a M.Eng. from the University of Illinois Urbana-Champaign under Dr. Ralph Peck. Throughout his career, he was a principal owner of firms and a consultant providing geotechnical experience locally and internationally on a broad spectrum of projects from industrial/commercial and infrastructure through mining. He strongly believes that engineers must constantly think outside-the-box to be excellent consultants. Keith has been President of both Consulting Engineers of BC and Canadian Consulting Engineers. The prizes are made on the recommendation of the Department of Civil Engineering. (First award available for the 2023/2024 winter session).

Olympic Industries ULC Award in Football

Awards totalling \$2,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available annually through a gift from Olympic Industries ULC for members of the UBC Thunderbirds Football team, in any year of study, who demonstrate leadership qualities on the field, in the classroom and/or in their community. Established in 1972, Olympic Industries ULC is a forest products trading company based in North Vancouver that provides wood-sourcing solutions for international customers and suppliers. The awards are made on the recommendation of the Football Head Coach and the Athletics Awards Committee. (First award available for the 2023/2024 winter session).

Thunderbird Alumni Award in Men's Ice Hockey

Awards totalling \$20,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available annually

through a gift from an anonymous UBC alum to members of the UBC Men's Ice Hockey team, in any year of study, who demonstrate exceptional athletic ability, values of leadership and integrity, and financial need. The awards are made on the recommendation of the Men's Ice Hockey Head Coach and the Athletics Awards Committee. (First award available for the 2023/2024 winter session).

Thunderbird Athletics Student Affordability Award

Awards totalling \$2,000 have been made available annually by Athletics and Recreation for student-athletes who have financial need and have demonstrated a commitment to their team. The awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2023/2024 winter session).

NEW AWARDS – INTERNAL

Outstanding Thunderbird International Varsity Award

Scholarships of amounts of up to \$10,000 each are offered to continuing international student athletes who study at the Vancouver campus. Student athletes selected for these scholarships must have completed at least 18 credits towards their undergraduate degree or meet the requirements of their athletic governing body or the requirements of the Department of Athletics and Recreation. Students must demonstrate strong athletic achievement, along with academic achievement, and engagement with the Athletics department. Prospective award recipients will be nominated by the head coach of the relevant sport(s). A committee comprising a member of the Student Athlete Services team, a senior member of the Athletics and Recreation Department, and the Director of International Recruitment, Scholarships and Awards will review eligible candidates in order to make final award decisions.

Renewable Thunderbird International Varsity Award

Renewable scholarships totalling up to the full cost of tuition and fees for up to five years, are available to outstanding international student athletes entering undergraduate programs at the Vancouver campus. International student athletes selected for these scholarships demonstrate exceptional athletic achievement and promise, while also demonstrating academic achievement

and promise, and extracurricular and community involvement. The scholarships are renewable for up to four years (first-year award plus four additional years) or until the first undergraduate degree is completed (whichever is the shorter period), provided the student continues to meet scholarship standing and maintains their status as an international student in Canada.

Recipients must meet the requirements of their athletic governing body or the requirements of the Department of Athletics and Recreation. The number of awards will vary from year to year, depending on budget available, with funding derived from the International Student Initiative Student Financial Assistance and Awards budget. Prospective award recipients will be

nominated by the head coach of the relevant sport(s). A committee comprising a member of the Student Athlete Services team, a senior member of the Athletics and Recreation Department, and the Director of International Recruitment, Scholarships and Awards will review eligible candidates in order to make final award decisions.

Thunderbird International Varsity Bursary

The Thunderbird International Varsity Bursary may be offered to undergraduate student athletes at the Vancouver campus who fail to meet the renewal criteria for the Renewable Thunderbird International Varsity Award but who have experienced circumstances that affected their performance in the previous Winter Session. The Bursary is a one-time award of up to the full cost of tuition and fees offered by the Athletics Department and International Student Initiative to these students to support the student while they work to regain their award eligibility. The award is made on the recommendation of Enrolment Services in consultation with a committee comprising the head coach of the relevant sport(s), a member of the Athlete Services team, and the Director of International Recruitment, Scholarships and Awards.

Thunderbird International Varsity Entrance Award

Entrance merit awards ranging in value up to the full cost of tuition and fees are offered to outstanding international student athletes entering undergraduate programs at the Vancouver campus. The awards are not renewable and are not dependent upon final grades. The number of awards will vary from year to year, depending on budget available, with funding derived from the International Student Initiative Student Financial Assistance and Awards budget. Prospective award recipients will be nominated by the head coach of the relevant sport(s). A committee comprising a member of the Student Athlete Services team, a senior member of the Athletics and Recreation Department, and the Director of International Recruitment, Scholarships and Awards will review eligible candidates in order to make final award decisions.

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

6324 - Homer Armstrong Thompson Travel Scholarship in Classical Studies

Rationale for Proposed Changes

The Department of Ancient Mediterranean and Near Eastern Studies has changed their name and biographic language has been added. The department have also asked that the revised description be modified to replace “in Classical Studies” with “focusing on classical studies”.

Current Award Description

Scholarships totalling \$5,750 have been endowed by Mrs. Doris Baldwin in honour of her brother Dr. Homer Armstrong Thompson. The awards are offered to graduate students in Classical Studies of the Greek and Roman World to assist them in the study of archaeological sites and museums. The awards are made on the recommendation of the Department of Classical Near Eastern, and Religious Studies in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

Scholarships totalling \$5,750 have been ~~endowed~~ made available through an endowment established by Mrs. Doris Baldwin (1908–1998) in honour of her brother Dr. Homer Armstrong Thompson. (1906–2000) for outstanding graduate students focusing on ~~The awards are offered to graduate students in~~ classical studies of the Greek and Roman World to assist them in the study of archaeological sites and museums. Dr. Thompson (B.A. 1925, M.A. 1927, Ph.D., LL.D. 1949) was born in Devlin, Ontario. After completing his B.A. and M.A. at UBC, he received his Ph.D. from the University of Michigan and was selected as a fellow of the American School of Classical Studies at Athens, where he participated in the excavation of the agora of Athens. Dr. Thompson was a professor at the University of Toronto during the 1930s and 1940s, before accepting a position at the Institute for Advanced Study in 1947, where he taught until his retirement. Dr. Thompson received numerous awards in recognition of his contributions to archeology, including the Gold Medal for Distinguished Archaeological Achievement from the Archaeological Institute of America in 1972. The awards are made on the recommendation of the Department of ~~Classical Near Eastern, and Religious Studies~~ Ancient Mediterranean and Near Eastern Studies, in consultation with the Faculty of Graduate and Postdoctoral Studies.

8182 - Odlum Brown Limited Bursary in Commerce

Rationale for Proposed Changes

Debra Doucette, current CEO of Odlum Brown Ltd., UBC major gift donor and former alumni UBC Board Chair, expressed Odlum Brown Ltd.’s desire to rename the award to honour Jim Harkness, who established the bursaries when he was CEO of Odlum Brown Ltd. Other changes have been proposed to ensure that the award description is written in line with contemporary guidelines and best practice.

Current Award Title: Odlum Brown Limited Bursary in Commerce

Current Award Description

Bursaries totalling \$6,250 have been endowed by Odlum Brown Limited. The bursaries are offered to undergraduate and graduate students in the Sauder School of Business who are participating in the Study Abroad and Exchange Programs.

Proposed Award Title: Jim Harkness Odlum Brown Limited Bursary in Commerce

Proposed Award Description

Bursaries totalling \$7,100 ~~\$6,250~~ have been made available through an endowment established by Odlum Brown Limited for undergraduate and graduate students in the UBC Sauder School of Business who are participating in the Study Abroad and Exchange Programs. ~~The bursary bursaries are~~ is named in memory of Jim Harkness (1930–2019), who was a senior partner of Odlum Brown Limited when the endowment was created and was instrumental in its establishment. ~~The bursaries are offered to undergraduate and graduate students in the Sauder School of Business who are participating in the Study Abroad and Exchange Programs.~~ The awards are made on the recommendation of the UBC Sauder School of Business, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies.

8054 - Anna Evelyn Kirkby Bursary

Rationale for Proposed Changes

The family of the award contact reached out to the Awards team to change the language used to refer to students who are First Nations, Inuit or Métis of Canada. Other changes have been made to ensure the award description follows conventions of contemporary awards.

Current Award Description

Bursaries totalling \$3,200 have been endowed by the late Anna Evelyn Kirkby, B.A. 1926. Mrs. Kirkby, originally from Vernon, B.C., commenced her UBC studies at the Fairview Campus and was in the first class to graduate from the Point Grey Campus of the University. In making the awards, preference is given to mature students and native Indian students (both status and non-status).

Proposed Award Description

Bursaries totalling \$3,600 ~~\$3,200~~ have been made available through an endowment established ~~endowed~~ by the estate of late Anna Evelyn Kirkby, B.A. 1926. Preference will be given to mature students and students who are First Nations, Inuit or Métis of Canada. Anna (B.A. 1926) commenced her UBC studies at the Fairview Campus and was in the first class to graduate from UBC's Point Grey Campus. ~~Mrs. Kirkby, originally from Vernon, B.C., commenced her UBC studies at the Fairview Campus and was in the first class to graduate from the Point Grey~~

~~Campus of the University. In making the awards, preference is given to mature students and native Indian students (both status and non-status).~~ The bursaries are adjudicated by Enrolment Services.

4078 - Antturi Family Award in Swimming

Rationale for Proposed Changes

To include standard athletics language regarding the minimum and maximum amount available. Award was approved at May 2023 senate and does not yet have an award number.

Current Award Description

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

Proposed Award Description

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

5780 - Margaret Rai-Choudhury Award in Medicine**Rationale for Proposed Changes**

University Counsel have advised that the description be amended so it better reflects the contents and directions from the donor's will.

Current Award Description:

Awards totalling \$70,000 have been made available through an endowment established by the estate of Margaret Rai-Choudhury (1933–2016) for M.D. students who demonstrate a desire to support individuals who are economically disadvantaged and under-served by the medical system. Financial need may be considered. Margaret worked in the UBC Library in the 1950s. This award was created to help disadvantaged individuals and communities. The awards are made on the recommendation of the Faculty of Medicine.

Proposed Award Description

Awards totalling \$70,000 have been made available through an endowment established by the estate of Margaret Rai-Choudhury (1933–2016) for M.D. students who demonstrate a desire to support individuals who are economically disadvantaged ~~and under-served by the medical~~

system. Financial need may be considered. Margaret worked in the UBC Library in the 1950s. This award was created to help disadvantaged individuals and communities. The awards are made on the recommendation of the Faculty of Medicine.

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

Rationale for Proposed Changes

To amend an administrative typo where formatting was removed.

Current Award Description

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

Proposed Award Description

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

3004 – Arts Aboriginal Valour Award

Rationale for Proposed Changes

This revision was approved by BOG at the March 2023 meeting.

Current Award Title: Arts Aboriginal Valour Award**Current Award Description**

A \$2,650 award has been established to support an Aboriginal student pursuing his or her undergraduate degree in the Faculty of Arts who demonstrates leadership and has overcome adversity in completing their degree. The award is made on the recommendation of the Faculty of Arts, in consultation with the First Nations House of Learning.

Proposed Award Title: Valour Award in Arts ~~Aboriginal Valour Award for Indigenous Students~~**Proposed Award Description**

~~Awards totalling~~ A \$2,650 ~~have~~ award has been established to support an Aboriginal student pursuing his or her undergraduate degree ~~made available through an endowment established by an anonymous donor for Indigenous undergraduate students~~ in the Faculty of Arts who ~~have~~ demonstrates leadership and has overcome adversity in completing their degree ~~demonstrated community involvement and/or leadership~~. The awards are made on the recommendation of the Faculty of Arts, in consultation with the First Nations House of Learning.

6331 - Rafe Mair Prize in Journalism**Rationale for Proposed Changes**

Donor requested an update to the donor name in the award description.

Current Award Description

A \$1,200 prize has been endowed by The Jim Pattison Broadcast Group in honour of Rafe Mair. It is awarded to a student in the graduating class in the Master of Journalism program who has produced the best published work of public service journalism during the degree program. The award is made on the recommendation of the School of Journalism with the Faculty of Graduate Studies.

Proposed Description

A prize totalling \$1,200 has been made available through an endowment established by ~~The Jim Pattison Broadcast Group~~ **Pattison Media Ltd.** in honour of Rafe Mair for graduate students in the Master of Journalism program who have produced the best published work of public service journalism during the degree program. The award is made on the recommendation of the School of Journalism ~~with the Faculty of Graduate Studies~~.

1998 - Wendy K. Sutton Graduate Scholarship in Early Childhood Literacy**Rationale for Proposed Changes**

Donor would like to ensure that the recipient is enrolled in the Early Childhood Education Graduate Program.

Current Award Description

A \$1,750 scholarship has been endowed by Dr. Wendy K. Sutton, a specialist in children's literature and a dedicated educator, for an Education graduate student whose scholarly work advances the understanding and practice of early childhood literacy, with priority given to a graduate student focusing on the preschool years. The award is made on the recommendation of the Faculty of Education in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

A \$1,750 scholarship has been endowed by Dr. Wendy K. Sutton, a specialist in children's literature and a dedicated educator, for an ~~Education graduate~~ student **in the Early Childhood Education Graduate Program** whose scholarly work advances the understanding and practice of early childhood literacy, with priority given to a graduate student focusing on the preschool years. The award is made on the recommendation of the ~~Faculty of Education~~ **Early Childhood Education unit** in consultation with the Faculty of Graduate and Postdoctoral Studies.

Annual Awards**5245- Debra Doucette (Hewson) and Dana H. Prince Centennial Scholars Award****Rationale for Proposed Changes**

Donor has legally changed their name and wishes for the Hewson to be removed from the award title and description.

Current Award Title: Debra Doucette (Hewson) and Dana H. Prince Centennial Scholars Award

Current Award Description

A \$10,000 renewable entrance award has been made available annually through a gift from Debra Doucette (Hewson) (B.A. 1981) and Dana Prince (LL.B. 1986) for an outstanding domestic student entering any undergraduate program directly from high school. 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 is the shorter period). The award is made on the recommendation of the Centennial Scholars Entrance Award Committee.

Proposed Award Title: Debra Doucette (~~Hewson~~) and Dana H. Prince Centennial Scholars Award

Proposed Award Description

A \$10,000 renewable entrance award has been made available annually through a gift from Debra Doucette (~~Hewson~~) (B.A. 1981) and Dana Prince (LL.B. 1986) for an outstanding domestic student entering any undergraduate program directly from high school. Recipients are

academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued good academic standing, the award will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). The award is made on the recommendation of the Centennial Scholars Entrance Award Committee.

5429 - Ansari-Cook Foundation Bursary in Engineering for Indigenous Students

Rationale for Proposed Changes

There were issues with adjudication for this bursary – not enough students were eligible. The donor therefore wanted to open up the award to students in Science.

Current Award Title: Ansari-Cook Foundation Bursary in Engineering for Indigenous Students

Current Award Description

Bursaries totalling \$5,000 have been made available annually through a gift from the Ansari-Cook Foundation for First Nations, Métis, and Inuit students of Canada enrolled in the Bachelor of Applied Science program. Preference will be given to students specializing in Mechanical Engineering. The Ansari-Cook Foundation was established in 2018 with the goal of enhancing the quality of life in their community. One of its mandates is to advance education by providing financial assistance to students enrolled in post-secondary education. The bursaries are adjudicated by Enrolment Services.

Proposed Award Title: Ansari-Cook Foundation Bursary ~~in Engineering~~ for Indigenous Students

Proposed Award Description

Bursaries totalling \$5,000 have been made available annually through a gift from the Ansari-Cook Foundation for First Nations, Métis, and Inuit students of Canada enrolled in the Bachelor of Applied Science program **or the Bachelor of Science program**. Preference will be given to students specializing in Mechanical Engineering. The Ansari-Cook Foundation was established in 2018 with the goal of enhancing the quality of life in their community. One of its mandates is to advance education by providing financial assistance to students enrolled in post-secondary education. The bursaries are adjudicated by Enrolment Services.

1780 - Madaisky & Company Business Lawyers Dentistry Award

Rationale for Proposed Changes

Madaisky & Company Business Lawyers have changed their name to Madaisky Pollock LLP, Business Lawyers. The award title and description has been updated the reflect this.

Current Award Title: Madaisky & Company Business Lawyers Dentistry Award

Current Award Description

A \$1,000 award is offered by Madaisky & Co. Business Lawyers, to a fourth year student graduating from the Faculty of Dentistry. It is awarded to a student who has made measurable contributions to the Dentistry student body through fostering a sense of community, who participates in non-dentistry related volunteer activities, and who participates in intramural sports and organized dentistry. The award is made by nomination of the Dentistry Promotions Committee.

Proposed Award Title: ~~Madaisky & Company~~ Pollock LLP, Business Lawyers Award in Dentistry Award

Proposed Award Description

A \$1,000 award is offered by Madaisky Pollock LLP, & Co. Business Lawyers, to a fourth-year student graduating from the Faculty of Dentistry. It is awarded to a student who has made measurable contributions to the Dentistry student body through fostering a sense of community, who participates in non-dentistry related volunteer activities, and who participates in intramural sports and organized dentistry. The award is made by nomination of the Dentistry Promotions Committee.

4077 - Thursday Night Hockey Community Award in Ice Hockey**Rationale for Proposed Changes**

Donors have requested a name change to honor a member of the Thursday Night Hockey team who has passed away.

Current Award Title: Thursday Night Hockey Community Award in Ice Hockey**Current Award Description**

Awards totalling \$2,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available annually through a gift from the Thursday Night Hockey (TNH) group for outstanding members of the UBC Thunderbirds Men's and Women's Ice Hockey teams in any year of study who demonstrate financial need. Brian Mauch (B.Com. 1993, LL.B. 1996) organizes the TNH group that plays recreational hockey throughout the fall and winter at the Father David Bauer Arena. The group is proud to be a part of the UBC Ice Hockey community and is delighted to support the UBC Thunderbirds Men's and Women's Ice Hockey teams. The awards are made on the

recommendation of the Men's and Women's Ice Hockey Head Coaches and the Athletics Awards Committee.

Proposed Award Title: ~~Thursday Night Hockey Community~~ George Gordon Memorial Award in Ice Hockey

Proposed Award Description

Awards totalling \$2,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available annually through a gift from the Thursday Night Hockey (TNH) group, in memory of George Gordon (1952–2016), for outstanding members of the UBC Thunderbirds Men’s and Women’s Ice Hockey teams in any year of study who demonstrate financial need. Brian Mauch (B.Com. 1993, LL.B. 1996) organizes the TNH group that plays recreational hockey throughout the fall and winter at the Father David Bauer Arena. The group is proud to be a part of the UBC Ice Hockey community and is delighted to support the UBC Thunderbirds Men’s and Women’s Ice Hockey teams. The awards are made on the recommendation of the Men’s and Women’s Ice Hockey Head Coaches and the Athletics Awards Committee.

7659 - College of Pharmacists BC Entrance Bursary

Rationale for Proposed Changes

Updates have been made to the award description and title so that the award follows up to date practices around bursaries and to clarify the criteria. The title has also been updated to amend an administrative typo.

Current Award Title: College of Pharmacists BC Entrance Bursary

Current Award Description

A bursary of \$750, the gift of the College of Pharmacists of British Columbia, is available to a student entering the first year of the Pharmaceutical Sciences course who has good scholastic standing and is in need of financial assistance.

Proposed Award Title: College of Pharmacists BC Entrance Bursary

Proposed Award Description

A \$750 bursary, the gift of ~~has been made available annually through a gift from~~ the College of Pharmacists of British Columbia, ~~is available to a student entering the~~ for a first year of the ~~student enrolled in any undergraduate program at the Faculty of Pharmaceutical Sciences, course~~ who has good scholastic standing and is in need of financial assistance. ~~The bursary is~~ adjudicated by Enrolment Services.

5461 - Fortinet Award in Computer Engineering

Rationale for changes

The donor has made the request to change “computer engineering” to “cyber security” in the title, in order to better reflect and align with the company’s core focus, and the area of studies it is supporting. As well, revisions to the language have been updated to reflect the change. In addition, fourth year students were added to the criteria in order to expand the candidate pool, as recommended by the faculty adjudication committee and approved by the donor.

Current Award Title: Fortinet Award in Computer Engineering

Current Award Description

Awards totalling \$3,500 have been made available annually through a gift from Fortinet for outstanding third-year undergraduate students in Computer Engineering who have demonstrated an interest in cyber security, networking, or software security. Preference will be given to students who are from communities that have been historically, persistently, and systemically marginalized. Founded in 2000 and based in Sunnyvale, California, Fortinet is a network security company that specializes in developing and building security processing unit technology, and uses artificial intelligence and machine learning systems to counter security threats to customers. The awards are made on the recommendation of the Faculty of Applied Science.

Proposed Award Title: Fortinet Award in ~~Computer Engineering~~ Cyber Security

Proposed Award Description

Awards totalling \$3,500 have been made available annually through a gift from Fortinet for outstanding third- ~~and fourth-year~~ undergraduate students in Computer Engineering who have demonstrated an interest in cyber security, networking ~~security~~, or software security. Preference will be given to students who are from communities that have been historically, persistently, and systemically marginalized. Founded in 2000 and with its headquarters in Sunnyvale, California, Fortinet is a network security company that specializes in developing and building security processing unit technology, using artificial intelligence and machine learning systems to counter security threats to customers. The awards are made on the recommendation of the Faculty of Applied Science.

6728 - Soh Lim Poh Paul Foundation and the International Buddhist Society Scholarship in Buddhist Studies

Rationale for Proposed Changes

The award will be funded by Soh Lim Poh Paul Foundation only and no longer with the International Buddhist Society. The donor has requested that the award title be revised to reflect this.

Current Award Title: Soh Lim Poh Paul Foundation and the International Buddhist Society Scholarship in Buddhist Studies

Current Award Description

A \$10,000 scholarship is offered annually by the International Buddhist Society and the Soh Lim Poh Paul Foundation to an outstanding graduate student pursuing a masters or doctoral degree in Buddhist studies. In the case of two exceptional candidates, two scholarships of \$5,000 may be awarded. The scholarship is made on the recommendation of the Department of Asian Studies in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: Soh Lim Poh Paul Foundation and the International Buddhist Society Scholarship in Buddhist Studies

Proposed Award Description

A \$10,000 scholarship is offered annually by the International Buddhist Society and the Soh Lim Poh Paul Foundation to an outstanding graduate student pursuing a masters or doctoral degree in Buddhist studies. In the case of two exceptional candidates, two scholarships of \$5,000 may be awarded. The scholarship is made on the recommendation of the Department of Asian Studies in consultation with the Faculty of Graduate and Postdoctoral Studies.

5462 - GHD Award for Diversity in Engineering

Rationale for Proposed Changes

Funding for the award comes from the GHD Foundation and the donor has requested that the name of the award be revised to reflect this arrangement.

Current Award Title: GHD Award for Diversity in Engineering

Current Award Description

Awards totalling \$2,500 have been made available annually through a gift from GHD Civil Engineering for third-year Bachelor of Applied Science students who have a major in Engineering, are in need of financial assistance and are from communities that have been historically, persistently, and systemically marginalized. Established in 1928, GHD is a global network of multi-disciplinary professionals providing clients with integrated solutions through engineering, environmental, design, and construction expertise. The awards are made on the recommendation of the Faculty of Applied Science.

Proposed Award Title: GHD Foundation Award for Diversity in Engineering

Proposed Award Description

Awards totalling \$2,500 have been made available annually through a gift from GHD Foundation Civil Engineering for third-year Bachelor of Applied Science students who have a major in Engineering, are in need of financial assistance and are from communities that have been historically, persistently, and systemically marginalized. Established in 1928, GHD is a global network of multi-disciplinary professionals providing clients with integrated solutions through engineering, environmental, design, and construction expertise. The awards are made on the recommendation of the Faculty of Applied Science.

5454 - Dr. David C. Wu Award in Materials Engineering

Rationale for Proposed Changes

Donor would like to move this annual award to an endowed award

Current Award Description

Awards totalling \$2,000 have been made available annually through a gift from David Wu (B.A.Sc. 1979, M.A.Sc., Ph.D., M.B.A.) for Bachelor of Applied Science students specializing in Materials Engineering who have good academic standing. Preference will be given to students who have demonstrated leadership within the Department of Materials Engineering through research, participation on student teams, student government or in enhancing the overall student experience. David spent over thirty years in the aerospace industry. He began his career in 1979 working for Pratt & Whitney of Canada. He later worked for Honeywell Aerospace and for Rockwell Collins in various engineering and business leadership roles. David spent several years later in his career as a lecturer at the University of Iowa in the Colleges of Business and Engineering. The awards are made on the recommendation of the Department of Materials Engineering.

Proposed Award Description

Awards totalling \$1,750 have been made available annually through a gift **an endowment** established by David Wu (B.A.Sc. 1979, M.A.Sc., Ph.D., M.B.A.) for Bachelor of Applied Science students specializing in Materials Engineering who have good academic standing. Preference will be given to students who have demonstrated leadership within the Department of Materials Engineering through research, participation on student teams, student government or in enhancing the overall student experience. David spent over thirty years in the aerospace industry. He began his career in 1979 working for Pratt & Whitney of Canada. He later worked for Honeywell Aerospace and for Rockwell Collins in various engineering and business leadership roles. David spent several years later in his career as a lecturer at the University of Iowa in the Colleges of Business and Engineering. The awards are made on the recommendation of the Department of Materials Engineering.

Internal Awards**8516 - Don Wehrung International Student Humanitarian Bursary (tuition)****Rationale for Proposed Changes**

International Student Initiative have requested that several award titles are amended to bring the awards into line with other awards of the same name. No changes have been made to the award description.

Current Award Title: Don Wehrung International Student Humanitarian Bursary (tuition)

Proposed Award Title: Don Wehrung International Student Humanitarian Bursary (tuition)

Proposed Award Description

No changes to award description.

8487 - Don Wehrung International Student Humanitarian Award (start up)

Rationale for Proposed Changes

International Student Initiative have requested that several award titles are amended to bring the awards into line with other awards of the same name. No changes have been made to the award description.

Current Award Title: Don Wehrung International Student Humanitarian Award (start up)



Proposed Award Title: Don Wehrung International Student ~~Humanitarian~~ Award (start up)

Proposed Award Description

No changes to award description.

8488 - Don Wehrung International Student Humanitarian Award (living allowance)

Rationale for Proposed Changes

International Student Initiative have requested that several award titles are amended to bring the awards into line with other awards of the same name. No changes have been made to the award description.

Current Award Title: Don Wehrung International Student Humanitarian Award
(living allowance)

Proposed Award Title: Don Wehrung International Student ~~Humanitarian~~ Award
(living allowance)

Proposed Award Description

No changes to award description.

8517 - Don Wehrung International Student Humanitarian Bursary (living allowance)

Rationale for Proposed Changes

International Student Initiative have requested that several award titles are amended to bring the awards into line with other awards of the same name. No changes have been made to the award description.

Current Award Title: Don Wehrung International Student ~~Humanitarian~~ Bursary
(living allowance)

Proposed Award Title: Don Wehrung International Student ~~Humanitarian~~ Bursary
(living allowance)

Proposed Award Description

No changes to award description.

Senate 2026

Prepared by: The Student Senate Caucus

Overview

Three years ago, the Student Senate Caucus put forward *Senate 2023* a collection of student centered goals and priorities for the UBC Vancouver Senate to consider and ultimately work towards. While a variety of the central ideas in *Senate 2023* were incorporated in some form, there is still much work to be done amongst the Senate in order to improve upon UBC and its academic mission.

With *Senate 2026*, we have outlined additional key issues and themes that we believe the UBC Point Grey Campus would significantly benefit from addressing. After much thought and consideration, in this document we have placed emphasis on 6 goals: Equity, Experiential Learning, Student Academic Support, Accountability, Appeals and Reviews. Each goal has its own set of objectives as well as recommendations as to how we can work towards achieving those goals. Each year marks an opportunity to reassess and situate ourselves in a better place for change and we hope that with this document invigorates and energizes an appetite for seismic shifts amongst the Senate. It is our hope that what breeds from this document is criticism, conversation and collaboration because we understand that it is through this continuous discourse that real change and true growth can begin to occur.

Sincerely,

Kamil Kanji, Co-Chair, Senator-at-Large

Kareem Hassib, Co-Chair, Senator-at-Large

Mathew Ho, Senator-at-Large

Davey Li, Senator-at-Large

Sultana Razia, Senator-at-Large

Laia Shpeller, Faculty of Applied Science Senator

Ian Caguiat, Faculty of Arts Senator

Hubaib Amin, Faculty of Commerce and Business Administration Senator

Alex Mitchell, Faculty of Dentistry Senator

Holly Patraschuk, Faculty of Education Senator

Xiutong Tony Jiang, Faculty of Forestry Senator

Samuel Kenston, Faculty of Graduate and Postdoctoral Studies Senator

Siddharth Rout, Faculty of Graduate and Postdoctoral Studies Senator

Joseph Al Rahmani, Faculty of Land and Food Systems Senator

Kai Rogers, Faculty of Allard School of Law Senator

Amy Wang, Faculty of Medicine Senator

David Qi, Faculty of Pharmaceutical Sciences Senator

Katherine Feng, Faculty of Science Senator

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GOAL 1: Equity

With equitable and inclusionary practice being something that the university has placed immense importance on in the last few years through its UBC Inclusion Action Plan, Anti-Racism and Inclusive Excellence Recommendations, Indigenous Strategic Plan and UBC Strategic Plan, it should come as no surprise that equity is one of the main goals that we have chosen to include in this document. Equity cannot be addressed by making minor changes to numerous parts of an organization as it is something that should inform practices and decisions that are made in a holistic manner. While we are aware of this objective fact, we also believe that there are necessary changes that must be made to UBC to create a more well rounded and systemically diverse university.

1.1 The Creation of the Senate Ad Hoc Committee on Academic Diversity and Inclusion (SACADI) as a permanent committee

Suggested Committee(s): Nominating Committee - to establish SACADI

We strongly suggest that the Senate establish a permanent SACADI committee. We aim to build upon the important work initiated by the Senate Ad Hoc Committee on Academic Diversity and Inclusion (SACADI), which operated from 2018 to 2020, and to continue fostering an inclusive and equitable academic environment.

SACADI was instrumental in comprehensively understanding and reporting on the landscape of diversity and inclusion within the academic realm at UBC. The committee's diligent efforts yielded valuable insights and recommendations, highlighting the pressing need for ongoing, structured attention to these matters within the university's governance. The former chair aptly pointed out that continuation of such a committee could provide sustained attention to these critical issues, avoiding the limitations associated with short-lived ad hoc committees. Our goal is to heed this recommendation and reinstate SACADI as a permanent Senate committee. By doing so, we can ensure that the important work initiated by the ad hoc committee is not only continued but also strengthened and institutionalized.

Establishing a permanent committee for academic diversity and inclusion serves several vital purposes. Firstly, it demonstrates our unwavering commitment to fostering a diverse and inclusive academic environment where the rights and perspectives of all members of our community are respected and valued. Secondly, a permanent committee can serve as a dedicated forum for ongoing discussions, research, and actions related to diversity and inclusion in academia. This sustained focus can lead to more informed policies and practices that address the evolving challenges and opportunities in this domain. To achieve this, we recommend revising Senate rules and regulations to formally establish SACADI as a permanent Senate committee. Additionally, the reconstitution of an inclusionary committee like SACADI would propel forward the mission put forth in the UBC Inclusion Action plan, particularly its second goal Systems Change which seeks to make intentional and thoughtful change to the systems by which UBC governs itself. Action Item A: "EDI Decision Making Principles" and Action Item C: "Inclusion Action Planning" both suggest the need for a strong and deliberate space for equitable practice to be addressed

within the Senate. Below are some suggested frameworks under which this permanent committee could operate:

Composition

Ten members of the Senate, including 3 student members and at least 2 convocation members, appointed by the Senate upon recommendation of the Nominating Committee.

Quorum: 5 voting members

Terms of Reference

- To review the diversity of Senate members and the inclusive nature of the Senate's operations and recommend changes, as needed, in order to foster a Senate that has a high caliber of inclusive excellence;
- To consult thoroughly with committees pursuing all policy and procedure creation and/or improvement in order to provide input on ways to incorporate justice, equity, and inclusion of marginalized groups within said creations and/or improvements;
- To assess the ability of other Senate committees to incorporate inclusive practices in to their operation through regular consultation, as mentioned in the prior point;
- To recommend ways of incorporating inclusive excellence into the functioning of units in the University;
- To recommend alterations to standing committee Terms of References in order to create better frameworks for incorporating justice, equity, and inclusive practices into the functioning of the committees; and
- To liaise with relevant internal and external committees and stakeholders at UBC who are concerned with issues of justice, equity, diversity, and inclusion;
- To conduct or commission studies on institutional initiatives and topics related to diversity, equity and inclusion;
- To ensure that the Senate is robustly adhering to principles within the Inclusion Action Plan, Indigenous Strategic Plan, and Anti-Racism and Inclusive Excellence Recommendations;
- Other duties as required by Senate

Ex Officio Representatives

- Equity and Inclusion Office
- First Nations House of Learning
- Centre for Accessibility
- Enrolment Services
- Centre for Teaching, Learning & Technology

1.2 Graduate Supervision

Suggested Committee(s): Teaching and Learning, Academic Policy

Recognizing the pivotal role that graduate supervision plays in the quality of education, mental well-being, and future success of our students within the research stream, the Student Senate Caucus proposes the goal of advancing Excellent Graduate Supervision at UBC. We believe that graduate supervision is fundamental to achieving UBC's strategic goals of research and learning excellence, equity and inclusion, innovation, and collaboration. The UBC Strategic Plan which outlines the importance of research growth in Theme Three of Innovation indicates the necessity for greater investment in research initiatives for members of the university. Annually, UBC receives over \$700 million dollars in funding for over 10,000 different projects at the university and while this number is certainly vast and impressive, there is still much more space for innovation and growth. Graduate students are at the heart of research activities at our institution, contributing significantly to the advancement of knowledge and the academic community. Therefore, ensuring that they receive excellent supervision is not just a matter of academic success but also a commitment to their well-being and their ability to thrive both during and after their studies.

We acknowledge the progress made so far in improving graduate supervision, including the endorsement of the "Principles of Excellent Graduate Supervision" by the Senate in January 2019. The principles are as follows:

- (1) Students' learning benefits from individualized supervisory approaches
 - (a) Students learn more effectively when supervisors' interactions with them are responsive to their unique learning preferences, passions, questions, knowledge, abilities, experiences, and long-term/career interests.
- (2) Student learning develops with both dialogue and guidance
 - (a) Students develop critical thinking abilities, creativity, and adaptability when supervisors listen to, question, challenge, and guide them, prompting students to reflect on and critically examine their thinking and decision-making processes.
- (3) Students' multi-faceted growth as scholars is supported by supervisors
 - (a) Supervisors play an important role in fostering the development of students' independence, their ability to ask important questions, their professional competencies, and their scholarly identity, which includes the development of habits of heart and mind.

- (4) Students learn from role models
 - (a) Students gain deep intellectual, ethical, and practical knowledge of their field and of the scholarly profession through exposure to outstanding role models.

- (5) Communication is key to teaching and learning and to relationship-building
 - (a) The supervisory process and student learning are enhanced when mutual expectations about the process are communicated clearly and regularly; and when all communication is done with sensitivity, empathy and recognition of boundaries.

- (6) Scholarly and other communities are central to students' development
 - (a) Outstanding supervision incorporates, and is supported by, strong communities that assist in shaping students' scholarly identities, model scholarly integrity, and share the norms of fields, in addition to promoting diversity, inclusivity, intercultural understanding, and equity.

- (7) Reflection makes one a better supervisor
 - (a) Reflecting on and clearly articulating one's own supervisory and scholarly beliefs and practices can strengthen supervisory abilities.

These principles represent an important step towards establishing a framework for excellent supervision. However, we believe that it is time to move from principles to policies and to focus on the smooth implementation of these policies to further enhance graduate supervision at our institution. Our goal is twofold. Firstly, we propose that the Senate takes active steps to develop the existing principles into formal policies. These policies should outline clear expectations, guidelines, and mechanisms for ensuring that graduate supervision aligns with the highest standards of excellence, equity, and inclusivity. Secondly, we advocate for a concentrated effort to implement these policies effectively. This includes providing resources, training, and support to both supervisors and graduate students to foster a culture of continuous improvement and accountability in graduate supervision.

1.3 Indigenous Strategic Plan

Suggested Committee(s): All

In 2020, UBC rolled out its Indigenous Strategic Plan which consisted of 8 goals each with their own action items. While working towards reconciliation will certainly take much more than a strategic plan, we do think that this has been a good place to start and would like to continue the encouragement and endorsement of this plan in Senate proceedings. We would like to place particular importance on Goals 2 and 4. Goal 2 which is concerned with "Advocating for the Truth" is one that is particularly relevant to the Senate as we are able to hold ourselves as well as long standing traditions within the Senate accountable, ensuring that our history with indigenous peoples and land are properly being acknowledged. In addition, Goal 4's mission to "Indigenize our Curriculum" is something that the Senate is well-positioned to achieve. This does not mean that we will performatively insert indigenous courses and materials into classes but rather we should commit to a review and reprioritization of the lessons being taught within classes to value holistic truth first.

1.4 Children in Classrooms

Suggested Committee(s): Academic Policy

With Goal 4 of UBC's Inclusion Action Plan addressing "Inclusive Teaching and Learning" in Action Item B it is evident that the university has made a commitment to address its accessibility and disability issues. Establishing solutions for these issues means looking beyond the general population of students and acknowledging problems that are less frequent but still very important. Being an inclusive campus means that students who are having seemingly unique struggles are still being provided the equitable support that they would have without these struggles. This means that students who are parents of young children should be provided with the necessary resources needed to attend class. While several professors faculty-wide have created their own decisions regarding students with children, it is the responsibility of the university to make a more clear delineation and understanding through policy on what should be done in these situations. A policy addressing children in the classroom would help to identify situations where it may be necessary and encouraged for a student to bring their child to class and it may provide clarity on what should be done if this happens to impose significant barriers on their ability to learn.

1.5 LR7 review

Suggested Committee(s): Academic Policy

LR7 has been a valuable resource in ensuring that students with disabilities receive the necessary accommodations to support their academic endeavors since 1999. However, the policy has not been updated since 2019, and we believe it is imperative to revisit it to address the ever-changing needs of our current students. One of the key aspects we aim to address in this review is the requirement of providing proof of diagnosis to receive a disability accommodation. While we recognize the importance of verifying legitimate accommodation needs, we also acknowledge that the requirement of proof can sometimes create unnecessary barriers and delays for students. Therefore, we propose a careful examination of this requirement to determine whether there are alternative, more inclusive approaches that can be adopted. Additionally, we believe that a comprehensive review of LR7 should extend beyond the issue of proof of diagnosis. It should encompass a thorough assessment of the policy's language, procedures, and overall effectiveness in meeting the diverse needs of students with disabilities. This review should involve consultation with students, faculty, staff, and experts in the field of disability accommodation to ensure that the policy aligns with best practices and current legal standards. Given the complex nature in which the policy was initially developed through joint efforts of both the Board and Senate, the Caucus proposes a similar approach should be taken in its review process. We recommend establishing a joint working group composed of members from both governing bodies as well as relevant stakeholders who may provide valuable insight into redevelopment of this policy.

By reviewing LR7 we hope to create a more inclusive and accessible environment for all students, removing unnecessary barriers and ensuring that disability accommodations are readily available and tailored to individual needs. This initiative aligns with the goals outlined in the UBC strategic plan, specifically in Theme One of "Inclusion" and Strategy 4 on "Inclusive Excellence". It reinforces our

commitment to creating an inclusive academic community that provides equitable opportunities for all members. To achieve this goal, we recommend sending LR7 back for an extensive review. The proposed working group should be tasked with conducting a comprehensive assessment of LR7, consulting with relevant stakeholders, and proposing necessary revisions to align the policy with our values of inclusivity and accessibility.

GOAL 2: Experiential Learning

UBC's status as a university thriving in research excellence is heavily dependent on the resources and effort that it pours into students' experiential learning. While much of the fundamental knowledge that students learn about their field of study occurs in the classroom, there are also core components that they are only able to learn through experiential learning. If we are to continue this tradition of impressive research and knowledge, then UBC must completely redefine and reshape both its co-op and research opportunities that currently exist.

2.1 Additional Co-op and Experiential Education Opportunities for International Students

Suggested Committee(s): Teaching and Learning, Academic Policy

27% of the UBC population is international students, meaning they play a pivotal role in shaping the university into the valuable institution that it is. This large population of international students within the university campus makes UBC one of the most international and diverse institutions in North America. With these students being fundamental aspects of UBC, it is of great importance that they are fostered and nurtured into successful students through career development and research opportunities. As it currently stands, there are an array of universal opportunities for domestic students to gain foundational knowledge and experience in their academic disciplines; the same however can not be said for international students. While there are certain barriers imposed upon international students that make it difficult for them to partake in these opportunities, there should be more efforts made by the university specifically for these students to thrive. Over the next few years, we would like to see the Senate encourage that the respective bodies and portfolios work towards building specific opportunities for international students to partake in experiential education as it is a building block for career development.

This issue of experiential education and its need for improvement is nothing new to the Vancouver campus as a study and report entitled "Experiential Education at UBC-Vancouver: Summary of Research and Recommendations" was conducted in January 2020 by Dr. Kari Grain and Dr. Gillian Gerhard and later endorsed by Dr. Simon Bates. Within this report there were several proposed recommendations touching on the lack of institution vision, teaching and learning difficulties, inequity and a host of other issues. The issues highlighted within this report were substantial in propelling forward the conversation regarding experiential education but they were lacking in addressing international students. Thus while we fully support an adoption of recommendations made by Dr. Kari Grain, we simultaneously encourage the Senate to factor international students in its Experiential Education decision making. The recommendations made by the report are as follows:

1. The lack of an institutional vision and shared understanding of Experiential Education at UBCV
 - a. Build and lead a shared vision for EE through collaborative and committed high level leadership
 - b. EE is understood and practiced in diverse ways across campus with multiple units that hold different forms of experiential education as their primary focus. The report found that there is a need for a shared and clear vision and
 - c. understanding of our goals as an institution when it comes to experiential learning. For this, a

recommendation is to collaboratively develop common principles on experiential and work-integrated education.

2. Struggles with communication and connection
 - a. Increase the visibility, knowledge, relationships, and pathways pertaining to EE
 - b. The breadth of EE and various faculties seems to have resulted in dissatisfaction with the disconnected nature of UBCV's EE support and resources. There is a lack of clarity about where students, faculty, staff, etc. can find in depth information about experiential learning opportunities and resources. Although there are valuable resources available in a host of diverse offices, there is a lack of a gateway for information around experiential learning in general and in a broad sense. For this, it's important we focus on (amongst other things mentioned in their report) communication and take approaches like exposing students to the opportunities and value of EE early on in their degrees (first year).
3. Evaluation & Assessment
 - a. Establish a collaborative and systematic approach to counting and reporting EE
 - b. Since there is a lack of a shared vision and language on EE, naturally there are difficulties around capturing its impact across campus. The report finds that long-term impacts cannot be captured in short-term assessments. Moreover, another concern for faculty is that integrating EE in their teaching can result in students giving unfavourable teaching evaluations simply because of the complexities and "messiness" that surround EE. It would be valuable to develop a clear framework and vision on what will be evaluated and why. What are the desired outcomes and what are the ways to achieve them?
4. Inequity & Exclusion
 - a. Eliminate systemic barriers that inhibit equitable engagement
 - b. EE opportunities can exclude students based on identity markers like socioeconomic status, nationality, visa status, race, religion, physical ability, etc. For faculty, the report found that the labour of experiential education is often gendered, such that women (and often racialized and indigenous scholars) often take on the additional workload of EE. need based funds for students would be helpful in breaking down barriers alongside inviting more workplace partners to be involved in the development of EE at our institution and collect more data on equity in EE.
5. Teaching & Learning Difficulties
 - a. Build systems that reward, rather than punish, the labour of EE
 - b. Participants expressed concerns that students are not adequately prepared for engaging ethically with the community – a problem which can have consequences for host organizations, and UBCV's reputation. As well, not all faculty feel prepared to teach and evaluate EE-related skills such as professional communication, teamwork, navigating ambiguity, and social justice in contexts where these skills are not part of the traditional course content. For this challenge, Grain and Gerhard recommend we develop supportive measures for faculty such as course development guidelines and clear evaluation rubrics. Developing university wide required courses or modules that all students must complete (similar to the COVID safety module) if they will be partaking in experiential education courses to learn about ethics and professionalism, teamwork, etc. would be helpful as well.

While this is only a brief reminder of what the experiential education recommendations entail, they are an accurate portrayal of solutions that the student senate caucus fully endorses. However, where we believe specific improvement needs to be made is in the inequity and exclusion portion of the recommendations. It mentions students and financial difficulties as the major barrier and while that is certainly one aspect it is not the full picture. International students not only face more significant financial barriers generally but they are also excluded often within the experiential education landscape. We believe that actionably this can be improved by first and foremost changing the university culture towards international students and secondly developing more experiential educational initiatives specifically for this group of students.

2.2 Undergraduate Research

Suggested Committee(s): Research and Scholarship, Teaching and Learning

Academic and research excellence are non-negotiable aspects of what attracts so many - faculty and students alike, to this campus. The university currently rests in the top 40 research universities of the world. However, if UBC is not constantly reinvigorating and updating its research practices, then it will struggle to hold on to the academic prestige that it currently boasts. Presently, research has been deeply ingrained in students' education across all faculties and while this is a great stride in maintaining the value of research at this institution, more can certainly be done to foster the presence of research on campus.

We suggest that UBC works on three key areas to improve its undergraduate research sector:

1. Research Funds,
2. Research Support and
3. Research Donations.

A central fund accessible to both undergraduate students and faculty will incentivize those with unique ideas to contribute their creativity to their chosen field and make their objectives a reality.

We also believe that one-on-one advising regarding research and how to go about generating research materials would be an asset to the university. We see the creation of a research-support specialist position through which students can receive continuous consultation and feedback regarding research opportunities on campus from a seasoned researcher as means to facilitate this one-on-one advising. Given that graduate students are some of the most experienced researchers on campus, the Caucus feels that hiring them as research support specialists makes the most sense. This collaborative effort between graduate students and the university has several benefits. Firstly, it will allow graduate students to impart their wisdom and knowledge onto research-interested undergraduate students. It will also provide compensation to many grad students who have been key in developing some of the university's most robust research projects. Most importantly, it will provide undergraduate students with a wealth of knowledge about how to research and what kind of research is available to them in an efficient and widely accessible manner. The vastness of the campus can actually harm student's ability to find opportunities, but someone who has access and reliable information about these opportunities could be the difference in a research project coming to life. Similar to University of Ottawa's research advisor program, UBC can have a wide selection of research specialists varying across all of the larger faculties such as Arts, Commerce and Science. Additionally, we

believe that donors for undergraduate research are an untapped market that would likely be very financially supportive of many of these research undertakings.

These three ambitious changes to UBC research can not be addressed and rectified in the Senate without the collaboration of a host of senior administrative portfolios. The Development and Alumni Engagement (DAE) portfolio which is responsible for continuing and sustaining relationships with alumni as well as the Research Innovation portfolio both possess the wealth of resources necessary to ensure that the innovation of UBC Research can undergo a much needed renaissance and improvement. We recommend that the Senate begin dialogue and conversation with these two portfolios and any other UBC executive portfolios that may bolster the ability to redevelop research in the university landscape to better support undergraduate populations.

GOAL 3: Student Academic Support

At any university, students are the cornerstone of what propels the academic mission. Thus it is imperative that these students' academic needs are being fostered in an adequate way at UBC. We have identified an array of different academic supports that will undoubtedly bolster the educational experience of students.

3.1 Hybrid Education

Suggested Committee(s): Teaching and Learning, Academic Policy, Budget (Council of Senates Sub-Committee)

Although UBC has successfully adjusted and transitioned to post-pandemic standard, what the COVID-19 outbreak has taught us and continues to teach us is that learning must be adaptable. With students constantly being introduced to new technology and new ways of learning, it is the responsibility of the University to keep up with the fluidity of modern education. In the versatility of education, hybrid learning opportunities are an indispensable tool that UBC should be endorsing across the campus.

Internationally, the value of Hybrid Education has also been underscored through a variety of journal publications and studies. Notably seen in the International Journal of Progressive Education, Volume 18 was a study conducted regarding the effect that hybrid education may have on students entitled "Investigation of the Effectiveness of Hybrid Learning on Academic Achievement: A Meta-Analysis Study." The 2022 study pulled together nearly 45 international studies that had previously been conducted in the last 10 years to develop a high level analysis of the different conclusions. What it found and ultimately concluded was that "the use of hybrid learning in educational environments should be encouraged, and the necessary infrastructure and facilities should be provided." What this study and so many other highlights to us, is that hybrid learning is an inevitable and invaluable form of education that UBC must take necessary steps to fully integrate into its learning model.

UBC is aware of the vital nature of hybrid education as it has taken steps to establish a favorable stance towards this form of learning. In December of 2020 a working group formed by the CTLT released a short discussion paper on the different forms of hybrid learning available to UBC faculty. While this paper was likely put forth in response to the increasing need for hybrid education during the pandemic it laid out key information about the feasibility of implementing hybrid education across UBC. Most notably it mentions an asynchronous hybrid in which lectures are recorded for students to review after their class. The Student Senate Caucus believes that implementing this form of hybrid learning across campus would dramatically improve the educational experience of students. In line with "Core Area One: People and Places" of UBC's Strategic Plan which states that it commits to "mutually reinforcing groups of people and locations (physical and virtual) that endow UBC with its special qualities and define how our work is accomplished" we must ensure that the way in which academia is engaged with at this university is addressing every type of students and every form of learning. Giving students the ability to easily review course materials throughout the term would allow them to not only focus more on their class sessions without fear of missing key concepts but it would also bolster material retention. Additionally, hybrid learning has the potential to address inclusionary and accessible practice amongst those who may have

disability or accessibility issues that prevent them from wholly participating in in-person learning in a way that able-bodied students do not struggle. Providing course content to students in a way that is convenient and feasible for them to genuinely and adequately engage in learning is an opportunity that the university should not shy away from providing.

The path towards integration of hybrid learning tools is one that will take many years to complete but we believe that the Senate is able to make systematic changes to UBC that will establish these steps. Firstly we recommend that greater investment is made within the budgetary cycle towards lecture capture technology. Each professor should have the tools readily-available to incorporate this form of learning and that means that there must be some form of lecture capture technology within each lecture hall. We do not suggest forcing professors to quickly adapt to this new way of teaching but rather encouraging them to make minor changes over time by providing them with the necessary resources. We also suggest that the Teaching and Learning Committee as well as the Senate as a whole encourage the Provost's Office, CTLT and UBC IT to work together to create training resources that outline the fundamentals of navigating this new technology.

With Campus Vision 2050 and the Academic Futures project being underway, it is the perfect time for the Senate to adopt a strong stance towards hybrid education in line with UBC's strategic initiatives. The Student Senate Caucus heavily encourages the Academic Futures project and any other plans that UBC plans to implement regarding academic excellence to explicitly highlight the necessity and vitality of hybrid education. Reenvisioning this campus can and should include hybrid education and the essential technology should absolutely be accessible.

3.2 Course Withdrawal Date

Suggested Committee(s): Academic Policy

The current course withdrawal date is fairly early on in the academic term and does not allow students to properly evaluate and gauge their ability to complete a course. Students are only given a week and a half to decide whether they would like to take a class from the first day of classes before they are given a W. With the first week of classes being largely introductory and typically not substantive this only gives students 2-3 classes to assess their ability to perform within the course. As a result many students run into unforeseen problems later in the course and are forced to either incur the entire course fee should they decide to drop or apply for an academic concession to address their needs. Even if students decide to drop a course with the fee involved, they are still only given three to four weeks to make this decision. This causes a lot of unnecessary stress for students, professors and even advisors. UBC must look toward other universities within Canada and adopt the flexibility that they integrate within their institutions. Universities such the University of Calgary which has its own withdrawal date in December, indicating its awareness of the immense value that students experience by having a longer period to assess the value and necessity of the classes they are taking.

We propose that the course withdrawal date be pushed until the very last day of classes. We have seen an extension of the add/drop and withdrawal date in previous years. Particularly in the 2019/2020 academic year, due to the pandemic, so we know that there is precedent for changes like these to be made.

Additionally, in 2021 the Senate extended the withdrawal date all the way until the end of the term in order to show compassion for students during COVID. While we are no longer in pandemic measures, we want Senators to question why compassion is something that is only extended during dire times when students are still struggling just as much as they were during these unforeseen circumstances. With 50% of students who participated in the 2023 Academic Experience Survey indicating that they are experiencing financial difficulties while at UBC, we see pushing the withdrawal date as a way to partially address this. We also see in the AES that only 9% of students feel that UBC has displayed compassionate support for students experiencing these financial difficulties and pushing the withdrawal date to later in the term will certainly be seen as a show of support and solidarity for students who have been put in difficult financial situations while attending the university. Students who have the resources and abilities to drop courses and incur these fees are unintentionally being given preferential treatment and have more freedom to make the decisions that are best for them. In order to alleviate mounting financial pressures, we believe that the Senate should conduct a review of its stance on the withdrawal date that is found in the introductory portion of the academic calendar and rethink the contingencies it has put in place for students who drop courses past the drop date.

3.3 V-102 Review

Suggested Committee(s): Academic Policy

The exam hardship policy that UBC currently has in place has major gaps that need serious improvement. The policy states that if students have exam scheduling difficulties and overlaps, they are entitled to rescheduling or applying for an academic concession. While this is an excellent sentiment, the way the policy is currently applied is much too restrictive. Most problematic is the definition of an ‘examination hardship’ which is defined as “three or more formal examinations within a 24-hour period.” While this definition covers a portion of academic scheduling conflicts it misses out on addressing those who have two or more exams in a 12 hour period. The reality is, particularly in STEM faculties such as science, many students have exams that are back to back on the same day, giving these students no time to rest and undoubtedly affecting their performance. These exams are often worth huge portions of their final grades and as such, they are very difficult and mentally exhausting exams. Taking just one final often requires several hours of brain recovery to perform well, thus it is wildly unfair for students who are forced to complete two of these challenging arduous exams in one day.

Additionally, the performance of those who take two exams in a short twelve hour period are certainly suffering. It is unlikely that a student is able to perform to the best of their ability in an exam after having already had a long exam just a few hours before. Therefore, students who run into this very common problem are being put at a disadvantage relative to others. It creates inequitable circumstances for students and results in immense mental fatigue.

We propose that UBC looks at updating this policy to reflect an inclusion of students with two or more exams in a 12 hour period in order to best position academic success. We believe that if this change is to be made, students will likely be able to feel more confident in their performance during the final examination period. We believe that change in this policy is necessary in showing grace to students and also hope to

further transform the exam period by eventually moving away from 2 exams within a 24 hour period. While this may seem drastic, we are aware from the AES that a reported 41% of students are facing some form of mental health difficulties and see this change as a way to address the heavy burdens being placed on students in academic settings. In addition, we are interested in UBC exploring within provincial regulations the potential addition of a few extra days to the examination period to accommodate the increased report of scheduling conflicts that will likely occur. We also believe that University should look at more investment in resourcing of Enrolment Services to mitigate an overflow and mismanagement of dealing with this increased number of hardship requests.

3.4 24/7 Library Access

Suggested Committee(s): Library

UBC currently offers housing to 13,000 students annually and while this provides relief and comfort to those students, this only accounts for 21% of the population, meaning 80% of students are either commuting from home or other off-campus housing arrangements. These commuter students who are making up the majority of the learning population are not afforded the luxury of having a readily available space to study at any time that is convenient for them. Instead, students hoping to study on campus are only able to do so during the hours that the library or other facilities are open. This can cause problems for students who have time consuming projects or assignments that they need to complete after hours.

In the 22/23 academic year the AMS opened its doors 24/7 during finals week, which provided a space for students to have uninterrupted studying without fear of being forced to leave once it became too late. If this mandate were to be applied to the libraries on campus it would surely alleviate much of the stress that commuter students face in searching for a study space during some of the most intense periods of their university experience. We understand the concern that the library may have in not wanting to promote a harmful culture of overnight studying and enable students to prioritize school work over their rest but this view is not consistent with the current mounting pressures being placed on students. The reality is that in order to keep up with the rigorous exam schedules being placed on students, they are left with little choice but to study late into the night. Rather than attempting to promote a culture that faculty members do not adhere to within their classrooms, the university should be angling to support students in their academic realities.

We propose that a shift be made towards later closing hours for study spaces on campus and 24/7 library access for Irving K Barber particularly during finals be implemented. A gradual change in hours would demonstrate to students that they have the opportunity to study on campus for longer than what is usually possible. With UBC being a prestigious university of research and academic opportunities, a library that is always accessible for students is vital and necessary. In order for students to understand the caliber of the institution they are attending, they must have resources that match its caliber. Prior to the pandemic, IKB was an open space for students to study during all hours of the night during the final exam season and as we move further and further into post-pandemic education, it is imperative that we begin to bring back the measures and tools such as these, that were instrumental in academic success for students across campus.

3.5 Equal library Access for Affiliate Students

Suggested Committee(s): Library

Currently students from affiliated colleges, while enjoying certain privileges at UBC libraries, face disparities compared to UBC registered students. The access rights and information-sharing process for these students are not as seamless and streamlined as they should be, leading to inefficiencies and barriers in learning. We hope to coordinate and improve the integration of affiliate student information with UBC's library system. This could potentially involve enhanced collaboration between Registrar's and the library team to ensure that relevant data is automatically accessible, eliminating the need for individual students to manually enroll affiliated library privileges. Streamlining this process can significantly enhance the library experience for affiliate students. Moreover, we advocate for lengthening in the period of access. It is essential that affiliate students enjoy the same duration of library access as their UBC registered counterparts. Limiting access by weeks or months creates unnecessary inequalities in the academic journey of these students. It is important to note that the issue of library access for affiliate students has become increasingly pertinent in recent years. The number of affiliated theological colleges associated with UBC has grown to just under ten, signifying the importance of this matter. As UBC strives to be a beacon of academic excellence and inclusivity, it is imperative that we extend the same respect and privileges to all students, regardless of their institutional affiliation.

3.6 Past Syllabi during course registration

Suggested Committee(s): Teaching and Learning, Academic Policy, Curriculum

Within the receipt of almost 3,500 responses from the 2023 AMS Academic Experience Survey, we were able to learn more about the way in which students learn and how to best improve their conditions of learning. One valuable piece of information that was translated by nearly every student (83%) who completed this survey was that having past course syllabi available during registration would be beneficial in order to accurately choose the courses they are interested in. The syllabi often provided on the first days of lecture contain information that are crucial to understanding and managing expectations for the duration of the course. Having this information on hand during registration would benefit both students and professors alike as the students who have a genuine interest in the topic being taught or appreciate the way in which the course will be conducted are more likely to register for the course. Furthermore, with the tight turnaround that currently exists for withdrawing from classes, it is crucial that students have access to the most pertinent information as early as possible. Other U15 Universities such as Dalhousie University and University of Toronto have already implemented their own syllabi finder or informational sites that provide students with the most up to date information about their courses. With the fast-paced nature of technology and its constant opportunities for innovation, UBC has the potential to join these forward thinking institutions in developing its own syllabi resource for students.

The Political Science department has already begun to provide this information and created websites dedicated to streamlining this process. However, we recommend that the Senate play a more active role in this project and create guidelines as well as provide an expectation for professors across UBC to start

saving their syllabi for future offerings of their courses. If professors have clear communication expected of them to include past syllabi as course information when they are uploading their topic on the SSC, many more students will be able to gain clarity about the courses they are potentially interested in registering themselves in. We believe that in sharing these past syllabi and uploading them to the SSC it will actually result in more flexibility being afforded to professors as they can make it known that these past syllabi are not an exact representation of what the course will be but rather they are examples to develop a baseline and introductory understanding of what the course could look like and what course expectations may be.

3.7 V-103 Review

Suggested Committee(s): Academic Policy

The Senate policy V-103 which describes the “Use of the Formal Examination Period” provides valuable instruction for professors during the last few weeks of an academic term. It states that “The holding of any examination, formal or in-term, is forbidden” during the last two weeks of the term. What the policy fails to articulate is what occurs when professors are not complicit with this policy and do hold these forbidden examinations.

Many students and at times professors are not aware of this policy, as such, there are times when this policy is not adhered to as stringent as it should be. There needs to be a mechanism of accountability in place or a clear distinction of what effect it will have on a student’s grade should the policy not be followed.

The Student Senate Caucus would like to have this policy reviewed and during which an amendment be adopted of how students are able to easily and quickly report this misconduct. If professors issue an exam close to the end of the term, there is a burden placed on students who are likely being faced with the mounting pressures of difficult exams to figure out how to call attention to this policy. When the Senate creates a policy, especially one that is made to protect student interests, it is important that policy has contingencies in place for when those student priorities are being ignored.

3.8 Exam Database

Suggested Committee(s): Teaching and Learning, Academic Policy, Curriculum

In 2011 the idea of a central exam database was proposed to the UBC Senate as a topic of Broad Academic Interest and later referred to the Senate Teaching and Learning committee. From there, a plethora of conversations and rounds of feedback occurred but ultimately no real actionable progress was made. The AMS Proposal from 2011 that gained popularity within the Senate includes information about the fact that UBC is one of the few schools within the U15 institutions that has not developed its own exam database demonstrating how far behind the university is in creating this academic support. We believe that this idea had merit and should be revisited within the Senate. With a general interest in developing this policy within the Senate in 2011, we believe that should this idea be discussed again there it will be met with the same general sentiment as this database would revolutionize learning for students. In the past, there has also

been a physical database conducted through the Enrolment services in which students would be able to ask and review the physical copy of a past exam. Thus, this idea is one that the university is familiar with and a new digital exam database could easily be implemented. We propose the creation of an exam database that holds the potential to significantly elevate the learning experience for all students. This initiative involves compiling a comprehensive collection of past exams, endorsed by professors across various disciplines, offering benefits that extend far beyond mere convenience.

Having access to a centralized repository of previous exam papers would help students to prepare for their upcoming tests with the most accurate reflection of what it will look like. This is not just about reducing uncertainty – it’s about fostering more effective study strategies. Engaging with authentic exam questions empowers students to refine their approach, resulting in improved confidence and performance during assessments.

This initiative also underscores the collaborative relationship between educators and students. Professors would contribute their past exams, demonstrating their commitment to supporting students’ academic journeys. This collaborative approach creates a sense of community and shared responsibility for academic success. Equity is a core principle guiding this proposal as it is in line with goal 4 of UBC’s Inclusion Action Plan “Learning, Research and Engagement”. Particularly Action Item E: “Student Learning” which highlights a need for adaptation and improvement to current student support mechanisms. The exam database seeks to level the playing field by providing all students with equal access to essential resources. This inclusivity aligns with the university’s mission to provide a supportive and fair learning environment for all.

Additionally, the database has the potential to revolutionize study practices. By analyzing trends in past exam questions, students can focus their efforts on key areas, optimizing their study time for better results. This resource essentially becomes a personalized study guide, aiding students in achieving their academic goals more efficiently.

Our enthusiastic endorsement of this proposal stems from its potential to not only simplify academic life but to fundamentally enhance the learning experience. It embodies principles of collaboration between educators and learners, promotes equity in education, and supports strategic and efficient study practices. By supporting this initiative, the university reaffirms its commitment to providing students with the tools they need to excel academically.

3.9 Affordable Textbook Policy

Suggested Committee(s): Academic Policy

The Student Senate Caucus proposes the development of an Affordable Textbook Policy. This policy would aim to address the cost barriers associated with course materials, particularly textbooks, and to provide students with the means to access these resources without undue financial burden. Currently, the Senate has established the V-131 Digital Assessment Tools Policy, which limits the cost of digital learning tools and sets the ambitious goal of making these tools completely free by 2028. While we appreciate this initiative,

we believe that more can be done to enhance the affordability of course materials, starting with textbooks. The cost of textbooks can present a significant financial barrier for many students. To address this issue, we propose the development of an Affordable Textbook Policy that holistically addresses the cost of textbooks and learning materials. This policy can begin by setting a cap on the cost of textbooks and then gradually reducing that cap until textbooks are made entirely free and reliance then becomes placed on Open Education Resources (OER's) to support student learning. These OER's have already begun to gain traction among the UBC student population evidenced by the 61% of students who indicated in the AES they often used these resources in lieu of a textbook. Making the full transition to OER's would be seamless and smooth as several students have already done it themselves.

We seek to alleviate and remedy the currently immense financial burden placed on students and enhance their access to essential course materials. By reducing or eliminating textbook costs, we aim to create a more inclusive and equitable learning environment where all students can fully engage with their studies. The development of an Affordable Textbook Policy aligns with UBC's commitment to inclusive excellence and affordability in education. It also supports our mission of providing all students with the resources they need to succeed academically, irrespective of their financial circumstances. Additionally, as no other peer school in UBC's sphere has spearheaded nor developed an initiative or program regarding textbooks, creating such a policy could champion and highlight the importance of shifting towards free educational resources such as OER's among these institutions.

3.10 Maintaining Compassionate Approach to Academic Concessions

Suggested Committee(s): Academic Policy, Teaching and Learning

As students faced unprecedented challenges during the COVID-19 pandemic, requests for exam deferrals and accommodations became increasingly common. Notably, both professors and the university administration demonstrated a commendable willingness to accommodate these requests, recognizing the exceptional circumstances that students were navigating.

As we move beyond the pandemic and settle into a post-pandemic era, it is becoming evident that the initial empathetic stance towards academic concessions is undergoing a transformation. While students continue to grapple with various difficulties, there seems to be a shift towards a more rigid approach to granting accommodations. This shift raises concerns about whether the compassionate foundation that guided us through the pandemic is being upheld as we move forward.

Given this context, the Student Senate Caucus is strongly advocating for the reinforcement of a compassionate approach to academic concessions, particularly through the enhancement of the standing deferred policy as well as a general sentiment expressed by the Senate defending the compassionate approach. The recent triennium meeting held in May 2023 shed light on the need to revise this policy to better address the challenges that students face when seeking exam deferrals. The standing deferred policy, when rooted in compassion, provides students with a safety net during times of adversity. Financial struggles, health issues, and personal crises are not uncommon in student life. By ensuring that students are not unduly penalized for circumstances beyond their control, the university can actively contribute to

their overall well-being and success. In advocating for the enhancement of the standing deferred policy, the Student Senate Caucus seeks to align the university's actions with its core values. By prioritizing empathy and understanding, we not only support students' academic pursuits but also contribute to the creation of a compassionate and inclusive academic community.

The importance of this initiative goes beyond policy revision; it speaks to the university's commitment to its students. As we emerge from a challenging period, our university has an opportunity to redefine its approach to student well-being and success. By bolstering the standing deferred policy and infusing it with the same compassion displayed during the pandemic, we ensure that the challenges of the post-pandemic era are met with the same level of understanding and support that characterized our initial response.

3.11 Mid-Course Feedback

Suggested Committee(s): Teaching and Learning

As the Student Senate Caucus, we emphasize the importance of mid-course feedback within our university's academic framework. Our aim is to highlight the significance of mid-course feedback as a means to enhance the learning experience and drive academic improvements.

Currently, our academic structure allows students to provide feedback at two key points during each term – mid-course and at the end of the term. However, mid-course feedback tends to receive lower participation rates compared to the end-of-term Student Evaluation of Instruction surveys. We believe that by emphasizing the value of mid-course feedback, we can bridge this participation gap and promote a culture of constructive feedback.

Our intention is not to critique the current system but rather to promote a more comprehensive approach to feedback. Mid-course feedback offers a unique opportunity for students to express their observations and concerns while the course is still in progress. This timely feedback can lead to course adjustments that benefit both students and educators. We propose that the Senate prioritize the value of mid-course feedback and work to translate this message to faculty members. By adopting this perspective, we align ourselves with the broader mission of creating an academic environment that values open communication and mutual improvement. Our intent is to cultivate a culture where mid-course feedback is seen as a valuable resource that contributes to academic growth, benefiting all members of our academic community.

GOAL 4: Accountability

As advocates for the betterment of academic governance and the student experience at UBC, the Student Senate Caucus recognizes the paramount importance of Senate accountability. Accountability is the linchpin of effective governance, ensuring that actions and decisions are transparent, responsible, and in alignment with the best interests of the university community. Our overarching theme for the proposed goals is centered on strengthening Senate accountability, addressing the perceived deficits in transparency and responsiveness. In response to these challenges, the Student Senate Caucus proposes a series of goals aimed at fortifying Senate accountability, thereby fostering a more inclusive, equitable, and effective academic environment at UBC. Through this theme, we aspire to create a Senate that is not only accountable but also responsive to the ever-evolving needs and aspirations of our university community. It is our steadfast belief that enhancing Senate accountability is pivotal in achieving the collective goals of academic excellence and inclusive governance.

4.1 Accountability and Transparency

Suggested Committee(s): Nominating

In our relentless pursuit of academic excellence and responsible governance, the Student Senate Caucus presents a goal that centers on promoting transparency and accountability within the governing body of the Senate. Our objective is to ensure that the Senate effectively fulfills its role as an academic oversight body for the university, becoming more responsive and accessible to the public it serves.

Currently, our governing body faces significant challenges in terms of transparency and accountability. Meetings are not open to the public, and minutes can be published weeks after meetings conclude, due to Senate approval processes. This delay in sharing vital information demonstrates the pressing need for a comprehensive reevaluation of our governance practices. A transparent and accountable Senate is essential for maintaining public trust and ensuring the university operates in the best interest of all stakeholders. It is paramount that the Senate becomes a more effective oversight body, providing a platform for public engagement and fostering a culture of openness.

To achieve this goal, we propose several initiatives. Firstly, we recommend making Senate meetings more accessible to the public, ensuring that the proceedings are open and inclusive. Secondly, we propose the addition of draft minutes to the website as soon as they become available in order to ensure that some written record of the Senate meeting be available promptly. Additionally, we suggest the development of a clear policy or academic calendar statement outlining when minutes should be published and where meetings can be publicly accessed. This policy will provide a transparent framework for Senate operations and enhance accountability.

We aim to create an academic environment where transparency and accountability are fundamental principles. This commitment will not only enhance public trust but also contribute to the university's overall effectiveness and responsiveness.

4.2 Term Limits for Senators

Suggested Committee(s): Nominating

In our ongoing commitment to enhancing UBC's academic governance, the Student Senate Caucus proposes the goal of exploring the introduction of term limits for all Senators. While term limits have been adopted for committee chairs during the last triennial review, we believe it is essential to further investigate the potential benefits of extending term limits to all Senate members. Placing a limit on terms for Senators is a goal that the caucus has been calling for since the last triennium and as it's one that we feel is deeply necessary will continue to be an important priority until its subsequent implementation.

Term limits offer a nuanced balance between the positive aspects of continuity and the need for new ideas and points of view within the Senate. Continuity ensures that there are members with valuable institutional knowledge, providing stability and consistency to academic governance. However, long-standing tenures can also limit the infusion of new ideas and perspectives, potentially hindering the Senate's ability to adapt to evolving challenges and opportunities. One of the concerns lies in the tendency for Senate members to remain in their positions for extended periods, sometimes even decades. While their dedication is commendable, it may unintentionally deter new candidates from running for Senate, leading to a lack of diversity in representation and a potential gap in fresh perspectives. Therefore, we propose that an External Review of the Senate include the possibility of introducing term limits for all senators. This exploration should aim to answer whether term limits would benefit UBC's academic governance by striking a balance between experience and new perspectives.

The investigation into term limits should consider the following aspects:

- **Impact on Continuity:** Assess how term limits could affect the continuity of institutional knowledge and whether mechanisms can be put in place to ensure a smooth transition of knowledge.
- **Encouraging Fresh Perspectives:** Analyze whether term limits would encourage more individuals to engage in Senate service, bringing in diverse viewpoints and experiences.
- **Adaptability and Innovation:** Evaluate how term limits might enhance the Senate's ability to adapt to changing academic landscapes and foster innovative approaches to governance.
- **Comparison to Board of Governors:** Consider the effectiveness of term limits, drawing insights from the Board of Governors' experience with term limits.

In exploring term limits for all senators, Senate exemplifies its commitment to ensuring that UBC's academic governance remains dynamic, inclusive, and responsive to the ever-evolving needs and aspirations of our university community.

GOAL 5: Appeals

This theme draws inspiration from our goals related to improving the appeals system, recognizing the importance of this aspect of academic life in fostering trust, fairness, and accountability. The appeals process is a cornerstone of academic governance, providing a mechanism for students and faculty to seek recourse and fairness in academic matters. It is crucial that this process operates effectively, transparently, and in alignment with the principles of justice, procedural fairness and due process. Our proposed goals within this theme aim to strengthen and streamline the appeals process, making it more accessible, responsive, and accountable to the UBC community. By focusing on enhancing the appeals system, we seek to create an environment where individuals can confidently navigate academic challenges, knowing that their concerns will be heard, evaluated, and resolved fairly. Through this overarching theme, we aim to contribute to the ongoing improvement of UBC's academic governance, ensuring that the appeals process reflects our commitment to excellence, equity, and the well-being of all members of our university community.

5.1 Training for Appeals

Suggested Committee(s): Appeals on Academic Standing, Student Appeals on Academic Discipline, Nominating

Student Appeals on Academic Discipline and Academic Standing are arguably two of the most important committees functionally as they have a direct impact on students in an immediate way and with this great level of importance comes a need for great attention and care. Thus members of the Senate who have the privilege of sitting on these two committees should be equipped with the necessary training in order to develop the necessary skill set required for handling these cases with precision and delicate care. We believe that this training should be comprised of three main components: General Training, Bias Training and Sexual Assault Subject Matter Awareness Training.

General Training

Currently there is a training that takes place during the beginning of the triennium to the general membership of committees however, this training is not in-depth about appeals nor the work that is done within the committee. While the explanation of the appeals process and standards of review are important components for members on the committee, it is not nearly enough to sufficiently feel confident and equipped to make such decisions. The Student Senate Caucus believes that the Senate should facilitate and implement a comprehensive training module that provides a detailed understanding and expectation of those who sit on the committee as well as their adjudicative responsibilities. Topics covered should include:

- When a Conflict of Interest should be declared
- What Types of Questions are appropriate to ask
- What the Obligation of Confidentiality is
- How Deliberation Occurs

Procedural Fairness and Anti-Bias Training

During each appeal process there are two key concepts that come into play (1) procedural fairness and (2) equity and inclusion. In order for decisions made on this committee to be considered equitable and just, Senators making these decisions must be well-informed and trained on the biases that may arise during the adjudication process. We believe that in addition to general training, a focused training on procedural fairness and anti bias should be administered. In order to engage Senators in this learning we believe that a mandatory education module on procedural fairness with substantive content regarding UBC's commitments to Diversity and Inclusion, privacy, trauma-informed approaches and inter-cultural understanding would meet this requirement.

Sexual Assault Subject Matter Awareness Training

The Academic Discipline Appeals Committees handles discipline imposed under UBC's sexual misconduct policy (Policy SC17). Similar to other forms of training for appeals that arise out of Policy SC17, despite the fact that the appeals arising out of that policy are quite different from normal academic discipline and have the potential to have long-lasting mental effects on not only those hearing appeals, but also the appellants, respondents, and survivors themselves. We suggest the establishment of a specific training module from a provider experienced in the delivery of training regarding sexual assault subject matter awareness that is to be completed by every new member of the appeals committees that intend to sit on Policy SC17 appeals.

5.2 Guidelines for Appeals

Suggested Committee(s): Appeals on Academic Standing, Student Appeals on Academic Discipline, Nominating

This goal is rooted in the recognition that while many Senators have the privilege of serving on the Appeals committee for several years, there is inevitably turnover within the committee. To ensure a smooth transition and maintain the integrity of the appeals process, it is essential to provide clear guidelines for the formulation and conduct of appeals. The Appeals committee is a critical component of Senate operations, requiring extensive training and knowledge to effectively engage with. By implementing guidelines, we aim to provide a structured framework for both new and experienced Senators to navigate the appeals process successfully. These guidelines will serve as a valuable resource, ensuring consistency and fairness in how appeals are handled.

Currently, the Appeals committee consists of 14 members, and it requires 5 members to convene for each appeal. However, we recommend revising this number to 3 as part of our guidelines. This adjustment should be reflected in the committee's Terms of Reference as a smaller panel results in easier to schedule meetings, reducing delays in the appeals process. Moreover, a smaller panel can create a more comfortable environment for students who are pleading their case. This change can help alleviate nervousness and contribute to a more constructive and empathetic dialogue.

Our goal is to offer a supportive tool that can facilitate the appeals process. A comprehensive guideline will outline what an appeal should look like, including necessary components and formatting expectations. It will also provide insights into best practices for conducting appeals, ensuring that each appeal is handled consistently and fairly. We propose a collaborative effort involving current and past members of the Appeals committee. This group can work together to develop a detailed set of guidelines that reflect the nuances of Senate operations. The guidelines should be designed to serve as a reference document that Senators can consult when engaging with appeals, thus promoting transparency and consistency in the decision-making process. Establishing guidelines for appeals contributes to a more structured and equitable Senate, where all members can confidently navigate the appeals process.

5.3 Appeals Working Group

Suggested Committee(s): Appeals on Academic Standing, Student Appeals on Academic Discipline, Nominating

Building upon our commitment to enhancing the effectiveness and fairness of the Appeals Committees, the Student Senate Caucus proposes the establishment of an Appeals Working Group. This goal is informed by our recognition that appeals often deal with complex and emotionally charged subjects, where tensions can run high. By creating a dedicated working group, we aim to provide a platform for resolving issues, implementing necessary changes, and fostering a more collaborative and informed environment within the Appeals Committees.

The Appeals Committees play a pivotal role within the Senate, addressing matters of great significance and sometimes dealing with sensitive issues that can have a lasting impact on individuals and the university community. Recognizing the need for additional support and expertise in managing these complexities, we propose the formation of an Appeals Working Group. This working group would be tasked with several key responsibilities. Firstly, it can serve as a constructive space to find mechanisms for the creation of a more productive and effective relationship between the two appeals committees. Secondly, the Appeals Working Group can play a central role in implementing changes and improvements recommended by the Senate, such as the guidelines for appeals and adjustments to committee size. This body can oversee the development and dissemination of guidelines, ensuring that they are effectively integrated into the committee's operations. Additionally, the Appeals Working Group can comprise members from all Senate committees that deal with appeals, including Academic Discipline, Academic Standing, and Admissions. Another responsibility of this committee would be to investigate the feasibility and value of potentially expanding the scope of the Appeals Committee on Academic Standing to address questions of academic judgment from faculties as its current role is limited to evaluation of procedural wrongdoings but there are often times when the committee is faced with inequitable academic judgements that it is unable to do much about. The working group would have to take this question of scope into careful consideration as faculty members may see this as encroaching on their jurisdiction but as an institution that commits itself to accountability, equity and fairness this is an important idea to evaluate. This multidisciplinary approach allows for a broader perspective and the pooling of diverse expertise. Furthermore, we propose that the working group ideally includes members of the UBC community who possess relevant knowledge of the

appeals process and can offer valuable insights. The composition of the working group should be flexible, with its members determined based on the specific expertise needed for particular appeals cases.

To achieve this goal, we propose a collaborative effort involving current and former members of the Appeals Committees, representatives from related Senate committees, and external experts from the UBC community. Together, this group can establish the working group's terms of reference and define its responsibilities, ensuring that it serves as a valuable asset in addressing the unique challenges faced by the Appeals Committees. Our goal is to establish an Appeals Working Group that can provide essential support, foster collaboration, and help implement changes within the Appeals Committees. By doing so, we aim to enhance the functionality and fairness of this critical Senate body, ultimately benefiting our university community as a whole.

GOAL 6: Reviews

We recognize that an effective and responsive Senate is paramount to the successful realization of our academic mission and the betterment of the university community as a whole. Our overarching theme, “Enhancing Senate Governance,” embodies our collective commitment to reevaluating and redeveloping Senate structures and practices. It reflects our vision of a Senate that is more inclusive, adaptable, and accountable. Under this theme, we have identified a set of goals aimed at fostering innovation, transparency, and engagement within the Senate. We believe that by striving to improve Senate governance, we can create a more dynamic and equitable academic environment where diverse perspectives are valued, decisions are made with greater inclusivity, and the university’s mission of excellence is advanced.

6.1 Sentiment Analysis for Student Evaluation of Instruction

Suggested Committee(s): Teaching and Learning

The Student Senate Caucus proposes the goal of endorsing investments in algorithms and software capable of conducting sentiment analysis on Student Evaluation of Instruction (SEI) survey results. Using the vast and currently untapped power of technology we hope to gain deeper insights into the emotions and feelings that students have towards their professors and courses.

The Student Experience of Instruction survey plays a vital role in understanding the dynamics between students and educators, offering valuable feedback for improvements. However, the volume of data collected from SEIs can be overwhelming, making it challenging for professors to gain a comprehensive understanding of student sentiments and feelings. Furthermore, these surveys can sometimes be a platform for negative or hateful comments. Our goal is to leverage technology to address these challenges effectively. By investing in sentiment analysis algorithms and software, we can automatically analyze the survey responses, providing professors with an aggregated view of general trends in student emotions and feelings. This technology can also filter out explicit hate speech, ensuring that the feedback remains constructive and respectful.

The implementation of sentiment analysis serves a twofold purpose. Firstly, it empowers professors to gain a more nuanced understanding of how students perceive their classes. Professors can use this information to adapt their teaching methods, making the learning experience more engaging and effective. Secondly, sentiment analysis ensures that students who feel strongly, whether positively or negatively, are accurately represented. Professors often receive feedback from students who have extreme views, but this technology allows a more balanced representation, helping educators to make informed decisions based on a broader spectrum of student perspectives. We recommend collaborating with experts in data analysis and artificial intelligence to identify and implement the most suitable algorithms and software for sentiment analysis. Furthermore, we suggest creating clear guidelines for the use of this technology to protect student privacy and ensure that the analysis remains objective.

Implementing sentiment analysis for SEIs represents a step towards data-driven decision-making and a more comprehensive understanding of student-instructor dynamics.

6.2 Secretariat Resourcing

Suggested Committee(s): Nominating

Within the intricate foundation of UBC's academic governance, the Senate Secretariat operates as an essential yet often forgotten force, facilitating the myriad functions of Senate operations. This office bears the weight of ensuring that the university's academic governance functions smoothly. However, the Secretariat's efficacy and efficiency are inextricably linked to the level of resources it commands. Our advocacy for strategic Secretariat resourcing is rooted in a deep commitment to the core principles of academic excellence, transparency, and operational efficiency. This commitment extends beyond the mere allocation of financial resources; it represents a fundamental pledge to strengthen UBC's academic governance. With this goal in mind, we must also consider the broader context that highlights the pressing need for enhanced Secretariat support.

The 2018/2019 Annual Report of the Academic Discipline Appeals Committee stands as a testament to the growing complexities faced by Senate committees. The report highlights a "significant increase in workload," accentuated by the added intricacies of Policy SC17 appeals. Additionally, the 2016/2017 Annual Report of the Admissions Committee reveals a remarkable surge in the number of admissions appeals, from 49 in 2013/2014 to an astounding 160 in 2016/2017. These reports serve as reminders of the mounting pressures and responsibilities placed upon Senate committees. Furthermore, we acknowledge that concerns regarding Senate Secretariat staff levels were also expressed during the last triennial review process. While the scope of this review did not encompass staffing recommendations, the urgency of addressing this issue cannot be overstated. In considering the imperative of enhancing Secretariat resourcing for the Senate, it is essential to draw attention to the broader landscape of governance within UBC. While the Senate and the Board of Governors stand as the only two bodies of our academic institution's governance, there exists a noticeable disparity in the resourcing of their respective Secretariats. The Board of Governors boasts a notably more well-staffed and financially supported Secretariat. This distinction is not merely a matter of administrative detail, it is a tangible reflection of how smoothly and efficiently the Board operates. By comparison, the Senate's Secretariat faces challenges stemming from limited resources, which can manifest as delays in proceedings, including the posting of Senate minutes and materials. These delays have ripple effects throughout our academic institution, impacting various Senate committees, including the Appeals Committees. For instance, the Academic Discipline Appeals Committee has grappled with an increasing workload, leading to potential backlogs in processing appeals, a situation exacerbated by the Secretariat's resource constraints. Such challenges not only hinder the efficiency of Senate operations but also pose potential consequences for students seeking timely resolutions.

It is crucial to emphasize that the Senate is equally as vital as the Board of Governors in shaping the academic landscape at UBC. Both bodies bear significant responsibilities and hold distinct yet complementary roles in university governance. Therefore, it is only logical that they should receive

comparable levels of support. Ensuring that the Secretariat is adequately staffed and supported is essential to the Senate's ability to fulfill its academic governance responsibilities effectively. Our vision for strategic Secretariat resourcing sees a Senate Secretariat that possesses not only the requisite financial resources but also the capacity, resilience, and adaptability to meet the ever-evolving demands of our dynamic academic community. This vision is underpinned by the belief that the Senate and the secretariat, both integral components of UBC's governance, should receive equitable support to effectively fulfill their shared objectives.

6.3 Criteria for International Partnerships

Suggested Committee(s): Research and Scholarship, Teaching and Learning

In our continuous pursuit of global academic excellence and fostering international collaboration, the Student Senate Caucus proposes the establishment of a working group responsible for outlining clear criteria for UBC to enter into international agreements with other institutions worldwide. Our objective is to streamline exchange programs, ensure student access to enriching academic experiences abroad, and make it more accessible for international schools interested in partnering with UBC.

With over 1500 International partnerships it is an understatement to say that they play a crucial role in providing students with opportunities to broaden their horizons, experience diverse cultures, and access a broader spectrum of academic resources. With such a pivotal role in UBC academic excellence then, it is paramount that there be some criteria in place in reference to institutions in countries that commit human rights violations in order to protect our scholars. If we seek to maximize the benefits of collaborations and ensure they align with UBC's mission and values, it is essential to establish well-defined guidelines.

Our goal is to create a dedicated working group tasked with developing a comprehensive set of criteria that govern the university's engagement in international partnerships. This working group will consist of experts in international education, faculty members, and student representatives. Together, they will define the standards and prerequisites that institutions must meet to become UBC's international partners. The establishment of such criteria serves multiple purposes. Firstly, it ensures that the institutions with which UBC collaborates maintain high academic standards and align with the university's values, ensuring the quality and integrity of international academic experiences. Secondly, it facilitates the streamlining of exchange programs, making it easier for students to participate in academic exchanges with partner institutions. Clear and consistent criteria will provide students with the assurance that they will receive an enriching and academically valuable experience while studying abroad. Additionally, this initiative aims to make it more accessible for international schools interested in partnering with UBC. By providing transparent guidelines and criteria, we can encourage and facilitate collaborations with institutions that share our commitment to academic excellence and global engagement. Furthermore, by having a dedicated working group focused on this task, we can continuously review and update the criteria to adapt to changing global dynamics and emerging opportunities for international collaboration. This group should be tasked with engaging stakeholders, conducting research, and consulting with international partners to ensure that the established criteria are well-informed and comprehensive. Establishing criteria for

international partnerships ensures that these collaborations are fruitful, accessible, and in line with the university's mission, while also encouraging international schools interested in collaborating with UBC.

6.4 External Review of Senate

Suggested Committee(s): Nominating

The Student Senate Caucus is firmly committed to strengthening the governance structure of the Senate at UBC. As a critical element of our mission, we advocate for regular and thorough evaluation to ensure that our Senate not only operates effectively but also evolves to meet the changing needs of our university community. Conducting an External Review is rooted in the belief that rigorous assessment and reform are essential for the Senate's continued relevance and vitality.

Recognizing that the last comprehensive review of Senate operations, procedures, and policies took place in 2005, we applaud the Senate's recent decision, made during the May 17th, 2023 meeting, to endorse, in principle, an external review of Senate affairs. This represents a significant stride toward ensuring that the Senate remains responsive, transparent, and accountable to its constituents.

As we embark on this journey of external review, we underscore the importance of inclusive community participation. It is imperative that extensive avenues for feedback and contributions are made accessible to both Senators and other university stakeholders. We envision a process that actively engages a diverse array of voices in shaping the Senate's future. Furthermore, we recommend that the external reviewers possess expertise in organizational change management. Given that several Senate operations have grown increasingly intricate and may require significant restructuring to better serve the academic governance needs of our university, the insights and guidance of experts in this field will be invaluable for navigating these essential changes effectively.

In line with our commitment to a comprehensive evaluation, the review should encompass a range of key aspects, including:

- Opportunities to enhance the effectiveness of Senate in UBC's bicameral governance
- Senate's involvement in university-level strategic planning
- Senate's policies and procedures in relation to accessibility, inclusivity, health, wellness, and procedural fairness (including the operation of appeals)
- Means of fostering effective communication with the diverse estates forming Senate's membership
- Strategies to overcome barriers to participation with a focus on equity, diversity, and inclusion
- Mechanisms for the implementation and timely review of Senate decisions and policies
- orientation and training programs for Senators
- Senate's committee operations and processes including the selection and training of chairs and vice-chairs
- Scheduling of Senate and committee meetings
- Allocation of resources and staffing for the office of Senate and Curriculum Services
- Senator term limits

- Inclusion of other university stakeholders as voting or non-voting members of Senate
- Development of new Committees that address relevant needs
- Reduction in the size of Senate,
- Potential mandating of in person meeting opportunities
- Further resourcing of Admission services
- Better supports for Student Senators due to more frequent turnover

6.5 Enforcement Mechanisms for Senate Policy

Suggested Committee(s): Academic Policy

The Student Senate Caucus proposes the goal of implementing robust enforcement mechanisms for Senate policies. Our objective is to ensure that policies are not only created but actively maintained, fostering an environment where the rights and values of students and faculty are consistently protected and valued.

At present, Senate policies are often drafted and then left in relative dormancy until the time for review arrives. However, we recognize that policies need continuous attention and maintenance to remain effective in safeguarding the interests and rights of our university community. A pertinent example of this need is the ongoing effort to recreate the Academic Freedom policy, which is foundational for protecting the rights of members of our university to teach, learn, and instruct freely. This policy serves as a precedent, highlighting the importance of having robust enforcement mechanisms in place for safeguarding the rights and values of the university community. We believe the Senate should work to establish clear enforcement mechanisms that ensure Senate policies are actively upheld and adhered to. These mechanisms will serve as a proactive means of safeguarding the rights and values of students and faculty, providing them with the confidence that their interests are protected. Implementing enforcement mechanisms is essential for several reasons. Firstly, it promotes transparency and accountability, reinforcing the university's commitment to upholding the principles enshrined in Senate policies. Faculty and students should feel assured that their rights are not only stated but actively protected. Secondly, enforcement mechanisms provide a framework for addressing violations or disputes that may arise regarding policy compliance. This ensures that concerns are addressed promptly and fairly, maintaining a harmonious and supportive academic environment.

To achieve this goal, we propose the establishment of a dedicated working group tasked with developing and overseeing the implementation of enforcement mechanisms for Senate policies. This working group should comprise members with expertise in policy development, legal matters, and representatives from the faculty and student body. Enforcing these policies is essential for fostering an inclusive, respectful, and supportive academic environment.

6.6 Admissions Process Review

Suggested Committee(s): Admissions

Admissions are a cornerstone of the university's academic governance as it is the defining factor for the student's that are accepted into the school. While UBC spends hefty amounts of time improving nearly every sector of its proceedings, one thing it has never had a comprehensive review of is whether Broad Based Admissions achieves its goals. Whether the university needs to entirely redevelop and rethink its admissions process or not, there is certainly great change and insight that can be gained from a review of the process. We must grapple with questions of bias and validity, delving into whether this framework truly measures or captures what we are hoping for. A data driven analysis is essential to unveil potential biases and inform necessary refinements.

Additionally, we must begin to look forward towards future admissions. In this process, we can confront and reconcile the challenges associated with expanding and diversifying the pool of candidates we select students from. The Student Senate Caucus believes that this would require a multifaceted approach, exploring both academic and non academic predictors of student performance. Applying a similar method of data driven analysis to this process we can ensure that admissions stay equitable but also align with current and changing institutional objectives. We do not seek to destroy and rebuild the current admissions process, but rather build upon what we already have and what is already known about the way that this institution engages with students through its process.

6.7 Teaching and Learning Enhancement Fund Investment

Suggested Committee(s): Teaching and Learning, Budget (Council of Senates Sub-Committee)

The Teaching and Learning Enhancement Fund (TLEF) was established in 1991 and since then has provided thousands upon thousands of students with the opportunity to embark on their own projects that further and bolster the University's prestige and excellence. In every sense of the word, the TLEF is valuable. However, we believe that such a resource should be given a spotlight that ensures its promotion and popularity amongst the institution. A diverse group of students being made aware of the funds existence will undoubtedly result in a diverse number of applications to the fund and subsequent projects. We believe that promotion of this fund should be more public and widely known.

There are likely students who would make great candidates for the next cycle of applicants but are blithely unaware of the fund's existence. Another improvement that could be made to this fund is greater financial investment. Currently the fund supports around anywhere from 30-40 big and small multi year projects. While this is a large number of projects to be supported annually, the Student Senate Caucus is certain that there are more students and more promising ideas to be unearthed. The Caucus proposes sending the idea of expanding financial support of the TLEF from the university to the Council of Senate's Budget Committee for review and recommendation to the Executive. We believe that there are productive and invaluable conversations that can be had about fund expansion. Furthermore, as part of this holistic review, we suggest a critical examination of the fund's criteria and guidelines. Regular critique is essential to

ensure that these guidelines effectively capture the essence of what we seek in project applications. An ever-evolving academic landscape requires guidelines that remain agile, responsive, and aligned with our evolving educational objectives.



1 November 2023

To: Vancouver Senate

From: Senate Admissions Committee

Re: a. Bachelor of Indigenous Land Stewardship – Application Process (approval)
b. Renewal of Memorandum of Agreement: TRANSatlantic FORestry Master’s Program (TRANSFOR-M)(approval)

a. Bachelor of Indigenous Land Stewardship – Application Process (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the Calendar statement on the application process for the Bachelor of Indigenous Land Stewardship. The positionality statement will enable the Faculty to identify applicants best suited and likely to succeed in the Indigenous Land Stewardship program. It will also allow the Faculty to plan how best to implement/accommodate hybrid and multiaccess teaching formats.

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

b. Renewal of Memorandum of Agreement: TRANSatlantic FORestry Master’s Program (TRANSFOR-M) (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the renewal of the Memorandum of Agreement for the TRANSatlantic FORestry Master’s Program (TRANSFOR-M), a 2-year course-based dual degree program leading to a European and a Canadian degree in the field(s) of Forestry and/or Resource and Environmental Management. Under the agreement, each UBC Master of Forestry student participating in the TRANSFOR-M agreement receives a UBC Master of Forestry (MF) degree (upon completion of MF degree requirements) and one of the degrees offered by one of the European partner institutions (upon completion of degree requirements of the program administered by the partner institution).

The program was first implemented in 2011 via a consortium of European and Canadian universities and has been renewed several times since, most recently in 2018. For the next phase of the program, the purpose, structure and function will remain the same. Proposed amendments are detailed on page 5 of the proposal. Following Senate approval, the revised memorandum will be forwarded for approval by the Council of Senates and the Board of Governors.



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

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

UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Forestry Department: Dean’s Office Faculty Approval Date: Sept 8, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: September 15, 2023 Contact Person: Chiara Longhi Phone: 604-822-9187 Email: chiara.longhi@ubc.ca</p>
<p>URL : https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-forestry/bils-bachelor-indigenous-land-stewardship/admission</p> <p>Proposed Calendar Entry: Home → Faculties, Colleges, and Schools → The Faculty of Forestry → B.I.L.S. (Bachelor of Indigenous Land Stewardship) → Admission</p> <p>Admission</p> <p>The Faculty accepts students with varying educational preparation: (1) following graduation from secondary school or (2) post-secondary transfer students. We expect an interest in this program from mid-career environmental, forestry, and resource management professionals.</p> <p>Students entering from secondary school must have met the University entrance requirements. The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses: English 12 or English 12 First Peoples; English 11 or English 11 First Peoples; Principles of Mathematics 11, Pre-Calculus 11, or Foundations of Mathematics 12; any course which satisfies the Social Studies 11 BC/YT graduation requirement; at least one approved Science 11 (Biology 11 is recommended); and an approved Language 11. Meeting the minimum requirements does not guarantee admission in the event that the number of applicants exceeds the number of available spaces. Under UBC’s Aboriginal Admissions Policy, applicants who identify as Aboriginal may be considered even if they do not meet the admission cut-off set by the faculty. They must meet the minimum of 70% for first-year programs or have a grade point average of 2.0 on a 4.0 scale from a recognized post-secondary institution. Applicants must satisfy the program pre-requisites.</p>	<p>URL: https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-forestry/bils-bachelor-indigenous-land-stewardship/admission</p> <p>Present Calendar Entry: Home → Faculties, Colleges, and Schools → The Faculty of Forestry → B.I.L.S. (Bachelor of Indigenous Land Stewardship) → Admission</p> <p>Admission</p> <p>The Faculty accepts students with varying educational preparation: (1) following graduation from secondary school or (2) post-secondary transfer students. We expect an interest in this program from mid-career environmental, forestry, and resource management professionals.</p> <p>Students entering from secondary school must have met the University entrance requirements. The minimum academic qualification for admission is secondary school graduation from a recognized secondary school, including the following Grade 11 and 12 courses: English 12 or English 12 First Peoples; English 11 or English 11 First Peoples; Principles of Mathematics 11, Pre-Calculus 11, or Foundations of Mathematics 12; any course which satisfies the Social Studies 11 BC/YT graduation requirement; at least one approved Science 11 (Biology 11 is recommended); and an approved Language 11. Meeting the minimum requirements does not guarantee admission in the event that the number of applicants exceeds the number of available spaces. Under UBC’s Aboriginal Admissions Policy, applicants who identify as Aboriginal may be considered even if they do not meet the admission cut-off set by the faculty. They must meet the minimum of 70% for first-year programs or have a grade point average of 2.0 on a 4.0 scale from a recognized post-secondary institution. Applicants must also satisfy the program pre-requisites.</p>



Application Process

The Bachelor of Indigenous Land Stewardship is a 4-year cohort-based interdisciplinary program designed to prepare students for careers working with and for Indigenous communities and Nations on land stewardship.

To apply, applicants should use the Education Planner BC and be assessed by the Admissions Office to ensure admissions requirements have been met. All applicants will also need to submit a separate positionality statement directly through the Faculty of Forestry website outlining their interest in pursuing the degree, along with information on how their citizenship, nationhood or affiliation to, and/or engagement with, an Indigenous community, nation or organization has influenced their interest in pursuing this degree. The positionality statement will be used to determine an applicant’s suitability for the program and will give applicants an opportunity to indicate if they wish to be considered for the limited number of seats dedicated to distance learning or hybrid options.

Any interested individuals are encouraged to apply. Applications are encouraged from Indigenous people from Canada and outside of Canada; from allies in Canada and from international allies. Applicants should provide information about their Indigenous nationhood in the positionality statement.

Terminology Note: At UBC, we are transitioning to the internationally-preferred term “Indigenous” to refer inclusively to status and non-status First Nations, Metis and Inuit peoples of Canada, in accordance with the BC Declaration on the Rights of Indigenous Peoples Act (DRIPA), which defines “Indigenous peoples” as aboriginal peoples under section 35(2) of the Constitution Act, 1982.

For additional information, please consult the Faculty of Forestry website.

Type of Action:

Adding additional details re. the application process and positionality statement.

Rationale for Proposed Change:

The additional application will enable the Faculty to identify applicants best suited and likely to succeed in the Indigenous Land Stewardship program. It will also allow the Faculty to plan how best to implement/accommodate hybrid and multiaccess teaching formats.

MEMORANDUM

TO: Senate Admissions Committee

From: Faculty of Forestry

RE: TRANSatlantic FORestry Master's Program (TRANSFOR-M) Proposed Phase IV 2023-2028

The proposed renewal of the TRANSFOR-M agreement is based on the original TRANSFOR-M Memorandum of Understanding that was developed and signed in 2011. Below a short history of the TRANSFOR-M program:

TRANSFOR-M

TRANSatlantic FORestry Master (TRANSFOR-M, <https://forestry.ubc.ca/future-students/graduate/dual-masters-degree/master-of-forestry/>) is the first dual-degree Master's program in forest and environmental management between Canada and Europe. The overarching aim of the program is to educate the next generation of globally minded forest and environmental managers and scientists on the cultural differences, diverse historical contexts, and differing economic drivers that exist in Canadian and European natural resource management approaches. By drawing on the expertise and opportunities of various graduate programs across six institutions, we have been able to develop a graduate program with unparalleled possibilities and experiences for participants

TRANSFOR-M is a 2-year course-based program (1 year in Canada, 1 year in Europe) leading to completion of two separate Master's degrees in the field of forestry and/or resource and environmental management. The program was first implemented in 2011 through a consortium consisting of the following universities:

- Albert-Ludwigs-Universität Freiburg
- Bangor University
- University of Eastern Finland
- Swedish University of Agricultural Sciences (left the consortium after the first phase in 2014)
- University of British Columbia
- University of New Brunswick
- University of Alberta

The above mentioned institutions ("the Partners") submitted a proposal in March 2010 for the project to the EU Education, Audiovisual and Culture Executive Agency (EACEA) and to Human Resources and Skills Development Canada (HRSDC) under the EU-Canada Program for Co-operation in Higher Education, Training and Youth. The project was accepted and funding of approved in July 2010. CAD\$450,000 funding was provided by HRDC for Canadian partners and similar amount by EU to European partners. This was the only dual Master's degree program in Canada (in any field) that was accepted for the HRSDC funding.

Program details in the first phase (2011-2014):

- The total number of students admitted during the 3-year project implementation: 44 (24 from Canada, 20 from Europe). UBC Forestry had 16 Master of Forestry (MF) students complete the program (8 from Canada and 8 from Europe).
- Each student paid tuition fees to their home university for their entire two years, but received a tuition fee waiver for the period of time they were registered at the host institution. Students only paid miscellaneous student fees to the host university (medical insurance etc.).
- Each student received financial support for the period of time spent at the host university: \$2000 for airfare and \$1000/month for living expenditure for 12 months.
- Students sent their TRANSFOR-M Expression of Interest application to the Liaison Officer at their home institution.
- In addition to completing an Expression of Interest application to the TRANSFOR-M program, students were also required to apply and meet the minimum eligibility requirements for Master's degree admission to both

the Home and Host universities. The admission and registration process for both the Home and Host degree programs are completely separate from each other.

- Both the Home and Host universities reserved the right to admit students only where eligibility requirements are met, where there is an appropriate program and courses of study available, and where the acceptance of the incoming student will not place both institutions in a situation where it has a total imbalance within the consortium.
- In each institution the numbers of incoming and outgoing fee-waived students were approximately the same within the project period.
- Students worked with the Liaison Officers to develop a learning plan that outlined courses to be taken at the Home and Host institution that met the graduation requirements for each degree.
- At UBC, TRANSFOR-M students were admitted to and followed the program requirements for graduation from the Master of Forestry (MF) degree (30 credits comprised of 24-credits of course work and a 6-credit Major Essay). MF students registered at UBC in their 6-credit Major Essay (FRST 548B) in their first year (beginning initial work on the essay), during which they were in Europe concurrently registered at the Host university and completing their European degree credential. In their second year of MF registration, they were back at UBC to do their course work and complete the Major Essay.
- No credits from the students' European degree programs were transferred to the UBC MF degree.
- Students were awarded the European and UBC degree credentials separately, at the time of their completion of each program's respective graduation requirements.

Program details in the second phase (2015-2018)

The consortium was very keen to continue this program as the experiences had been very encouraging. The program provided excellent opportunity for students to gain understanding on forestry and natural resource management issues both in Canada and Europe. Participating institutions established closer relationships which has enhanced joint teaching and research and led to other joint programs. For example, UBC Forestry is now an associate member in the European Forestry Masters consortium led by the University of Eastern Finland and an associate partner with the SUFONAMA (Sustainable Forest and Nature Management Masters) consortium to which some TRANSFOR-M European partners also belong.

A few changes were made to the earlier MoU in this second phase:

- The information about program funding was removed (HRSDC funding was provided only until 2014). Therefore students in the program after this date were required to be completely self-funded.
- There are no restrictions on students' nationality.
- The Swedish University of Agricultural Sciences did not continue participation in the program due to new university regulations and changes in Swedish education policies.

Degree: Each UBC MF student participating in the TRANSFOR-M agreement receives the UBC Master of Forestry (MF) degree (upon completion of the MF degree requirements) and one of the degrees offered by one of our European Partners (upon completion of those degree requirements, separate from UBC):

- Albert-Ludwigs-University Freiburg (Germany): Master of Forest Sciences
- Bangor University (Wales, UK): MSc Agroforestry or MSc Conservation and Land Management or MSc Environmental Forestry
- University of Eastern Finland (Finland): MSc Agriculture and Forestry

Tuition: Students pay tuition fees to their home institutions during their entire period of registration (normally two years), and are provided a tuition waiver for the concurrent period of time that they are registered and completing their second degree at the host institution (normally one year). UBC tuition for the MF degree is the same as for UBC research-based Masters or PhD programs.

Third phase (2018-2023)

The current consortium was keen to continue the program. The benefits of the program have been many, for the participating students and the Faculty:

- Attracted highly qualified students with grades of first class standing who also maintained these high grades during their TRANSFOR-M studies.
- Provided students with an opportunity to build a highly customized Master's program based on their interests. The variety of student specializations is impressive (climatic change adaptation, aboriginal forestry, community forestry, urban forestry, wildlife management, bio-economy, remote sensing, environmental education etc.) and the flexibility in this program meant that students often worked on interdisciplinary projects that incorporated learnings from two continents.
- The cross-cultural aspects of TRANSFOR-M benefited other students in the institutions as visiting or returning TRANSFOR-M students shared their experiences in and out of the classroom.
- Stronger ties between participating institutions have developed and led to joint research projects.
- UBC has thousands of international students from China, but very few programs that bring in European students.
- Global skills development: It is very different to live in another country/culture for one year compared to one-term exchange or a 3 month internship.
- Diversity of students: The highly customizable and international nature of the program has attracted new breed of excellent students from arts and sciences backgrounds that are looking for applied field to complement their previous degree in economics, communications, international relations, political sciences, sociology, biology, earth sciences, geography etc. These students will enrich the forestry sector.

Building a multi-institutional collaboration such as this requires the time and efforts of numerous people due to the different policies and procedures in each institution. However, the benefits realized far outweigh these challenges. The program has created a cohort of young global leaders with a broad perspective and understanding of the complex issues in forest and environmental management.

Two new European Universities were accepted in the consortium: University of Natural Resources and Life Sciences (Vienna, Austria) and University of Padova (Padova, Italy). The consortium now included the following member universities:

Canada

- University of Alberta
- University of British Columbia
- University of New Brunswick

Europe

- Albert-Ludwigs-University Freiburg, Germany
- Bangor University, Wales, UK
- University of Eastern Finland, Finland
- University of Natural Resources and Life Sciences, Vienna, Austria
- University of Padova, Italy

The following was the list of available degree programs for the participating students:

Canada

- M.Sc. Forestry (University of Alberta)
- Master of Agriculture, MAg (University of Alberta)
- Master of Forestry, MF (University of New Brunswick)
- Master of Forest Engineering, MFE (University of New Brunswick)
- Master of Environmental Management, MEM (University of New Brunswick)
- M.Sc. Forestry (University of New Brunswick)

- M.Sc. Forest Engineering (University of New Brunswick)
- M.Sc. Environmental Management (University of New Brunswick)
- Master of Forestry, MF (University of Alberta)
- Master of Forestry, MF (University of British Columbia)

Europe

- M.Sc. Forest Sciences (Albert-Ludwigs-University Freiburg)
- M.Sc. Agroforestry (Bangor University / Wales)
- M.Sc. Conservation and Land Management (Bangor University / Wales)
- M.Sc. Environmental Forestry (Bangor University / Wales)
- M.Sc. Agriculture and Forestry (University of Eastern Finland)
- M.Sc. Mountain Forestry (University of Natural Resources and Life Sciences, Vienna)
- MSc. Forest Sciences (Padova University)

The basic program principles and procedures remained the same:

- An agreement based upon a model of student exchange/balance management. UBC Forestry aims to select 7-8 students annually (UBC as Home Institution) to the program and receive similar amount of students in exchange from our European partners (UBC as Host institution).
- Applicants wishing to participate in the exchange program submit online application which will be considered their Home Institution. For applicants from North and South America, UBC is considered the “Home Institution”. European students are requested to apply through one of the European partners as the “Home Institution”. Students from elsewhere can apply either through the European partners or UBC. The application process to the Master of Forestry degree (MF)/TRANSFOR-M is described here: <https://forestry.ubc.ca/future-students/graduate/dual-masters-degree/master-of-forestry/how-to-apply/>
- Each Institution will select the applicants it wishes to nominate for the exchange program, taking into account the admission requirements of the Host Institution. The successful applicants selected by their Home Institution will then apply formally for admission to the Host Institution. The minimum requirements for the UBC MF degree are here: <https://forestry.ubc.ca/future-students/graduate/dual-masters-degree/master-of-forestry/admission-requirements/>
- Fulfillment of minimum eligibility requirements does not guarantee admission and each Institution reserves the right to admit Exchange Students based on many considerations including fulfillment of eligibility requirements, availability of appropriate program and courses of study, and balance of students exchanged. For each Institution, the number of incoming and outgoing student exchanges will be approximately the same over the term of the Memorandum of Understanding.
- Once the students have been selected in the exchange program and offered admission at both the Home and Host institutions, the Liaison Officers at both institutions will work with the student to develop a Study Plan that will outline courses to be taken at the Host Institution and the transfer credits that will be granted by the European Institution, if any. NOTE: UBC does not accept transfer credits for any work completed as part of the European degree. Liaison Officers of both the Home Institution and the Host Institution must approve the student’s Study Plan.
- UBC Students (UBC as Home Institution) will go for their first year to the European University and complete that degree’s requirements. During that period, they will also be registered at UBC in the MF’s Major Essay (FRST 548B) and pay tuition and fees at UBC. For their second year, they will return to UBC and complete the remaining MF degree requirements (course work). The requirements for the MF degree are detailed here: <https://forestry.ubc.ca/future-students/graduate/dual-masters-degree/master-of-forestry/graduation-requirements-and-timeline/>
- None of the European courses are accepted as transfer credits towards the MF degree.
- Each UBC student (UBC as Home Institution) will pay the UBC MF tuition and student fees for a minimum of two years (6 terms), but will receive a tuition fee waiver at the Host University in Europe.

- European students (European Home Institution do not pay tuition fees to UBC, but will pay all the other required student fees for each term they are registered.
- Students are awarded the European Institution and UBC degree credentials separately, once they complete each program's respective graduation requirements.

Proposed fourth phase (2023-2028)

The program purpose, structure and functioning will remain the same. The renewal document comes with the following updates and changes:

- Two new institutions will participate this round: Lakehead University with an excellent forestry program was added on the Canadian side, and the Swedish Agricultural University, who has been a founding member of this program, returns as well;
- University of New Brunswick will leave the consortium due to internal staffing and administrative issues.
- Six new degree programs were added to broaden topical choices for participants within the realm of Forestry, Environmental or Conservation Sciences;
- To reduce the administrative workload, we now only require study plans with signatures from both institutions if specific courses must be taken for transfer credit;
- Because some host institutions do not register incoming students in a Masters program, some definitions and sentences have been modified to read: 'participants have either exchange student status and/or are registered in a Master's program at the host institutions'. They will nevertheless receive the host institution's Masters degree at the end of the program.
- Various minor updates and corrections to language, structure, and appendices.

Although we understand that a thorough review process could further improve the clarity and precision of the TRANSFOR-M agreement, the program has now been run successfully for over a decade without any major problems. Due to the administrative workload of reviewing changes to the MOU at 10 participating institutions, we would like to keep changes to the current text as minimal as possible. The proposed phase 4 consortium members:

Canada

University of British Columbia

University of Alberta

Lakehead University

Europe

Bangor University (Wales, UK)

University of Eastern Finland (Finland)

University of Padova (Italy)

University of Natural Resources and Life Sciences (Austria)

Swedish University of Agricultural Sciences (Sweden)

Degrees: Each UBC student will receive upon completion of the program: the UBC Master of Forestry (MF) degree and one of the degrees offered by one of our European Partners:

- Albert-Ludwigs-University Freiburg (Germany): Master of Forest Sciences
- Bangor University (Wales, UK): M.Sc. Agroforestry or M.Sc. Conservation and Land Management or M.Sc. Environmental Forestry
- University of Eastern Finland (Finland): M.Sc. Agriculture and Forestry
- University of Padova (Italy): M.Sc. Forest Science
- University of Natural Resources and Life Sciences (Austria): M.Sc. Mountain Forestry
- Swedish University of Agricultural Sciences (SLU): M.Sc. in Forestry, M.Sc. in Biology, M.Sc. in Bioeconomy Management

UBC Student Balances in 2011-2023

UBC home students are students that applied to the program through UBC (Canadian, US and some other international students). They pay the tuition fees to UBC for two years (inc. their exchange year in Europe), but do not pay tuition in Europe. They register to our Master of Forestry (MF) program for the two years. UBC host students are European students who come to UBC for 1 year exchange and fulfill our Master of Forestry degree requirements at UBC. They do not pay tuition at UBC.

Below the students balances in 2011-2023. UBC Forestry plans to select 7-9 students annually for the program during the next phase.

Year	UBC Home Students #	UBC Host Students #
2011	3	1
2012	3	3
2013	1	2
2014	0	0
2015	3	0
2016	5	0
2017	4	3
2018	6	0
2019	6	6
2020	2	3
2021	9	7
2022	7	3
2023	7	2
Total	56	30

UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Forestry Dept: Dean's Office Faculty Approval Date: N/A Effective Session: W Effective Academic Year: 2024</p>	<p>Date: October 11, 2023 Contact Person: Jorma Neuvonen Phone: (604) 822-2807 Email: jorma.neuvonen@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Master of Forestry <i>Admission Requirements</i> Students admitted to the M.F. degree program normally possess a bachelor's degree in science, applied science, agricultural sciences, social science, or forestry, and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate and Postdoctoral Studies.</p> <p><i>Program Requirements</i> The M.F. program includes either a major essay (3-6 credits) or a thesis (6-18 credits), a forestry communications course (FRST 544 or approved alternate), and other approved courses, for a total of 30 credits.</p> <p>Dual Degree Program Option:</p> <p>Master of Forestry, UBC and one of the available master's degrees at one of the European partner universities participating in the TRANSFOR-M program.</p> <p>TRANSFOR-M (Transatlantic Forestry Master) is a unique dual degree program which offers qualified students the opportunity to earn, in two years, a Master</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1164</p> <p>Present Calendar Entry:</p> <p>Master of Forestry <i>Admission Requirements</i> Students admitted to the M.F. degree program normally possess a bachelor's degree in science, applied science, agricultural sciences, social science, or forestry, and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate and Postdoctoral Studies.</p> <p><i>Program Requirements</i> The M.F. program includes either a major essay (3-6 credits) or a thesis (6-18 credits), a forestry communications course (FRST 544 or approved alternate), and other approved courses, for a total of 30 credits.</p> <p>Dual Degree Program Option:</p> <p>Master of Forestry, UBC and one of the available master's degrees at one of the European partner universities participating in the TRANSFOR-M program.</p> <p>TRANSFOR-M (Transatlantic Forestry Master) is a unique dual degree program which offers qualified students the opportunity to earn, in two years, a Master</p>

<p>of Forestry (MF) degree from UBC and a master's degree from one of the five participating universities in Europe.</p> <p>The participating European Universities:</p> <ul style="list-style-type: none"> • Albert-Ludwigs-University Freiburg, Germany • Bangor University, Wales, UK • University of Eastern Finland, Finland • University of Natural Resources and Life Sciences, Austria • University of Padova, Italy • Swedish University of Agricultural Sciences, Sweden <p>The European degrees available for UBC MF students:</p> <ul style="list-style-type: none"> • M.Sc. Forest Sciences (Albert-Ludwigs-University Freiburg) • M.Sc. Agroforestry (Bangor University, Wales) • M.Sc. Conservation and Land Management (Bangor University, Wales) • M.Sc. Environmental Forestry (Bangor University, Wales) • M.Sc. Agriculture and Forestry (University of Eastern Finland, Finland) • M.Sc. Mountain Forestry (University of Natural Resources and Life Sciences, Austria) • M.Sc. Forest Science (University of Padova, Italy) • M.Sc. Forestry (Swedish University of Agricultural Sciences, Sweden) • M.Sc. Biology (Swedish University of Agricultural Sciences, Sweden) • M.Sc. Bioeconomy Management (Swedish University of Agricultural Sciences, Sweden) <p>Taken separately, both degrees would take three years to complete. The dual degree program option makes it possible to earn</p>	<p>of Forestry (MF) degree from UBC and a master's degree from one of the five participating universities in Europe.</p> <p>The participating European Universities:</p> <ul style="list-style-type: none"> • Albert-Ludwigs-University Freiburg, Germany • Bangor University, Wales, UK • University of Eastern Finland, Finland • University of Natural Resources and Life Sciences, Vienna, Austria • University of Padova, Italy <p>The European degrees available for UBC MF students:</p> <ul style="list-style-type: none"> • M.Sc. Forest Sciences (Albert-Ludwigs-University Freiburg) • M.Sc. Agroforestry (Bangor University / Wales) • M.Sc. Conservation and Land Management (Bangor University / Wales) • M.Sc. Environmental Forestry (Bangor University / Wales) • M.Sc. Agriculture and Forestry (University of Eastern Finland) • M.Sc. Mountain Forestry (University of Natural Resources and Life Sciences, Vienna) • M.Sc. Forest Science (University of Padova) <p>Taken separately, both degrees would take three years to complete. The dual degree program option makes it possible to earn</p>
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<p>both degrees in two years of study by allowing students to be enrolled continuously through this period and by allowing students to apply 30 credits earned as part of the UBC MF degree towards the European degree.</p> <p>In order to receive both degrees students must fulfill the individual program requirements for each institution's degree.</p> <p>Admission Admission to the TRANSFOR-M through UBC requires an academic background in science, applied science, agricultural sciences, social science or forestry. Admission standards are in accordance with the standards set by UBC's Faculty of Graduate and Postdoctoral Studies. Given that the number of applicants exceeds the number of positions available, a record that satisfies basic entrance requirements does not guarantee admission.</p> <p>For applicants with Canadian or USA credentials, the equivalent of a four-year bachelor's degree with a minimum overall average in the B+ range in third- and fourth-year courses, is required. For applicants with International credentials, we require an academic degree and GPA as detailed by the Faculty of Graduate and Postdoctoral Studies International Evaluation Manual: https://www.grad.ubc.ca/prospective-students/application-admission/minimum-academic-requirements-international-credentials</p> <p>Applicants whose prior degree is from a university outside Canada in which English is not the primary language of instruction must provide official results of an English language proficiency examination as part of their application. See details: https://www.grad.ubc.ca/prospective-</p>	<p>both degrees in two years of study by allowing students to be enrolled continuously through this period and by allowing students to apply 30 credits earned as part of the UBC MF degree towards the European degree.</p> <p>In order to receive both degrees students must fulfill the individual program requirements for each institution's degree.</p> <p>Admission Admission to the TRANSFOR-M through UBC requires an academic background in science, applied science, agricultural sciences, social science or forestry. Admission standards are in accordance with the standards set by UBC's Faculty of Graduate and Postdoctoral Studies. Given that the number of applicants exceeds the number of positions available, a record that satisfies basic entrance requirements does not guarantee admission.</p> <p>For applicants with Canadian or USA credentials, the equivalent of a four-year bachelor's degree with a minimum overall average in the B+ range in third- and fourth-year courses, is required. For applicants with International credentials, we require an academic degree and GPA as detailed by the Faculty of Graduate and Postdoctoral Studies International Evaluation Manual: https://www.grad.ubc.ca/prospective-students/application-admission/minimum-academic-requirements-international-credentials</p> <p>Applicants whose prior degree is from a university outside Canada in which English is not the primary language of instruction must provide official results of an English language proficiency examination as part of their application. See details: https://www.grad.ubc.ca/prospective-</p>
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[students/application-admission/english-proficiency-requirements](#)

Applicants wishing to participate in the TRANSFOR-M program must first arrange an interview with the UBC TRANSFOR-M Liaison Officer. Applicants must submit an online application with supporting documents to UBC and pay the application fee by the application deadline. The successful applicants selected as UBC candidates will then apply formally for admission to the master's program at the European Host Institution to which they were invited to apply.

Requirements

Once the students have been selected in the TRANSFOR-M program and offered admission at both UBC and in the Host Institution in Europe, the Liaison Officers at both institutions will work with the student to develop a Study Plan that will outline courses to be taken at the Host Institution and the transfer credits that will be granted by the European Institution. Liaison Officers of both UBC and the Host Institution must approve the student's Study Plan.

Students will complete their first year at the European Host institution during which they will complete the normal requirements for the first year of the Host institution's degree program. During that period, they will also be registered at UBC in the MF's Major Essay (FRST 548). For their second year, they will return to UBC and complete the remaining MF degree requirements (course work).

For the UBC Master of Forestry (MF) and European Master's dual degree program, students are required to complete a minimum of 30 UBC credits to qualify for the UBC MF component and additional 60-

[students/application-admission/english-proficiency-requirements](#)

~~Applicants wishing to participate in the TRANSFOR-M program must first submit their Expressions of Interest and arrange an interview with the UBC TRANSFOR-M Liaison Officer. The TRANSFOR-M pre-application must be submitted to the UBC Liaison Officer by posted deadline. The successful applicants selected as UBC candidates will then apply formally for admission to UBC Master of Forestry (MF) program as well as to the master's program at the European Host Institution to which they were invited to apply.~~

Requirements

Once the students have been selected in the TRANSFOR-M program and offered admission at both UBC and in the Host Institution in Europe, the Liaison Officers at both institutions will work with the student to develop a Study Plan that will outline courses to be taken at the Host Institution and the transfer credits that will be granted by the European Institution. Liaison Officers of both UBC and the Host Institution must approve the student's Study Plan.

Students will complete their first year at the European Host institution during which they will complete the normal requirements for the first year of the Host institution's degree program. During that period, they will also be registered at UBC in the MF's Major Essay (FRST 548). For their second year, they will return to UBC and complete the remaining MF degree requirements (course work).

For the UBC Master of Forestry (MF) and European Master's dual degree program, students are required to complete a minimum of 30 UBC credits to qualify for the UBC MF component and additional 60-

<p>75 European Credit Transfer and Accumulation System (ECTS) credits for the European component. None of the European courses are accepted as transfer credits towards the UBC Master of Forestry (MF) degree, but UBC MF degree credits are accepted as transfer credits towards the European degree.</p> <p>Students will graduate from each institution when they complete the program requirements of that institution. Students may attend the convocation ceremonies of both institutions. The student will receive two parchments:</p> <ul style="list-style-type: none"> • UBC, Master of Forestry (MF); and • The master's degree from their European Host Institution <p>Each institution manages its own degree requirements. Students must meet each institution's admission and continuation requirements; however, only those credits administered by the specific institution will apply towards that institution's continuation policies. Students are required to comply with all policies, procedures, rules and regulations of the Host Institution during their studies at the Host Institution, as well as any other policies, procedures, rules or regulations placed upon them by the Home Institution during the period of their participation in the TRANSFOR-M Program.</p> <p>TRANSFOR-M students with UBC as the designated Home Institution will pay the MF tuition assessment and student fees for a minimum of two years (6 terms), but will receive a tuition fee waiver at the Host University in Europe. Miscellaneous European student fees may be assessed.</p> <p>TRANSFOR-M students with UBC as the designated Host Institution will receive a tuition fee waiver for each term they are</p>	<p>75 European Credit Transfer and Accumulation System (ECTS) credits for the European component. None of the European courses are accepted as transfer credits towards the UBC Master of Forestry (MF) degree, but UBC MF degree credits are accepted as transfer credits towards the European degree.</p> <p>Students will graduate from each institution when they complete the program requirements of that institution. Students may attend the convocation ceremonies of both institutions. The student will receive two parchments:</p> <ol style="list-style-type: none"> 1. UBC, Master of Forestry (MF); and 2. The master's degree from their European Host Institution <p>Each institution manages its own degree requirements. Students must meet each institution's admission and continuation requirements; however, only those credits administered by the specific institution will apply towards that institution's continuation policies. Students are required to comply with all policies, procedures, rules and regulations of the Host Institution during their studies at the Host Institution, as well as any other policies, procedures, rules or regulations placed upon them by the Home Institution during the period of their participation in the TRANSFOR-M Program.</p> <p>TRANSFOR-M students with UBC as the designated Home Institution will pay the MF tuition assessment and student fees for a minimum of two years (6 terms), but will receive a tuition fee waiver at the Host University in Europe. Miscellaneous European student fees may be assessed.</p> <p>TRANSFOR-M students with UBC as the designated Host Institution will receive a</p>
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<p>registered in the MF at UBC, but will pay all other required student fees.</p> <p>For further information on the UBC MF program, including information on applying, please see the UBC Faculty of Forestry MF program web-site at: http://www.forestry.ubc.ca/students/graduate/programs/master-of-forestry/</p>	<p>tuition fee waiver for each term they are registered in the MF at UBC, but will pay all other required student fees.</p> <p>For further information on the UBC MF program, including information on applying, please see the UBC Faculty of Forestry MF program web-site at: http://www.forestry.ubc.ca/students/graduate/programs/master-of-forestry/</p> <p>Type of Action: Remove Albert-Ludwigs-University Freiburg, Germany and its degree from the participating universities list and add Swedish University of Agricultural Sciences, Sweden and its degrees.</p> <p>Update the admission procedure information.</p> <p>Rationale for Proposed Change: Through the TRANSFOR-M dual master's program, the UBC Faculty of Forestry partners with the top European Forestry Schools to provide both Canadian and international students with a unique international learning opportunity by allowing UBC Master of Forestry students to complete two graduate forestry degrees in an accelerated timeframe. This successful program has already existed since 2011. UBC Forestry wishes to continue this collaboration with European uni</p> <p>The overarching aim of the program is to educate the next generation of globally minded forest and environmental managers and scientists on the cultural differences, diverse historical contexts, and differing economic drivers that exist in Canadian and European natural resource management approaches. By drawing on the expertise and opportunities through</p>
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	<p>UBC MF degree and various graduate programs across five forestry schools in Europe, we have been able to develop a graduate program with unparalleled possibilities and experiences for participants. Earning two masters degrees from two world-class forestry schools enhances the opportunities available to graduates.</p> <p>TRANSFOR-M dual degree program is important to the Faculty of Forestry as it links the UBC Master of Forestry (MF) to other world-class programs in the field of forestry, and enhances the reputation of the Faculty and of UBC.</p> <p>Graduates from this program will be positioned for greater success in their chosen careers and enhance UBC's alumni network, which will increase opportunities for future UBC students.</p> <p>In exchange, UBC Faculty of Forestry will receive highly qualified students from the top forestry schools in Europe to do the UBC MF degree. They will enhance our reputation in Europe.</p>
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TRANSFOR-M:

Transatlantic Master Program Leading to a European and a Canadian degree in the fields of Forestry, Environmental or Conservation Sciences

MEMORANDUM OF AGREEMENT

(the "Memorandum of Agreement")

Between:

- Bangor University (Wales)
- University of Eastern Finland
- University of Natural Resources and Life Sciences, Vienna
- University of Padova
- Swedish University of Agricultural Sciences (SLU)

(Collectively, the "European Members")

And:

- University of Alberta
- University of British Columbia
- Lakehead University

(Collectively, the "Canadian Members")

(The European Members and the Canadian Members are together the "EUC Members")

Definitions

Exchange Student shall mean any student registered in Master's programs at the student's Home Institution and has exchange student status and/or is registered in a Master's program at the Host Institution while the student is studying abroad.

Full Academic Year shall mean the academic year at the Host Institution and commences on the first day of classes and concludes on the last day of lectures or examinations. The Full Academic Year may be divided into several semesters or terms.

Home Institution shall mean the institution at which a student is registered before going abroad and that has admitted the Exchange Student to its master's program.

Host Institution shall mean the institution that has agreed to host the Exchange Student from the Home Institution.

Liaison Officers are the designated representatives at each EUC Member responsible for coordinating the academic and administrative responsibilities for the TRANSFOR-M Program at their university. The list of liaison officers is provided in [Appendix 1](#).

CONSORTIUM AGREEMENT (TRANSFOR-M)

Study Plan shall mean an outline of the course and research work to be undertaken at the Home and the Host Institution to satisfy degree requirements. Where institutions require specific courses for transfer credits, the Study Plan should be approved by the Liaison Officers of both the Host Institution and the Home Institution.

BACKGROUND AND PURPOSE

The EUC Members wish to cooperate to deliver 2-year thesis-based and course-based transatlantic Master's programs leading to a European and a Canadian degree in the fields of forest, environmental or conservation sciences and further academic cooperation in these fields (the "TRANSFOR-M Program").

Under the terms of this Memorandum of Agreement, students registered in Master's degree programs at any of the EUC Members in the fields of forest, environmental or conservation sciences, are eligible to participate in the TRANSFOR-M Program.

GENERAL

This is a multilateral agreement based upon a consortium model of balance management. Students apply to the TRANSFOR-M Program through their Home Institution and must meet the minimum eligibility criteria and be admitted to the master's programs at their Home Institution and have exchange student status and/or be registered in a Master's program at their Host Institution in order to participate. Fulfillment of minimum eligibility requirements does not guarantee admission and each EUC Member reserves the right to admit Exchange Students at their sole discretion based on many considerations including fulfillment of eligibility requirements, availability of appropriate program and courses of study, and balance of students exchanged among the EUC Members. For each EUC Member, the number of incoming and outgoing student exchanges will be approximately the same over the term of this Memorandum of Agreement.

GOALS AND FORMS OF COOPERATION

The main interests of this academic cooperation are as follows:

- To implement Master's programs leading to a European and a Canadian degree in the field of forestry, environmental and conservation sciences/management and that includes the development and delivery of field courses and internships
- To develop institutional bases for academic cooperation and exchanges
- To exchange students among EUC Members

STUDENT RECRUITMENT AND ADMISSION

Admission to the TRANSFOR-M Program is a two-step process. First, the applicant must be selected for potential participation in the TRANSFOR-M Program; then the applicant must be granted admission by both the Home and the Host Institution.

Application Process for TRANSFOR-M Program

Applicants wishing to participate in the TRANSFOR-M Program must submit their application, including all application materials outlined in [Appendix 2](#) for the proposed Home Institution and Host Institution(s) to the Liaison Officer(s) of the Home Institution. The Liaison Officer(s) will verify that the applicant meets the eligibility criteria for the TRANSFOR-M Program and the admission criteria of each Master's program and/or courses to which the applicant is applying.

Admission requirements, deadlines and application material are noted in Appendix 2 and are current at the time of signing but may change without amendment to this Memorandum of Agreement.

Selection

Each Home Institution will select the applicant(s) it wishes to nominate for the TRANSFOR-M Program, taking into account the admission requirements of the proposed Host Institution(s).

EUC Members will jointly select applicants for potential participation in the TRANSFOR-M Program and will consider the balance of students exchanged among the EUC Members. In case one EUC Member does not have sufficiently qualified applicants, applicants from the reserve list may be selected by the EUC Members.

Successful applicants will receive a letter of advising them that they have been selected for potential participation in the TRANSFOR-M Program.

Admission

Once the students have been selected for potential participation in the TRANSFOR-M program, they must apply for admission to the master's program/courses at the Home Institution and apply for admission to the master's program, or obtain exchange student status leading to a masters degree, at the Host Institution

EUC Members agree that students will be admitted on the basis of academic merit and/or professional qualifications. Each Host Institution will have the sole discretion in determining admissibility into its academic program.

PROGRAM GUIDELINES

Eligible Masters Degrees

The following graduate degrees are eligible for the TRANSFOR-M Program:

Canada

- M.Sc. (University of Alberta)
- Master of Agriculture, MAg, including second-level specializations (University of Alberta)
- Master of Forestry, MF, including second-level specializations (University of Alberta)
- Master of Forestry, MF (The University of British Columbia)
- Master of Forest Management (Lakehead University)

Europe

- M.Sc. Agroforestry (Bangor University / Wales)
- M.Sc. Conservation and Land Management (Bangor University / Wales)
- M.Sc. Environmental Forestry (Bangor University / Wales)
- M.Sc. Agriculture and Forestry (University of Eastern Finland)
- M.Sc. Mountain Forestry (University of Natural Resources and Life Sciences, Vienna)
- M.Sc. Water Management and Environmental Engineering (University of Natural Resources and Life Sciences, Vienna)
- M.Sc. Applied Limnology (University of Natural Resources and Life Sciences, Vienna)
- M.Sc. Forest Science (University of Padova)
- M.Sc. with a major in Forestry - Programs: Euroforester, Forest Ecology and Sustainable Management (SLU)

- M.Sc. with a major in Biology - Programs: Forest Ecology and Sustainable Management, Conservation and Management of Fish and Wildlife (SLU)
- M.Sc. with a major in Bioeconomy Management - Program: Forest Bioeconomy (SLU)

The language of instruction will be English. However, local European languages (German, Swedish, Italian and Finnish) may also be used for some optional courses at European Members. It is strongly recommended that Canadian students formally study the language spoken at the European Member where the student has been accepted into the master's program or has obtained exchange student status leading to a masters degree.

Credit Transfers

The credit transfer between Canadian and European universities for coursework to meet individual degree requirements will be determined by each EUC Member granting the degree. The EUC Members acknowledge and agree that some institutions may not grant credit for coursework taken at other institutions. If an EUC member requires that specific courses be taken at the partner university for credit transfer, the Liaison Officers of the Home and Host institutions will work with the student to develop a Study Plan, listing the courses required to meet degree requirements at both Home and Host Institution. Generally, the credit transfer will be: 1 Canadian Credit = between 2 and 3 ECTS, aiming at equality in total workloads across different Master's programs. For Lakehead University, the conversion will be 1 Full Course Equivalent (FCE) = 15 ECTS.

Each of the institutions conferring a degree will determine whether the student has fulfilled that institution's graduation requirements for its master's program and will officially confirm the student's eligibility for degree conferral. The EUC Members are committed to helping those students who are unsuccessful in meeting the graduation requirements to successfully complete their studies at a single institution towards a single degree.

Exchange Guidelines

The duration of the transatlantic exchange must be at least one Full Academic Year.

Because Exchange Students pay tuition fees at their Home Institution, and Canadian students generally pay much higher tuition fees, the number of European students received at each Canadian Host Institution cannot exceed the number of Canadian students sent in the long term. To allow for year-to-year variation in the amount and quality of applicants, a maximum cumulative imbalance of 3 students (sent versus received at each Canadian Member) is allowed.

For the purpose of calculating student exchanges, one student registered for a Full Academic Year is equivalent to two students registered for one semester/term of a Full Academic Year. If a participating Exchange Student voluntarily withdraws or is dismissed for disciplinary reasons before the end of the Full Academic Year (or other approved exchange period), that student's exchange will be considered completed by the Home Institution and Host Institution as it pertains to accomplishing balance of exchanges between the EUC Members.

Each of the EUC Members may request that any Exchange Student be withdrawn from the TRANSFOR-M Program by their Home Institution for reasonable cause. While complying with the request, the Home Institution will work with the student to ensure a smooth transition back into the Home Institution's master's program.

ROLES AND RESPONSIBILITIES OF EUC MEMBERS

Home Institutions will be responsible for:

- recruiting applicants;
- verifying the eligibility of applicants to participate in the TRANSFOR-M Program;
- if required, assisting applicants in the preparation of Study Plans;
- submitting applications for selected applicants to the Liaison Officer at the Host institution;
- providing pre-departure preparation to outbound Exchange Students which may include: an orientation session on living abroad; specific country orientation, including cultural awareness; academic culture of the Host Institution; basic language orientation; and a workshop on safety and security when abroad. Any expenses related to this preparation have to be paid by the Exchange Student;
- ensuring Exchange Students have been advised of the need to obtain health and other appropriate insurance coverage; and
- providing Exchange Students with rules and regulations of the Home Institution and Host Institution in effect at the time of the exchange.

Host Institution will be responsible for:

- assisting Exchange Students, as reasonably possible, in locating suitable accommodation. Host Institutions cannot guarantee accommodation in institution-operated or controlled housing. Housing information for each EUC Member will be noted in [Appendix 5](#);
- providing appropriate assistance in matters of course registration, health, language (as applicable), and local custom that may arise;
- providing basic due process and fundamental fairness to Exchange Students in accordance with its academic and disciplinary rules and regulations; and
- advising regarding access to language training (only for European institutions).

General Responsibility:

- Each EUC Member shall designate an individual who will serve as the Liaison Officer for this Memorandum of Agreement. In addition to coordinating their Institution's responsibilities under this Memorandum of Agreement, Liaison Officers will be responsible for advising and assisting Exchange Students. The designated Liaison Officers (with their addresses, phone numbers, and emails) for this Memorandum of Agreement are noted in [Appendix 1](#).
- It is the primary responsibility of the department (or Faculty) within the Home Institution to advise and help the student to manage the requirements of the TRANSFOR-M Program on an ongoing basis.
- To the extent possible, the EUC Members will attempt to respect the planned number of Exchange Students and to maintain a reasonable balance in the number of Exchange Students between the EUC Members.
- The Liaison Officers will review the TRANSFOR-M Program annually to determine if there is any imbalance in the number of students exchanged among EUC Members and adjust the numbers of Exchange Students the following year in order to maintain a reasonable balance.
- The EUC Members are committed to working toward the following:
 1. Opportunities for students to work toward achieving a second language proficiency when the opportunity arises; and

2. Ensuring Exchange Students receive clear advice and appropriate credit in accordance with their Study Plan
 - The crests and logos of the EUC Members are the intellectual property of those Institutions and may not be used without the express written permission of the Institution that owns the crest or logo.

STUDENT RESPONSIBILITIES

Exchange Students will be responsible for:

- applying for and obtaining the appropriate visa (Host Institution to provide necessary institutional documents);
- applying for and obtaining appropriate insurance;
- complying with all policies, procedures, rules, and regulations of the Host Institution during their studies at the Host Institution, as well as any other policies, procedures, rules, or regulations placed upon them by the Home Institution during the period of their participation in the TRANSFOR-M Program; and
- all costs associated with their participation in the TRANSFOR-M Program including tuition fees, student fees, travel, passport, visas, accommodation, meals, insurance, medical expenses, textbooks, equipment, clothing and personal expenses, and application fees.

Exchange Students will have the rights, responsibilities, and privileges enjoyed by other international students at the Host Institution.

FEES AND FINANCIAL SUPPORT AND INSURANCE FOR STUDENTS

As far as possible, the Home institution will provide Exchange Students with information about travel grants, subsidies, and additional funding sources and/or stipends. Exchange Students will pay to their Home Institution full tuition fees and all other mandatory and required fees associated with full-time registration in the graduate program to which they have been admitted at the Home Institution during their exchange. Exchange Students will pay no application or tuition fees at the Host institution. Where local regulations require Host institutions to assess tuition fees to incoming exchange students, funding to cover these tuition fees will be secured by the Host Institution before the exchange can be offered. Exchange Students will be responsible for paying other mandatory fees at the Host Institution as required (and as noted in [Appendix 3](#)). Some EUC Members require mandatory health care coverage ([Appendix 4](#)) obtained through their Institution as a condition of registration on their campus. All Exchange Students are required to obtain adequate out-of-country major medical insurance which includes repatriation expenses. Other insurance to be considered by the Exchange Students would include property insurance and liability insurance. Exchange Students must demonstrate evidence of coverage when requested by any appropriate authority. Current information and requirements surrounding health care coverage for Exchange Students will be provided as part of the application/information package forwarded to applicants. Where applicable, Host Institutions will provide liability insurance for all Exchange Students at the same level they provide their own students (whether for extra cost to the Exchange Student or not). While access to the library system, laboratories, and on-campus services may be possible without any fees, optional and user fees may exist on each campus and the primary ones are noted in [Appendix 3](#).

LIABILITY

Each EUC Member shall indemnify and hold harmless the other EUC Members in connection with any third-party liabilities, claims, losses, costs, damages, charges, and expenses whatsoever, including reasonable legal fees, in any way caused by or arising from the performance or non-performance of its obligations under this Memorandum of Agreement, any negligent act or omission, or any breach of any representation, warranty or covenant.

No EUC Member is liable to the other EUC Members for any negligent or wrongful act, either of commission or omission, of the other EUC Members or of any Exchange Student. Nothing in this Agreement is to be construed as either enlarging or diminishing any legal obligation or duty owed by any EUC Member to the other EUC Members or to a third party.

INFORMATION DISCLOSURE, PRIVACY, AND LEGAL COMPLIANCE

All EUC Members acknowledge that each EUC Member is subject to its own jurisdiction's laws regarding information disclosure and/or privacy and that access to information in respect of this Memorandum of Agreement will be provided in accordance with those laws. The records transferred to or collected, created, maintained, or stored under this Memorandum of Agreement by each EUC Member are subject to the access provisions of the relevant jurisdiction's laws and shall not be released unless the applicable law so requires.

Additionally, all EUC Members acknowledge that they may be requested to meet certain obligations under the laws and regulation applicable to the other EUC Members, including but not limited to sanctions laws; export control laws; work, health and safety laws; immigration laws; counter-terrorism and security laws; anti-bribery laws; and laws relating to the provision of education to international students.

Each EUC Member understands and acknowledges that such laws and regulations may affect or restrict this MOU and/or the activities contemplated by this MOU. Each EUC Member acknowledges that in any activities or projects contemplated by this MOU, it will comply with all laws and regulations of its own jurisdiction and take all reasonable steps to ensure that it is not in breach of the laws and regulations of the other EUC Members' jurisdictions where requested to do so by a EUC Member, provided that taking such steps is not in breach of any law or regulations of a EUC Member's own jurisdiction.

CONFIDENTIALITY

Each EUC Member who receives any information from another EUC Member marked "Confidential" ("Confidential Information"), will take reasonable steps to protect its confidentiality, will not disclose to any third party such Confidential Information without the prior written consent of that EUC Member, and will only use such Confidential Information for the purposes contemplated in this Memorandum of Agreement. For the purposes of this Memorandum of Agreement, Confidential Information shall not include information that is or becomes part of the public domain through no act of the receiving party, that was in the receiving party's possession before receipt from the disclosing party, that was rightfully received by the receiving party from a third party without a duty of confidentiality, or information that is required to be disclosed under any applicable law or by order of a court.

RENEWAL, TERMINATION, AND AMENDMENT

This Memorandum of Agreement will come into effect with the approval of the EUC Members through the signatures of their representatives who have full authority to sign and enter into this Memorandum of Agreement on behalf of their Institution and will remain in force until September 30, 2028.

Each EUC Member may unilaterally withdraw from participation in this Memorandum of Agreement by giving six months' written notice to the other EUC Members unless an earlier withdrawal date is mutually agreed upon. Upon receipt of such notice, no additional students will be admitted from the withdrawing EUC Member. The Exchange Students already admitted into the TRANSFOR-M Program will be given reasonable time to complete their degrees.

Early withdrawal from this Memorandum of Agreement by any EUC Member would necessitate correcting any imbalances which may exist. If required, each EUC Member agrees to allow a period of up to two years to redress any imbalances that may exist at the time of a EUC Member's early withdrawal.

The EUC Members may terminate this Memorandum of Agreement prior to its expiration date. In the event of termination of this Memorandum of Agreement, each EUC Member agrees to allow a period of up to two years to redress any imbalances that may exist at the time of termination. In such instances, priority for recovering imbalances shall be afforded to the EUC Member(s) with the greatest negative imbalances by sending students to Institutions with positive balances.

As appropriate, there may be consideration for expansion and inclusion of other institutions. Generally, new institutions will be admitted in pairs; one Canadian and one European institution together in order to have a balanced involvement of Europe and Canada. Criteria for admission of new institutions would include: academic standards, geographic representation/balance, and ability (financial and otherwise) for participation in the TRANSFOR-M Program and are subject to approval by the appropriate academic governing bodies at each EUC Member.

This Memorandum of Agreement shall replace the TRANSFOR-M: Transatlantic Master's Program Memorandum of Agreement, which expires on September 30, 2023. Amendments to this Memorandum of Agreement shall be in writing and shall be made and executed with the signature of authorized institutional representatives.

Subsequent to the expiration of this Memorandum of Agreement, EUC Members will endeavor to continue ongoing project activities.

In witness whereof, the parties hereto have affixed their signatures:

Institution	Print Name	Title	Date	Signature
Lakehead University	Dr. David Barnett	Provost and Vice-President (Academic)		
	Kathy Pozihun	Vice-President, Administration and Finance		
The Governors of the University of Alberta	Dr. Verna Yiu	Provost and Vice-President (Academic)		
	Dr. Stanford F. Blade	Dean, Faculty of Agricultural, Life, and Environmental Sciences		
	Dr. Roger Epp	Dean, Faculty of Graduate Studies and Research		
The University of British Columbia	Mark Crosbie	Associate University Counsel		
	Dr. Gage Averill	Provost & VP Academic		

Institution	Print Name	Title	Date	Signature
Bangor University (Wales)	John Hughes	Vice-Chancellor		
University of Eastern Finland	Kari Lehtinen	Dean of the Faculty of Science, Forestry and Technology		
University of Natural Resources and Life Sciences, Vienna	Assoc. Prof. Doris Damyanovic	Vice-Rector for teaching, continuing education and students		
University of Padova	Prof. Daniela Mapelli	Rector		
	Prof. Giancarlo Dalla Fontana	Vice-Rector		
	Prof. Vincenzo D'Agostino	Director, Dep. Land, Environment, Agriculture and Forestry		
Swedish University of Agricultural Sciences	Prof. Göran Ericsson	Dean of the Faculty of Forest Sciences		

Appendix 1: List of the Designated Liaison Officers (1)

Institution	Name	Address	Phone	Fax	Email
Lakehead University	Dr. Brigitte Leblon	Lakehead University Faculty of Natural Resources Management 955 Oliver Road, Thunder Bay, Ontario, Canada P7B 5E1	+1.807.3438010 extension 8672	+1.807. 3438116	bleblon@lakeheadu.ca
University of Alberta	Dr. Andreas Hamann	Department of Renewable Resources Faculty of Agricultural, Life and Environmental Sciences, University of Alberta 751 General Services Bldg Edmonton, Alberta, T6G 2H1, CANADA	+1.780.4926429	+1.780.4924323	andreas.hamann@ualberta.ca
The University of British Columbia	Mr. Jorma Neuvonen	The University of British Columbia, Faculty of Forestry, 2716-2424 Main Mall, Vancouver, BC, V6T 1Z4 Canada	+1.604.8222807	+1.604.8228645	jorma.neuvonen@ubc.ca

Appendix 1: List of the Designated Liaison Officers (2)

Institution	Name	Address	Phone	Fax	Email
Bangor University (Wales)	Dr. Sopan Patil	School of Natural Sciences, Bangor University, Bangor, Gwynedd, LL57 2UW, Wales (UK)	+44.1248.388294	+44.1248.354997	s.d.patil@bangor.ac.uk
University of Eastern Finland	Dr. Marjoriitta Möttönen	University of Eastern Finland, Faculty of Science and Forestry and Technology P.O. Box 111 (Yliopistokatu 7), 80101 Joensuu, Finland	+358.50 4423031		marjoriitta.mottonen@uef.fi
University of Natural Resources and Life Sciences, Vienna	Prof. Georg Gratzer Lisa Maria Schmidtberger	Universität für Bodenkultur Wien Institute of Forest Ecology Peter-Jordan-Straße 82/II; 1190 Wien BOKU - International Relations Peter Jordan-Straße 82a, 1190 Wien	+43 1 47654-91311 +43-1-47654-32015	+43-1-47654-32009	georg.gratzer@boku.ac.at jointstudy@boku.ac.at
University of Padova	Dr. Agata Mannino Prof. Paola Gatto	Università degli Studi di Padova Dep. Land, Environment, Agriculture and Forestry Viale dell'Università, 16 35020 Legnaro (PD) Dep. Land, Environment, Agriculture and Forestry Viale dell'Università, 16 35020 Legnaro (PD)	tel. 049-827 2548 tel. 049-827 2724	fax 049-827 2768 fax 049-827 2719	agata.mannino@unipd.it paola.gatto@unipd.it
Swedish University of Agricultural Sciences	Louise Tetting	Swedish University of Agricultural Sciences Faculty of Forest Sciences Skogsmarksgränd 17 901 83 Umeå, Sweden	+46 90 786 86 22		Louise.Tetting@slu.se

Appendix 2: Admission Requirements, Deadlines and Application Material (1)

subject to change – please consult with each institution prior to application

Institution	Admission Requirements	Deadline	Application Material
Lakehead University	<ul style="list-style-type: none"> An undergraduate degree from a recognized university, college, or institute with at least second-class standing (B) based on their last 20 half courses or equivalent Applicants whose first language is not English and who have not studied in an English school system for more than three years will be required to present proof of English facility by achieving an appropriate standing in one of the following tests: the International English Language test (IELTS) with a minimum score of 7 with no individual score less than 6.5, and speaking and writing a minimum score of 7 or the Test of English as a Foreign Language (TOEFL) with a minimum internet-based score of 100, or a minimum computer-based score of 250, or a minimum paper-based score of 600 with a score of at least 5.0 on the Test of Written Language (TWE); Michigan English Language Assessment Battery (MELAB) with a minimum score of 90; or a Canadian Academic English Language Assessment (CAEL) with a minimum score of 80 		<ul style="list-style-type: none"> In addition to the application material that is required to apply to the program (https://www.lakeheadu.ca/sites/default/files/uploads/56/Lakehead%20Graduate%20Studies%20Application%20Instructions.pdf), you need to send also an authorized copy of your admission letter to the TRANSFOR-M program
University of Alberta	<ul style="list-style-type: none"> A 4-year undergraduate degree, or its academic equivalent from a recognized university English language requirement: TOEFL score of 550 (88 internet-based) or an equivalent score on an approved English Language examination Grade point average (GPA) of 3.0 in the last two years of undergraduate or graduate work. 	May 15	<ul style="list-style-type: none"> http://tinyurl.com/rr-admissions
The University of British Columbia	<ul style="list-style-type: none"> Applicants for a master's degree program must hold the academic equivalent of a four-year bachelor's degree from UBC with one of the following: A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year courses. Academic standing with at least 12 credits of third- or fourth-year courses in the A grade range (80% or higher at UBC) in the field of study. Applicants with international academic credentials should refer to the following website for specific requirements: http://www.grad.ubc.ca/prospective-students/application-admission/minimum-academic-requirements-international-credentials English language requirement: TOEFL 100 (internet-based): https://www.grad.ubc.ca/prospective-students/application-admission/english-proficiency-requirements 	Jan 5 (UBC home students, March 15 (UBC Host students)	<ul style="list-style-type: none"> Please refer to the application document checklist at: https://forestry.ubc.ca/future-students/graduate/dual-masters-degree/master-of-forestry/how-to-apply/

Appendix 2. Admission Requirements, Deadlines and Application Material (2)

subject to change – please consult with each institution prior to application

Institution	Admission Requirements	Deadline	Application Material
Bangor University (Wales)	<ul style="list-style-type: none"> Applicants should normally have at least a second-class degree in a relevant subject. Applications from mature applicants with relevant experience in forestry, agriculture or land use are actively encouraged. Applications from people with other backgrounds are welcomed and will be considered on an individual basis. Applicants whose first degree was not in English must have an overall score of IELTS 6.0 (with no individual score lower than 5.5) or equivalent. Refer to: https://www.bangor.ac.uk/international/future/englishlanguage 		<ul style="list-style-type: none"> Please see details at http://www.bangor.ac.uk/courses/postgrad/taught/apply_taught.php.en
University of Eastern Finland	<ul style="list-style-type: none"> BSc. in Forestry (or equivalent primary degree) from a recognized university Very good English language skills. Please see details at http://www.uef.fi/en/web/admissions/language-requirements 	January (dates will vary annually)	Please see details at https://www.uef.fi/en/international-masters-degree-programmes
University of Natural Resources and Life Sciences, Vienna	<ul style="list-style-type: none"> Successful completion of a relevant Bachelor's programme or other equivalent degree programme at a recognized Austrian or foreign post-secondary institution Knowledge of German or English at Level B2 of the European Reference Framework for languages 	30th of June and 30th of November	Please see details at https://short.boku.ac.at/int-out-js-transform-en

Appendix 2. Admission Requirements, Deadlines and Application Material (4)

****subject to change – please consult with each institution prior to application****

University of Padova	<p>Applicants are expected to hold a BSc or equivalent degree which ensures:</p> <ul style="list-style-type: none"> • Adequate competencies in the fields of forest, agricultural, biological or environmental sciences, including essential knowledge in ecology, forestry, economics and technology connected to the sustainable management, production and conservation of forests ecosystems, natural resources, soil and land. Other academic curricula will be considered and assessed by the Teaching Committee on an individual basis according to the applicant's overall CV • Adequate knowledge in scientific experimental and research methods and capacity to apply them in connection to real issues and problems in the field of forest and natural resource management. • All candidates with a qualification obtained abroad, regardless of their citizenship and residence, who intend to enrol in a degree programme of the University of Padua are required to demonstrate an adequate knowledge of English, corresponding to a B2 level or equivalent (e.g. IELTS or TOEFL) according to the Common European Framework of Reference for Languages (CEFR) is required. If the applicant is an English native speaker or has completed their High School and/or Bachelor/first cycle degree in English, no language certification is required. More details here: https://www.unipd.it/en/language-requirement-admission-degree-programmes • Bachelor degree to be acquired within end of July 	June 15	<ul style="list-style-type: none"> • Read all important information for the application procedure here: https://www.unipd.it/en/before-your-arrival-double-joint-degrees <p>Documents to be attached:</p> <ul style="list-style-type: none"> • Copy of your passport/ID • Passport style photo • Previous study diploma giving access to this Double/Joint Degree Course and the related final transcript of records OR a Diploma Supplement • Health/travel insurance
Swedish University of Agricultural Sciences	<ul style="list-style-type: none"> • Successful completion of a Degree of Bachelor or equivalent. • The recommended level of English language proficiency should be equivalent to high school studies in English (in Sweden, referred to as English 6), or the equivalence of B2 level. The home university guarantees that the student has the right level of English. • Specific entry requirements vary depending on the course and can be found in the relevant course syllabus. 	April 1	<p>Please see details at:</p> <ul style="list-style-type: none"> • https://www.slu.se/en/education/exchange-studies/application-and-admission/

Note: TOEFL score requirements are according to specific regulations of the hosting universities.

Appendix 3. Institutional Fees (1):

Exchange Students will pay to their Home Institution full tuition and all other mandatory and required fees associated with full-time registration in the graduate program to which they have been admitted at the Home Institution during their exchange. Exchange Students will pay no application or tuition fees at the Host institution. Where local regulations require Host institutions to assess tuition fees to incoming exchange students, funding to cover these tuition fees will be secured by the Host Institution before the exchange can be offered. Exchange Students will be responsible for paying other mandatory fees at the Host Institution as required.

Institution	Mandatory fees* at the Host institution
Lakehead University	<ul style="list-style-type: none"> The mandatory fees for all Master programs are detailed at the following URL https://www.lakeheadu.ca/students/finances/tuition-fees
University of Alberta	<ul style="list-style-type: none"> Exchange students will be required to pay a once-per-term fee for the Universal Transit Pass (the "U-Pass") which provides students with unlimited use of all Edmonton-area public transportation. Exchange students who are neither Canadian citizens nor Permanent Residents of Canada (and who therefore do not have public health care coverage from one of the provinces of Canada) will be required to participate in the University of Alberta Health Insurance Plan (UAHIP).
The University of British Columbia	<ul style="list-style-type: none"> Graduate students can expect to pay approximately \$1082 (2023) per year in student fees (including the transit U-Pass) and \$277 for the AMS/GSS Extended Health Plan. Most of these fees are mandatory, but some have opt-out provisions. Refer to this URL for up-to-date and more specific details: http://www.grad.ubc.ca/prospective-students/tuition-fees-cost-living/graduate-student-fees

* fees may vary in the different years

Appendix 3. Institutional Fees (2):

Exchange Students will pay to their Home Institution full tuition and all other mandatory and required fees associated with full-time registration in the graduate program to which they have been admitted at the Home Institution during their exchange. Exchange Students will pay no application or tuition fees at the Host institution. Where local regulations require Host institutions to assess tuition fees to incoming exchange students, funding to cover these tuition fees will be secured by the Host Institution before the exchange can be offered. Exchange Students will be responsible for paying other mandatory fees at the Host Institution as required.

Institution	Mandatory fees* at the Host institution
Bangor University (Wales)	<ul style="list-style-type: none"> Charges are made for residential field courses (one week duration, MSc Conservation and Land Management, MSc Environmental Forestry only) Student union membership is included, but individual student clubs and societies may charge an additional fee
University of Eastern Finland	<ul style="list-style-type: none"> The Student Union (ISYY) membership fee is 71.50 EUR for the full academic year (information from 2023). The Student Union (ISYY) membership is mandatory for Master's degree students. The Student Union (ISYY) membership will entitle to a variety of benefits. More information at: https://www.isyy.fi/en/international-students-for-new-international-students.html Students who have paid the Student Union (ISYY) membership fee can order a student card. The student card is the official student ID and with the student card, students get many benefits and discounts. Students can download a free digital student card called Frank App from an application store. Another option is to order a basic plastic blue student card via Frank's website. The price of the plastic student card is 25 EUR (information from 2023). More information at: https://www.isyy.fi/en/international-students-for-new-international-students.html Students are obliged to pay the Finnish Student Health Service (FSHS) fee to Kela (36.80 EUR for one semester, information from 2023). After students have paid it, they can use the FSHS healthcare services. Payment instructions can be found on Kela's website at https://www.kela.fi/how-to-pay-the-student-healthcare-fee-in-higher-education
University of Natural Resources and Life Sciences, Vienna	<ul style="list-style-type: none"> Membership to the Austrian National Union of Students (ÖH) is compulsory for all degree programme and non-degree programme students (also for exchange students whose tuition fee is waived) and currently (2023) costs € 22.70.
University of Padova	<ul style="list-style-type: none"> Supplementary fees (e.g. revenue stamp, regional fees for accommodation, additional compulsory insurance) cannot be waived and shall be paid to UNIPD. The amount is subject to variations each year: for the academic year 2022 /2023 supplementary fees are equal to Euros 192.
Swedish University of Agricultural Sciences	<ul style="list-style-type: none"> No mandatory fees. Membership to the student union is recommended for participation in social activities.

* fees may vary in the different years

Appendix 4. Insurance Requirements (1)

All exchange students are required to obtain adequate out-of-country major medical insurance which includes repatriation expenses. Other insurance to be considered by the students would include property insurance and liability insurance. Students must demonstrate evidence of coverage when requested by any appropriate authority. Where applicable, Host institutions will provide liability insurance for all exchange students at the same level they provide their own students (whether for extra cost to the student or not). Some participating institutions require mandatory health care coverage obtained through their institution as a condition of registration on their campus:

Institution	Insurance Requirements
Lakehead University	International Students coming to Lakehead University must purchase the UHIP health insurance which is mandatory for all international students enrolled at Lakehead U. Students are responsible for securing independent insurance during their time in Canada that is not at Lakehead U. (i.e. if they travel before or after their exchange).
University of Alberta	Please refer to these URLs for specifics: https://www.ualberta.ca/international/international-student-services/life-in-canada/health-wellness/health-insurance.html https://www.ualberta.ca/admissions-programs/exchange-programs/incoming-exchange-application-guide/health-insurance-requirements.html
The University of British Columbia	Please refer to this URL for specifics: https://students.ubc.ca/health-wellness/health-insurance
Bangor University (Wales)	Students must pay a health surcharge when applying for a Tier 4 student visa. This gives non-UK students full access to the British National Health Service (NHS). However, it is recommended that you have medical insurance for the duration of your stay in the UK, even if you are entitled to free NHS treatment. The University's insurance policy covers activities undertaken by registered students as part of their degree course. Students are advised to take out insurance to cover travel to/from the UK, travel not associated with their degree course, and personal belongings.

Appendix 4. Insurance Requirements (2)

All exchange students are required to obtain adequate out of country major medical insurance which includes repatriation expenses. Other insurance to be considered by the students would include property insurance and liability insurance. Students must demonstrate evidence of coverage when requested by any appropriate authority. Where applicable, Host institutions will provide liability insurance for all exchange students at the same level they provide their own students (whether for extra cost to the student or not). Some participating institutions require mandatory health care coverage obtained through their institution as a condition of registration on their campus:

Institution	Insurance Requirements
University of Eastern Finland	UEF requires that all incoming international students must have a valid personal (travel) insurance policy from an internationally recognized insurance agency for the whole duration of their stay in Finland. Insurance should cover all costs related to a treatment of sudden illness, accidents and accidental death. The insurance should be without deductible. It is also important to check that the insurance also covers the travel to and from Finland. The students coming from non-EU/EEA countries are required to have insurance already when they apply for the residence permit. Students must present a proof of valid insurance when registering to the University of Eastern Finland. Please see details at https://kamu.uef.fi/en/tietopankki/health/insurance-cover/
University of Natural Resources and Life Sciences, Vienna	By paying the students union fee (Studierenden (ÖH)-Beitrag), students automatically possess insurance against accidents and civil liability for all activities related to their studies. For stays of up to six months (with or without visa) a travel health insurance is usually sufficient. Please bear in mind, however, that it must be valid in Austria and provide sufficient cover for different health issues (covering medical costs of more than 30,000 euros, including guarantee to cover possible recovery and repatriation costs, and it must be valid for the whole duration of your stay in Austria). Researchers and students from third countries will only get a residence title for staying for more than six months if they can provide proof of having a health insurance covering "all risks". For details, please check the website https://oead.at/en/to-austria/entry-residence-and-employment/insurance/
University of Padova	The home Institution shall ensure that students have the necessary valid insurance policies before their departure. Students are responsible for all their travel, accommodation and living expenses. Non-EU students coming to UNIPD must submit a certificate providing evidence of health and nursing care insurance coverage from an internationally recognized insurance agency for the whole duration of their stay in Italy. Insurance should cover all costs related to treatment of sudden illness, accidents and accidental death. Students must present proof of valid insurance when registering to the University of UNIPD. The same insurance is also necessary both to get the entry VISA and to get the residence permit. EU students must hold a valid European Health Insurance Card: for details see http://www.unipd.it/en/services/health-sports-and-recreation
Swedish University of Agricultural Sciences	All incoming exchange students are required to have comprehensive health and accident insurance from the home university/country. In addition to this, exchange students are provided with a supplementary accident insurance valid ONLY in Sweden through SLU called Student IN . This insurance covers only accidents. For details see: https://www.kammarkollegiet.se/engelska/start/all-services/insurance/insurance-for-students-and-foreign-visitors/insurance-for-exchange-students-in-sweden-student-in

Appendix 5. Housing Office Contact Information (1)

Institution	Address	Phone	Fax	Email/Website
Lakehead University	Lakehead University Residence Bartley Residence Room N118 955 Oliver Rd. Thunder Bay, Ontario, P7B 5E1	+1.807.3438512	+1.807.3438023	resadmin@lakeheadu.ca https://www.lakeheadu.ca/students/student-life/residence
University of Alberta	Residence Services Office 1-044 Lister Centre University of Alberta Edmonton, Alberta T6G 2H6 CANADA	+1.780.4924242	+1.780.4920064	housing@ualberta.ca http://www.residence.ualberta.ca/
The University of British Columbia	Student Housing & Hospitality Services - Main Office, UBC 2205 Lower Mall, Bldg 6, Vancouver, BC. V6T 1Z4, CANADA	+1.604.8222811	+1.604.8226935	information@housing.ubc.ca http://vancouver.housing.ubc.ca/

Appendix 5. Housing Office Contact Information (2)

Institution	Address	Phone	Fax	Email/Website
Bangor University (Wales)	Halls Office: Bangor University, Neuadd Idwal, Ffriddoedd Site, Bangor LL57 2GP, UK Student Housing Office: Neuadd Rathbone, College Road, Bangor LL57 2DF, UK	+44 1248 382667 +44 1248 382034	+44 1248 371303 None	halls@bangor.ac.uk studenthousing@bangor.ac.uk
University of Eastern Finland	Opiskelija-asunnot Oy Joensuu Elli Merimiehenkatu 30 80101 Joensuu, Finland	+358 13 337 7800	+358 13 337 3301	kodit@joensuu.fi https://www.joensuu.fi/en/
University of Natural Resources and Life Sciences, Vienna	BOKU International Relations Peter Jordan Straße 82a 1190 Vienna	+43-1-47654-32015	+43-1-47654-32009	jointstudy@boku.ac.at http://short.boku.ac.at/int-in-life-accommodation-en.html
University of Padova	Accommodation Office: ESU SERVICE Via San Francesco, 122 – 35121 Padova Italy	Tel. +39 049 82 35 611	Fax +39 049 82 35 663	https://www.esu.pd.it/en/sassa-service Deadline for application by the end of <u>June 30</u> (the exact date could undergo slight variations to be checked every year) for winter semester and Full Academic Year. Students will be personally invited by email to fill out the Accommodation form around May/June.
Swedish University of Agricultural Sciences	Swedish University of Agricultural Sciences, Housing Office, Fastighetsförvaltningen Box 190 234 22 Lomma, Sweden	+46 40-415063	None	Housing@slu.se https://student.slu.se/en/student-life/campuses/



To: Senate
From: Agenda Committee
Re: Format of Senate Meetings
Date: 3 November 2023

As directed by the previous Senate, the Agenda Committee has considered if Rule 10 of the *Rules and Procedures of Senate*¹ should be amended to require in-person attendance at Meeting of Senate (except in the case of a medical accommodation).

Background:

At its meeting of March 18, 2020, at the time that the University and much of society was finding ways to continue operating during the recently declared pandemic, Senate approved a suspension of rule 10 of the Rules and Procedures and its replacement with text that allowed attendance and voting at both Senate and committee meetings via electronic means. Subsequent meetings were held via Zoom. The new provision was extended at the meeting of December 16, 2020 until December 31, 2021 and again at the November 17, 2021 meeting with a new end point of August 31, 2022. At a special meeting on August 17, 2022 Senate approved the recommendation to amend Rule 10 to allow senators to attend either in person or “via such electronic means acceptable to the Secretary” and senators thereafter had a choice of attending in person or via Zoom.

Considerations:

The Committee is aware that much of the University has reverted to their previous modes of attendance. The Committee is also aware that the current time for Senate meetings – six pm – is a divisive matter, with some senators in favour of meetings outside of normal working hours, and other opposed. The committee recognizes the consistency offered by in-person meetings when classes are generally in person, as well as the better opportunities for communication and understanding when people are physically present in the same space. The Committee also recognizes that meeting in person limits the ability to participate in Senate due to family obligations, lengthy commutes, and travel on both University and personal business.

¹ The current rules may be found online at <http://scs-senate-2021.sites.olt.ubc.ca/files/Rules-Procedures-20230215-1.pdf>

**Recommendation:**

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

While not recommending a full return to in-person attendance, the Committee is also aware of the social benefits of meeting in person, and thus would take this opportunity to encourage senators to attend in person whenever possible.

Respectfully submitted,

Kamil Kanji, Chair
Senate Agenda Committee



15 November 2023

To: Vancouver Senate

From: Senate Awards Committee

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

The Senate Awards Committee has reviewed and recommends to Senate for approval the enclosed list of 12 awards, including 5 new endowed awards, 4 new annual award, and 3 revised awards.

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

Respectfully submitted,

Dr. Lawrence Burr
Chair, Senate Awards Committee

To: Vancouver Senate

From: Senate Awards Committee

Re: Awards recommended for acceptance by the Senate Committee

NEW AWARDS – ENDOWED

Tuum Est China Graduate Fellowship

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

Gary Gui Memorial Bursary in Mechanical Engineering

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

Arthur Laing Memorial Scholarship in Agriculture

Scholarships totalling \$2,600 have been made available through an endowment established by the estate of Dr. Margaret deMaine (1930–2022) in memory of the Honorable Arthur Laing (1904–1975) for outstanding undergraduate students in the Faculty of Land and Food Systems majoring in Sustainable Agriculture and Environment. Margaret's uncle, the Honourable Arthur Laing, PC (B.Sc. 1925) was a committed Canadian politician who advocated for civil rights and

urban development as a cabinet minister and as a Member of Parliament. Before entering politics, he had studied Agriculture at UBC and worked at the Vancouver Milling and Grain Company before becoming manager of the Agriculture Chemicals Division of Buckerfields Ltd. The awards are made on the recommendation of the Faculty of Land and Food Systems. First award available for the 2024/2025 winter session).

Paul and Margaret deMaine Memorial Scholarship

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

Steve Withers Scholarship in Biological Chemistry

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

NEW AWARDS – ANNUAL

Jim and Virginia Houghton International Leaders' Entrance Award

Renewable entrance awards totalling \$40,000 have been made available annually through an estate gift from Jim Houghton (1933–2021) and Virginia Ann “Ginger” Houghton (1937–2012) for outstanding international students who would otherwise be financially unable to pursue post-secondary education. In addition to academic merit, preference will be given to students who

demonstrate examples of leadership in their communities and/or involvement in mentorship programs as mentors or mentees. Students must be entering the University directly from secondary school or transferring from another post-secondary institution to an undergraduate program of study, and students should be nominated by the educational institution they are attending when applying to UBC. The awards are renewable for up to three additional years, with any requests for extension to be reviewed by the adjudication committee. Jim was an avid sports enthusiast and Virginia (B.Ed. 1971, M.Ed. 1980) taught in elementary schools in Vancouver, BC, as well as guiding the next generation of teachers as a faculty member at UBC. The awards are made on the recommendation of the International Student Initiative. (First award available for the 2024/2025 winter session).

OEB Leadership Award in Women's Rugby

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

Parkland Burnaby Refinery Award in Forest Bioeconomy

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

Sports Illustrated Clubhouse Award in Women's Rugby

Awards totalling \$5,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available annually through a gift from Sports Illustrated Clubhouse for outstanding members of the UBC Women's Rugby team, who have demonstrated commitment and dedication to their team. The Define Group is one of Canada's prominent hospitality groups that includes Vancouver restaurants such as OEB Breakfast Co. and Blowers & Grafton. This award has been established to celebrate the newly opened Sports Illustrated Clubhouse in Wesbrook Village which hosts students, staff and faculty seeking food, beverages and a technology-driven space for various activities. The awards are made on the recommendation of the UBC Women's Rugby Coaches and the Athletic Awards Committee. (First award available for the 2023/2024 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

1125 - McGill Graduates Scholarship

Rationale for Proposed Changes

To update the award as it is a course prize by definition, rather than a scholarship and to update the award to allow for more than one award to be disbursed. The title has been revised to reflect the prize. As well, the course requirements have been revised to allow for student eligibility (very few students complete both ENGL 220 and FREN 220 in a single academic year, and at times FREN 220 is not offered at all, as in the case of 2021W. Often the student nominated completed either ENGL 220 or FREN 220, in addition to a 200 level course code that is not 220. For example, the student nominated in 2021W completed FREN 220 and ENGL 210 & ENGL 211. No students completed both ENGL 220 and FREN 220, while in Year 2 while also satisfying the award criteria).

Current Award Title: McGill Graduates Scholarship

Current Award Description

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

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

Proposed Award Description

A scholarship of Prizes totalling \$600, have been made available through an endowment established founded by the McGill Graduates' Society of British Columbia, for outstanding undergraduate second-year students who have completed a 200-level English and a 200-level French course in the Faculty of Arts and are is awarded to the student standing highest in English 220 and French 220 of the second year in Arts and proceeding to a higher year. The prizes are adjudicated by the Faculty of Arts.

1131 - Shaw Memorial Scholarship

Rationale for Proposed Changes

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

Current Award Title: Shaw Memorial Scholarship

Current Award Description

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

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

Proposed Award Description

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

8553 - Dr Ted Danner Memorial Entrance Bursary in Geology

Rationale for Proposed Changes

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

Current Award Description

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

Proposed Award Description

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



15 November 2023

To: Vancouver Senate

From: Senate Awards Committee

Re: New Wall Research Awards and Wall Fellowships (approval)

The Wall Research Awards and Wall Fellowships were established by the Vancouver and Okanagan Senates in November 2022, with the proviso that the full details of both the awards and fellowships to be approved by the Vancouver Senate Awards Committee and the Okanagan Admissions and Awards Committee, once available.

In April 2023, a President's Academic Advisory Committee on Wall Research Awards and Wall Fellowships was struck, with a mandate to recommend funding models for student and faculty awards, and fellowships, including their adjudication, using funds from the Peter Wall Legacy Fund. The work of the President's Academic Advisory Committee finished in August when recommendations were finalized. The recommendations were then reviewed by Development and Alumni Engagement and the Office of the Vice-President Research and Innovation.

The Vancouver Senate Awards Committee and the Okanagan Senate Admissions and Awards Committee held an extraordinary joint committee meeting on November 6, 2023 to review the recommended awards, fellowships and their descriptions. The Committees jointly approved the awards and fellowships, and recommend their approval to their respective Senates.

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

Respectfully submitted,

Dr. Lawrence Burr
Chair, Senate Awards Committee



Award Descriptions

Wall Research Awards

Graduate awards, ranging in value from \$25,000 (for Master's students) to \$30,000 (for Ph.D. students), have been made available through the Peter Wall Legacy Fund, an endowment established by Peter Wall, for graduate students whose research relates to one of three specific areas of interest: sustainable approaches to and development of the general urban environment, including water, energy and transportation infrastructure in British Columbia; environmental protection of oceans, beaches and waterfronts that impact British Columbia; and sustainable approaches to resource-intensive industry in British Columbia. The awards are made on the recommendation of the Wall Research Awards Adjudication Committee to the UBC Faculty of Graduate and Postdoctoral Studies and the UBC Okanagan College of Graduate Studies.

Wall Fellowships

Two fellowships of \$1,000,000 each have been made available through the Peter Wall Legacy Fund, an endowment established by Peter Wall, for faculty whose research relates to one of three specific areas of interest: sustainable approaches to and development of the general urban environment, including water, energy and transportation infrastructure in British Columbia; environmental protection of oceans, beaches and waterfronts that impact British Columbia; and sustainable approaches to resource-intensive industry in British Columbia. The fellowships are made on the recommendation of the Wall Fellowships Adjudication Committee to the Office of the Vice-President, Research and Innovation (Vancouver).

Wall Research Awards

Research awards ranging in value up to \$80,000 (for individual research awards) or up to \$200,000 (for team research awards) have been made available through the Peter Wall Legacy Fund, an endowment established by Peter Wall, for individuals or teams whose research relates to one of three specific areas of interest: sustainable approaches to and development of the general urban environment, including water, energy and transportation infrastructure in British Columbia; environmental protection of oceans, beaches and waterfronts that impact British Columbia; and sustainable approaches to resource-intensive industry in British Columbia. The awards are made on the recommendation of the Wall Research Awards Adjudication Committee to the Office of the Vice-President, Research and Innovation (Vancouver).



15 November 2023

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

The Senate Curriculum Committee has reviewed the materials forwarded to it by UBC Extended Learning and the Faculties and encloses those proposals it deems as ready for approval including 14 new courses and 1 new non-credit program certificate.

The following is recommended to Senate:

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

Respectfully submitted,

Dr. Catherine Rawn
Chair, Senate Curriculum Committee



FACULTY OF ARTS

New courses

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

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Arts

New course

GEOG 516 (3) Perspectives on the Anthropocene

Education

New courses

EDST 574 (3) Cultural Studies and Education

Land and Food Systems

New course

PLNT 506 (3) Advanced Pollination Biology

FACULTY OF LAND AND FOOD SYSTEMS

New courses

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

UBC EXTENDED LEARNING

New non-credit program certificate

Non-Credit Program Certificate in Artificial Intelligence in Digital Media

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Sept. 14, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: February 13, 2023 Contact Person: Benjamin Cheung (course author), Helena Wu (course sponsor), Sheryl Lim (curriculum support) Phone: 604-827-2715 Email: bycheung@psych.ubc.ca, helena.wu@ubc.ca, asia.curriculum@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIX 315 (3) Hong Kong Diaspora in Canada</p> <p>Various social issues relating to Hong Kong diaspora in Canada, particularly pertaining to their long history of migration to Canada; their cultural developments and experiences; and their challenges and contributions in their new cultural environment</p> <p>Recommended: Second-year standing or higher</p>	<p>URL: https://vancouver.calendar.ubc.ca/course-descriptions/subject/asix</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p> <p>There is increasing interest in Hong Kong studies courses, and a steady increase in student enrollment in these courses over the years. Students enrolled in the major and minor programs in Asian Language and Culture may choose to take ASIX 315 as one of their upper-level courses, as well as any interested students across the university. In addition to programs in the Department of Asian Studies, this course will help support the Asian Canadian and Asian Migration (ACAM) program because the course focuses on diasporic experiences, which serves ACAM's purposes. As such, this course will appeal to students interested in Hong Kong migration, history, culture and politics, and to students who are part of the Hong Kong diaspora themselves.</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</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</p> <p>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: French, Hispanic, and Italian Studies Faculty Approval Date: Sept. 14, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Received: May 29, 2023 Contact Person: Caroline Lebrec (Course author); Jungbee Lee (Staff Support); Luisa Canuto (Dept Head) Phone: 604 822 2879 Email: caroline.lebrec@ubc.ca fhis.undergrad@ubc.ca, luisa.canuto@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>FREN 103 (3) Intensive Beginners' French</p> <p>Fundamentals of the French language. Recommended for students who are not complete beginners in French. Aligned with CEFR level A1 objectives. Credit will be granted for FREN 103 or both FREN 101, FREN 102.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=FREN</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p><i>Note:</i> This proposal is accompanied by Category 2 proposals to add credit exclusion statements to FREN 101 and FREN 102</p> <p>Rationale for Proposed Change: In 2018 and 2019, the Department of French, Hispanic & Italian Studies updated its French, Spanish and Italian language courses descriptions to include reference to the proficiency levels described in the <i>Common European Framework of Reference for Languages</i> (CEFRL). While the CEFRL provides the consistency of the course sequence with a scale of progression from A1 to B2 level, that is recognized internationally, it has been also evident that there is inconsistency of the levels of the students who have “previous experience” in the language. As a consequence, instructors of FREN 101 noticed a consequent gap between two groups of the students registered in this course: 1) the students who are complete beginners in their language proficiency AND 2) The students who have with some previous experience but not enough to register in the upper level (FREN 201) or with a lapse of time that require them to drop the level. The creation of FREN 103 is intended to help with this issue. The reasons for creating FREN 103 are the same as the reasons for creating SPAN 103 (3) Intensive Beginners' Spanish, which was approved by Senate in May 2022.</p> <p>FREN 103 is a 3-credit Intensive Beginners' Course that combines learning goals of two</p>

	<p>existing courses, FREN 101 and 102. FREN 103 is designed for the second category of students described above; students who are extremely motivated to learn linguistic, cultural and communicative topics of French in a more appropriate pace. FREN 103 is designed to offer a more expeditious/intensive way to review the language, whereas FREN 101 and 102 are designed for complete beginners who are able to learn in a more relaxing environment.</p> <p>Like FREN 101 and FREN 102, this course focuses on the fundamentals of the French language and is designed to develop linguistic skills through integrated and interactive practice in reading, writing, listening and speaking. The course also promotes intercultural learning and the development of an international awareness.</p> <p>Students who have taken 6 credits of FREN 101 and FREN 102 will not be permitted to take FREN 103 for credit. Also, students who have completed FREN 103, will not be permitted to take either FREN 101 or FREN 102 for credit.</p> <p>The creation of FREN 103 does not have an impact on students' progression through the Minor or Major because it is a 100-level course that can be exempt or waived case by case (similar to FREN 101 or 102). Whether they take 3 credits (FREN 103) or 6 credits (FREN 101, 102), the program requirement does not change.</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>
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	<p>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: French, History, and Italian Studies Faculty Approval Date: Sept. 14, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Received: May 29, 2023 Contact Person: Luisa Canuto (Course Author);Jungbee Lee (Staff Support) Phone: 604 822 2879 Email: fhis.curriculum@ubc.ca; luisa.canuto@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ITAL 103 (3) Intensive Beginners’ Italian</p> <p>Fundamentals of the Italian language. Aligned with CEFR level A1 objectives. Recommended: Expertise in another Romance language. Credit will be granted for ITAL 103 or both ITAL 101, ITAL 102.</p> <p><i>Prerequisite:</i> Language placement test</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=ITAL</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p><i>Note:</i></p> <ul style="list-style-type: none"> • <i>Category 2 proposals to add credit exclusion statements to ITAL 101 and 102 will be submitted</i> <p>Rationale for Proposed Change: In 2018 and 2019, the Department of French, Hispanic & Italian Studies updated its French, Spanish and Italian language courses descriptions to include reference to the proficiency levels described in the well-known and internationally recognized <i>Common European Framework of Reference for Languages</i> (CEFR). While the CEFR provides the consistency of the course sequence with a scale of progression from A1 to B2 level, it does not address the inconsistency of the levels of the students who have “previous experience” in the language. More specifically, there is a clear gap between two groups of students who enroll in ITAL 101: 1. <i>complete beginners of the language</i> AND 2. students with previous experience or solid knowledge in another Romance language. The creation of ITAL 103 is intended to help with this issue. The rationale for creating ITAL 103 is similar to the rationale for creating SPAN 103 (3) Intensive Beginners’ Spanish, which was approved by Senate in May 2022.</p> <p>ITAL 103 is a 3-credit Intensive Beginners’ Course that combines learning goals of two existing courses, ITAL 101 and 102. ITAL 103 is designed for students who have experience speaking other Romance languages, providing the opportunity to learn linguistic, cultural and communicative topics of Italian in a more appropriate pace. ITAL 103 is designed to offer a more expedite/intensive way to review the language, whereas ITAL 101 and 102 are designed for complete beginners who are able to learn in a more relaxing environment.</p> <p>ITAL 103 is proposed for for highly motivated and “bilingual” learners with previous experience in Italia or other Romance languages. Like ITAL 101 and ITAL 102,</p>

	<p>this course focuses on the fundamentals of the Italian language and is designed to develop linguistic skills through integrated and interactive practice in reading, writing, listening and speaking. The course also promotes intercultural learning and the development of an international awareness.</p> <p>Students who have taken 6 credits of ITAL 101 and 102 will not be permitted to take ITAL 103 for credit. Also, students who have completed ITAL 103, will not be permitted to take either ITAL 101 or ITAL 102 for credit.</p> <p>The creation of ITAL 103 does not have an impact on students' progression through the Minor program because it is a 100-level course that can be exempt or waived case by case (similar to ITAL 101 and 102).</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p> <p>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: Dept of French, Hispanic & Italian Studies Faculty Approval Date: Sept. 14, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Received: May 29, 2023 Contact Person: Elizabeth Lagresa-Gonzalez (Course author); Jungbee Lee (Staff Support) Phone: Email: elizabeth.lagresa@ubc.ca and fhis.undergrad@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RMST 100 (3) Introduction to Romance Cultures</p> <p>Explore the diverse cultures of France, Spain, Italy, Latin America and the Romance-speaking world from a comparative perspective.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=RMST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: We are proposing new courses that intend to provide a broad cultural and comparative perspective on the Romance world of past and present. This broad perspective is notably different from our specialized programs in French, Spanish and Italian. This proposal is for RMST 100 (3) Introduction to Romance Cultures.</p> <p>Currently, we offer a number of courses mostly taught in the target language that are inaccessible for students who have not already reached an advanced level of proficiency in this language.</p> <p>RMST 100 intends to fill this gap by proposing an introductory comparative study of varied cultural productions of the Romance-speaking world (including: books, movies, art, music, drama, food, traditions, etc.) in their English translation. At the end of this course, students will understand diverse romance cultures from multiple and comparative perspectives and appreciate the interconnection between different cultures, languages and periods of the Romance-speaking world. RMST 100 will offer students the opportunity to develop their critical thinking through the study of diverse cultural and artistic creations.</p> <p>With this course, taught in English, our department hopes to appeal to students who do not necessarily have advanced proficiency in all the Romance languages offered in our</p>

	<p>department, but who are interested in gaining a comparative understanding of the cultures of the Romance-speaking world.</p> <p>As part of the proposed Romance Studies program renewal, we plan to assign the RMST code to all courses taught in English across our department, as an easy way to differentiate them from other literature courses taught in Spanish, French or Italian.</p> <p>Not available for Cr/D/F grading <input type="checkbox"/> (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: Dept of French, Hispanic & Italian Studies Faculty Approval Date: Sept. 14, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Received: May 28, 2023 Contact Person: Jungbee Lee (Staff Support) (Course author: Anne Salamon) Phone: Email: fhis.undergrad@ubc.ca and anne.salamon@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RMST 307 (3) Myths, Legends and Tales in Romance Literatures and Cultures</p> <p>Study of foundational narratives shared by Romance literatures and cultures from a comparative perspective.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=RMST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p> <p>We are proposing new courses that intend to provide a broad cultural and transnational perspective on the Romance world of past and present. This broad perspective is notably different from our specialized programs in French, Spanish and Italian. This proposal is for RMST 307 (3) Myths, Legends and Tales in Romance Literatures and Cultures.</p> <p>Currently we offer a number of courses focusing on the study of one Romance language in particular, which aim to improve communicative skills in French, Italian, Portuguese or Spanish. These courses, are mostly taught in the target language and offer little room to study literary works from a comparative perspective and see beyond the distinction of their national origin.</p> <p>RMST 307 intends to fill this gap by proposing a comparative study of varied productions of the Romance-speaking world (from books to movies or comic books) in their English translation. At the end of this course, students will understand the way some myths are woven in literatures and cultures through space and time, and appreciate the interconnection between different cultures, languages and periods of the Romance-speaking world. RMST 307 will offer students the opportunity to develop their critical thinking through the</p>

	<p>study of texts and artistic creations selected from Romance literatures and cultures. This comparative Romance literatures and cultures course taught in English will appeal to students who do not necessarily have advanced proficiency in all the Romance languages offered in our department, but who are interested in gaining a comparative understanding of the cultures and literatures of the Romance-speaking world.</p> <p>Please note, as discussed in our Romance Studies program renewal, all courses taught in English across our department use the RMST course code, as an easy way to differentiate them from other literature courses taught in Spanish, French or Italian.</p> <p>Not available for Cr/D/F grading <input type="checkbox"/> (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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Rationale for creating Special Topics courses in Romance Studies (RMST):

The Department of French, Hispanic, and Italian Studies recently redesigned the Romance Studies program, which involved updates to the existing Honours program and creating a new Major and Minor. The program renewal, which involved the creation of several new courses and recoding all English taught courses to RMST, was approved by UBC Senate in February, 2022 followed by an assessment from the Ministry of Post-Secondary Education and Future Skills. The program is now composed of 5 clusters: Romance Studies; French Studies, Italian Studies, Portuguese Studies, and Spanish Studies. After students complete required language credits and 9 credits of required RMST 300-level courses, they are required to take a certain number of upper-level program elective credits chosen from at least two of the five clusters (21 for a major, 30 for an honours, and 9 for a minor) as described in the Calendar [here](#). The following group of proposals are to create upper-level Special Topics courses for different clusters of the Romance Studies program.

This proposed upper-level Special Topics courses will enable the growing Romance Studies undergraduate program to: (a) pilot new and topical content courses in emergent areas within our department; (b) allow faculty to design and implement courses linked to their areas of focus prior to proposing new calendar entries; (c) provide Romance Studies majors with the opportunity to diversify their preparation for future career pathways by taking a wider variety of topics; (d) complement the Romance Studies undergraduate program offering by including variable-topic courses; (e) help align course offerings across Romance Studies clusters to make a homogenous offering that is easily legible to students.

As the faculty profile of Romance Studies has been expanding and diversifying over the past years—to include areas ranging from translation studies, visual and digital cultures, sound studies, Caribbean studies, Indigenous cultures, and Catalan language and culture—we are facing the challenge of finding courses for junior faculty to teach that directly reflect their expertise. The creation of these Special Topics courses will enable the topics to vary from year to year, reflecting the diverse areas of focus of our faculty including immediate and emergent topics.

<p>Category: 1 Faculty: Arts Department: French, Hispanic, and Italian Studies Faculty Approval Date: Sept. 14, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Received: May 29, 2023 Contact Person: Elizabeth Lagresa-González (Course author), Jungbee Lee (Curriculum support) Phone: 604 822 2879 Email: elagresa@mail.ubc.ca and fhis.curriculum@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RMST 310 (3-9) Special Topics in Romance Studies Study of Romance literatures, cultures, languages, or communities. Topics vary from section to section. Consult Department for current offerings.</p>	<p>URL: https://vancouver.calendar.ubc.ca/course-descriptions/subject/rmst</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p><i>Note: This Category 1 proposal for a new Topics course is being submitted without a sample syllabus as per the policy described on p. 27 of the UBC Curriculum Guidelines (Version 15.1) for Special Topics/ Directed Study Courses.</i></p>

Rationale for Proposed Change:

See above Rationale for the creation of RMST Special Topics courses.

This proposal is for RMST 310 which will be part of the Romance Studies cluster of the Romance Studies program.

Regardless of topics, the different course versions for RMST 310 will emphasize the following fundamental learning outcomes in Romance Studies: comparative skills, linguistic proficiency, cross-cultural awareness, training in assessing, interpreting, and contextualizing primary and secondary sources and objects, critical thinking, and the production of evidence-based argumentation disseminated through written, oral, visual and/or digital media.

Since RMST 310 will be offered in multiple terms by various faculty and across a wide range of topics, it is appropriate for students to take it multiple times during their undergraduate career. A variable credit range of 3-9 will allow for students to be able to take a variety of special topics courses up to three times. The addition of this course will not negatively impact the overall degree requirements for Romance Studies Majors or Minors. Conversely, it will allow students to enrich and diversify their degree, as well as potentially attract new Majors and Minors into the program through offerings that more directly appeal to their interests.

We plan to include the specific topic of study as a subtitle in the schedule entry every time the course is offered to make it easier for students to identify the courses they would like to take. The course will be advertised through email, social media, etc. to our undergraduate students and listed on the program website.

We hope that this new course will result in an enriched program for students and contribute to the transformative learning goals and strategies outlined in the Faculty of Arts and Student Strategic Plans

	<p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p> <p>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: French, Hispanic, and Italian Studies Faculty Approval Date: Sept. 14, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Received: May 29, 2023 Contact Person: Elizabeth Lagresa-González (Course author), Jungbee Lee (Curriculum support) Phone: 604 822 2879 Email: elagresa@mail.ubc.ca and his.curriculum@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RMST 350 (3-9) Special Topics in Italian Studies Study of Italian literatures, cultures, languages, or communities. Topics vary from section to section. Consult Department for current offerings.</p>	<p>URL: https://vancouver.calendar.ubc.ca/course-descriptions/subject/rmst</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p><i>Note: This Category 1 proposal for a new Topics course is being submitted without a sample syllabus as per the policy described on p. 27 of the UBC Curriculum Guidelines (Version 15.1) for Special Topics/ Directed Study Courses.</i></p> <p>Rationale for Proposed Change:</p> <p>See above Rationale for the creation of RMST Special Topics courses.</p> <p>This proposal is for RMST 350 which will be part of the Italian Studies cluster of the program.</p> <p>Regardless of topics, the different course versions will emphasize fundamental learning outcomes in Romance Studies, including: comparative skills, linguistic proficiency, cross-cultural awareness, training in assessing, interpreting, and contextualizing primary and secondary sources and objects, critical thinking, and the production of evidence-based argumentation that is disseminated through written, oral, visual and/or digital media.</p> <p>Since RMST 350 will be offered in multiple terms by various faculty and across a wide range of topics, it is appropriate for students to take it multiple times during their undergraduate career. A variable credit range of 3-9 will allow for students to be able to take a variety of special topics courses up to three times. The addition of this course will not negatively impact the overall degree requirements for Romance Studies Majors or Minors. Conversely, it will allow students to</p>

	<p>enrich and diversify their degree, as well as potentially attract new Majors and Minors into the program through offerings that more directly appeal to their interests.</p> <p>We plan to include the specific topic of study as a subtitle in the schedule entry every time the course is offered to make it easier for students to identify the courses they would like to take. The course will be advertised through email, social media, etc. to our undergraduate students and listed on the program website.</p> <p>We hope that this new course will result in an enriched program for students and contribute to the transformative learning goals and strategies outlined in the Faculty of Arts and Student Strategic Plans</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: French, Hispanic, and Italian Studies Faculty Approval Date: Sept. 14, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Received: May 29, 2023 Contact Person: Elizabeth Lagresa-González (Course author), Jungbee Lee (Curriculum support) Phone: 604 822 2879 Email: elagresa@mail.ubc.ca and his.curriculum@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RMST 420 (3-9) Special Topics in Francophone Studies Study of Francophone literatures, cultures, languages, or communities. Topics vary from section to section. Consult Department for current offerings. Recommended for students in 3rd year or above. Restricted to students with 2nd year standing or above.</p>	<p>URL: https://vancouver.calendar.ubc.ca/course-descriptions/subject/rmst</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p><i>Note: This Category 1 proposal for a new Topics course is being submitted without a sample syllabus as per the policy described on p. 27 of the UBC Curriculum Guidelines (Version 15.1) for Special Topics/ Directed Study Courses.</i></p> <p>Rationale for Proposed Change:</p> <p>See above Rationale for the creation of RMST Special Topics courses.</p> <p>This proposal is for RMST 420 which will be part of the French Studies cluster of the program.</p> <p>Regardless of topics, the different course versions will emphasize fundamental learning outcomes in Romance Studies, including: comparative skills, linguistic proficiency, cross-cultural awareness, training in assessing, interpreting, and contextualizing primary and secondary sources and objects, critical thinking, and the production of evidence-based argumentation that is disseminated through written, oral, visual and/or digital media.</p> <p>Since RMST 420 will be offered in multiple terms by various faculty and across a wide range of topics, it is appropriate for students to take it multiple times during their undergraduate career. A variable credit range of 3-9 will allow for students to be able to take a variety of special topics courses up to three times. The addition of this course will not negatively impact the overall degree requirements for Romance Studies Majors or Minors. Conversely, it will allow students to enrich and diversify their degree, as well as</p>

	<p>potentially attract new Majors and Minors into the program through offerings that more directly appeal to their interests.</p> <p>We plan to include the specific topic of study as a subtitle in the schedule entry every time the course is offered to make it easier for students to identify the courses they would like to take. The course will be advertised through email, social media, etc. to our undergraduate students and listed on the program website.</p> <p>We hope that this new course will result in an enriched program for students and contribute to the transformative learning goals and strategies outlined in the Faculty of Arts and Student Strategic Plans</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: French, Hispanic, and Italian Studies Faculty Approval Date: Sept. 14, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Received: May 29, 2023 Contact Person: Elizabeth Lagresa-González (Course author), Jungbee Lee (Curriculum support) Phone: 604 822 2879 Email: elagresa@mail.ubc.ca and his.curriculum@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RMST 470 (3-9) Special Topics in Hispanic Studies Study of Hispanic literatures, cultures, languages, or communities. Topics vary from section to section. Consult Department for current offerings. Recommended for students in 3rd year or above. Restricted to students with 2nd year standing or above.</p>	<p>URL: https://vancouver.calendar.ubc.ca/course-descriptions/subject/rmst</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p><i>Note: This Category 1 proposal for a new Topics course is being submitted without a sample syllabus as per the policy described on p. 27 of the UBC Curriculum Guidelines (Version 15.1) for Special Topics/ Directed Study Courses.</i></p> <p>Rationale for Proposed Change:</p> <p>See above Rationale for the creation of RMST Special Topics courses.</p> <p>This proposal is for RMST 470 which will be part of the Spanish Studies cluster of the program.</p> <p>Regardless of topics, the different course versions will emphasize fundamental learning outcomes in Romance Studies, including: comparative skills, linguistic proficiency, cross-cultural awareness, training in assessing, interpreting, and contextualizing primary and secondary sources and objects, critical thinking, and the production of evidence-based argumentation that is disseminated through written, oral, visual and/or digital media.</p> <p>Since RMST 470 will be offered in multiple terms by various faculty and across a wide range of topics, it is appropriate for students to take it multiple times during their undergraduate career. A variable credit range of 3-9 will allow for students to be able to take a variety of special topics courses up to three times. The addition of this course will not negatively impact the overall degree requirements for Romance Studies Majors or Minors. Conversely, it will allow students to enrich and diversify their degree, as well as</p>

	<p>potentially attract new Majors and Minors into the program through offerings that more directly appeal to their interests.</p> <p>We plan to include the specific topic of study as a subtitle in the schedule entry every time the course is offered to make it easier for students to identify the courses they would like to take. The course will be advertised through email, social media, etc. to our undergraduate students and listed on the program website.</p> <p>We hope that this new course will result in an enriched program for students and contribute to the transformative learning goals and strategies outlined in the Faculty of Arts and Student Strategic Plans</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: Geography Faculty Approval Date: May 11, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: February 13, 2023 Contact Person: Michele Koppes, Juanita Sundberg (Course authors); Suzanne Lawrence (Curriculum support) Phone: 604-822-4896 Email: koppes@geog.ubc.ca; juanita.sundberg@ubc.ca and undergraduate.program@geog.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>GEOG 516 (3) Perspectives on the Anthropocene Transdisciplinary (holistic and problem-oriented) approach to the Anthropocene as an integrative lens for studying contemporary socio-ecological crises. Critical and embodied understandings of human-environment relations oriented to collaborative and public scholarship that addresses current crises.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=GEOG</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This seminar was developed in response to student requests to integrate research and teaching across the disciplinary ‘silos’ of Geography, and to offer curricula that addresses the current climate and nature emergency. The course seeks to bridge concepts and students from across the natural sciences, social sciences and humanities, and to engage in collaborative and public scholarship.</p> <p>The current Anthropocene Era, characterized by climate change and biodiversity loss as well as extreme social inequalities, is a useful framework to study interactions between humans and the environment, which form the bedrock of geographic inquiry. This course introduces the ontologies, epistemologies, and sensibilities practiced in the geographical sciences and human geography; and explores pedagogies and strategies to address the uneven effects of the Anthropocene. It offers techniques to ground geographical inquiry in reflexive and critical studies of scientific paradigms, the social construction of science, and the historical, colonial, and capitalist embodiments that have created the Anthropocene and continue to shape its solutions.</p>

This course was co-developed and co-taught for the first time in fall 2020 by a geoscientist and social scientist from across the disciplines of geography, using funding awarded from the UBC Sustainability Initiative. It attracted a large and diverse cohort of graduate students from across the university, including from Geography, IRES, Law, Anthropology, Education, and Atmospheric Sciences. There is no other course available in our graduate programs that covers the breadth of topics and concepts in our discipline, ranging from climate science to critical physical geography, critical pedagogy, race and political ecology, participatory action research, earth systems science, and ecofeminism. We hope to make this a permanent offering for students increasingly seeking interdisciplinary and transdisciplinary (holistic and problem-oriented) approaches to address today's complex socio-ecological problems.

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

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

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

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

Pass/Fail or grading **Honours/Pass/Fail grading**
3

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

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Land and Food Systems Department: Faculty Approval Date: May 18, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: February 28th, 2023 Contact Person: Risa Sargent Phone: 604-827-0879 Email: risa.sargent@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PLNT 506 (3) Advanced Pollination Biology</p> <p>Fundamental and advanced research topics in pollination biology as they relate to natural selection, ecology, insect cognition, conservation and agriculture.</p> <p>Credit will be granted for only one of PLNT 506 or APBI 406</p>	<p>URL: NA</p> <p>Present Calendar Entry: NA</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: Currently no graduate course on campus covers the topic of pollination biology, even though research on this topic is fundamental to topics including ecology, conservation, evolutionary biology and agriculture. Students will study the research findings from pollination biology that link plant diversity to animal pollination and its applications.</p> <p>To note: PLNT graduate courses include description</p> <p>This graduate course will be co-located with the proposed course APBI 406 ‘Pollination Biology’, i.e., utilizing the same lectures. PLNT 506 has higher level learning outcomes and more stringent assessment criteria than the co-located undergraduate course (APBI 406).</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p>

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

Category: (1)

<p>Faculty: Education Department: Educational Studies Faculty Approval Date: Sept 19, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: September 25, 2023 Contact Person: D. Kelly or H. Wright Phone: 2-3952 or 2-2705 Email: deirdre.kelly@ubc.ca or handel.wright@ubc.ca</p>
<p>Proposed Calendar Entry: EDST 574 (3) Cultural Studies and Education <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: None at present; new course</p> <p>Present Calendar Entry: None at present; new course</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: The Society, Culture and Politics in Education (SCPE) MEd program and MA concentration in the Department of Educational Studies lists Cultural Studies as one of its interdisciplinary fields. However, no cultural studies course is offered at present. This new course fills that gap and make the Cultural Studies presence explicit in the program.</p> <p>There is interest in a course that uses interdisciplinarity and critical education to study both high and popular culture and addresses issues of sociocultural identity and diversity. The course was piloted successfully in 2020 as a special topics course (EDST 565).</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Land and Food Systems Department: Faculty Approval Date: Nov 24, 2022 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: August 4, 2022 Contact Person: Risa Sargent Phone: 604-827-0879 Email: risa.sargent@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>APBI 406 (3) Pollination Biology</p> <p>Fundamental research and topics in pollination biology related to various themes in applied biology including: natural selection, insect cognition, conservation and agriculture. Credit will be granted for only one of PLNT 506 or APBI 406.</p> <p>Prerequisites: One of APBI 260, APBI 265 or BIOL 230.</p>	<p>URL: NA</p> <p>Present Calendar Entry: NA</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: Currently no course on campus covers the topic of pollination biology, even though this interaction is fundamental to understanding terrestrial biodiversity. Students will learn the research that underpins the many linkages between plant diversity and insect pollination and its implications for biodiversity, conservation and agriculture.</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: May 18, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: February 27, 2023 Contact Person: Tabitha Robin Martens Phone: 604-822-9279 Email: tabitha.martens@ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit.)</p> <p>APBI 422 (3) Indigenous Food Systems in Canada</p> <p>Indigenous food systems are a complex, relational web of connections between land, culture, and spirit. Topics include: major elements of Indigenous food systems and present-day food stories from Indigenous communities across the country.</p> <p>Prerequisite: LFS 350 or third-year standing or higher.</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:</p> <p>This is a new course that is in an area of expertise for UBC and the Faculty of LFS following the Indigenous Strategic Plan (Action 16). This course will fill a key gap in understanding the diversity and complexity of Indigenous food systems in so-called Canada. This course is taught by an Indigenous scholar (Cree/Metis), using Indigenous pedagogies, epistemologies, and protocols and features Indigenous guest speakers from various nations.</p> <p>There are currently no other Indigenous food systems focused courses in LFS or at UBC.</p> <p>This course focuses on the history, present, and future of Indigenous peoples' food systems across Canada with specific attention to understanding Indigenous worldviews and an analysis of the effects of colonialism.</p> <p>This course has successfully been offered as a special topics course in LFS.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading</p>



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

Category: (1 or 2)

<p>Faculty: Department: UBC Extended Learning Faculty Approval Date: June 29, 2022 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: December 19, 2022 Contact Person: Anne-Rae Vasquez Phone: 604-822-2984 Email: annerae.vasquez@ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>Technology</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 10px;"></div> <p>Get an edge in British Columbia and Canada's fast-evolving workplaces with a balance of applied technical skills and transferrable career skills like critical thinking, creativity and problem-solving. Our technology courses and programs are created and delivered by experts and innovators from UBC Faculties, industry and educational partners.</p> <p>Artificial Intelligence and Machine Learning Bootcamp</p> <p>Non-Credit Program Certificate in Artificial Intelligence in Digital Media (new)</p>	<p>URL: https://vancouver.calendar.ubc.ca/alternative-study-options/other-study-options/extended-learning/technology</p> <p>Present Calendar Entry:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 10px;"></div> <p>(Cut and paste from the current web Calendar.)</p> <p>Technology</p> <p>Get an edge in British Columbia and Canada's fast-evolving workplaces with a balance of applied technical skills and transferrable career skills like critical thinking, creativity and problem-solving. Our technology courses and programs are created and delivered by experts and innovators from UBC Faculties, industry and educational partners.</p> <p>Artificial Intelligence and Machine Learning Bootcamp</p> <p>Certificate in Key Capabilities in Data Science</p> <p>Introduction to Systematic Program Design in Python</p> <p>Extended Reality (XR)</p>



	<p>Micro-certificate in Cybersecurity Strategy and Risk Management</p> <p>Certificate in Cloud and Technology Transformation</p> <p>Micro-certificate in Blockchain Innovation and Implementation</p> <p>Cryptocurrency Foundations</p> <p>NFT Essentials</p> <p>Micro-certificate in Cloud Transformation and Technology Infrastructure Strategy</p> <p>AWS Academy Cloud Foundations</p> <p>AWS Academy Cloud Architecting</p> <p>For more information, call 604 822 1444 or visit UBC Extended Learning.</p>
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Certificate ProgramUBC Extended Learning

Proposed Name of Certificate Program:

Non-Credit Program Certificate in Artificial Intelligence in Digital Media

Date of Submission: August 2, 2023**Sponsoring Faculty/Department/School:** UBC Extended Learning**Contact People:****Name: Anne-Rae Vasquez**

Title: Director, Academic Services, UBC Extended Learning (ExL)

Telephone: 604-822-2984

Email: annerae.vasquez@ubc.ca**Name: Aika Sembay**

Title: Manager, Program Development, Design & Research, Academic Services, UBC Extended Learning (ExL)

Email: aika.sembay@ubc.ca**Supporting UBC Partners:**

- Professor Gregor Kiczales, Computer Science, Faculty of Science
- Dr. Chris Tenove, Director for the Centre for the Study of Democratic Institutions, UBC School of Public Policy & Global Affairs

Program Description (max 250 words):

The proposed UBC Extended Learning Certificate in Artificial Intelligence (AI) in Digital Media is a non-credit certificate that will serve as a pathway for learners in our Ministry-funded micro-certificate programs to pursue larger UBC credentials. In alignment with the Ministry's micro-credential policy framework, this certificate will provide a comprehensive introduction to the topics of automation and creativity in the context of the digital media industry, with key competencies in utilizing automation technologies within digital media processes and understanding what aids and impedes creativity. Students will be introduced to automation tools, techniques and strategies in the digital media industry, and gain experience in implementing automation processes in creative projects. The program will also explore the implications and ethical considerations of combining creativity and automation and the importance of eliminating biased data regarding racial, cultural, gender or political identities for AI-powered decision-making. Learners will create a framework for application analysis of AI and propose a visual media management strategy that will drive organizational change and accelerate the delivery of value.

The flexible format of the proposed certificate is designed to meet the needs of working professionals. Likewise, the program architecture is designed with the flexibility to adapt the content to evolving market needs, with appropriate reinvestment.

The certificate will consist of six courses with a total of approximately 150 hours of learning activities. Learners who completed the existing Ministry-funded UBC Micro-certificate in Artificial Intelligence Cloud Solutions Strategy will be able to take the remaining four courses and complete the full non-credit certificate.

Rationale for the Certificate Program (max 250 words):

The Ministry of Post-Secondary Education and Future Skills (PSFS) encourages higher education institutions to develop new programming that aligns with the BC Micro-credential Framework to address skill gaps in the labour market, create a resilient workforce and increase accessibility for mid-career/continuous learners to obtain industry-recognized credentials. The Ministry recently launched the **StrongerBC Future Skills Grant (FSG) initiative**, which provides up to \$3500 in funding to most BC residents seeking short-term skills training at public post-secondary institutions.

According to the BC Micro-credential Framework, micro-credential programs must provide learners the ability to quickly reskill or upskill in order to better access high-demand employment, such as in AI sectors. Micro-credentials must offer courses that are shorter in duration, lower in cost and have **clear pathways to ladder into larger credentials**. With this in mind, the existing Micro-certificate in Artificial Intelligence Cloud Solutions Strategy will provide a pathway for learners to ladder their micro-credential into the proposed Certificate in Artificial Intelligence (AI) in Digital Media.

Courses will be developed by industry experts who are currently teaching our existing micro-certificates, in partnership and collaboration with faculty advisors, employers and other industry contacts, to ensure that the learner competencies are relevant to current market needs. The key competencies that learners will achieve upon completing the program will help them navigate real-world scenarios and make critical decisions around incorporating AI cloud solutions to enhance their organization's technology infrastructure. Learners will also receive a UBC digital credential, which will provide verifiable identification of their earned proficiencies.

Proposed Length/Duration (indicate hours, credits, months, etc.):

The certificate program will consist of six courses (ranging from four to five weeks each) for a total of approximately 150 hours of part-time learning. Each course will require approximately 25 hours of study. In alignment with the BC Micro-credential Framework, learners who completed the existing Ministry-funded UBC Micro-certificate in AI Cloud Solutions Strategy will have the option to ladder into the full certificate.

Proposed Curriculum Topics (list by brief descriptive titles only):

Course 1: Artificial Intelligence (AI) Cloud Solutions Strategy (4 weeks):

By the end of the course, learners will:

- Understand the fundamentals of AI and cloud computing and their impact on businesses
- Develop strategies for using AI and cloud computing to gain competitive advantages

- Explore the challenges and opportunities associated with AI and cloud computing
- Analyze different scenarios to determine the best AI and cloud computing solutions
- Understand how AI can be used to improve operational efficiency, customer experiences and business outcomes
- Identify the potential risks and benefits associated with the adoption of AI technologies
- Understand the cost-benefit analysis of AI cloud solutions and how to make the best use of investments
- Understand the need for organizational change management strategies to ensure successful adoption of AI cloud solutions
- Plan for the potential impact of AI on an organization's workforce and how to manage the transition

Course 2: AI Cloud Technology Infrastructure Implementation (4 weeks):

By the end of the course, learners will:

- Know how to design solutions with AI cloud services to improve customer experiences, create an agile, robust framework for decision-making and optimize business processes
- Know how to develop a strategy to add AI to their business applications
- Know how to assess and choose the right infrastructure for high-performance and low-cost instances optimized for machine learning
- Gain applied knowledge through hands-on tutorials with freely available resources

Course 3: AI-Powered Automation Strategies for Digital Media (4 weeks):

By the end of the course, learners will:

- Design data-driven content strategies and automation using AI
- Incorporate AI into digital storytelling
- Understand the creative implications of AI in digital media
- Create personalized user experiences with AI
- Analyze the impact of AI-powered automation on digital media performance
- Automate creative content discovery and optimize delivery using AI
- Develop creative AI models for digital media
- Utilize natural language processing for digital media creative automation

Course 4: Maximizing Benefits of Personalization with AI in Digital Media (4 weeks):

By the end of the course, learners will:

- Develop data-driven personalization strategies incorporating AI (i.e., training a model to synthesize your personality into the work)
- Understand consumer behaviour for digital personalization with AI
- Analyze the impact of personalized content on digital media performance
- Optimize personalized content experiences and automate delivery using AI
- Leverage AI to enhance recommendations in digital media
- Understand personalization ethics and potential compliance issues
- Incorporate AI into personalized digital advertising
- Develop metrics to measure the impact of personalization on digital media performance

Course 5: Leveraging AI to Create Enhanced Interactive Experiences in Digital Media (4 weeks):

By the end of the course, learners will:

- Understand interactive experiences in digital media and analyze user behaviour using AI

- Develop AI-enhanced interactivity strategies such as leveraging natural language processing
- Create algorithms to optimize interactive experiences
- Design AI models for interactive content management and automated content discovery
- Develop interactive user interfaces with AI
- Develop metrics to assess the impact of enhanced interactivity on digital media performance

Course 6: AI-Driven Business Strategies for Media Companies (4 weeks)

By the end of the course, learners will:

- Understand the potential uses of AI technology for media companies
- Develop and incorporate data-driven, AI-powered business strategies and understand how to manage the potential risks
- Design AI-based targeting strategies
- Implement an ethics framework for media companies leveraging AI
- Evaluate and optimize the performance of AI-powered business strategies
- Utilize machine learning to identify trends and opportunities

Target Learners:

The Certificate in Artificial Intelligence (AI) in Digital Media is a comprehensive non-credit program designed to provide learners with the necessary knowledge and skills to navigate the opportunities and challenges associated with the contemporary digital media landscape. Learners will gain an understanding of AI and its components; understand the ethical implications of AI; learn programming and statistical concepts and their applications to AI; and develop proficiency in using AI to produce creative digital media projects. Through lectures and hands-on activities, learners will understand how to optimize digital media projects and tasks (such as content creation, delivery and analytics) using AI. Furthermore, learners will examine current trends and emerging technologies that enable AI-driven digital media products and analyze case studies and best practices in leveraging AI to achieve business objectives.

Sector overview:

Efforts to explore AI are steadily increasing, as indicated by [IBM's 2022 Global AI Adoption Index Report](#) which states that 42% of businesses are evaluating potential AI implementations. According to [Statista's April 2023 AI market insights report](#), global AI revenue is projected to grow from US\$207.9 billion in 2023 to US\$1847.5 billion in 2030. [In Canada](#), the AI market is currently valued at US\$6.04 billion and is projected to grow to US\$16.60 billion in 2030.

Although the global interest in AI is increasing, organizations continue to face the barrier of limited AI expertise. According to a [2021 PwC survey](#) of 1,000 executives across the US, UK, Japan and India, inadequate technology infrastructure and lack of AI technical and managerial talent are among the top five challenges to AI adoption. A gap in relevant skills and knowledge currently impedes successful AI implementation and the rapid development of strategies that can apply AI toward business goals.

Another prominent barrier is the lack of frameworks for organizational AI ethics, governance and risk mitigation, as this affects a number of critical aspects such as data quality, management and privacy. Among [global AI adopters](#), 62% are majorly concerned about cybersecurity vulnerabilities, and 55% are majorly concerned about the liability for decisions made by AI systems. Additionally, only [one in five companies has an ethical framework](#) in place for AI development and use. Our review of recent literature on the ethics of AI reveals that there is a need to establish ethical standards that address concerns surrounding bias, accountability, transparency and human rights. AI is relatively in its infancy, and with that brings many unknowns. However, there are practical uses of AI-supported tools to help improve workflow efficiencies in media development. The proposed certificate program is to provide learners with an understanding of existing tools and how to incorporate them into their own media development workflows (see *Appendix: Ethics of AI Literature Review*).

Comparator summary:

According to our review of the program comparator landscape, there are a limited number of short Canadian programs that offer similar training to our proposed certificate program. Alternative certificate or diploma programs include [University of Toronto's Artificial Intelligence Certificate](#) (4 months), [Humber College's Artificial Intelligence with Machine Learning Ontario Graduate Certificate](#) (9 months) and [University of Winnipeg's Artificial Intelligence Post-Degree Diploma](#) (12 months). While these programs include curricular areas comparable to our proposed certificate such as data analytics and project management, they focus on broader applications of AI and machine learning rather than automation in the context of the digital media industry. In BC, the only offering that is not part of an undergraduate or master degree program is BCIT's diploma in [Business Information Technology Management \(BITMAN\) – Artificial Intelligence Management Option \(AIM\)](#), which requires two years of full-time learning.

In comparison, our proposed certificate will consist of **six 4-week courses and approximately 150 hours of part-time learning**, which will appeal to professionals in the digital media industry seeking to upskill their expertise in AI within a short timeframe and flexible delivery format. The program, which learners can complete within **24 weeks**, will be fully online and combine synchronous and asynchronous delivery, comprising videos, podcasts, discussions, live instructor-led sessions and applied case study assignments. Learners will analyze use cases spanning different industries and gain the necessary knowledge to incorporate AI technology to rapidly develop cutting-edge digital media for small or large projects (see *Proposed Curriculum Topics* for course learning objectives).

Student Admission Criteria:

To accommodate learners from a variety of backgrounds, the admission requirements are inclusive rather than limiting. Learners must have the following:

- Post-secondary education and/or substantial relevant experience

- Fluency in English, including good written and verbal communication skills
- The academic, interpersonal and communication skills to support active participation in this dynamic program
- Access to a computer, email account and the internet

Student Assessment/Grading Methods:

Learners will be assessed on each course according to UBC assessment guidelines to ensure competency in the required skills and concepts. Assessments will be based on successful completion of course assignments, discussion participation, quizzes and final projects. Assessment criteria for each assignment and course will be described in each course syllabus. A passing grade of 70% will be required in each of the courses.

Program Delivery Format:

The proposed certificate will be 100% online, part-time, and will consist of six courses (see *Program Description* for details). The online, real-time format will encourage personal accountability and a high degree of engagement while enabling more flexibility than in-person learning. The instructor will be available to support learners during weekly virtual live sessions. Learners will have a two-year timeframe to complete all six courses and be eligible for the certificate. Courses must be taken sequentially, with the first two courses comprising the Ministry-funded UBC Micro-certificate in AI Cloud Solutions Strategy.

Marketing/Promotion Strategy:

The **StrongerBC Future Skills Grant (FSG) initiative** provides up to \$3500 in funding to most BC residents seeking to take short-term skills training at public post-secondary institutions. This initiative is currently underway and has already attracted BC learners interested in AI and digital media to the UBC Micro-certificate in AI Cloud Solutions Strategy, which consists of the first two courses of the proposed certificate. Due to the demand, we have had to increase our enrolment capacity limits for the AI micro-certificate; this indicates that the learners will be interested in pursuing the full proposed certificate. In addition, we will work with a business developer and industry subject matter experts (who are also involved in the course development of this program) to recruit mid-career learners and build rapport with relevant organizations. We will also launch an organic marketing campaign targeting existing learners in our Extended Learning technology programs mailing list. UBC Extended Learning will launch and manage these marketing strategies in conjunction to build awareness for the program, drive intent to register and convert to registrations.

Assessment of Impact on Departmental and University Resources:

This program will be offered by UBC Extended Learning's existing infrastructure, from program design and course development to operations (i.e., registration, student services and general administrative

support). We will draw from the expertise of industry experts and align with the Ministry's micro-credential framework to ensure the stackability of our courses toward a larger credential, with the potential for other institutions to recognize the credential in their own offerings.

Assessment of Financial Viability:

The Ministry of Advanced Education Skills Training Micro-credential grant partially funded course development costs. UBC Extended Learning has in-house operational program and course delivery expertise to ensure the sustainability of the proposed certificate program. Our experiential knowledge in non-credit programming is demonstrated by our successful launch of three micro-certificates and other new micro-credentials, which stack into a non-credit certificate, within the last two fiscal years. Enrolment in our Ministry-funded UBC Micro-certificate in AI Cloud Solutions Strategy increased by 100% in the second offering.

This proposal anticipates revenues for two offerings per year with a target of 35+ students in the first year, which will ensure cost recoverability. Enrolment numbers will exceed what is anticipated considering that the StrongerBC Future Skills Grant provides access to a wider audience of BC learners, including those who may otherwise be constrained by financial barriers. The flexibility of the program architecture and Extended Learning's model of program delivery will ensure the sustainability of the proposed program.

Current Program Advisory Committee Members (list names and affiliations):**UBC Faculty and Industry advisory group members:**

- Professor Gregor Kiczales, Computer Science, Faculty of Science
- Dr. Chris Tenove, Director for the Centre for the Study of Democratic Institutions, UBC School of Public Policy & Global Affairs
- Dr. Joenita Paulrajan, Director of Equitable Systems Design, UBC Extended Learning
- [Invest Vancouver](#), Kaite Fitzmaurice, Vice-President Collaboration
- Amazon Web Services (AWS), Will Hanft, Head of Strategy & Principal Advisor - ISV Segment 410 Terry Ave. N., Seattle, WA
- AWS Cloud Education Support Program, Lindsay Hopkins Jacobsen (UBC education partner manager)
- Anthony Green, President of ISACA Vancouver chapter, <https://isaca.org>

Final Approval Expected from Following Deans/Department Heads:

Larry Bouthillier, Executive Director, Extended Learning



To: Senate
From: Nominating Committee
Re: Committee Adjustments
Date: 9 November 2023

The Senate Nominating Committee has considered vacancies on Senate committees and on a President's Advisory Committee for the Selection of an Associate Vice-President Research & Innovation and Vice-Principal Research & Innovation (Okanagan) and is pleased to recommend that Senate resolve as follows:

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

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

The Nominating Committee would take this opportunity to thank all senators who put their names forward for the search committee.



Date: November 1, 2023

To: UBC Vancouver Senate

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

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

Re: Request approval to establish the **Koerner Chair for Wildfire Coexistence at UBC**

Recommendation:

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

Background and Rationale:

The University of British Columbia (UBC) Faculty of Forestry is partnering with members of the Koerner family and the Koerner Family Foundation to establish the **Koerner Chair for Wildfire Coexistence at UBC**.

British Columbia is currently in the midst of its most devastating wildfire season in history and, within the past six years, witnessed the three most devastating and widespread wildfire seasons on record. By the end of the century, wildfires are projected to increase in frequency by 50%. Bold and innovative action is needed now to sow the seeds of resilient forests better adapted to projected environmental conditions.

UBC Forestry's *Centre for Wildfire Coexistence* (CWC) – through its unique approaches to proactive management and adaptation – will respond to an increasing need for adapting forestry and land management practices to create healthy and resilient forests and communities in a rapidly changing climate. Led by the proposed **Koerner Chair for Wildfire Coexistence at UBC**, the Centre will support innovative approaches and novel discoveries co-created with other leading experts, Indigenous Knowledge Keepers, government agencies, private land owners and forest, fire and land management professionals.

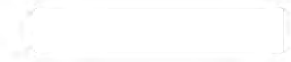
The chair holder will take a leadership role by establishing the *Centre for Wildfire Coexistence*. This will necessitate the recruitment of new faculty, student trainees and staff, with the aim of accelerating discovery and achieving broad and rapid societal impact. However, it will also require overseeing the integration of related research across the University and the Province of British Columbia to build a critical mass of researchers dedicated to a common goal. In addition to this leadership role, the chair holder is expected



to maintain a rich research program of her or his own and to take an active role in the community to promote awareness of the issues and importance of wildfire prevention, mitigation and coexistence.

Background on Donors:

Redacted at donor request.





Funding Summary:

To establish the **Koerner Chair for Wildfire Coexistence at UBC**, members of the Koerner Family have committed to establishing a \$2,400,000 endowment. [REDACTED]

[REDACTED] The donors will pay out their commitments over four years, in equal payments, starting on November 30, 2023.

This Chair will be established through the **President's Academic Excellence Initiative (PAEI)**. Therefore, the endowment's annual spend rate will be leveraged by the University under the PAEI. As discussed previously, to meet the requirements of PAEI, the Faculty will hire an additional professor in the area of Wildfire management to meet the incrementality aspect of PAEI, as it is anticipated that the Koerner Chair will be held by current Faculty of Forestry Professor, Dr. Lori Daniels.

[REDACTED]

for a total initial research fund of \$3,200,000.

We feel that these funds sufficiently set up the Chair and the broader Centre for long-term success. And fundraising will continue in order to build these endowments further.

KOERNER - CHAIR FOR WILDFIRE COEXISTENCE - FUNDING PLAN OUTLINE

(\$ thousands)

	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	
Funding Source	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Totals
FUNDING											
Donor Support											
Endowment Income			67	90	92	94	96	99	101	104	743
Non-Endowed Contribution											
Donor Support	0	0	67	90	92	94	96	99	101	104	743
Internally Generated (Grant) Funding											
Grant Tenure Track Funding											
Research Support Grant Funding											
Total Internally Generated (Grant) Funding	0	0	0	0	0	0	0	0	0	0	0
UBC Provost / PAEI Program											
PAEI Salary Share/Support			136	126	131	137	144	150	157	164	1145
Unrestricted Research Start-up	110										110
Space/Lab Renovation	20										20
Recruitment Costs	10										10
Total UBC Provost	140	0	136	126	131	137	144	150	157	164	1285
Faculty of Forestry											
Salary Support / Bridging	283	288	96	96	100	104	108	112	117	122	1426
Unrestricted Research Start-up	150										150
Space/Lab Renovation	20										20
Recruitment Costs	10										10
Total Faculty Of Forestry	463	288	96	96	100	104	108	112	117	122	1,606
TOTAL PROJECTED FUNDING SOURCES	603	288	299	312	323	335	348	361	375	390	3,634
EXPENDITURES											
Salaries & Benefits											
Chair or Professor	283	288	299	312	323	335	348	361	375	390	3314
Additional staff (if required)											
Total Salaries & Benefits	283	288	299	312	323	335	348	361	375	390	3314
Operational Expenditures											
Research Support											
Chair											
Faculty											
Unrestricted Research Start-up - Chair	260										260
Recruitment	20										20
Space/Lab Renovation	40										40
General Administration											
Total Operational Expenditures	320	0	0	0	0	0	0	0	0	0	320
TOTAL PROJECTED EXPENDITURES	603	288	299	312	323	335	348	361	375	390	3,634
Surplus (Deficit)	0	0	0	0	0	0	0	0	0	0	0
Reserves	6,500	6,600	6,800	6,900	7,000	7,100	7,200	7,300	7,400	7,500	7,600



THE UNIVERSITY OF BRITISH COLUMBIA

GIFT AGREEMENT**Between**The University of British Columbia
(the “**University**”)

and

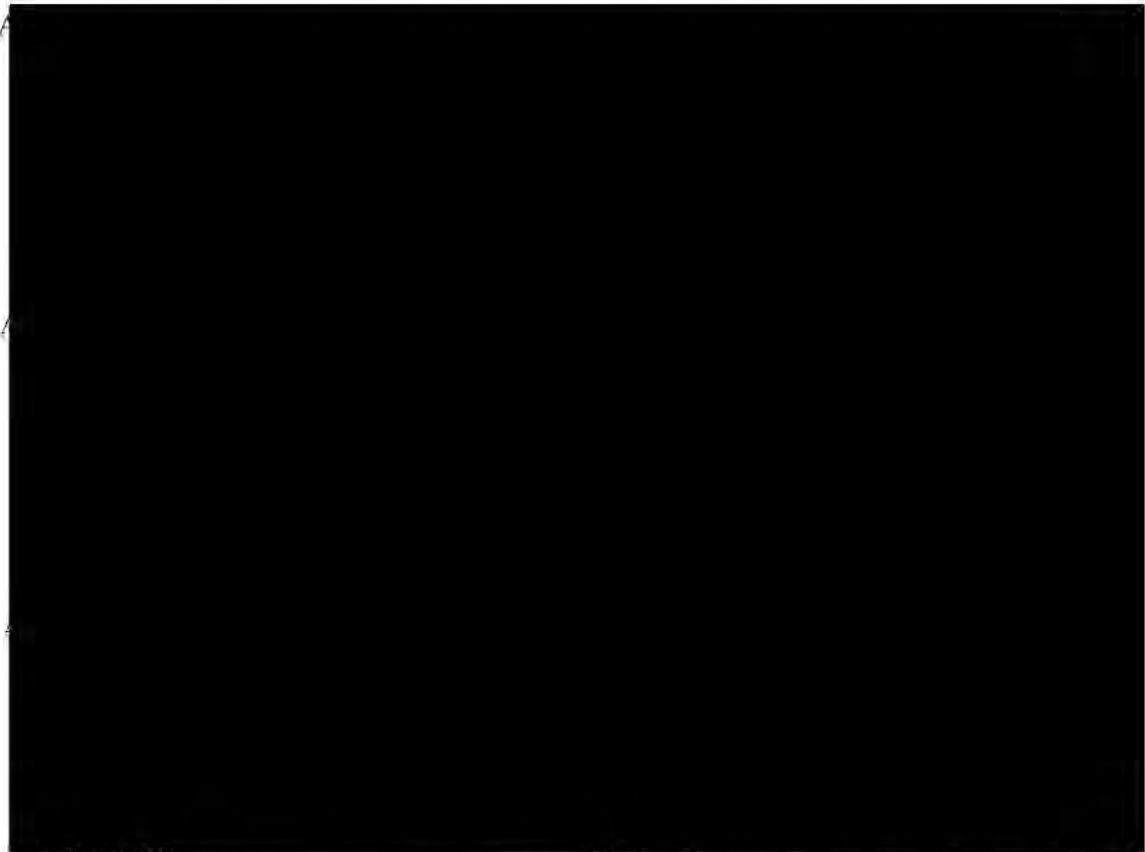
The Koerner Foundation
(the “**Donor**”)

This Gift Agreement sets forth the terms agreed to between the Donor and the University concerning a gift to be made by the Donor.

The University and the Donor agree as follows:

1. The Donor wishes to demonstrate its support of the University by donating \$2,400,000 to the University, as set out below, (the “**Gift**”) to establish the Koerner Chair for Wildfire Coexistence Endowment Fund (the “**Fund**”) at the University.
2. In accordance with the wishes of the Donor and subject to the approval of the University and in accordance with its policies, the University will establish a chair to support wildfire research and wildfire education in forestry at the University, to be named the “Koerner Chair for Wildfire Coexistence at UBC” (the “**Chair**”) to be supported by the Fund in accordance with the terms of the Fund. Subject to the University’s receipt of the full amount of the Gift and the University’s policies, including the Honorifics Policy (LR1) and the Naming Policy (GA6), the name “Koerner” will always be associated with the Chair.
3. The Donor and the University agree that the creation, administration, use and variation of the Fund will be governed solely by the Endowment Trust Agreement establishing the Fund, a copy of which is attached as Schedule A.
4. The Donor and the University understand that, subject to the University’s policies, the Chair will have the objectives set out in the attached Schedule B, in addition to all other activities and objectives required of a faculty member at the University.

5. The schedule for receipt of the Gift will be on or before the dates as follows:



6. The University will issue receipts reflecting the market value of the Gift as and when Gift payments are received. The University is a registered charity with Canada Revenue Agency business number 10816 1779 RR0001 and, in circumstances where the Gift is eligible, will issue charitable tax receipts in accordance with the *Income Tax Act* of Canada.
7. The University will provide the Donor with information regarding the impact and performance of the Gift. The University will provide the Donor with an annual report detailing the activities of the Chair and the Faculty of Forestry will arrange an annual meeting with the Donor.
8. The University is honoured to receive the Gift and will recognize the Gift by publicizing and acknowledging the Donor's generous donations in a manner acceptable to the Donors and in accordance with University procedures. The Donor wishes to be recognized as the Koerner Foundation.
9. This Agreement may be executed in counterparts and delivered by facsimile or by electronic transmission in portable document format (pdf) and such delivery is as effective as delivery of an originally executed agreement.

Schedule A

See attached copy of Endowment Trust Agreement.



THE UNIVERSITY OF BRITISH COLUMBIA

KOERNER CHAIR FOR WILDFIRE COEXISTENCE ENDOWMENT TRUST AGREEMENT

1. Establishment of Fund

The Koerner Foundation (the “Donor”) has pledged to donate **\$2,400,000** (the “Gift”) to support the **Koerner Chair for Wildfire Coexistence** Endowment Fund (the “Fund”) at The University of British Columbia (the “University”). The University will establish the Fund upon receipt of the first **\$600,000** payment.

2. Purpose of the Fund

The purpose of the Fund is **to support wildfire research and wildfire education in forestry at the University**, ordinarily through supporting the **Koerner Chair for Wildfire Coexistence at UBC** (the “Chair”) (the “Purpose”).

The University will hold the Fund in trust, use the Fund to support the Purpose and manage the Fund in accordance with the University’s policies, including the Endowment Policy and its associated procedures, as amended from time to time (the “Policies”). Without limiting the generality of the foregoing, the University will:

- (a) make an annual allocation based on the spending rate established under the Endowment Policy and credit the annual allocation to the Fund’s spending account; and
- (b) use the funds in the spending account to support the Purpose.

3. The Endowment Pool

The University manages a large number of endowment funds in its endowment pool (the “**Endowment Pool**”), of which the Fund will be one. All of the endowment funds that make up the Endowment Pool are governed by the Policies.

4. Investment of the Fund

The University:

- (a) may invest and reinvest the Fund in such investments as the University decides and in making those investments the University is not limited to the investments authorized by the *Trustee Act* of British Columbia or any other law relating to trust funds; and
- (b) shall invest and maintain the Fund as part of the Endowment Pool.

5. Additional Contributions

The University may accept or make further contributions to the Fund, from any source, whether by gift, Will or otherwise, provided that any further contributions will be governed by the trust terms established in this Endowment Trust Agreement.

6. Encroachment on the Fund

Although very uncommon, circumstances may arise where it is advisable for the University to encroach on the Fund. The University may encroach on the Fund in such circumstances but only if that encroachment is recommended by the President to the Board of Governors and is approved by the Board of Governors. The University will make reasonable efforts to contact [REDACTED] during their lifetime, using the contact information in the University's records, to seek their written advice prior to any encroachment on the Fund.

7. University Policy

Decisions, financial and otherwise, with respect to the selection of the holder of the Chair and his or her continuing relationship with the University as well as any matters relating to the investment, management, use and administration of the Fund will be made in accordance with the Policies.

8. Variation of Terms

If, as a result of the Donor's wishes or other circumstances, the Board of Governors is of the opinion that it would be advisable to vary one or more terms of this Endowment Trust Agreement, keeping in mind the spirit of the original Purpose, the Board of Governors may vary the term(s). The University will make reasonable efforts to contact Michelle D. Koerner, during their lifetime, using the contact information in the University's records, to seek their written advice prior to any variation of the terms of this Endowment Trust Agreement

9. General

- (a) **Headings.** The use of headings is for convenient reference only and will not affect how this Endowment Trust Agreement is interpreted.
- (b) **Counterparts.** This Endowment Trust Agreement may be signed by original or by facsimile and executed in any number of counterparts; and each counterpart will be considered to be an original. All executed counterparts taken together will constitute one agreement.

Schedule B

Koerner Chair for Wildfire Coexistence at UBC Objectives

The Koerner Chair for Wildfire Coexistence at UBC (the “Chair”) aims to build the University’s capacity in research and education of the next generation of wildfire experts by establishing research partnerships as well as extension and outreach networks with Indigenous and non-Indigenous communities and allied organizations.

The Chair will have the following objectives:

- a. **Support academic engagement with collaborators:** The Chair intends to support linkages with other academics at UBC; UBC-Okanagan and other universities in BC / Canada conducting research in the field of wildfire coexistence in collaboration with external (private and public) organizations; act as world class extension experts who provide resources and advice for the local and global communities; and, contribute to public education through publications, reports, public lectures, and multiple forms of media.
- b. **Support Community Engagement:** The Chair intends to supports linkages with communities though novel public outreach and education initiatives; and ethical collaboration with Indigenous communities by ensuring our research is conducted responsibly, respectfully, reciprocally, and with reflexivity to feedback.
- c. **Support excellence through Trainees and Research Personnel:** Based on the needs of the University, the Chair intends to recruit postdoctoral fellows, graduate students and undergraduate assistants to support placed-based field research.



UBC LIBRARY

2022/23 Senate Report

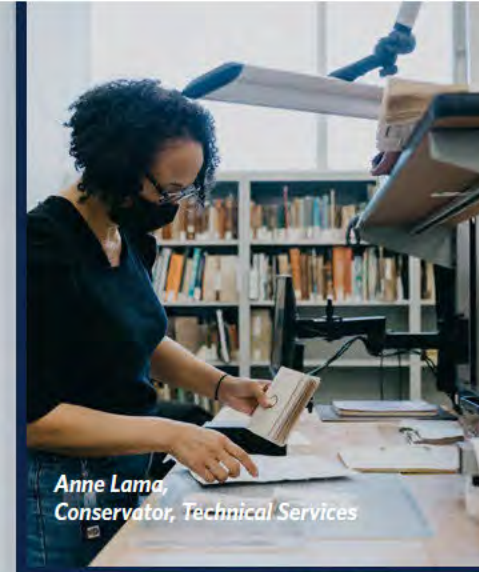


THE UNIVERSITY
OF BRITISH COLUMBIA
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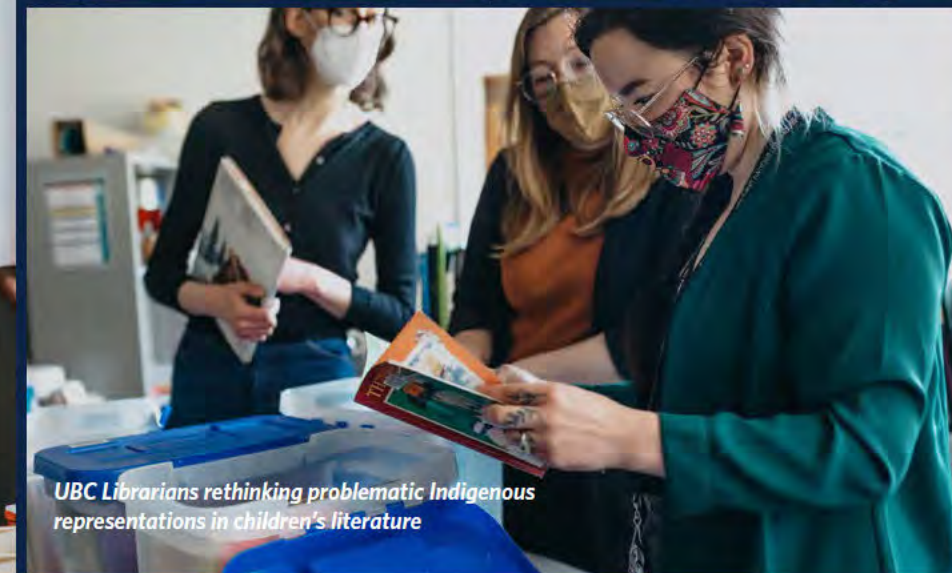
Dr. Susan E. Parker,
University Librarian



Anne Lama,
Conservator, Technical Services



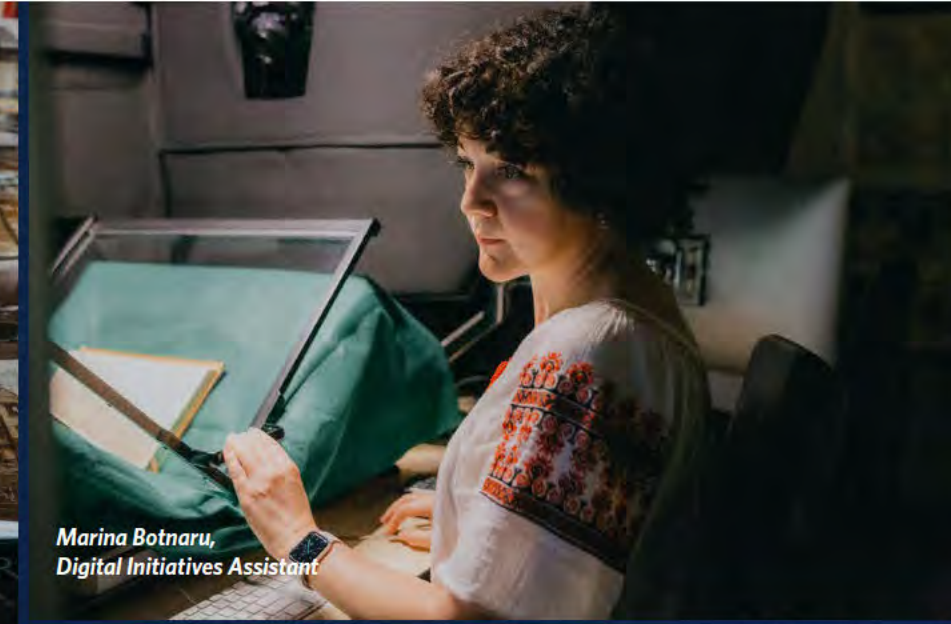
The Music, Art and Architecture Library
(MAA), Study area



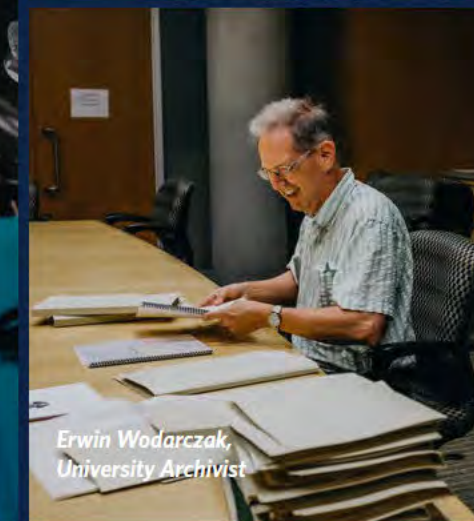
UBC Librarians rethinking problematic Indigenous
representations in children's literature



Malcolmson Photography Collection,
MAA Library



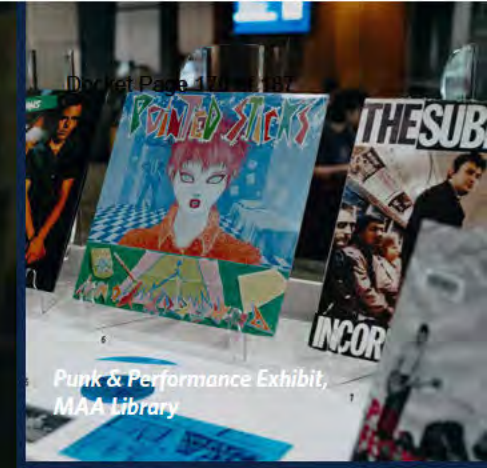
Marina Botnaru,
Digital Initiatives Assistant



Erwin Wodarczak,
University Archivist



Xwi7xwa Library exhibit explores a
Decade of Indigenous Languages



Punk & Performance Exhibit,
MAA Library



Exterior view of the Commons
at UBC Okanagan

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01 Message from the University Librarian

2022/2023 has been an important year and allowed the library to make significant headway in alignment with the university's priorities of equity, diversity and inclusion outlined in the Inclusion Action Plan and the Indigenous Strategic Plan.

We have now fully harnessed the power of OpenAthens, our access management service, and can access more fulsome usage data around our e-resources. This has helped us to better understand our library users and provides stronger evidence for data-driven acquisitions and budgetary decisions.

We continue to invest resources in our five strategic directions: advancing research, learning and scholarship, engaging with communities, creating and delivering responsive collections, inspiring with innovative spaces and services and stewarding the organization.

As I embark on my second term as University Librarian, I want to acknowledge the dedication and commitment of UBC Library faculty and staff as we change and evolve with the needs of our community. It is this commitment that ensures UBC Library remains the heart of the university.

We acknowledge that the work of UBC Library is situated on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam) and the Syilx (Okanagan) Peoples.

02 UBC Library and the Indigenous Strategic Plan

In October 2022, 109 library faculty and staff join one of twelve live reading sessions of the Truth and Reconciliation Committee's Calls to Action. Organized and facilitated by the Library Indigenous Strategic Plan Implementation Team, these 90-minute gatherings give library employees from across both campuses the opportunity to read the 94 Calls to Action out loud. Giving voice to the Calls to Action is an intense and powerful experience for many and are part of an ongoing project to provide the time and space for all library employees to focus on these critical documents so that we can proceed with a shared awareness and understanding.

The Library Executive Team works through the Indigenous Strategic Plan Self-Assessment Toolkit and plans for the assessment toolkit process to be undertaken at the Branch Head level.



03 UBC Library and the Inclusion Action Plan

In alignment with our work on the UBC Inclusion Action Plan, the library identifies 34 initiatives across both campuses that have been completed or are currently underway. This comprehensive listing is utilized to identify gaps, which are later brought to library leadership for consideration and prioritization—directing our focus over the next fiscal year.

The library also makes significant progress on new hiring guidelines that incorporate equity, diversity and inclusion principles into hiring practices for M&P and CUPE employees, aligning with changes made to hiring practices for Faculty that were implemented in 2021/22.

Advance research, learning and scholarship



01 UBC Library joins the IIF Consortium

UBC Library joins over 60 global institutions in shaping the International Image Interoperability Framework (IIF), a set of open standards for delivering high-quality, attributed images and audiovisual files across the web. IIF plays a key role in the library's digital infrastructure, used by the Open Collections viewer to deliver images and allow interoperability with digital files from other institutions. As an associate member, UBC Library helps define the roadmap for an open resource alongside a community of global leaders.

02 Transformative agreements are changing open access publishing

UBC Library's membership in the Canadian Research Knowledge Network (CRKN) provides new pathways to open access publishing for UBC researchers through transformative agreements. These large-scale license agreements remove financial barriers, like article processing charges and book processing charges, for authors at affiliated institutions. In the 2022-23 fiscal year, CRKN announces new transformative agreements with several major publishers, including Cambridge University Press, Canadian Science Publishing and Wiley.





03 New additions to UBC Library Open Textbook and Open Journal catalogues

- *Pediatric Dermatology: A Primer*
 - Authors: Dr. Wingfield E. Rehmus, MD, MPH; Dr. Jamie Phillips; Dr. Lisa Flegel; Dr. Saud Alobaida; and Hannah Podoaba
- *Pathology: From the Tissue Level to Clinical Manifestations and Inter-professional Care*
 - Authors: Jennifer Kong and Helen Dyck
- *Understanding Wildfires: A Case Study for British Columbia*
 - Authors: Raluca Radu and Aubree A. McAtee
- *Decolonizing the Engineering Curriculum*
 - Authors: Pamela Wolf; Alex Gonzalez; Curtis Rattray; Debalina Saha; James Shaw; Nika Martinussen; and Ben Harris
- *Canadian Journal of Native Education (CJNE)*
 - Issues available: Vol. 18 (No. 1) to Vol. 41 (No. 1)
 - Editors: Jan Hare, Cora Weber-Pillwax, Dwayne Donald, Jo-ann Archibald, et al.

04 Celebrating undergraduate research

UBC Library launches the UBC Undergraduate Prize in Library Research to recognize student research projects that demonstrate innovative use of library resources. The inaugural prize aims to encourage the use of library collections and services, advance information literacy and promote academic excellence at the undergraduate level. Applicants gain the opportunity to reflect on their research experience and showcase their work beyond the classroom.

Winners of the 2023 UBC Undergraduate Prize in Library Research with Dr. Susan E. Parker and guests



05 Punk & Performance: Investigating Canadian Art & Music Through Vinyl

An exhibition by the Music, Art and Architecture (MAA) Library explores how researchers can use the Long Play (LP) format and its supporting ephemera as rich sources of information. The display features cover art, liner notes and select audio clips from Canadian artists during the 1970s and onwards. Viewers are invited to think of LPs and their accompanying materials as unique research materials and as records of cultural thought from various time periods.

Punk & Performance: Investigating Canadian Art & Music Through Vinyl display at the Irving K. Barber Learning Centre





07 Foregrounding Indigenous Perspectives: Community and Collaborator Affinities and Conflicts in Open Education

UBC librarians embark on a new collaborative research project that aims to address a fundamental problem in how open educational practices approach Indigenous Knowledges, and instead replicate colonial concepts of ownership and knowledge transfer. The project, awarded the Practicing Librarian Grant by the Canadian Association of Research Libraries, includes co-investigators from UBC's Vancouver and Okanagan campuses as well as Toronto Metropolitan University and BCcampus.

06 Supporting research data management at UBC

In collaboration with Advanced Research Computing, UBC Library co-publishes a report on how to support UBC researchers with accessing training and services on digital research skills. As a co-sponsor of UBC's research data management strategy, the library works with the Office of the Vice-President, Research and Innovation and the Office of the Chief Information Officer to chart the plan for enhancing research data management across the university.



08 IKBLC helps launch new information research grant

As one of six academic libraries in British Columbia who support the Community Scholars Program, UBC Library's Irving K. Barber Learning Centre helps launch a grant opportunity for current program participants. Two Information Research Grants, each valued at \$6k, are awarded to Kiwassa Neighbourhood House and Battered Women's Support Services to support projects that foster information research and turn research into action.

09 Navigating the streaming media environment

With the rise of the streaming format, the library partners with Ithaka S+R to examine streaming media licensing and purchasing at academic libraries. The research study surveys 24 universities on their decision-making related to streaming media, and interviews faculty members about their use of video in the classroom. Findings will inform academic libraries' strategies for licensing and managing streaming media in a rapidly evolving landscape.





10 Author talks

Faculty, students and staff engage in discussion with Dr. Gregory Betts, winner of the 2022 Basil-Stuart Stubbs Prize for his book *Finding Nothing: The VanGardes, 1959-1975*. The book explores Vancouver's cultural transformations from 1959 to the early 1970s.

The David Lam Library hosts Dr. Jonathan Berkowitz, author of *Tales From the Word Guy: What Your English Teacher Never Taught You*, to discuss his book on the history and evolution of the English language.

Dr. Gregory Betts, author of Finding Nothing: the VanGardes, 1959-1975

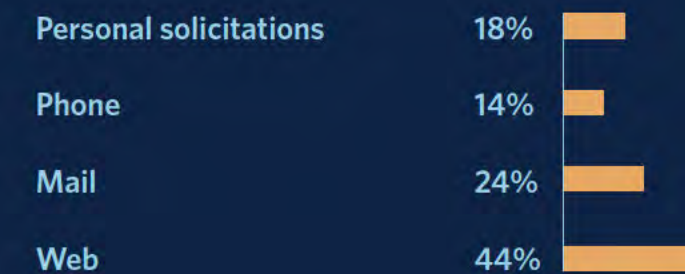


Students studying in the Riddington Room

Fundraising for the future

Donor support enables the library to enhance student learning, help researchers find answers and advance knowledge to its fullest potential. Donations can help build spaces, connect ideas, and allow the library to provide a margin of excellence beyond what public dollars provide.

INBOUND CHANNELS



**Numbers reflect the fundraising efforts for UBC Library's Vancouver campus only*

TOTAL FUNDS RAISED*

\$2.4M

NUMBER OF GIFTS

415

FUNDS RAISED

\$1.48M

Pledges

\$607K

Gifts-in-kind

\$177K

Realized bequests

\$173K

Outright donations



Engage with communities

UBC Librarians reviewing Critical Indigenous literacy kits

01 Critical Indigenous literacy kits

Librarians at UBC Vancouver's Education Library, Xwi7xwa Library and UBC Okanagan Library confront problematic Indigenous representations in children's literature by creating Critical Indigenous Literacy Kits for educators that focus on topics like cultural appropriation, myth and folklore, and residential schools. Rather than removing problematic books from library shelves, the kits contextualize the books, providing instructors with suggested resources and guided questions to encourage classroom discussion.



Critical Indigenous literacy kits at UBC Library



Indigenous Peoples Atlas of Canada—a large floor map, inside the Irving K. Barber Learning Centre



Kayla Lar-Son,
Indigenous Programs & Services Librarian



02 Leaving No One Behind, No One Outside

Xwi7xwa Library launches an exhibit during Indigenous Peoples Month in June 2022 that celebrates the diversity and complexity of Indigenous Languages in British Columbia. Inspired by UNESCO's International Decade of Indigenous Languages, the exhibit features materials from the branch's Indigenous language collection.

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03 EDI Scholars-in-Residence Program

UBC Library and the Irving K. Barber Learning Centre introduce the Equity, Diversity, and Inclusion (EDI) Scholars-in-Residence Program, with support from the Peña Fund. Open to scholars who hold degrees in any discipline, the program establishes a new public lecture series and opportunities for UBC students, staff and faculty to book one-on-one consultation sessions with the scholars. In turn, scholars are afforded full access to library resources, space in the Peña Room, and an honorarium.



04 Finding Forgiveness

In collaboration with the Arts Club Theatre Company and the Nikkei National Museum and Cultural Centre, the library presents an illuminating discussion panel on World War II Japanese Canadian Internment at the Museum of Vancouver. The event includes a special preview of the Arts Club Theatre play, *Finding Forgiveness*, a stage adaptation of Mark Sakamoto's novel *Forgiveness*.

Equity, Diversity and Inclusion (EDI) Scholars-in-Residence Program 2022/2023



C.E. Gatchalian



Bri Watson



Nneka Allen



05 Activism in the Arts: I've Got U Under My Skin: AIDS & Classical Music exhibition

The Music, Art and Architecture Library presents an exhibition that explores a moment of activism in the musical arts propelled by the early years of the AIDS (Acquired Immunodeficiency Syndrome) epidemic. The exhibition includes selections such as "All the Rage" (1993) by Bob Ostertag and "Positive Women: Susan" (1997) by Janika Vandervelde.

06 UBC Library at the Climate Emergency Fair

The Library #ClimateAction Team (L#CAT) attends the UBC Climate Emergency Fair to engage with students, faculty, staff and other sustainability groups across campus. Taking place in the AMS Student Nest, the L#CAT booth showcases various learning materials including climate-related books from the library's collections.



07 Leslie Cheung 張國榮: Hong Kong Icon (1956-2003)

The Asian Library and the Department of Asian Studies co-present an exhibition commemorating the 20th anniversary of the passing of Leslie Cheung Kwok-wing, Hong Kong actor, singer and performer. The exhibition features a wide array of items—from books and scholarly journals, to vinyl records and original film posters from some of Cheung's most popular works.

08 Remembering MMIWG2S+

Xwi7xwa Library presents a book display in honour of the 32nd Annual MMIWG2S+ Memorial March. Visitors are invited to learn more about missing and murdered Indigenous women, girls and two-spirit people (MMIWG2S) in Canada, as well as ways to support the Calls to Justice.

Beginning in 1992 after the murder of a woman on Powell Street in Vancouver, the MMIWG2S+ Memorial March takes place annually in Vancouver's Downtown Eastside.





Create and deliver responsive collections

William Shakespeare's First Folio being digitized at UBC Library

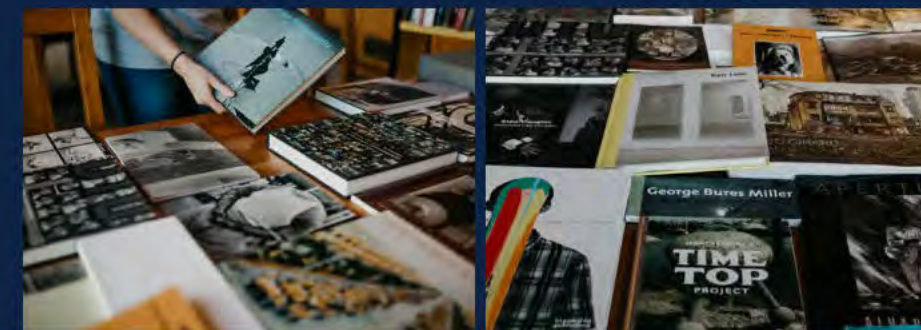


01 Vancouver Sun digital archives

UBC Library acquires access to the digital archives of the Vancouver Sun newspaper from 1912 to 2010, a valuable new source for scholarship and teaching. This acquisition contributes to a collaborative licensing effort through the British Columbia Electronic Library Network that grants all British Columbia and Yukon residents free online access to three Canadian historical newspaper archives: the *Vancouver Sun* (1912-2010), the *Times Colonist* (1884-2010) and *The Province* (1894-2010).

02 Malcolmson Photography Book Collection

The Music, Art and Architecture Library acquires the Harry and Ann Malcolmson Photography Book Collection, which encompasses nearly 600 items in a variety of formats including monographs, trade publications, exhibition catalogues, photobooks and artists' books. Canadian artists associated with the Vancouver School of photoconceptualism is a focus within the collection, as are materials published by local institutions such as the Vancouver Art Gallery, the Morris and Helen Belkin Art Gallery and others.





Kamishibai Propaganda Plays digital collection



03 Kamishibai Propaganda Plays digital collection

Librarians and student staff from Digital Services and the Asian Library work with UBC Department Head of Asian Studies Dr. Sharalyn Orbaugh to digitize her extensive private collection of World War II-era plays from Japan, to make them publicly available online through UBC Open Collections. This extremely rare collection of plays, produced in the 1930s and 40s as wartime propaganda materials, is presented in a format known as kamishibai, or paper theatre.

03/21

UBC Library at a glance

VANCOUVER CAMPUS

62.4K

TOTAL PATRON
QUESTIONS

15.3K

ONLINE PATRON
QUESTIONS

993

GROUP PRESENTATIONS

28.9K

PRESENTATION
PARTICIPANTS

3.8M

TOTAL E-BOOKS

5.6M

TOTAL PHYSICAL
ITEMS

2.4M

IN-PERSON VISITS*

9.7M

WEBSITE VISITS

* Excludes UBC Okanagan and Xwi7xwa Library

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ASSOCIATION OF
RESEARCH LIBRARIES
RANKING, 2021

29

UBC LIBRARY
E-RESOURCE USAGE*

79,744

Unique users

7,059,924

Number of logins

89

Average logins per user

*Based on data for 10 months in FY 2022/23

04 Digitization of Shakespeare's First Folio

UBC Library digitizes its first edition of *William Shakespeare's Comedies, Histories, & Tragedies*, making this rare text openly accessible to the public through Open Collections. The process to digitize the First Folio is facilitated over the course of a year, thanks to the collaborative efforts of the library's Conservator, Digital Projects team and Rare Books and Special Collections.

While the process takes time and requires meticulous attention to detail, due to the fragility of the Folio's binding and small margins, the end result is a beautiful, high-resolution digital copy that anyone, anywhere in the world, can freely explore. The digitization of the Folio represents a major milestone in UBC's digital media plan for the volume and aligns with a mandate to ensure digital access to this rare cultural treasure.



William Shakespeare's First Folio

Statement of revenue & expenditures

VANCOUVER CAMPUS

FISCAL YEAR APRIL 1, 2022 - MARCH 31, 2023

	SALARIES	BENEFITS	COLLECTIONS	OTHER	TOTAL	REVENUE	SURPLUS/DEFICIT
Programs	19,317,544	4,177,636	19,171,561	2,672,075	45,338,816	45,521,345	182,529
Grants	0	0	0	158,325	158,325	150,993	(7,332)
Gifts	149,962	31,076	466,021	81,864	728,923	1,207,417	478,494
Project	173,106	36,305	0	1,811,294	2,020,705	1,786,793	(233,912)
TOTAL EXPENDITURES	19,640,612	4,245,017	19,637,583	4,723,558	48,246,770	48,666,549	419,779

LIBRARY EXPENDITURES

40%

COLLECTIONS

41%

SALARIES

9%

BENEFITS

10%

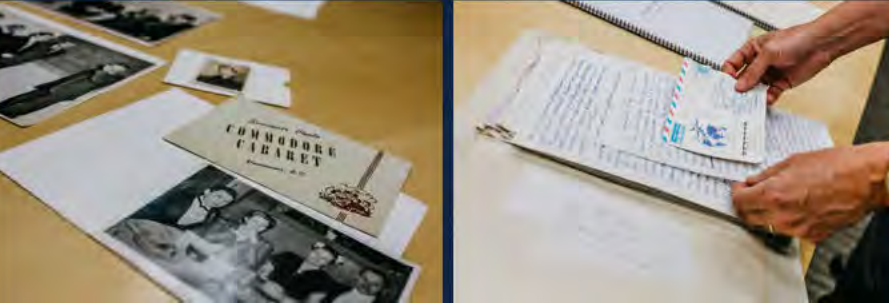
OTHER

05 Volkoff Family archives

UBC Archives receives the collected archives of the Volkoff Family. Through manuscripts, correspondence, research notes, academic records and more, the fonds documents the personal lives and careers of prominent theoretical physicist Dr. George Volkoff (1914-2000) and microbiology researcher Olga Volkoff (1912-2005).



Erwin Wodarczak, University Archivist



06 NAACP Papers digital archives

The Law Library acquires access to a digitized collection of primary source materials documenting the Black freedom struggle in 20th-Century America. The collection chronicles the major campaigns of the NAACP (National Association for the Advancement of Colored People) from 1909 to 1972. Funding is provided by the UBC President's Academic Excellence Initiative with additional acquisition support by Koerner Library.

07 Joan Gillis Fonds added to CCUNESCO Memory of the World Register

UBC Library's Joan Gillis Fonds is added to the Canadian Commission for UNESCO's Canada Memory of the World Register, which highlights exceptional works and documents that reflect the wealth and diversity of Canada's documentary heritage. The fonds consists of the incoming correspondence, dated between 1942 to 1948, to Joan Gillis from a group of young Japanese Canadian friends. The letters provide unique insight into the Japanese Canadian internment and forced dispersal from the perspective of 13 teenagers, who write about their day-to-day lives at work camps and farms in British Columbia, Manitoba and Alberta.



Inspire with innovative spaces and services

Anne Lama, Conservator

enate



01 Conservation Space opens

UBC Library's newest specialized space dedicated to the conservation, preservation and treatment of the library's physical materials opens in the Irving K. Barber Learning Centre. Work done at the Conservation Space includes materials from all UBC Library branches, with a special focus on materials from Rare Book and Special Collections and collaborative projects with Digital Initiatives.

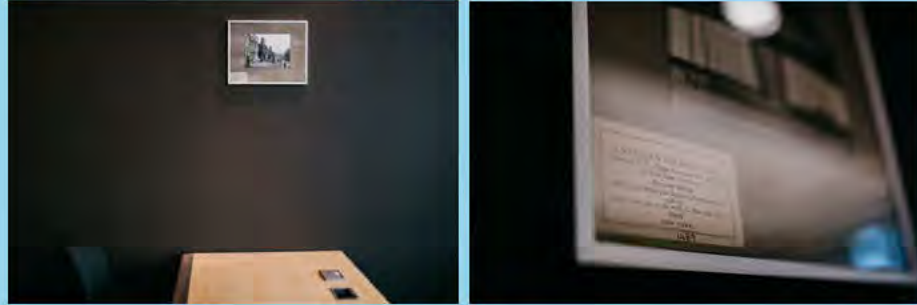
The space significantly expands the scale and scope of work that the library's Conservation team can take on, with improved access to large worktables, storage space, better security infrastructure, and new equipment. The space also offers new opportunities for teaching and learning, through class tours, professional development workshops, and knowledge exchange with international partners.

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02 Upgraded study spaces at Koerner Library

Koerner Library undergoes space improvements on Levels 1 and 2 to install 250 new study carrels. Electrical upgrades in the space provide 25% more powered carrel spaces for library users to keep their devices charged.





04 Wayne Deans Investment Analysis Centre upgrades

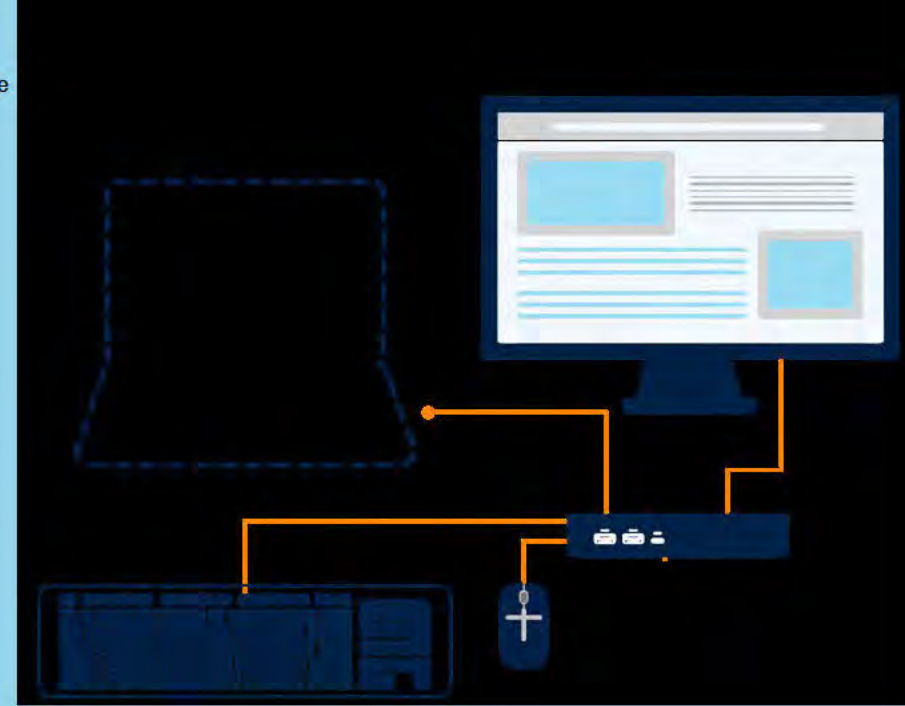
The Wayne Deans Investment Analysis Centre receives technology upgrades to facilitate hybrid teaching and learning experiences for UBC Sauder School of Business faculty and students. Supported by Canaccord Learning Commons staff, the space provides access to top financial databases. Improvements include new television screens, speaker and microphone upgrades, and support for USB-C and Ethernet wireless connections.



03 New study spaces and wall art at the MAA Library

The Music, Art and Architecture Library makes space improvements to areas of Level 4, creating additional study spaces using repurposed study seats and tables. The north and south walls are revitalized with framed reproduction photographs from the previously deaccessioned architecture portfolio of the *Carnegie Art Reference Set for Colleges*.

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05 Piloting dual display stations

Public-access laptop dual display stations are installed at Koerner Library and the Chapman Learning Commons as part of a new pilot program. With this new flexible workspace configuration, library users can connect their own device to a secondary monitor, keyboard and mouse through a universal dock. Following the successful pilot, additional stations are rolled out to several more UBC Library branches.

06 Peña Room opens

The Peña Room (previously the Lillooet Room) opens with new upgrades through a generous gift from Marissa and Antonio Peña. A ribbon-cutting celebration unveils new space improvements that facilitate a range of learning activities. Part of the Chapman Learning Commons in the Irving K. Barber Learning Centre, the Peña Room regularly hosts workshops, events and other programming.



Marissa and Antonio Peña with Susan Parker and Ainsley Carry, UBC Vice-President, Students.



Steward the Organization

Exterior photo of the Irving K. Barber Learning Centre



01 New library mentorship program

The Irving K. Barber Learning Centre launches a mentorship program to support aspiring academic librarians and archivists from UBC's School of Information. Graduate students from the MLIS and MAS programs are matched with UBC librarians and archivists, gaining the opportunity to network and receive professional advice in an informal setting.

02 RBSC staff wins the 2022 President's Staff Award for Wellbeing

Felicia de la Parra, Senior Library Assistant at Rare Books and Special Collections, receives the 2022 President's Staff Award for Wellbeing. This award recognizes de la Parra for her efforts at fostering community and networks of care by creating welcoming spaces, bringing people together through team-building events, and connecting her colleagues with wellbeing and professional development resources.



03 Dr. Susan E. Parker begins 1-year term as president of ARL

Dr. Susan E. Parker is elected president of the Association of Research Libraries (ARL) for a one-year term. The Board of Directors is the governing body of the association and represents the interests of ARL member libraries in directing the business of the association. This includes establishing operating policies, budgets, fiscal oversight, modifying the ARL mission and objectives and representing the association to the community.



04 Xwi7xwa Librarian chosen as an ALA Emerging Leader

Karleen Delaurier-Lyle, Information Services Librarian at the Xwi7xwa Library, is selected as one of ALA's Emerging Leaders for the 2023 cohort. This professional development program enables early-career library faculty to participate in problem-solving work groups, network with peers, and gain an inside look into ALA structure while providing the opportunity to serve in a leadership capacity.



UBCO Library

The library continued to make significant contributions to the Okanagan campus in 2022. This involved expanding instructional efforts, steady growth in the research enterprise, contributing to community partnership initiatives, and providing inclusive spaces with our service-focused team. Highlights include librarians delivering 237 instructional sessions, increases in Student Learning Hub appointments, continued growth in Academic Integrity Matters referrals, cross-campus progression in open education initiatives including the Open Textbook Publishing Guide, the development of new Centre for Scholarly Communication workshop content, increased community participation in the British Columbia Regional Digitized History project, an array of engaging makerspace-led activities, and the welcomed return to a full schedule of on-campus events.

Find out more in the:

[2022 Okanagan Library Report To Senate](#)

Photo of The Commons Building, UBC Okanagan campus

Acknowledgements

I would like to thank the many contributors to this report and those who contributed to its development and production.

-Dr. Susan E. Parker
University Librarian

PRODUCED BY

Library Communications and Marketing
University of British Columbia Library
Irving K. Barber Learning Centre
1961 East Mall
Vancouver, British Columbia
Canada V6T 1Z1

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Phoebe Chan and Matt Patton,
Library Communications and Marketing
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COVER

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PAGES

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3, 35: Exterior view of the Commons at UBC Okanagan (UBC Okanagan Communications and Marketing)
5, 10: Students studying in the Research Commons (Gabby Chia, Photographer)
17: Finding Forgiveness (Museum of Vancouver / Projection design by Cindy Mochizuki)
18: UBC Climate Emergency Fair (UBC Library Climate Action Team)
19: Leslie Cheung 張國榮: Hong Kong Icon (1956-2003) (UBC Asian Library)
21: Digital archives of the Vancouver Sun newspaper from 1912 to 2010 (ProQuest Historical Newspapers: Vancouver Sun)
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31: Peña Room ribbon-cutting celebration (Macy Yap, Photographer)
32: UBC Vancouver campus (Hover Collective / UBC Brand & Marketing)
33: Staff working at the Centre for Interactive Research on Sustainability (Paul Joseph, UBC Brand & Marketing)
34: Photo of Karleen Delaurier-Lyle (Karleen Delaurier-Lyle)

