



Vancouver Senate

THE NINTH REGULAR MEETING OF THE
VANCOUVER SENATE
FOR THE 2022/2023 ACADEMIC YEAR

WEDNESDAY, 17 MAY 2023

6:00 P.M.

LSC 1003 AND VIA ZOOM

1. Call to Order and Territorial Acknowledgement – Vice-Chair

2. Senate Membership – Ms Rella Ng (information)

a. Student Member

Term from 1 April 2023 until 31 March 2024 and thereafter until replaced

Amy Wang, Faculty of Medicine

b. Nominating Committee – Student Members

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

c. Nominating Committee – Convocation Member

Election of a Convocation Member of Senate to fill vacancy

d. Vice-Chair of Senate

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

3. Minutes of the Meeting of 19 April 2023 – Vice-Chair (approval) (docket pages 5-34)

4. Business Arising from the Minutes – Vice-Chair (information)

5. Report from the Presidential Search Committee – Dr Robert Kozak (information)

6. Expression of Thanks to 2020-2023 Members of Senate – Vice Chair (information)



7. Candidates for Degrees – Vice-Chair (approval)

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 May 2023, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of the Senate be empowered to make any necessary adjustments. (approval) (2/3 majority required).

8. From the Council of Senates Budget Committee – Eshana Bhangu

Annual Report of the Vancouver Sub-Committee (**information**) (docket pages 35-37)

9. Academic Building Needs Committee – Laia Shpeller

Annual Report (**information**) (docket pages 38-40)

10. Academic Policy Committee – Dr Richard Spencer

- a. Amendments to Policy GA-6: *Naming Policy* (**approval**) (docket pages 41-93)
- b. Bachelor of International Economics – Academic Regulations (**approval**) (docket pages 94-100)
- c. Bachelor of Applied Science – Academic Regulations (**approval**) (docket pages 101-107)
- d. Faculty of Forestry – Academic Regulations (**approval**) (docket pages 108-111)

11. Admissions Committee – Dr Claudia Krebs

Annual Report on Appeals and Other Matters of Delegated Authority (**information**) (docket pages 112-114)

12. Appeals on Academic Standing – Dr Sue Forwell

Annual Report (**information**) (docket pages 115-118)



13. Awards Committee –Dr Sally Thorne

- a. New Awards and Changes to Existing Awards (**approval**) (docket pages 119-139)
- b. Annual Report on Matters of Delegated Authority (**information**) (docket pages 140)

14. Joint Report the Admissions and Curriculum Committees – Dr Claudia Krebs

- a. Doctor of Philosophy in Design, Technology and Society Joint Admissions and Curriculum Proposal (**approval**) (docket pages 141-198)
- b. Post-Baccalaureate Certificate in Mechanical Engineering in the BC Context Joint Admissions and Curriculum Proposal (**approval**) (docket pages 199-105)
- c. Graduate Certificate in Applied Geological Engineering Joint Admissions and Curriculum Proposal (**approval**) (docket pages 106-223)
- d. Undergraduate Certificate in Data and Models in Political Science Joint Admissions and Curriculum Proposal (**approval**) (docket pages 224-238)

15. Curriculum Committee – Dr Claudia Krebs

- a. Curriculum Proposals (**approval**) (docket pages 239-437)
- b. Annual Report on Matters of Delegated Authority (**information**) (docket pages 438)

16. Library Committee – Dr Shigenori Matsui

Annual Report (**information**) (439-440)

17. Nominating Committee – Dr Paul Harrison

- a. Appointments to the Advisory Committee for the Selection of an Associate Vice-President, Health (**approval**) (docket pages 441)
- b. Appointment of Student Senators to Committees of Senate and Committees of the Council of Senates (**approval**) (docket pages 442-443)
- c. Conflict of Interest Guidelines – Review and Referral to the Council of Senates (**approval**) (docket pages 444-458)
- d. Triennial Review Report (**approval**) (docket pages 459-471)



- e. Response to the Ad-Hoc Committee to Review Student Appeal Procedures and Structures Report **(information)** (docket pages 472-485)

18. Student Appeals on Academic Discipline – Dr Abby Collier

Annual Report **(information)** (docket pages 486-490)

19. Tributes Committee – Dr John Gilbert

Candidates for Emeritus Status **(approval)** (docket pages 491-493)

20. Report from the Registrar

- a. Adjustments to the Academic Year 2023-2024 – Observation of the National Day for Truth and Reconciliation **(information)** (docket pages 494-495)
- b. 2023-2026 Triennial Election Results **(information)**(docket pages 496-497)
- c. 2023 Vancouver Student Senate and Board of Governors Elections **(information)**(docket pages 498)

21. Other Business

22. Adjournment

Section 17(b) of the *Rules and Procedures of the Vancouver Senate* states that meetings will adjourn no later than 8:30 p.m. Regrets: facsec@mail.ubc.ca

RECEPTION

Immediately following the Senate meeting, light refreshments will be served in the West Atrium, Life Sciences Building.



VANCOUVER SENATE

MINUTES OF 19 APRIL 2023

DRAFT

Attendance

Present: President D. Buszard (Chair), R. Ng (Secretary), J. al Rahmani H. Amin, F. Andrew, G. Averill, S. Bates, L. Burr, I. Caguiat, V. Chitnev, M. Coughtrie, C. Crowston, D. Dahl, J. Dierkes, P. Englezos, G. Faulkner, B. Fisher, N. Ford, J. Fox, J. Gilbert, S. Gopalakrishnan, S. Grayston, J. Hare, P. Harrison, A. Ivanov, C. Jaeger, X.T. Jiang, K. Kanji, D. Kelleher, R. Kozak, C. Krebs, K. Lo, M. MacDougall, M. MacPhee, S. Matsui, C. Menzies, J. Olson, S. Parker, H. Petraschuk, S. Pelech, N. Pindell, A. Pratap-Singh, I. Price, S. Razia, L. Shpeller, S. Singh, K. Smith, R. Spencer, Jac. Stewart, Jam. Stewart, M. Tan, S. Thorne, G. Tsiakos, G. Turcotte, A. Uzama, H. von Bergmann, R. Yada, H. Zerriffi.

Regrets: M. Aronson, Boushel, J. Bulkan A. Collier, A. Dulay, A. Fischer, S. Forwell, C. Godwin, J. Greenman, A. Greig, A. K. Khosla, M. Kuus, H. Leong, D. Li, C. Marshall, S. Nicolaou, S. Point, S. Porter, A. Scott, M. Stewart, R. Topping, A. Zhao.

Clerk: A. Breen

Guests: P. Gerber, S. Jarvis-Selinger, L. King, M. Quayle, G. Reynolds

Call to Order

The Chair of Senate, Professor Deborah J. Buszard called the eighth regular meeting of the Senate for the 2022/2023 academic year to order at 6:10 pm.

Senate Membership

Student Members

The Registrar, Ms. Rella Ng, welcomed all incoming Student Senators serving on Vancouver Senate from 1 April 2023 until 31 March 2024 and thereafter until replaced. One representative elected from each faculty, two from the Faculty of Graduate and Postdoctoral Studies and five members at-large.

- Laia Shpeller, Faculty of Applied Science (Continuing)



- Ian Caguiat, Faculty of Arts
- Hubaib Amin, Faculty of Commerce and Business Administration
- Tony Xiutong Jiang, Faculty of Forestry (Continuing)
- Joseph Al Rahmani, Faculty of Land and Food Systems
- Kai Rogers, Peter A. Allard School of Law
- Katherine Feng, Faculty of Science
- Siddharth Rout, Faculty of Graduate and Postdoctoral Studies
- Kareem Hassib, At-Large
- Mathew Ho, At-Large
- Kamil Kanji, At-Large (Continuing)
- Davey Li, At-Large
- Sultana Razia, At-Large

It was noted a call for nominations to fill the remaining vacancies will be issued shortly.

Nominating Committee – Student Members

There was a call for nominations for two (2) student members of Senate to serve on the Senate Nominating Committee until 31 March 2024 and thereafter until replaced. Nominations are due by 4 pm on 30 April 2023. An election will be held in advance of the May meeting of Senate, if needed.

Nominating Committee – Faculty Representative and Convocation Member

There was a call for nominations for 1 Faculty senator and 1 Convocation senator to fill vacancies on the Senate Nominating Committee until 31 August 2023 and thereafter until replaced. Nominations are due by 4 pm on 30 April 2023. An election will be held in advance of the May meeting of Senate, if needed.

Vice-Chair of Senate

There was a call for nominations for Vice-Chair of Senate for a term of no more than one (1) year pursuant to Section 37(1)(a) of the University Act. Should there be more than one candidate, an election will be held in advance of the May meeting of the Senate.

Minutes of the Meeting of 30 March 2023

The meeting attendance was corrected to confirm that Senator Grayston was in attendance.

Claudia Krebs
Kamil Kanji

}

That the Minutes of 30 March 2023 be adopted as amended.

Approved



Business Arising from the Minutes

None

Remarks from the Chair and Related Questions

The President provided a land acknowledgement and welcomed attendees to the meeting.

The Chair noted UBC's Board of Governors approved the 2023/24 budget. The approved balanced budget reflects the strong, financial stewardship of the institution, while supporting the University's academic mission in teaching, learning and research, as well as the commitment to have positive, social and economic impacts in British Columbia and beyond. The 2023/24 budget prioritizes investments that advance UBC's academic mission, as well as its commitments to equity, diversity and inclusion, to the Indigenous Strategic Plan, to crucial supports for students and the University's continuing response to the climate emergency.

Dr Buszard noted that UBC strives to be a research-intensive university for Canada and the world, a leading innovator in teaching and learning, a champion of the student experience and among the top ten public universities around the world. This year's financial plan will continue to support this endeavor while ensuring the University continues to become a more diverse, inclusive and equitable community. Over the past year, there has been a close examination at what is essential for the future of the campus and how land use planning can assist in achieving these goals. This led to the development of a draft 30-year Campus Vision (Vision), that outlines how the physical campus may evolve over the next 30 years. The draft 30-year Vision was presented at the previous Senate meeting and is available for community review. Valuable feedback has been received from the community through online surveys and several engagement events, including in-depth workshops held between 17 January and 7 February 2023. The next steps will be to analyze and carefully consider feedback and to update the draft plan, before UBC's Board of Governors provides its final consideration.

Additionally, the University has sought community updates to the Housing Action Plan (HAP) and the Land Use Plan (LUP). The HAP outlines how the University uses its land and financial resources to improve housing choices and affordability for its community, while the LUP contains the policies required to realize the goals for the 30-year vision.

Dr Buszard mentioned at the previous Senate meeting, the President and the Provost attended a listening session with Indigenous staff, faculty and a few students in March 2023 where they received valuable feedback. The President continues to have important and helpful conversations with Indigenous colleagues across campus, and she and the Provost will continue their conversations with the Indigenous staff, faculty and students at a second session scheduled on 20



April 2023 at the First Nations Longhouse. Dr Buszard noted that she and the Provost look forward to the second session and are committed to further dialogue and guidance.

Finally, the President congratulated Dr. Bhushan Gopaluni on his appointment as Vice-Provost and Associate Vice-President, Faculty Planning, commencing 1 May 2023.

Report from the Presidential Search Committee

On behalf of the Chancellor and Chair of the Presidential Search Committee, Senator Kozak presented an update. The Committee met on 5 April 2023 and welcomed another guest speaker, a senior University administrator, to assist with deepening the Committee's understanding of the role of a University President. At the April 5th meeting, the Committee also reviewed feedback from a second Presidential search survey aimed at equity deserving groups.

On March 22, a UBC Broadcast message was distributed notifying the campus community that the position was posted online at Boyden website and on UBC's Board of Governors website. As a reminder, Senator Kozak noted that suggestions for potential candidate, can be sent to Brent Cameron at ubcpresident@boyden.com. The Committee is at the stage where names of potential applicants are being gathered through the executive search process. He noted the Committee has not yet received the potential candidates list.

The President asked if there is a timeline for the search.

Senator Kozak responded that the Committee anticipates the selection of a President by the Fall 2023.

From the Board of Governors

The President confirmed that the following matters sent to the Board of Governors from the Senate were approved as listed:

16 November 2022

Curriculum proposals from the Faculty of Graduate and Postdoctoral Studies
(Medicine)

Revised 2023-2024 Enrolment Targets for the Bachelor of Midwifery and the Master
of Science, Medical Genetics

14 December 2022



Curriculum proposals from the Faculties of Arts, and Graduate and Postdoctoral Studies (Arts)

New and revised awards

15 February 2023

New programs and curriculum proposals from the Faculties of Applied Science, Arts, Commerce and Business Administration, Forestry, Graduate and Postdoctoral Studies (Applied Science, Arts, Education, Forestry, Land and Food Systems, Medicine, and Science) and Science

New and revised awards

2023-2024 Winter Session Enrolment Targets

Suspension of admission to the Bachelor of Science in Forest Bioeconomy Sciences and Technology, Bachelor of Science in Forest Science, Bachelor of Science in Natural Resources Conservation, Bachelor of Science in Wood Products Processing, and Bachelor of Science in Forestry programs

15 March 2023

New programs and curriculum proposals from the Faculties of Commerce and Business Administration, Graduate and Postdoctoral Studies (Applied Science, Arts, Forestry, and Medicine) and Pharmaceutical Sciences

New and revised awards

Establishment of the Fred Kaiser Chair in Power Conversion and Sustainability

Disestablishment of the Drug Research Institute (DRI)

Candidate for a Degree

The Chair of Senate called for the following motion:

Deborah Buszard }
Robert Kozak

That the candidate for the degree as recommended by the Faculty of Graduate and Postdoctoral Studies be granted the degree for which they are recommended, effective 19 April 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 adjustment

Approved

Academic Policy Committee

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

TERM SCHEDULING FOR 2023 WINTER SESSION TERM 1

Kin Lon	}	<i>That the Senate designate Thursday, October 12, 2023 as a “Make-up Monday” for purposes of academic scheduling. Classes normally scheduled for this day (i.e., Thursday classes) are cancelled, and replaced by the classes that are normally scheduled for Monday.</i>
Paul Harrison		

Senator Lo noted that for 2023W1 Mondays are disproportionately affected by the holidays that fall on that day, or, are observed on that day and the imbalance of the hours of instruction on this Monday will persist in 2024W1. It was also noted that the disparity creates issues not only in terms of equity in the total number of hours of instruction across different courses, but also difficulties in course management for multi-section courses that meet on different days, with common assessments such as midterm exams.

Senator Jaeger advised while she appreciates the issue being highlighted, the proposal shifts the issue to another day and noted that some faculties have already completed scheduling large first year classes and suggested more notice ought to have been provided before faculties and programs begin scheduling classes.

Senator Menzies commented that some students with full-time and part-time work might not be able to attend class, due to the inflexibility of their work environment. While this might seem to be a small issue, more marginalized and economically impacted students might be adversely impacted. Senator Menzies expressed an interest to stay the course than trying to remedy in this way.



Senator Stewart expressed general support to remedy the imbalance in Monday teaching days, and advised that the Faculty of Science normally tries to minimize Monday scheduling. She added that for Science courses or lab heavy courses, it would be better if the make-up day came at the end of the term on a partial week that would normally not have been used for labs. Having a make-up day in the middle of the term might cause more disruption to the schedule rather than helping it.

Professor Lo noted there are 14 teaching days on Thursdays scheduled for 2023W1, which is one more than expected, and two more than in the past two years.

Senator Stewart responded that sometimes labs must be scheduled on more than one day per week and it would be quite disruptive for students if labs normally scheduled for 12 October 2023 are cancelled.

Senator Santokh Singh commented that Thursdays are busy for most biology labs and advised the proposed cancellation of courses normally scheduled for October 12th would interfere with the number of courses that are lab-oriented. He added that he was not in support of the proposal.

Senator Pelech asked whether there is any overlap of courses normally scheduled on a Monday/Wednesday/ Friday with courses normally scheduled on a Thursday (deemed as the proposed October 12th make-up day) and, if so, whether it would make sense to designate a make-up day for those courses normally scheduled on the Monday, October 9th statutory holiday at the end of the 2023WI term instead.

Senator Lo clarified that the motion states that classes normally scheduled on Thursdays are cancelled, and replaced by the classes that are normally scheduled for Monday, which does not result in any overlap.

In response to a question from Senator Price, Senator Lo confirmed that programs with standard timetables such as Health Sciences are exempt from the proposal.

Senator Hare noted that graduate level courses in the Faculty of Education offered on Mondays do not have the same teaching hours as those taught on Tuesdays, Wednesdays and Thursdays are afforded.

The Registrar noted that the proposal applies to those courses that are utilizing general teaching space.

Senator Menzies asked if communications will be forthcoming from the Registrar's Office to students and faculty regarding the proposed schedule change.



The Registrar responded that a comprehensive communication plan will inform instructors who teach on Mondays and Thursdays, and students will be notified at the time of course registration for the 2023 Winter Session.

Approved

Admissions Committee

The Chair of the Senate Admissions Committee, Prof. Carol Jaeger, presented.

RENEWAL OF MEMORANDUM OF UNDERSTANDING – UBC PETER A ALLARD SCHOOL OF LAW AND CHULALONGKORN UNIVERSITY (THAILAND) FACULTY OF LAW

Carol Jaeger
Gage Averill

} *That the Senate approve the renewed terms of the affiliation between the University of British Columbia Peter A. Allard School of Law and Chulalongkorn University, as set out in the “Memorandum of Understanding (2022) Between Faculty of Law, Chulalongkorn University, Thailand (CU Law) and Peter A. Allard School of Law, The University of British Columbia, Canada (formerly UBC Law) (Allard Law).*

Senator Menzies noted that his understanding was that the consideration of this motion would be deferred until a report to Senate by the Vice-Provost, International, as requested at the February meeting of the Senate. He questioned whether the oral presentation by the Professor Rume Ahmed at the March Senate meeting to be a ‘report,’ adding that he did not believe that the formal conditions of submitting a report to Senate have been met.

Professor Jaeger responded that the Vice-Provost, International *pro tem*’s oral presentation at the 15 March Senate meeting constituted a report to Senate.

Senator Menzies stated that he had asked for clarification from the Senate Staff if the Vice-Provost’s presentation was being deemed a report and did not receive any indication from the Senate Office that this was the case.



Professor Buszard asked Senator Menzies if he was suggesting that the report from the Vice-Provost, International *pro tem*, to Senate should have been a written report rather than a verbal report.

Senator Menzies stated that his interpretation of ‘report’ is a written report rather than an oral presentation.

Professor Buszard commented that a report can be verbal or written and that a report to Senate was made to the Senate from the Vice-Provost, International *pro tem*.

The Provost commented that an oral report meets the reporting requirement to Senate and noted that the Vice-Provost, International *pro tem* had stated that the University has not yet created an ethical framework for the development and maintenance of international affiliations and partnerships. Senator Averill added that consultations are underway towards developing the requisite framework, and that his office is awaiting the deployment of a CRM in the 2023 Summer Session to track the partnerships.

Senator Harrison commented that in his interpretation of reporting requirements to Senate, the Vice-Provost, International *pro tem*’s presentation at the 15 March Senate meets the reporting requirement to Senate. While the report was not satisfactory in addressing Senate’s previous concerns around student exchange programs offered in jurisdictions with academic freedom issues, this renewal of a long-standing Allard School of Law MOU excludes student exchange programs. He confirmed his support for the renewal of the MOU at this time and noted that a more thorough response to the issues highlighted by the Senate with respect to international partnerships and regional academic freedom and human rights issues should be brought back for further discussion at Senate.

Senator Dierkes stated while he does not want to unduly delay the renewal of the Allard agreement, he will abstain from voting. In his assessment, the presentation by the Vice-Provost, International *pro tem* did not address Senate’s concerns regarding the University’s approach to entering into affiliation agreements. He reiterated his continued interest in having a discussion regarding a policy or framework for the types of institutions UBC should affiliate, rather than the consideration of such issues when considering a specific proposal.

The Senate recognized Professor Graham Reynolds from the Allard School of Law, who provided background regarding the MOU. In the late 1990’s, the Faculty of Law at Chulalongkorn University, Thailand (CU Law) set out to create a flagship, internationally recognized degree program (LLM and Business Law) and partnered with a number of universities to develop and deliver the program. MOU’s were signed in 2003, 2007, 2013 and 2017. Professor Reynolds



noted that the 2013 MOU was approved by Senate. In 2019 there was a shift from multi-party agreements to bi-lateral agreements to provide additional flexibility. The bi-lateral partnership was paused during the earlier phases of the pandemic. He further noted the MOU renewal proposal does not create nor commit UBC to the creation of student exchanges or joint degree programs. Any student exchange or joint degree program contemplated with CU Law would be dealt with under a separate agreement that would be subject to a separate Senate review. There is no intention at this time to propose student exchange nor joint degree programs with CU Law or Chulalongkorn University, Thailand (CU).

Senator Pelech asked if it is common practice for students from partner institutions to receive scholarships as opposed to prospective students from institutions and/or regions without agreements with UBC wanting to study at Allard School of Law's graduate program.

Professor Reynolds responded that 2010 was the last instance that an award was offered to a CU graduate student attending Allard School of Law and invited Dean Pindell to comment more broadly on MOU's offering awards.

Senator Pindell stated that the Allard School of Law considers financial incentives for prospective students wanting to study at the School and may contemplate full scholarships. He noted it is common practice for MOU's to offer scholarships for students from institutions associated with the MOU's and further elaborated that Allard School of Law is thinking anew about approaches going forward.

Senator Ho asked if the Vice-President, International *pro tem*'s oral presentation on 15 March to Senate could be provided to Senate in a written version and asked if a motion was required for this request.

Professor Buszard responded that a request will be made to the Vice-President, International, *pro tem* if the oral presentation can be distributed in a written version and noted that a motion is not required for this request.

Senator Menzies asked if an honorarium arrangement with CU Law and Peter A. Allard Law is necessary in associating UBC with the promotion of the rule of law with institutions in countries with academic freedom and human rights issues.

Dean Pindell emphasized it is important to promote the rule of law, precisely in countries that have these challenges, alongside institutions that are not only willing to move forward and have the influence to promote and expand the rule of law and academic freedom.



Senator Rogers stated he did not support the proposal, noting that it does not involve students. If the University is entering into such agreements, they must include students, noting that there are many regions globally that have better academic freedom and human rights records with which UBC can affiliate.

Professor Buszard acknowledged Senator Rogers for the feedback and noted that these kinds of arrangements are not required to include students.

The Provost noted the University has more than 300 agreements around the world and there are ongoing discussions throughout the University on issues related international partnerships. He added that UBC is recognized as one of the most international university in North America as cited by the Times Higher Education survey. With this international recognition, there is an expectation for the University to engage with the world, including countries that have the same level of attention to human rights as Canada but also with institutions in regions where UBC can support and promote the rule of law.

Approved

Senator Menzies asked that his abstention be recorded in the minutes.

Awards Committee

See Appendix A: Awards Report

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

NEW AWARDS AND CHANGES TO EXISTING AWARDS

Sally Thorne	}	<i>That 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.</i>
Xiutong Tony Jiang		

Approved

Joint Report of the Admissions and Curriculum Committees

The Chair of the Senate Curriculum Committee, Dr Claudia Krebs, presented. Dr. Krebs provided additional context that the Senate had previously approved the Master of Pharmacy Leadership in support of Ministerial approval; however, Ministerial approval was not received



and the Faculty of Graduate and Postdoctoral Studies (Pharmaceutical Sciences) is resubmitting the content of Pharmacy Leadership as a graduate diploma.

GRADUATE DIPLOMA IN PHARMACY LEADERSHIP

Claudia Krebs Gage Averill	}	<i>That the Senate approve the new Graduate Diploma in Pharmacy Leadership, and its related revised courses and deleted program (Master of Pharmacy Leadership), brought forward by the Faculty of Graduate and Postdoctoral Studies (Pharmaceutical Sciences), effective for 2024 Winter Session and thereafter.</i>
-------------------------------	---	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Approved

Curriculum Committee

See Appendix B: Curriculum Report

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

CURRICULUM PROPOSALS

Claudia Krebs Robert Kozak	}	<i>That the Senate approve the new courses, new program, revised courses, and revised programs brought forward by the Faculties of Arts, Graduate and Postdoctoral Studies (Applied Science, Arts, Law, and Science), Pharmaceutical Sciences, and the Peter A. Allard School of Law.</i>
-------------------------------	---	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Approved

POLICY V-129: NON-CREDIT CREDENTIALS

Claudia Krebs Simon Bates	}	<i>That Policy V-129: Non-Credit Credentials be approved, effective 1 September 2023.</i>
------------------------------	---	-------------------------------------------------------------------------------------------

Senator Krebs stated that the policy now aligns approval processes with the requirements of the *University Act*, and builds on and formalizes current practices. She noted that Senate has recently



approved policies related to diploma programs and academic-credit certificate programs. The proposed policy is the final installment in a suite of three related policies and is intended to create a similar framework for non-credit programming.

It was recognized the University already offers a variety of non-credit credentials, and that such programming is expected to grow, especially in response to market demands. The *University Act* does not distinguish between credit and non-credit offerings. While Senate has always been responsible for approving noncredit programming, there has not previously been a policy framework governing such programs. This policy does not extend Senate's authority, but rather, fills this policy gap by formalizing categories of non-credit credentials and their associated establishment criteria and approval processes. The policy delegates the authority to approve some types of non-credit credentials to the Faculties in order to streamline the approval process, where appropriate.

Senator Pratap Singh commended the Senate Curriculum Committee's work on the development of this policy, noting that it will allow Faculties to better meet and respond to the increasing demand for non-credit program micro credentials and for the University's outreach to students beyond the traditional systems of education. The policy will allow Faculties to be more nimble in responding to market needs.

Senator Krebs confirmed that the policy only applies to future programming, and current programming will remain as is.

Approved

Nominating Committee

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

APPOINTMENTS TO THE PRESIDENT'S ACADEMIC ADVISORY COMMITTEE ON A UBC INSTITUTE FOR ADVANCED STUDY AND THE PRESIDENT'S ACADEMIC ADVISORY COMMITTEE ON WALL RESEARCH AWARDS AND WALL RESEARCH FELLOWSHIPS

Senator Harrison noted an amendment to the second motion to replace Sue Grayston with Guy Faulkner.

He also reminded Senators of the email notification sent to Senators earlier in the day seeking nominations for two positions on an Advisory Committee for the Appointment of an Associate Vice-Provost, Health.



The President also commented on the importance of serving on Senate and committees and encouraged senators to consider serving on additional committees and to encourage their peers to consider serving on Senate and committees.

Paul Harrison Charles Menzies	}	<i>That Romina Hajizadeh, Sathish Gopalakrishnan, Robert Kozak and Christopher Marshall be recommended for appointment to an Academic Advisory Committee on a UBC Institute for Advanced Study; and</i>
----------------------------------	---	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

That Guy Faulkner, Holly Patrashuck, Anubhav Singh and Julian Dierkes be recommended for appointment to an Academic Advisory Committee on Wall Research Awards and Wall Research Fellowships.

Approved

Tributes Committee

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

UBC ACADEMIC DRESS – INDIGENOUS STUDENTS

John Gilbert Claudia Krebs	}	<i>That Senate approve the adornment of mortarboard caps by graduands to reflect their Indigenous identity through the use of decorative traditions for graduation ceremonies in 2023.</i>
-------------------------------	---	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Senator Gilbert recognized UBC's Director of Ceremonies and Events, Ms Liz King's, stewardship of this request request by graduands to reflect their Indigenous identity for graduation ceremonies in 2023.

Senator Pelech asked if we were to receive requests from other international groups or Canadian groups from other ancestral backgrounds for modifications to their mortarboard caps at graduation, will those requests be considered.



Senator Gilbert asked that Senate recognize Ms King, and invited her to address questions and provide context. Ms King stated that the current academic regalia guidelines, which have been in force for approximately twenty-four years, have a provision permitting Indigenous students to wear their traditional regalia either with or in place of academic regalia. It was noted this provision currently excludes alterations and adornments to the regalia. Ms King acknowledged the two separate adornment and alteration requests open the discussion for a suite of additional requests which will be considered in a thoughtful manner in consultation with colleagues and others.

Dean Hare stated her strong support for proposed change, as Indigenous students and peoples have a distinct history and relationship to the University and to the lands in which it is situated. She added that the motion is in line with the adornments of the President and Chancellor's regalia and reflects a growing change within post-secondary institutions North America.

The Provost concurred with Senator Hare's sentiment and acknowledged that the University's relationship with Indigenous students is unique and spoke in favour of the motion.

Senator Menzies affirmed Senator Hare's comments that Indigenous students and peoples have a distinct history and relationship to the University that stands apart from either international students and settler students from other nations or communities. He noted the important clarity provided in the background information of the guidelines, which defines who is being granted this particular modification request, emphasizing that the use of the term 'Indigenous' applies inclusively to members of status and non-status First Nations, and treaty and non-treaty First Nations, Métis, and Inuit peoples in Canada, in accordance with section 35(2) of the Canadian Constitution.

Senator Thorne endorsed the motion and acknowledged the importance of recognizing that this is a request that originates from two distinct programs; one at each campus with both programs being specific to Indigeneity.

Senator Hassib asked whether the motion could be extended beyond the proposed 2023 graduation ceremonies.

Ms King responded that broader issues are being thoughtfully considered and noted that the guidance from the consultations applied to the 2023 graduation year in the interests of the current request, which will enable students from the Bachelor of Nsyilxcn Language Fluency at UBC Okanagan to adorn mortarboard caps for their 8 June 2023 graduation ceremony.



The President noted that the request is from the first graduating class from Nsyilxcn Language Fluency program and recognized the cultural value of beading work in celebration. She noted that she has seen many students wear their culturally appropriate headdresses and veils and while academic traditions are important, the current request is a very important exception, which she fully supported.

Approved

Reports from the Provost

The Vice-President Academic and Provost, Dr Gage Averill and Vice-President Finance and Operations, Mr Frank Laezza, presented.

2023-2024 BUDGET PRESENTATION

The Vice-President Academic and Provost acknowledged the President's opening remarks concerning the 2023/24 budget, noting its commitments to the many important strategic objectives of the University as well as to advancing teaching and learning and research objectives. Senator Averill further noted that the 2023/24 budget was the first budget unanimously approved by UBC's Board of Governors in recent memory. He acknowledged the contributions of the Budget Working Group, consisting of members from the Offices of the Vice-President, Academic, Finance and Operations, Students and the Finance and Operations team, along with the Board of Governors.

The Provost welcomed, and asked that Senate recognize, Vice-President Finance and Operations, Mr Frank Laezza, to the Senate.

Mr Frank Laezza, thanked the Provost for the warm welcome and presented highlights of the 2023/24 UBC budget.

Projecting consolidated annual revenues of \$3.6B, includes \$2.5B from the University's core operations. While the University anticipates a consolidated surplus of \$85M for 2023/24 arising from UBC's Endowment, unrestricted research funding and the net investment in capital adjustments, similar to 2022/23, this surplus is restricted in nature and is not available for general operating purposes.

Faculties are facing budget pressure in 2023/24 given inflation pressure and other increased costs. Overall, central support units are showing a reserve build-up, primarily due to funding within the Academic Excellence Fund (AEF) and the Presidents Academic Excellence Initiative (PAEI),



which is ring-fenced for new faculty renewal and strategic investments. This is somewhat offset by inflationary pressures, critical unfunded positions and a 1% one-time funding reduction.

Total planned 2023/24 domestic student enrolment (graduate and undergraduate) is 36,761 FTE for UBC Vancouver and 8,156 FTE for UBC Okanagan, leading to a slight planned decrease of 690 FTE overall compared to the prior year. It was noted this decrease reflects a return to enrolment targets that aligns closer to provincial targets, factoring in teaching space constraints and available teaching resources, compared to slightly elevated enrolment during the pandemic.

Total planned 2023/24 international student enrolment (graduate and undergraduate) is 14,229 FTE for UBC Vancouver and 2,350 for UBC Okanagan, reflecting a slight growth of 221 FTE.

The Provost added that the slight decrease in overall student enrolment for last year was attributable to two factors: a backlog of student visa permit processing by the Canadian government and an increase of small, private post-secondary institutions making offers to international students. These factors impacted all research oriented post-secondary institutions in Canada. He noted that in the past two to three years, there has been a downturn in students selecting fewer courses in aggregate, leading to lower FTE's.

Mr Laezza commented that he, the Provost and UBC's Board of Governors Chair will begin an outreach process for feedback from the 2023/24 budget process and will be working with the Finance Committee to set some key performance indicators (KPIs) and guidelines in support of the 2024/25 budget process.

The Provost noted there will be very limited incremental operating funding in 2023/24 and going forward for the next few years. Discretionary spending across the University is being carefully balanced among fulfilling multi-year commitments (eg. debt servicing of the Integrated Renewal Program (IRP) and major capital projects); continuing investments in strategic priorities as outlined by the President; and ensuring that the University's resources and infrastructure are sustainable in the long-term (eg. self-funded salary increases, inflation on non-labour expenditures, routing maintenance of existing infrastructure and seismic upgrades).

Strategic investments and commitment priorities for the next fiscal year include new and continuing investments in recruiting and retaining exemplary students, faculty and staff; world-class research infrastructure; and providing an excellent student learning experience, both inside and outside the classroom.

UBC Vancouver 2023/24 incremental funding for priorities 1 highlights include:

- Academic transformation and research excellence: includes a \$450K increase in 4-year fellowships for graduate students; over \$2M to support Library collections and to counter currency exchange rates and increased publisher fees; research start-up support in



Medicine, Forestry, and Pharmacy; support for interdisciplinary, community-oriented student research; nearly \$3M to support new learning spaces and a new UBC Farm building for Land and Food Systems; \$1M to fund the BioHub and Bio Centre support for LNP/mRNA; and a program for UBC Okanagan faculty with research collaborations with UBC Vancouver faculty

- Indigenous Reconciliation, Justice and Engagement: includes \$2M for grant funding awarded by the Office of Indigenous Strategic Initiative (OISI -previously awarded); increased funding for the Indigenous Collegium; salary support for the new Indigenous Land Stewardship program (Forestry); over \$500K to fund post-doc. and bridging fellowships for Indigenous and Black emerging scholars; \$450K for Learning Exchange; \$525K to sustain Indigenous curricular support in CTLT.

UBC Vancouver 2023/24 incremental funding for priorities 2 highlights include:

- Student priorities: includes \$270K for open educational resource (OER) support and awards; \$800K for food security; the previously mentioned increase in graduate student support; and \$1M to support broad-based personal portfolio reading for undergraduate admissions; provide an additional year of support to Jump Start for faculty instruction.
- Equity, Diversity and Inclusion: includes an increase in staffing for the Former Youth in Care; an Executive Director for the Equity and Inclusion Office; additional staffing in immigration support for faculty, staff and students; the previously mentioned fund for post-doc and bridging for Indigenous and Black emerging scholars; and \$453K to support the Centre for Asian Canadian Research and Engagement.
- Climate Action: includes \$400K for the Climate Action Plan; support for the Social Ecological Economic Development Studies (SEEDS) Sustainability Program; 1.5 additional positions for the Sustainability Hub; \$1M in climate solutions funding; and \$595K to address Climate Emergency Taskforce priorities.

UBC Vancouver 2023/24 incremental funding for priorities 3 highlights include:

- Operational Excellence: includes \$1.3M to stabilize positions on the Operational Excellence Team; 2 new positions in the Office of the University Counsel; 1 in Human Resources, 1 in the Government Office; and 1 in Event Management to increase capacity; support for PAIR (Planning and Institutional Research) on both campuses to enhance data gathering and analysis; nearly \$300K to sustain the Campus Vision 2050 to plan for UBCV's future; \$2.4M to stabilize the Integrated Service Centre for IRP/Workday.
- Sustainment, Risk and Compliance: includes \$390K for increased learning technology innovation, sustainment, and security and an additional \$1.5M for license costs in IT; \$1.6M for PrISM (cybersecurity) sustainment; nearly \$1.5M for critical emergency response infrastructure; \$2M recurring for Workday subscriptions; nearly \$0.9M for commodity rate increases and nearly \$5M to meet the deficit and shortfall of insurance premiums.



The President welcomed Mr Laezza, and thanks the Provost for his stewardship of the budget process.

Senator Santokh Singh noted that the number of students dealing with mental health issues has been increasing over the last few years and that students are finding it difficult to find the help they need. He added that learning is only possible if UBC effectively supports these students.

The President encouraged Senate to invite the Vice-President, Students to give a presentation on student supports at a future Senate meeting. The President added that the availability of online counselling services during the pandemic enabled students to obtain mental health support in a confidential and timely manner and further noted there was an increase in the volume of students utilizing this online support.

Senator Spencer expressed his gratitude for the helpful and informative report and asked if the 2023/24 budget presentation could be distributed in a written version.

The President noted that the budget presentation was previously shared at the UBC Board of Governors meeting on 14 April 2023 and is available from the Board of Governors website.

Senator Ho asked what the \$272K allocation for open educational resource (OER) supports.

Senator Bates responded that it supports the continuation of funding that has been running for 4 years to provide grant opportunities for faculty members either to develop new OER, adapt existing OER, or incorporate OER into course designs.

Senator Harrison expressed his appreciation for the budget report and presentation, but noted that there is no mention of additional support of Senate as a governance body or the operational excellence mandate. He added that there will be consideration of additional funding for the Senate Office to help Senate do the work it is charged with in a much more efficient way. Currently, the Office is overburdened and needs more resources.

The President stated that she is aware of resource constraints, which will be considered in the triennial review of Senate, which is currently underway. She acknowledged the need to secure additional support for both the Senate and Board secretariats.

Dr Buszard shared that at UBC Okanagan, the draft budget is shared with the Okanagan Senate much earlier in the budget process; senators have the opportunity to advise and provide feedback on the budget well in advance of what is presented to the Board of Governors. Adopting a similar timeline in Vancouver would be helpful.



Report from the Registrar

The Registrar, Ms Rella Ng, presented

2023-2023 TRIENNIAL ELECTION RESULTS and 2023 VANCOUVER STUDENT SENATE AND BOARD OF GOVERNORS ELECTIONS

The Registrar cited the second set of 2023-2026 triennial election results, as well as the results of the 2023 Student Senate and Board of Governors elections. She noted that a number of vacancies remain and second call for nominations for Faculty and Convocation representative was issued earlier in the week.

The President noted the importance of serving on the University's governing bodies, and expressed her gratitude to those who serves on the Senate and the Board of Governors.

Adjournment

Seeing no other business, the meeting was adjourned at 7:56 p.m.

*Appendix A: Awards Report***NEW AWARDS – ENDOWED****Allan E. Black Award in Law**

Awards totalling \$1,750 have been made available through an endowment established by friends, family, and colleagues in honour of Allan E. Black (B.A. 1966, LL.B. 1969), K.C. for second- or third-year domestic students in the J.D. program who have good academic standing. Preference will be given to students who have demonstrated an interest in labour law and the betterment of working conditions for workers and unionized employees within B.C. or Canada. Allan was a founding partner of the Black Gropper law firm and gained extensive experience representing trade unions, faculty associations, and employees in all facets of labour relations, including education law and administrative, employment, and human rights. He has appeared as counsel before provincial and federal labour relations boards, arbitration boards, and is a former Vice-Chair of the British Columbia Labour Relations Board. Throughout his 52-year career, Allan was recognized by Lexpert as one of Canada's leading practitioners in labour and employment law with the highest sense of ethics, professional excellence, and mentorship. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2023/2024 winter session).

Shawn Dhillon Memorial Bursary in Arts

Bursaries totalling \$3,500 have been made available through an endowment established by Jagdev (M.Sc. 1966) and Brajinder Dhillon, together with Tina Dhillon (B.Arch. 1988), in memory of Shawn Dhillon (1964–2020), for undergraduate students in the Faculty of Arts. Shawn completed his Bachelor of Arts at Simon Fraser University and two Master's degrees from the University of London's School of Oriental and African Studies, one in Sociology and one in Philosophy. He was deeply engaged with art, philosophy, photography and the cultural scene in London. In later years, Shawn counseled and supported people with additional needs to live their best lives. Using his creative background and interests, he created new programs and introduced them to gardening, acting, film, cooking and travel. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

Helmut and Donna Meisl Award in Social Work

Awards totalling \$1,750 have been made available through an endowment established by Dr. Helmut Meisl (B.Sc.1970, M.D. 1976) and Donna Meisl for domestic fourth-year students in the Bachelor of Social Work program and domestic graduate students in the Master of Social Work program, who have good academic standing and who have a placement in a health care setting. After completing his education in medicine at UBC, Helmut worked as an emergency care doctor. During his career, he had seen many situations where support from social workers could have made a significant impact on the health outcomes of his patients. Donna is an artist and graduated with a BFA at the California College of the Arts, majoring in drawing and sculpture. Helmut and Donna established the award to encourage students to pursue a career as a social worker in health care. The awards are made on the recommendation of the School of Social Work, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

Margaret Rai-Choudhury Award in Medicine

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. (First award available for the 2023/2024 winter session).

NEW AWARDS – ANNUAL

Alexander Holburn Beaudin + Lang LLP, F. Stuart Lang Award

A \$5,000 award has been made available annually by Alexander Holburn Beaudin + Lang LLP in honour of F. Stuart Lang for outstanding students entering the J.D. Program who have an interest in business. Preference will be given to students with an interest in health law. Stuart was a founding partner of Alexander Holburn and during his 50 years of practice, he was the leader of the firm's Corporate Law and Health Law practices. Throughout his legal career, he was recognized for his expertise in the representation of hospitals and health authorities, and for the time he dedicated to clients and the community, volunteering and serving on boards in various capacities. The award is made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2023/2024 winter session).

BOP Architects Award in Architecture and Community Design

Awards totalling \$2,500 have been made available annually through a gift from Boniface Oleksiuk Politano (BOP) Architects for graduate students in the School of Architecture and Landscape Architecture. Preference will be given to students who demonstrate an interest in

architecture, community design and/or working with Indigenous communities. BOP Architects are focused on designing and creating vibrant, lasting and interactive urban environments and unique social buildings. They strongly believe in the role that architecture plays in shaping communities and in our daily lives. 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).

Sandra Hale Memorial Award in Occupational Therapy

Awards totalling \$2,000 have been available annually through gifts from friends, family and colleagues in memory of Sandra Hale (1963–2020) for students in the Master of Occupational Therapy program who demonstrate an interest in mental health practice or in treating patients with neurodegenerative diseases. Preference will be given to students with an interest in multiple sclerosis. Sandra (B.Sc. OT, M.Sc. 2011) was a dedicated Occupational Therapist who specialized in mental health. Her life was sadly cut short by multiple sclerosis. As a student, she was able to advance her education by benefiting from several scholarships and awards, and this has inspired her family to establish this award to honour Sandra's legacy and her positive impact on the field of occupational therapy. The award is made on the recommendation of the Department of Occupational Science and Occupational Therapy, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

Lark Street Capital Award in Women's Basketball

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 Lark Street Capital for an outstanding member of the Women's Basketball team in any year of study who has demonstrated leadership abilities. Lark Street Capital, a Vancouver-based financial advisory firm that specializes in supporting clients through mergers and acquisitions, was founded by Jas Dhaliwal (B.Com. 2012). The organization has supported Women's Basketball at UBC through generous sponsorship and is keen to raise the profile of female sports at UBC and beyond. The awards are made on the recommendation of the Women's Basketball Head Coach and the Athletics Awards Committee. (First award available for the 2023/2024 winter session).

Robert J. Mitchell Memorial Award in Education

Awards totalling \$2,000 have been made available annually through a gift from Yvonne Mitchell (B.Ed. 1994, Dip.Ed. 1997, M.Ed. 2006) in memory of Robert J. Mitchell (1946–2019) for mature students entering the Bachelor of Education program. Preference will be given to students with an interest and/or background in Special Education. Robert was an elementary school teacher for many years, teaching with both compassion and dedication. He was especially committed to supporting students with learning disabilities. The awards are made on the

recommendation of the Faculty of Education. (First award available for the 2023/2024 winter session).

Dominic Rimbeaux Memorial Bursary in Land and Food

Bursaries totalling \$3,500 have been made available annually through a gift from Donald Lockwood (B.Com. 1966, M.B.A. 1969) in memory of Dominic Rimbeaux (1896–1983) for undergraduate students in the Faculty of Land and Food Systems. Preference will be given to students majoring in the Sustainable Agriculture and Environment program. Dominic emigrated to Canada from Belgium at the age of 16 and later settled in Wynyard, Saskatchewan. He was a self-taught farmer and had great success with his crops even though conditions were harsh. Despite having little education, Dominic made a good living in farming. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

RSM Canada Award in Accounting

Awards totalling \$2,000 have been made available annually through a gift from RSM Canada LLP for outstanding third- or fourth-year Bachelor of Commerce students majoring in Accounting, Computer Science, Mathematics, Engineering or Consulting who demonstrate leadership qualities, involvement in their community through volunteering, and a desire to work in Accounting and Consulting. RSM Canada LLP is a consultancy firm that specializes in auditing, tax and consulting for middle market organizations. The Canadian affiliate of the RSM Global network was formed in 2017 and opened its Vancouver, BC office in the summer of 2021. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2023/2024 winter session).

Daniel J. Song Prize in Criminal Law

Prizes totalling \$2,000 have been made available annually through a gift from Daniel J. Song, K.C. (B.A. 2003, J.D. 2006) for outstanding first-year J.D. students in Criminal Law. Daniel is a criminal defense lawyer practicing in Alberta and British Columbia. He has extensive experience as criminal appellate counsel, including at the Supreme Court of Canada. Daniel has made many contributions to the legal community including authoring papers and presenting at seminars for the Legal Education Society of Alberta, the Trial Lawyers Association of British Columbia, the Continuing Legal Education Society of British Columbia, and the Provincial Court of British Columbia. He has also volunteered with the Allan McEachern Course in Trial Advocacy, Gale Cup Moot, and UBC Innocence Project at the Peter A. Allard School of Law. Daniel was appointed Queen's Counsel in 2022. The prizes are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 spring session).

Thursday Night Hockey Community Award in Ice Hockey

Awards totalling \$2,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available 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. (First award available for the 2023/2024 winter session).

Margaret Ann Joan and William Francis Spring Graduate Award in Ocean Health

A \$2,000 award has been made available annually through a gift from the Margaret Ann Joan and William Francis Spring family for an outstanding domestic graduate student studying Oceans and Fisheries, or a related discipline, whose research is focused on the impacts, risks and mitigation of plastic in the ocean. Preference will be given to students who have demonstrated a commitment to outreach associated with environmental education and ocean conservation. The award is made on the recommendation of the Institute for the Oceans and Fisheries, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Annual Awards

5921 – Alexander Holburn Beaudin+ Lang William M. Holburn, Q. C. Scholarship

Rational for Proposed Changes

Donor would like to move this annual award to an endowed award. Additional changes have been made to the award description to bring the language into alignment with our current award description writing practices.

Current Award Title: Alexander Holburn Beaudin+ Lang William M. Holburn, Q. C. Scholarship

Current Award Description

A \$5,000 scholarship is offered annually by Alexander Holburn Beaudin + Lang LLP in honour of founding partner William M. Holburn, Q.C. for a student entering the J.D. Program who demonstrates academic excellence. The scholarship is made on the recommendation of the Peter A. Allard School of Law.

Proposed Award Title: Alexander Holburn Beaudin + Lang LLP, William M. Holburn, K.C., Award

Proposed Award Description

A ~~\$5,000 scholarship is offered annually~~ \$3,500 award has been made available through an endowment established by Alexander Holburn Beaudin + Lang LLP, along with matching funds from the University of British Columbia, in honour memory of founding partner William M. Holburn, Q.C. K.C. (1941- 2022) for a students entering the J.D. Program who are in need of financial assistance and have demonstrates demonstrated academic excellence. Mr. Holburn was a founding partner of Alexander Holburn Beaudin + Lang LLP where his practice focused on insurance, commercial and class action litigation. He obtained his law degree from the University of Manitoba in 1967 and was regarded as one of the most accomplished lawyers in the field of insurance litigation in Canada. Mr. Holburn was appointed King's Counsel in 1990. The scholarship award is made on the recommendation of the Peter A. Allard School of Law.

1800– Louis Nief Septodont of Canada Inc Prize in Dentistry

Rational for Proposed Changes

The donor wishes to update the prize to better reflect Septodont's shifting organizational focus from "dental anesthesia and techniques" to "dental pain management". The donor has taken the opportunity to remove Louis Nief from the prize title as no-one in the organization (or the Faculty of Dentistry) is aware of the identity of Louis Nief. The Awards team has taken the opportunity to update the wording of the award description and a brief note about the organization to be in line with current practice.

Current Award Title: Louis Nief Septodont of Canada Inc Prize in Dentistry

Current Award Description

A \$2,500 prize is offered by Septodont of Canada Inc. to a student in the third year of the D.M.D. Program who demonstrates a thorough understanding of dental anesthesia and techniques. The award is made on the recommendation of the Faculty of Dentistry.

Proposed Award Title: ~~Louis Nief Septodont of Canada Inc~~ Pain Management Prize in Dentistry

Proposed Award Description

A \$2,500 prize is offered by ~~has been made available annually through a gift from~~ Septodont ~~to a student in the third year of the D.M.D. Program~~ for an outstanding third-year D.M.D. student who demonstrates a thorough understanding of dental anesthesia and techniques exceptional proficiency in dental pain management. Founded in 1932, Septodont is a dental pharmaceutical company that specializes in products related to pain management. The award is made on the recommendation of the Faculty of Dentistry.

4041 - Danny and Christina Smith Family UBC Football Award

Rationale for Proposed Changes

Donor would like to move this annual award to an endowed award. Additional changes have been made to the award description to bring the language into alignment with our current award description writing practices.

Current Award Description

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association guidelines, are offered to members of the UBC Thunderbird Football Team in any year of study, who have demonstrated excellent leadership skills, athletic ability and have maintained good academic standing. Preference will be given to graduates of Vancouver Island, BC high schools. Financial need may be considered. Awards are made on the recommendation of the UBC Football Head Coach to the Athletics Awards Committee.

Proposed Award Description

~~One or more awards,~~ Awards totalling \$3,500, which may range from a minimum value of \$500 each to the maximum allowable under the athletic association regulations-guidelines, have been made through an endowment established by Danny and Christina Smith, for outstanding ~~are offered to~~ members of the UBC Thunderbird Football Team in any year of study, who have demonstrated excellent leadership skills, athletic ability and have maintained good academic standing. Preference will be given to graduates of high schools located on Vancouver Island, BC high schools. Financial need may be considered. Danny played football at UBC from 1975-1979 and was one of UBC's best quarterbacks. He set 16 UBC passing records and was inducted into the UBC Hall of Fame in Football in 1997 and the BC Football Hall of Fame in 2013. Awards are made on the recommendation of the Athletics Awards Committee.



Appendix B: Curriculum Report

FACULTY OF ARTS

New course codes

SWAH Swahili; YDSH Yiddish

New courses

AFST 256 (3) History of Africa; **AFST 312 (3)** Southern Africa; **AFST 313 (3)** Africa from Imperialism to Independence; **ARBM 201 (3)** Intermediate Modern Arabic I; **ARBM 202 (3)** Intermediate Modern Arabic II; **ASIA 359 (3)** Afghan History; **ASIA 366 (3-9)** Topics in Asian Studies; **ASIX 300 (3-9)** Topics in Asian Studies Crossings; **CRWR 330 (3)** Intermediate Comedic Forms; **CRWR 423 (3-6)** Experimental Forms; **CRWR 431 (3)** Advanced Comedic Forms; **ENGL 376 (3-6)** Special Topics - Place, Power, Poetics and Narrative Discourse; **PERS 310 (3)** Persian Media; **PHIL 222 (3)** Enriched Symbolic Logic; **POLI 368 (3-6)** Topics in International Relations; **RMST 371 (3)** The Global Renaissance: Hispanic Cross-Cultural Contacts; **SWAH 101 (3)** Beginners' Swahili I; **SWAH 102 (3)** Beginners' Swahili II; **YDSH 101 (3)** Learning Yiddish: Foundations I; **YDSH 102 (3)** Learning Yiddish: Foundations II

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New course

CPEN 514 (3) Quantum Information and Computation

Arts

New courses

ASIA 505 (3-9) Critical Approaches to Hong Kong Studies; **GEOS 506 (3)** Population Dynamics in Time and Space: Models, Data and Application

Law

New courses

LAW 520 (1-3) Topics in Intellectual Property – Seminar; **LAW 545 (1-3)** Topics in Taxation – Seminar; **LAW 546 (1-4)** Topics in Common Law Theory and Practice: Private and Commercial Law – Lecture; **LAW 579 (1-3)** Topics in First Nations Law – Lecture; **LAW 596 (1-3)** Topics in Corporate Law – Lecture

Medicine

New courses

RHSC 591 (3) Leadership in Rehabilitation



Science

New courses

EOSC 518 (3) Science Communication and Outreach in Museum and Other Informal Learning Settings; **EOSC 527 (3)** Instrumentation and Monitoring in Geological Engineering Practice; **MICB 520 (1-6)** Topics in Microbiology, Immunology and Virology; **MICB 575 (3)** Data Science Research in Microbiology and Immunology; **SCIE 500 (3)** Discipline-based Education Research Methodology; **SCIE 596 (3)** Co-operative Work Placement I; **SCIE 597 (3)** Co-operative Work Placement II; **SCIE 598 (3)** Co-operative Work Placement III; **SCIE 599 (3)** Co-operative Work Placement IV

FACULTY OF MEDICINE

New courses

CAPS 205 (3) Fundamentals of Physiology in Human Health and Disease I; **CAPS 206 (3)** Fundamentals of Physiology in Human Health and Disease II; **CAPS 305 (3)** Integrated Human Health and Disease; **CAPS 306 (3)** Molecular and Cellular Mechanisms of Human Health and Disease; **CAPS 310 (3)** Modern Biomedical Research Techniques and their Application; **CAPS 420 (3)** Human Disease Modeling and Therapeutics; **CAPS 427 (3)** Gross Human Anatomy Lab; **CAPS 432 (3)** Systems Physiology in Human Health and Disease; **CAPS 434 (3)** Endocrinology and Metabolism in Human Health and Disease

Revised course

CAPS 210 (3) Human Health Literacy

FACULTY OF PHARMACEUTICAL SCIENCES

New course

PHRM 252 (1) Clinical Skills: Administration of Injections

Revised program

Entry-to-Practice Doctor of Pharmacy > Degree Requirements

PETER A. ALLARD SCHOOL OF LAW

New courses

LAW 202 (2) Advocacy; **LAW 345 (1-3)** Topics in Public Law – Lecture; **LAW 357 (1-3)** Topics in First Nations Law – Lecture; **LAW 420 (1-3)** Topics in Intellectual Property - Seminar; **LAW 433 (1-3)** Topics in Tort Law– Lecture; **LAW 456 (1-3)** Topics in Corporate Law– Lecture; **LAW 429 (11)** Rise Women’s Legal Centre – Clinic; **LAW 431 (4)** Rise Women’s Legal Centre – Seminar: Social Justice Issues for Families in the Legal System



Revised program

Juris Doctor > Degree Requirements



THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate

Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239

Fax 604 822 5945

www.senate.ubc.ca

17 May 2023

To: Vancouver Senate

From: Council of Senates Budget Committee - Vancouver Sub-Committee

Re: **Annual Report** (information)

Please find attached the 2021-22 Annual Report summarizing the activities of the Council of Senates Budget Committee - Vancouver Sub-Committee.

If you have any questions, please contact Amandeep Breen at amandeep.breen@ubc.ca.

Respectfully submitted,

Council of Senates Budget Committee - Vancouver Sub-Committee



Council of Senates Budget Committee – Vancouver Sub-Committee

Report to Senate – May 17, 2023

Terms of Reference (abridged)

The Committee shall meet with the President and assist in the preparation of the University budget; and make recommendations to the President and report to the Okanagan and Vancouver Senates at least annually concerning academic planning and priorities as they relate to the preparation of the University budget. In advising the President on the University budget, the Budget Committee may request information on any of the University's fund accounts.

Background

Officially, the Council of Senates Budget Committee includes representation from both UBC Vancouver and UBC Okanagan. Separate subcommittees have been formed on each campus and these committees meet regularly to discuss budgetary issues affecting the specific campus. This report is from the Vancouver Sub-Committee.

Membership

The Vancouver Sub-Committee's membership for 2020-21 is as follows:

- Eshana Bhangu, Chair, Student Member-at-Large
- Romina Hajizadeh, Vice-Chair, Student Member-at-Large
- Dr. Peter Englezos, elected by the Joint Faculties (Applied Science)
- Dr. Adlai Fisher, Faculty of Commerce and Business Administration
- Dr. Susan Forwell, elected by the Joint Faculties (Medicine)
- Dr. Andre Ivanov, elected by the Joint Faculties (Applied Science)
- Dr. Kin Lo, Faculty of Commerce and Business Administration
- Dr. James Stewart, Peter A. Allard School of Law

Report on Activities

The Committee met regularly over the course of the 2022-23 academic year with the Provost and Vice-President Academic, the Vice-President Finance and Operations, the Vice-Provost and Associate Vice-President, Enrolment and Academic Facilities, the Comptroller, the Executive Director of Academic Initiatives from the Office of the Provost and Vice-President Academic, and the Vice-Provost and Associate Vice-President, Faculty Planning. In addition, other guests attended individual meetings in order to deliver presentations or provide input on specific issues. With the significant degree of turnover in the senior administration over the past year, the Committee was privileged to host a wider range of guests with their additional knowledge and perspectives than it might have encountered in previous years.

The Committee met five times in 2022-23. Meetings are held immediately prior to the main Senate meetings. The Committee continued its move away from separating out sections of the meetings and kept the practice it began last year of informal budget update discussions, without presentations, which encouraged broad



budget- and finance-related conversations. The agendas for the meetings of the Vancouver Sub-Committee are developed in collaboration with the Office of the Provost and Vice-President Academic and the Office of the Vice-President Finance and Operations.

The topics addressed by the Committee during the 2022-23 academic year include the following:

- *Budget Process Overview;*
- *FY 23/24 Budget Planning and priorities;*
- *Provost and VP Finance Priorities;*
- *Facilities Capital Planning and Prioritization Process;*
- *President's Academic's Excellence Initiative (PAEI);*
- *Enrolment Planning and its Impact on the Budget;*
- *UBC Campus Vision 2050*
- *2020-23 Triennial Review (Committee response was submitted)*

Concluding Remarks

Working collaboratively with the Office of the Provost and Vice-President Academic, and the Office of the Vice-President Finance and Operations, the Vancouver Sub-Committee of the Council of Senates Budget Committee has had a productive year in which many important issues were openly discussed, debated and investigated. Budget engagement discussions were especially timely this year. The student and faculty Senators on the Committee provided the president's office and guest presenters with feedback on potential challenges and opportunities that stemmed from topics of importance to the Committee. The Committee appreciates the level of consultation and collaboration with senior administration and the opportunity to provide an important academic perspective on behalf of the Vancouver Senate.



May 17, 2023

To: Vancouver Senate

From: Senate Academic Building Needs Committee

Re: **Annual Report 2022-2023**

Attached please find for your information the 2022-23 Annual Report of the activities of the Senate Academic Building Needs Committee.

Respectfully submitted,

Laia Shpeller, Chair
Senate Academic Building Needs Committee



**The University of British Columbia
Senate Academic Building Needs Committee
Annual Report to Senate, 2022– 2023**

Committee Activities

The Senate Academic Building Needs Committee (SABNC) undertakes the majority of its activities through it being consulted on relevant plans, projects, and topics. Such consultations occur in three ways:

1. Through presentations to the SABNC.
2. Through presentations to the Property and Planning Advisory Committee (PPAC). (All SABNC members are members of PPAC; the SABNC Chair is Vice-Chair of PPAC.)
3. Through meetings of the Capital Planning Working Group (CPWG). (The SABNC chair is a member of CPWG.)

The Committee has historically struggled to define and carry out an effective mandate, and it has been clear in the current triennium that this issue remains unresolved. Concerns regarding the SABNC mandate date back to at least 2005 when an Ad hoc Committee for the Review of the Senate identified the issue and sought to propose solutions. In preparation for the triennial review, the Committee engaged in a variety of discussions surrounding its mandate and terms of reference. Currently, the majority of committee's mandate falls within the scope of the PPAC. Discussions within the committee led to agreement that this overlap, and the realities of the infrastructure decision-making process, has led to little room for SABNC to take independent action. Given this, SABNC unanimously agreed to recommend the committee's responsibilities be merged with another committee. This recommendation was made to ensure committee mandates are fruitful and provide senators with a fulfilling experience and to reduce the number of repetitive presentations and discussions between PPAC and SABNC.

Committee's Role in the Capital Project Prioritization and Approval Process

Prioritization Process. Each year, the University updates a scoring of all potential building project priorities with respect to both strategic priorities and operational priorities; in turn this scoring is taken into account in the development of an updated Five-Year Capital Plan, which lists the highest priority projects for government funding. The Committee participates in this process through its responses to related presentations at Committee and PPAC meetings. As well, the Committee Chair is a member of the Capital Planning Working Group and thereby provides, on behalf of the Committee, additional input to this prioritization process.

Approval Process. For projects valued at over \$5M, the capital project approval process formally requires three levels of Executive approval and three levels of Board approval (see Board Policy 126, Capital Projects, Capital Purchases and Internal Loans). The approval of PPAC is an additional step in this process.



Appendix I – Presentations to the Committee

The following presentations were made to the Committee during the 2022/23 academic year:

18 October 2022 – Campus Vision 2050 Big Ideas (Joanne Proft, Associate Director, Planning and Design, Campus and Community Planning; Madeline Zammar, Manager, Engagement, Campus and Community Planning; Brittany Jang, Community Planner, Campus and Community Planning)

15 November 2023 – Consultation on Proposed Space Management Policy (Board Policy UP13) (Mark Crosbie, Associate University Counsel; Karen Choi, Legal Counsel)

21 February 2023 – Campus Vision 2050 Update (Joanne Proft, Associate Director, Planning and Design, Campus and Community Planning)

21 March 2023 – Capital Planning Priorities Update (Barb Gordon, Acting Director, Capital Planning & Strategic Priorities; Jennifer Sanguinetti, Managing Director, Infrastructure Development; Natalie Wagorn, Assistant Manager, Capital Projects)

18 April 2023 – Capital Fundraising Process (Hillary Gosselin, Associate Vice-President, Development Kirsten Nicholson, Executive Director, Development)



17 May 2023

To: Vancouver Senate

From: Vancouver Senate Academic Policy Committee

Re: Naming Policy (GA6)

This is a Joint Policy held by the Vancouver Senate, Okanagan Senate and Board of Governors. The proposal to amend the Policy is attached hereunder.

The Vancouver Academic Policy Committee considered the proposed amendments to the Naming Policy on November 21 2022. The Office of University Counsel published a notice of the proposed amendments and invited community feedback on the Policy proposal. The comment period remained open from December 19, 2022 until February 15, 2023 and the Consultation Summary is attached for reference.

The Naming Policy proposal was supported and recommended by the Policy Development Committee, the Responsible Executive for the Naming Policy, being the Vice-President, External Relations, the Vice-President Development and Alumni Engagement, and the University Counsel.

The Vancouver Senate Academic Policy Committee considered the proposal to amend Naming Policy (GA6) on 1 May 2023 and the following is recommended to Senate:

Motion: *"That Senate approve amendments to the Naming Policy (GA6)."*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee



THE UNIVERSITY OF BRITISH COLUMBIA
Office of the University Counsel

Old Administration Building, Room 240
6328 Memorial Road
Vancouver, BC, Canada V6T 1Z2

Phone 604 822 1897
Fax 604 822 8731

Date	April 21, 2023
To	UBC Okanagan Senate Academic Policy Committee UBC Vancouver Senate Academic Policy Committee
Copy to	Robin Ciceri, Vice-President, External Relations, the Responsible Executive for the Policy Heather McCaw, Vice-President, Development and Alumni Engagement Andrea East, Policy Development Committee Chair (External Counsel)
From	Hubert Lai, K.C., University Counsel <i>HL</i>
Subject	Proposed Policy Amendment – Naming Policy (GA6)

EXECUTIVE SUMMARY

Following the Vancouver and Okanagan Senate Academic Policy Committees' ("SAPCs") consideration of the proposed amendments to the Naming Policy on November 21 and December 2, 2022, the OUC published a notice of the proposed amendments and invited community feedback on the Policy proposal. The comment period remained open from December 19, 2022 until February 15, 2023.

Calls for comments were also published in the January 17 and 31, 2023 versions of UBC Today, the weekly newsletter that is published on UBC's publicly-facing website and which is also distributed by email to all UBC faculty members and staff. Email notices were also sent on December 20, 2022 to everyone on the open self-service subscription service maintained by the OUC, which includes representatives from the Alma Mater Society, the Graduate Students Society, and all employee associations and unions (other than BCGEU child care and BCGEU Okanagan, who have elected not to receive subscription emails).

The OUC received responses from a faculty member, UBC Equity & Inclusion Office, UBC Finance and Operations for both the Vancouver and Okanagan campuses, the Vancouver Senate Teaching and Learning Committee, the Okanagan Senate Learning and Research Committee, the Naming Committee, and the SAPCs. The Policy Development Committee that was constituted to develop the proposed amendments to the Naming Policy was reconvened to consider the feedback and to adjust the Naming Policy proposal as appropriate.

A table setting out the community input that was received and the Policy Development Committee's response to each comment can be found in Appendix 1. The full text of the Naming Policy proposal, highlighted to show changes from the version that was published for consultation is attached as Appendix 2.

The key changes that have been made to the Naming Policy and associated Procedures in response to the community feedback are as follows:

1. Section 5 of the Procedures dealing with the Naming of Academic Units was revised to:



Page 2

- a. ensure that the ad hoc panel will include a broadly representative group of faculty, staff and students from the Academic Unit being named, selected by the Provost in consultation with the Academic Unit; and
 - b. to clarify that the ad hoc panel's recommendation will be included in the Provost's report to the President.
2. Sections 10.4.9 and 15.6.2 of the Procedures were revised to ensure the membership of the Naming Committee, and ad hoc committee appointed for consideration of a Community Proposal, respectively, will include individuals whose roles involve advancing inclusive excellence or Indigenous reconciliation.
3. Refinements were made to several sections to improve and clarify:
 - a. the principles for naming decisions;
 - b. the separation of academic and operational decisions from naming decisions;
 - c. the importance of UBC's values, institutional autonomy and academic freedom;
 - d. the approval process for the naming of Activities;
 - e. the references to appropriate UBC positions;
 - f. the use of non-binary Latin terms; and
 - g. the definitions of Asset and Naming.

The proposal is now being brought back to the SAPCs to recommend to the Vancouver and Okanagan Senates approval of the amendments to the Naming Policy (GA6) in the form set out in Appendix 3, effective July 7, 2023. The proposal is also being brought back to the People, Community & International Committee to recommend to the Board of Governors approval of the proposed amendments.

The Naming Policy proposal is supported and recommended by the Policy Development Committee, the Responsible Executive for the Naming Policy, being the Vice-President, External Relations, the Vice-President Development and Alumni Engagement, and the University Counsel.

APPENDICES

1. Summary of Community feedback and Policy Development Committee recommendations
2. Blackline showing all changes from the proposal submitted for community consultation
3. Proposed Naming Policy and Procedures being presented for Senate approval

Proposed Amendments to the Naming Policy (GA6) – Community Consultation Summary

No.	Comment	Applicable Section(s)	Committee Response
1.	Comment suggesting additional terms The Vancouver Senate Teaching and Learning Committee suggested that the Policy should include an explicit charge to the Naming Committee to consider/adhere to the values set out in the Policy.	General	UBC persons are required to comply with all UBC policies. The Naming Committee is established under the Policy and must make recommendations in accordance with the Policy. Therefore, the Committee determined this addition was not necessary.
2.	Comment suggesting additional terms The Vancouver Senate Teaching and Learning Committee suggested that the Policy should state that once an asset is named, it is not named in perpetuity.	General	Naming is normally subject to legal agreements with donors, that must be in writing in the standard form approved by the Office of the University Counsel as set out in section 11.3 of the Procedures. The agreements will normally include the specifics of a naming opportunity, and must be reviewed in the context of any change or removal. Section 11.6 of the Procedures includes the limitation of “useful life” for Philanthropic naming of a Place, Interior Space or Other Physical Asset. Therefore, the Committee determined that no change was necessary.
3.	Comment on terminology The Naming Committee commented that the term “community” is not defined.	General	The Committee discussed that the terms “community” and “UBC community” are widely used in UBC Policies and it is intended to be a broad and inclusive term that did not require a definition.
4.	Comment suggesting additional criteria for naming decisions The Equity & Inclusion Office suggested including “equitable” in section 2.2.1 “creating a welcoming and inclusive environment at UBC”	2.2.1	The Committee considered the use of the term “welcoming and inclusive” throughout the rest of the Policy and whether this would require additional changes. The Committee decided that “welcoming and inclusive” in the context of naming was sufficient.

Proposed Amendments to the Naming Policy (GA6) – Community Consultation Summary

No.	Comment	Applicable Section(s)	Committee Response
5.	Comment suggesting additional criteria for naming decisions A faculty member suggested including “honouring academic or research excellence” in the list of criteria for naming decisions.	2.2	The Committee supported this suggestion and noted that it reflects existing naming at UBC. The Committee discussed that “academic” includes “research” and recommended including “honouring academic excellence”.
6.	Comment suggesting additional criteria for naming decisions The UBC Equity & Inclusion Office suggested including “employee” to section 2.2.6 “impacting student experience.	2.2.6	The Committee discussed the importance of including the student experience as a separate item and did not support adding employee/staff/faculty to this section. The Committee considered whether staff and faculty experience should be added to the criteria and decided this was already covered by “creating a welcoming and inclusive environment at UBC” and “honouring exemplary service’.
7.	Comment on principles for naming The Naming Committee suggested re-framing “impacting” student experience with more positive language to match the section.	2.2.6	The Committee supported the change to “enhancing student experience”.
8.	Comment on principles for naming The Naming Committee commented that referring to “each campus” may not include sites that are not on UBC-V or UBC-O campuses.	2.3	The Committee discussed that each campus has its own stories and sense of identity, and this section also refers to “UBC as a whole” which would cover any other sites.
9.	Comment requesting clarification The Okanagan Senate Learning and Research Committee suggested clarification on which “use” is being referred to.	2.4	The Committee discussed that the comment was not clear and reviewed the language of the section. The Committee determined a revision was not necessary.

Proposed Amendments to the Naming Policy (GA6) – Community Consultation Summary

No.	Comment	Applicable Section(s)	Committee Response
10.	Comments requesting clarification Multiple units requested clarity regarding “academic and operational decisions” and how they relate to naming.	2.6	The Committee discussed that this section was intended to make it clear that the decision to proceed with the establishment or creation of an Asset was to be made independently from any decision regarding the naming of that Asset. The Committee decided to rephrase for clarity.
11.	Comments suggesting additional values Multiple units suggested including additional values, such as: <ul style="list-style-type: none"> • Equity and inclusion or inclusive excellence • Indigenous engagement & reconciliation • Anti-racism 	2.7	The Committee discussed that the references to “institutional autonomy” and “academic freedom” were taken from the existing Policy and are fundamental values for universities. The Committee discussed that these are important values to state; however, the Committee supported a revision to avoid calling out specific values over others and to include a reference to UBC’s values.
12.	Comments suggesting additional factors for naming decisions A faculty member suggesting Including avoidance of conflict of interest as an additional factor for naming decisions.	3	The Committee considered possible scenarios that could give rise to a conflict of interest and determined that would be rare. The Committee referred to the UBC COI Policy (SC3) which requires UBC persons to disclose their conflict before engaging in any activity giving rise to the conflict (section 3.1.4), including where a UBC person has influence over a decision about a proposed relationship between UBC and an entity in which the UBC person has a role. Since UBC persons are required to comply with all UBC Policies a conflict scenario is best handled under Policy SC3 and not included in this Policy.
13.	Comment suggesting deletion The Okanagan Senate Learning and Research Committee suggested the removal of “best interests of UBC” as a factor for considering naming decisions.	3.1	The Committee discussed that naming decision should be made in the best interests of UBC and referred to section 2.1. The Committee also reviewed section 2.1 and recommended a change to section 2.1 for clarity.

Proposed Amendments to the Naming Policy (GA6) – Community Consultation Summary

No.	Comment	Applicable Section(s)	Committee Response
14.	Comment on factors for naming The Naming Committee commented on whether the Policy should prohibit ideological naming, considering the religious colleges.	3.3	<p>The British Columbia University Act, R.S.B.C. 1996, c. 468, states that a "university must be non-sectarian and non-political in principle" (s. 66(1)). The University Act further states that despite subsection (1), a theological college incorporated in British Columbia may be affiliated with a university under a resolution or order made by the Council of Senates and approved by the Board of Governors (s. 66(2) read together with s. 38.2(4)).</p> <p>The granting of affiliation means that the college meets the criteria for affiliation established by the University of British Columbia but does not imply any scrutiny or approval of the course offerings of the affiliate college by the Senate.</p> <p>The theological colleges affiliated with UBC are separate legal entities and not subject to this Policy. Therefore, the Committee determined that no change was required.</p>
15.	Comment requesting clarification The Okanagan Senate Learning and Research Committee commented that use of the term "unless" was ambiguous and asked under what circumstances would an agreement not be in writing or not refer to the policy.	4.2	<p>The Committee reviewed the section and discussed that most Wills do not include reference to UBC policies and that the requirement is that exceptions must be reviewed by OUC and approved by the Responsible Executive. Therefore, the Committee determined that no change was required.</p>
16.	Comments suggesting regular review process for all names at UBC. Multiple units commented that there should be a regular review process for all naming.	5	<p>The Committee considered the resources that would be required for this review process and determined that the process provided for in the Policy with regard to change or removal of names was sufficient and no change was necessary.</p>

Proposed Amendments to the Naming Policy (GA6) – Community Consultation Summary

No.	Comment	Applicable Section(s)	Committee Response
17.	Comment suggesting additional representation The Okanagan Senate Learning and Research Committee suggested representation from the Vancouver Senate Teaching and Learning Committee to replace the Tributes Committee	5.3 and 6.2 of the Procedures	It was noted that the Vancouver Senate Teaching and Learning Committee did not request representation in its feedback and therefore no change was necessary.
18.	Comments on selection of ad hoc panel Multiple units commented on the selection of the ad hoc panel as follows: <ul style="list-style-type: none"> • Minimum number of members of the academic unit required to serve on the ad hoc panel. • Process by which the ad hoc panel will be selected (appointment by Provost or elected by members of the academic unit, in consultation with the unit head). • Process to ensure selection is representative of the academic unit and to secure consensus of the academic unit as a whole. • Who are “members” of the Academic Unit, does this include students? 	5.5 of the Procedures	The Committee discussed that there should be no minimum number of members on the ad hoc panel in order to accommodate a wide range of Academic Units and that the language requires that the members be broadly representative of the Academic Unit. The Committee discussed that the process for selection of the ad hoc panel should be flexible and the process should be determined by the Provost in consultation with the Academic Unit. The Committee recommended changes to the section on this point. The Committee discussed that student representation would be important and the selection process should allow for student participation where appropriate. The Committee recommended changes to the section on this point.
19.	Comment suggesting majority vote The Vancouver Senate Academic Policy Committee suggested that the ad hoc panel should vote on the Naming proposal.	5.5 and 5.6 of the Procedures	The Committee discussed that the ad hoc panel only needed to provide their recommendation to the Provost and that could include an unfavourable recommendation. Therefore, no change was necessary.

Proposed Amendments to the Naming Policy (GA6) – Community Consultation Summary

No.	Comment	Applicable Section(s)	Committee Response
20.	Comment suggesting revision The Vancouver Senate Academic Policy Committee suggested that the section be revised to refer to support of the Ad Hoc Committee rather than the Academic Unit.	5.6 of the Procedures	The Committee discussed that the Provost's report to the President should include the recommendations of the ad hoc panel and recommended changes on this point.
21.	Comments requesting clarity Multiple units requested clarification for the approvals of naming of Activities, in particular those Activities that are for less than 5 years.	7.2 to 7.6 of the Procedures	The Committee discussed the complex language of these section and recommended changes for clarity.
22.	Comment to restrict likenesses The Vancouver Senate Academic Policy Committee suggested a restriction to exclude likenesses in the case of living persons	8.2 of the Procedures	The Committee discussed the requirement that Likenesses would only be used in the most exceptional of circumstances and preferred to retain the existing language for flexibility.
23.	Comment in support of proposal with recommendation regarding appropriate contacts for approval of outdoor Markers The Finance and Operations Portfolio (Vancouver) recommended changing the position of Managing Director, Infrastructure Development with Associate Vice-President, Facilities (a new position with broader overview and equivalent of other positions in this section).	8.4.3 of the Procedures	The Committee supported this change.

Proposed Amendments to the Naming Policy (GA6) – Community Consultation Summary

No.	Comment	Applicable Section(s)	Committee Response
24.	Comment regarding roles/practice areas of committee members The Equity & Inclusion Office expressed a concern that the language “or other strategic priorities” may result in no committee members being well-versed in inclusive excellence or Indigenous reconciliation.	10.4.9 and 15.6.2 (d) of the Procedures	The Committee discussed that the language was intended to be flexible to react to workloads, people, and emerging issues; however, the Committee recommended a revision to ensure appropriate membership for individuals with roles involving inclusive excellence or Indigenous reconciliation.
25.	Comment on the composition of the Naming Committee The Finance and Operations Portfolio (Okanagan) commented that some position have a specific campus listed, and asked whether the positions that do not list a specific campus could be appointments from either campus.	10.4 of the Procedures	The Committee discussed which positions are already campus specific, or provide the function for both campuses and decided to add clarification for the AVP Campus and Community Planning (UBC Vancouver).

Proposed Amendments to the Naming Policy (GA6) – Community Consultation Summary

No.	Comment	Applicable Section(s)	Committee Response
26.	<p>Comment suggesting inclusive/non-binary language</p> <p>The Equity & Inclusion Office recommended the use of non-binary language “alum” and “alums”.</p>	<p>10.4.10, 15.6.2(e), and 15.6.4 of the Procedures</p>	<p>The Committee supported a revision to follow the UBC Editorial Style Guide for UBC Communicators and use “alum” as the preferred non-gender-specific individual term and “alumni” for a group.</p> <p>The Committee also considered the use of the term “emeriti” and was informed by the following excerpt from UBC Emeritus College: “Some emeriti have contacted our office to ask why we are named an ‘emeritus college’ rather than an ‘emeriti college’. We all recognize that the word emeritus is of Latin origin. Sometimes it behaves as a Latin adjective, positioned after its noun and inflecting for gender and number, as in Professor Emeritus, Professor Emerita, Professors Emeriti, Professors Emeritae. These terms function as titles, analogous to Governor General. Emeritus entered English in the mid 18th century and is by now fairly well integrated into English, included in dictionaries as an adjective. Like other English adjectives, it is positioned before the noun and does not inflect for gender or number, hence ‘emeritus professors’ and ‘emeritus college’.”</p>
27.	<p>Comment on terminology</p> <p>The Naming Committee commented that the term “End of life” may not be appropriate if the agreement with respect to the Naming is for a specific time period.</p>	<p>11.6 and 15.3 of the Procedures</p>	<p>The Committee discussed the limitations in the Policy related to “useful life” and any specific naming term would be covered in the applicable agreement taking into consideration the remaining useful life of the Asset. Therefore, no change was necessary.</p>

Proposed Amendments to the Naming Policy (GA6) – Community Consultation Summary

No.	Comment	Applicable Section(s)	Committee Response
28.	Comment on additional considerations for honorary naming The Naming committee commented that the term “exemplary service” vague, and asked if there were any guidelines or if this was an intentional choice, in which case it was acceptable.	12.1 of the Procedures	The Committee stated the wording was an intentional choice and no change was necessary.
29.	Comment regarding gift agreements The Vancouver Senate Academic Policy Committee suggested a revision to affirm that Section 15.2 permits the University to revisit the naming clauses in a gift agreement for the purpose of changing or removing the name of a building without violating the terms of the agreement.	15.2 of the Procedures	The Committee discussed the terms of the agreements related to naming and whether they include specific reference to allowing name changes or compliance with UBC Policies. The Committee noted that each agreement must be reviewed in the context of changing or removing a name as stated in the section. Therefore, no change was necessary.
30.	Comment suggesting revision The Naming Committee suggested a revision to make it clear that recognition for earlier donors for a renovated/replaced Place is for building naming only and continued naming in the new building is NOT expected (unless there is a new gift) and suggested reference to specific forms of recognition.	15.3 of the Procedures	The Committee discussed the language of the section that refers only to “recognition” for earlier donors where practical and appropriate. The Committee stated that the section does not refer to any Naming for earlier donors and preferred not to specify the form of any recognition that earlier donors might receive.
31.	Comment suggesting additional representation The Okanagan Learning and Research Committee suggested including the Okanagan counterpart positions.	15.6.2 (b) and (c) of the Procedures	The Committee discussed that VP DAE covers both campuses and that there is no direct counterpart to UBC Campus and Community Planning; however, this would fall under the AVP Finance and Operations mandate and could be added, as applicable.

Proposed Amendments to the Naming Policy (GA6) – Community Consultation Summary

No.	Comment	Applicable Section(s)	Committee Response
32.	Comment suggesting revised definition of Asset The Vancouver Senate Teaching and Learning Committee suggested a broader definition that considers what is an asset from a Truth and Reconciliation perspective.	17.4 of the Procedures	<p>The Committee discussed the comment from the Teaching and Learning Committee and whether a change could be made to the definition to reflect a broader understanding of an asset. The Committee discussed that the Policy attempts to address Truth and Reconciliation and requires engagement and opportunities for Naming to advance reconciliation, as well as the potential for removal of names. The Committee discussed the concepts of ownership and stewardship of various types of assets that could be involved in a naming opportunity and decided to simplify the definition to include assets capable of naming that may not be assets “of UBC”.</p> <p>The Committee also decided to revise the definition of Naming in section 17.12 to account for the removal of certain language in 17.4 and to reflect section 2.6 of the Policy regarding the timing of a naming in relation to academic and operational decisions regarding the asset to be named.</p>
33.	Question The Naming Committee asked who would have access to reports and whether confidentiality would be subject to freedom of information?	General	The Committee referred to the various sections of the Policy that set out the confidentiality requirements and noted that any freedom of information requests are handled by the UBC FOI office in accordance with applicable legislation.
34.	Question The Naming Committee asked whether the Policy applies to working/development names?	General	The Committee discussed that the Policy applies to Assets once they exist and that working names are very basic and would not require the same process as a prominent name of an Asset.

Proposed Amendments to the Naming Policy (GA6) – Community Consultation Summary


No.	Comment	Applicable Section(s)	Committee Response
35.	<p>Question The Finance and Operations Portfolio (Okanagan) asked the questions:</p> <ul style="list-style-type: none"> Does the policy cover buildings not owned by UBC (UBC Properties Trust, Robson Square, Residential Neighbourhoods, Kelowna Downtown Project)? What is covered by the Policy? Functional Names? Non-honourific names? Does the policy cover short term (5 year) corporate sponsorship (e.g. Royal Bank Centre)? The Finance and Operations Portfolio (Okanagan) asked whether this section included “non-honourific” naming of spaces? 	<p>1.1 3.3 and 3 of the Procedures</p>	<p>The Committee referred to section 1.1.1 which states the Policy covers all naming at UBC, including functional (non-honourific) names, and determined that the Policy does not require clarification.</p>
36.	<p>Questions The Finance and Operations Portfolio (Okanagan) asked the following questions:</p> <ul style="list-style-type: none"> In past discussions, use of Indigenous language has been described as being “Gifted a Name”, does this follow the same procedure as any other naming, including committee approval? When will naming reflect Indigenous language? Should 14.2 have stronger language? 	<p>2.4 14.2 of the Procedures</p>	<p>The Committee discussed that the language in the Policy is intended to be broad and flexible in order to cover these issues and allow for the process to evolve, while following UBC’s Indigenous engagement policies, agreements, and plans in place at the time. Each Naming decision will follow the procedure set out in the Policy including the Engagement section in Procedures section 14.</p>

Proposed Amendments to the Naming Policy (GA6) – Community Consultation Summary

No.	Comment	Applicable Section(s)	Committee Response
37.	Question The Finance and Operations Portfolio (Okanagan) asked what happens when an Academic Unit in a named place or space moves to another place or space, does the name move with it?	5 15 of the Procedures	The Committee confirmed it is the place or space that is named, which is separate from the Academic Unit. Changes to the naming of the place or space would follow the Policy.
38.	Question The Equity & Inclusion Office asked whether an honouree can request a change to reflect a change to their name?	5.1 15.1 of the Procedures	The Committee discussed that the Policy covers donor requested changes and consultation with honourees and allows for this request to be considered without being specifically stated in the Policy. It was noted that the standard procedure is to obtain approval from honourees before Naming approval is sought.
39.	Question The Finance and Operations Portfolio (Okanagan) asked whether this section should refer to multiple academic units, where more than one unit is involved?	5.2.1 of the Procedures	The Committee determined that sections 5.2.2, 5.2.3, and 16.2 in particular provide for interpretation of the policy where multiple academic units are involved and that no clarification was required.
40.	Question The Finance and Operations Portfolio (Okanagan) asked if this Policy relates to the new Space Management Policy and whether there was overlap or sequence of approvals?	8.4, 8.5, and 8.6 of the Procedures	This question was forwarded to the Policy Development Committee for the Space Management Policy. The Committee decided no clarification was required in this Policy.

Proposed Amendments to the Naming Policy (GA6) – Community Consultation Summary

No.	Comment	Applicable Section(s)	Committee Response
41.	Questions Multiple units raised the following questions: <ul style="list-style-type: none"> • Is there a required number of people to submit a request to change or remove a name? • Does the number of people requesting the change or removal play a role? • Could a community proposal be made to change functional names? 	15.4 of the Procedures	The Committee discussed that a Community Proposal should be evaluated on its merits and there is no minimum requirement for submissions or support. The Committee also discussed that a Community Proposal could be made to change a functional name and it would be reviewed on the merits of the submission.
42.	Question The Finance and Operations Portfolio (Okanagan) asked whether this section meant that a business could donate to honour an individual person, but not use the business name as the approved name?	11.4 of the Procedures	The Committee discussed that this restriction was clear in its application for Philanthropic Naming of Academic Units and buildings that house Academic Units and therefore no change was necessary.

 The University of British Columbia Board of Governors	Policy No.: GA6
Long Title: Naming (Joint Senate and Board Policy)	
Short Title: Naming Policy	

Background and Purpose:

UBC recognizes the integral importance of names in creating a welcoming and inclusive environment at UBC and advancing Indigenous reconciliation, as well as the importance of names in recognizing exemplary service and expressing gratitude for philanthropy. UBC uses names to strengthen UBC and its sense of heritage and connection to the community. Names have the potential to be in place for a very long time, resulting in lasting impact on UBC. Also, UBC sometimes recognizes contributions of particular people by prominently displaying their name or likeness, such as through tribute markers, statuary, or portraiture, in the campus environment, and those forms of recognition are also addressed by this Policy.

The purpose of this Policy is to set out clearly articulated standards for decisions regarding naming.

1. Scope

1.1 This Policy applies to:

- 1.1.1 all names at UBC, including names of UBC's places, spaces, other physical assets, academic units, awards, honorifics, and activities; and
- 1.1.2 the prominent display of a name or likeness of an honouree in UBC's campus environment, which will be deemed to be a naming for the purposes of this Policy.

2. Principles for Naming Decisions

- 2.1 When making naming decisions, UBC will consider ~~the~~its best interests ~~of UBC~~, conduct due diligence, and consider the principles and factors described in this Policy.
- 2.2 UBC will strive for an appropriate balance between all the roles that naming plays and all the benefits that naming can bring to UBC, including, but not limited to:
 - 2.2.1 creating a welcoming and inclusive environment at UBC;
 - 2.2.2 advancing Indigenous reconciliation;

- 2.2.3 advancing UBC's strategic objectives;
 - 2.2.4 honouring exemplary service;
 - 2.2.5 honouring academic excellence;
 - 2.2.6 ~~2.2.5~~ expressing gratitude for philanthropy;
 - 2.2.7 ~~2.2.6 impacting~~enhancing student experience;
 - 2.2.8 ~~2.2.7~~ fostering UBC's sense of identity;
 - 2.2.9 ~~2.2.8~~ preserving UBC's stories; and
 - 2.2.10 ~~2.2.9~~ being functionally descriptive.
- 2.3 UBC will consider naming in the context of each campus and UBC as a whole.
- 2.4 UBC has a stated strategic priority to enrich UBC's campus landscape with a stronger Indigenous presence. UBC will explore, through engagement, naming opportunities to use words from the language(s) of the Indigenous nation(s) upon whose traditional, ancestral territories UBC's place or space to be named is located, where that use is supported by the applicable Indigenous nation(s). UBC will follow the engagement process set out in the Procedures when naming may include words of any Indigenous language.
- 2.5 Stories connect the names used at UBC to the people within UBC's community and provide opportunities for education. The stories of the names reflected in UBC's places, spaces, other physical assets, academic units, awards, honorifics, and activities, whenever feasible, should be easily accessible to UBC's community and the general public.
- 2.6 Independent from any decision regarding naming, UBC will make decisions regarding the creation or establishment of an Asset in accordance with established academic and operational ~~decisions in keeping with UBC's established practices and academic purposes, and those decisions will be made independently from any decisions regarding naming criteria.~~
- 2.7 Namings at UBC must be consistent with ~~UBC's values, with particular attention to UBC's values regarding~~ academic freedom ~~and~~ institutional autonomy, and UBC's values.

3. **Factors for Naming Decisions**

- 3.1 When considering the best interests of UBC in connection with approving a name, UBC may consider any factors that it determines are appropriate in the circumstances, which will normally include the following:
 - 3.1.1 whether the proposed naming is consistent with the principles set out in this Policy;

- 3.1.2 UBC's purpose, values, and strategic priorities;
- 3.1.3 the results of any engagement between UBC and the Indigenous nation(s) upon whose traditional, ancestral territories the place or space to be named is located, which may be an engagement regarding a specific name or a broader naming opportunities plan which includes the name being considered, as applicable;
- 3.1.4 the prominence and role of the name, including the level of visibility of the name within UBC and outside of UBC;
- 3.1.5 how the name might impact the perception of UBC and UBC's purpose and values by UBC's community;
- 3.1.6 whether the name will create an association that supports the reputation of UBC;
- 3.1.7 the results of any due diligence investigation, including historical review if applicable;
- 3.1.8 where the naming is in connection with recognition of service, whether the recognition is consistent with other namings to recognize exemplary service; and
- 3.1.9 how the name may be used by UBC's community, including possible short-forms and nicknames.
- 3.2 UBC will normally consider the following additional factors where the naming is connected with philanthropy and, when considering those factors, UBC will preserve the confidentiality of any information that UBC is required to keep confidential or has a normal practice of keeping confidential:
 - 3.2.1 whether the terms in the applicable legal documentation are consistent with UBC's standard templates, and if not, whether those inconsistencies are appropriate; and
 - 3.2.2 whether the gift and the prominence of the naming are consistent with general philanthropic trends.
- 3.3 UBC will not engage in naming which creates the impression that UBC endorses a commercial product or a partisan political or ideological position. Names will not include any design trade-marks, slogans or logos.

4. **Documentation**

- 4.1 All naming which refers to a living identifiable individual must be supported by written consent to the use of the name from that individual. Naming which refers to a deceased identifiable individual requires prior consultation with the individual's legal representative if one exists.

- 4.2 Arrangements with donors which deal with naming must be in writing and state that the naming is subject to this Policy, unless otherwise approved by the Responsible Executive after consultation with the Office of the University Counsel.

5. Changes to Names

- 5.1 UBC may change names where those changes are in the best interests of UBC, which will be considered in the context of the principles and factors described in this Policy to the extent they are applicable in the circumstances, and any other factors relevant in the context. Without limiting the generality of the foregoing:
- 5.1.1 UBC may, at any time and for any reason, change or augment a name or a part of a name which is functional in nature, even if the name includes words which are intended to honour an honouree;
 - 5.1.2 UBC will normally endeavour to facilitate donor requested changes to names that UBC has put into place to express gratitude for their philanthropy, provided that the change is permitted under the terms of any legal agreements which are in place between the donor and UBC;
 - 5.1.3 UBC may change or remove a name of an honouree where UBC is of the opinion that continued association with the name would tend to bring UBC into disrepute;
 - 5.1.4 UBC may change or remove a name if the naming is to express gratitude for philanthropy and the full amount of the donation is not made; or
 - 5.1.5 UBC may change or remove a name where the Government of British Columbia advises UBC to terminate the naming pursuant to the government's naming policy.
- 5.2 Before approving any changes to or removal of a name which recognizes an honouree, UBC will attempt to consult them using the contact information that UBC has in its records.
- 5.3 Where a name is changed, UBC will endeavour to contextualize the change in an appropriate way so that it does not have the effect of erasing history.

6. Decisions

- 6.1 The processes for naming decisions are set out in the Procedures.



PROCEDURES ASSOCIATED WITH THE NAMING POLICY

The President may approve Procedures or the amendment or repeal of Procedures. Such approvals must be reported to the UBC Board of Governors and each Senate at their next regularly scheduled meetings or as soon thereafter as practicable.

1. Interpretation

1.1 Definitions for terms which are capitalized in these Procedures are set out in section 17.

2. Naming of Places

2.1 This section 2 applies to the Naming of buildings, complexes of buildings, roads, walkways, playing fields, parks, gardens, agricultural or forestry plots, and other Assets which interface with the outside environment of UBC, referred to as “**Places**”, but does not apply to Markers or Likenesses.

2.2 Naming of Places requires the recommendation of the President and the approval by the Board of Governors.

2.3 Campus and Community Planning will seek recommendations regarding the Naming of a Place from:

2.3.1 the Responsible Executive;

2.3.2 the Vice-President, Development and Alumni Engagement; and

2.3.3 if the Naming relates to:

(a) a Place used by an Academic Unit, the Dean of the relevant Faculty; or

(b) a Place that is not used by an Academic Unit, the Vice-President who has responsibility for the use or functional purpose of the Place.

2.4 If all of the individuals identified in section 2.3 recommend that the Naming proposal be approved, Campus and Community Planning will forward the proposal to the Naming Committee for consideration.

2.5 The Naming Committee will consider the proposed Naming of a Place in light of the evaluation by Campus and Community Planning and Development and Alumni Engagement and make a recommendation to the President.

- 2.6 The Naming Committee will include in its recommendation to the President information about whether the recommendation is a Naming to advance Indigenous reconciliation, inclusivity, or other strategic objectives; Functional Naming; Honourary Naming; and/or Philanthropic Naming, as well as background information regarding the context of the Naming and the outcomes of the engagement process.
- 2.7 Where the Place in question is a Neighbourhood Amenity, any recommendation of the Naming Committee and any recommendation of the President to the Board of Governors shall include a statement as to whether the Chair of the Board of Directors of University Neighbourhoods Association or the Director of University Neighbourhoods Association designated by the Chair for this purpose, as the case may be, supports the recommendation.
- 2.8 If the President accepts the recommendation of the Naming Committee, the President will forward the recommendation to the Board of Governors for approval.
- 2.9 UBC Government Relations will oversee the process of securing any approvals that may be required from the provincial government. If any applicable approvals from the provincial government are outstanding, the approval of the Board of Governors will be subject to such government approvals being secured.

3. Naming of Interior Spaces

- 3.1 This section 3 applies to the Naming of spaces within buildings, such as classrooms, reading rooms, laboratories, seminar rooms, galleries, recreational courts, lounges, and other Assets which are part of the inside environment of UBC, referred to as “**Interior Spaces**”, but does not apply to Markers or Likenesses.
- 3.2 Naming of Interior Spaces requires the approval of the President.
- 3.3 Campus and Community Planning will seek recommendations regarding the Naming of an Interior Space from:
 - 3.3.1 the Responsible Executive;
 - 3.3.2 the Vice-President, Development and Alumni Engagement;
 - 3.3.3 if the Naming relates to:
 - (a) an Interior Space used by an Academic Unit, the Dean of the relevant Faculty; or
 - (b) an Interior Space that is not used by an Academic Unit, the Vice-President who has responsibility for the use or functional purpose of the Interior Space.
- 3.4 If all of the individuals identified in section 3.3 recommend that the proposal for Naming be approved, Campus and Community Planning will forward the proposal to the

President for approval and forward a report summarizing the details of any approved Naming of the Interior Space to the Naming Committee.

- 3.5 UBC Government Relations will oversee the process of securing any approvals that may be required from the provincial government. If any applicable approvals from the provincial government are outstanding, the approval of the President will be subject to such government approvals being secured.

4. **Naming of Other Physical Assets**

- 4.1 This section 4 applies to the Naming of all physical assets, including collections of physical assets, referred to as “**Other Physical Assets**”, but does not apply to Places, Interior Spaces, Markers, or Likenesses.
- 4.2 Naming of Other Physical Assets requires the approval of all of the individuals listed in section 4.4.
- 4.3 Development and Alumni Engagement will seek a recommendation of the proposed Naming of an Other Physical Asset from:
 - 4.3.1 for an Other Physical Asset used by an Academic Unit, the Dean of the relevant Faculty; or
 - 4.3.2 for an Other Physical Asset not used by an Academic Unit, the Vice-President responsible for that Other Physical Asset.
- 4.4 If the individual identified in section 4.3 recommends that the Naming proposal be approved, Development and Alumni Engagement will forward the proposal for approval by all of the following individuals:
 - 4.4.1 the Responsible Executive; and
 - 4.4.2 the Vice-President, Development and Alumni Engagement.
- 4.5 UBC Government Relations will oversee the process of securing any approvals that may be required from the provincial government. If any applicable approvals from the provincial government are outstanding, the approval of the individuals listed in section 4.4 will be subject to such government approvals being secured.

5. **Naming of Academic Units**

- 5.1 Naming of Academic Units requires a recommendation from the Provost to the President, a recommendation of the President to the relevant Senate(s), approval of the relevant Senate(s) and Senate(s) recommendation for approval to the Board of Governors, and the approval of the Board of Governors.
- 5.2 The Provost will seek a recommendation for a proposed Naming of an Academic Unit from:

- 5.2.1 where the Academic Unit is a Faculty, the members of the leadership of the Faculty;
 - 5.2.2 where the Academic Unit is within a Faculty, the members of the leadership of that Faculty, the members of the leadership of that Academic Unit, and, if applicable, the members of the leadership of any other unit which is identified by the leadership of that Faculty as being relevant in the reporting structure between the Academic Unit and that Faculty (as an example, a centre which is within a school within a Faculty); or
 - 5.2.3 where the Academic Unit is not within a Faculty, the members of the leadership of the Academic Unit.
- 5.3 If the individuals identified in section 5.2 recommend that the Naming proposal be approved, the Provost will forward the proposal to the Naming Committee for consideration, which for the purposes of considering a proposed Naming of an Academic Unit will have the following members in addition to the members listed in section 10.4:
- 5.3.1 if the Academic Unit is a Faculty or within a Faculty, the relevant Dean;
 - 5.3.2 if the Academic Unit is not a Faculty, the administrative head of the Academic Unit;
 - 5.3.3 the Chair of the Senate Academic Policy Committee (Okanagan), as relevant;
 - 5.3.4 the Chair of the Senate Academic Policy Committee (Vancouver), as relevant;
 - 5.3.5 the Chair of the Senate Learning and Research Committee (Okanagan), as relevant;
 - 5.3.6 the Chair of the Senate Tributes Committee (Vancouver), as relevant; and
 - 5.3.7 any other individuals determined by the President.
- 5.4 The Naming Committee will consider the proposed Naming of an Academic Unit and make a recommendation, which it will forward to the Provost to provide to the President under section 5.6.
- 5.5 If the Naming Committee recommends that the proposed Naming of an Academic Unit be approved, the Provost will seek ~~the~~ support for the proposed Naming from an ad hoc panel ~~made up~~ consisting of a ~~broad~~ broadly representative group of ~~not more than 25~~ faculty members ~~off from~~ that Academic Unit, as well as staff and students, with the members of the ad hoc panel (not more than 25) being selected by the Provost in consultation with the Academic Unit.
- 5.6 If the Provost recommends that the Naming proposal be approved, the Provost will forward to the President the proposal and the Provost's a report setting out the

Provost's recommendations, the ~~support~~[recommendations](#) of the ~~Academic Unit~~[ad hoc panel referred to in Section 5.5](#) and the recommendations of the Naming Committee.

- 5.7 If the President accepts the recommendation of the Provost that the Naming be approved, the President will forward the recommendation for the Naming of the Academic Unit to the relevant Senate(s) for approval and recommendation to the Board of Governors, and the Senate will forward its recommendation to the Board of Governors for approval.

6. **Naming of Awards and Honorifics**

- 6.1 The Naming of a Student Award is approved as part of the approval of the Student Award under the applicable Senate's policy on Student Awards.
- 6.2 The Naming of an Award which is not a Student Award is approved as part of the approval of that Award by the relevant Senate, upon recommendation of:
 - 6.2.1 the relevant Dean(s); and
 - 6.2.2 the Chair of the Senate Tributes Committee (Vancouver) or the Chair of the Senate Learning and Research Committee (Okanagan), as relevant.
- 6.3 The Naming of an Honorific is approved as part of the approval of that Honorific under the Honorifics Policy.

7. **Naming of Activities**

- 7.1 This section 7 applies to the Naming of activities which are not required to be approved by a Senate, such as projects, programs, non-credential courses, lectures, conferences, events, and non-academic centres, referred to as "**Activities**".
- 7.2 Subject to section 7.6 [and section 7.7](#), Naming of Activities which does not include Philanthropic Naming or Honourary Naming requires the approval of:
 - 7.2.1 for an Activity associated with an Academic Unit, the Dean of the relevant Faculty; or
 - 7.2.2 for an Activity not associated with an Academic Unit, the Vice-President responsible for that Activity.
- 7.3 Subject to section 7.6 [and section 7.7](#), Naming of Activities which include Philanthropic Naming or Honourary Naming requires the approval of the individuals listed in section 7.5.
- 7.4 Development and Alumni Engagement will seek a recommendation of a proposed Philanthropic Naming or Honourary Naming of an Activity from:
 - 7.4.1 for an Activity associated with an Academic Unit, the Dean of the relevant Faculty; or

- 7.4.2 for an Activity not associated with an Academic Unit, the Vice-President responsible for that Activity.
- 7.5 If the individual identified in section 7.4 recommends that the Naming proposal be approved, Development and Alumni Engagement will forward the proposal for approval to:
 - 7.5.1 the Responsible Executive; and
 - 7.5.2 the Vice-President, Development and Alumni Engagement.
- 7.6 ~~The~~Unless Section 7.7 applies, the Naming of an Activity where the Naming is intended to be in use for five years or less is to be approved as part of the approval of that Activity by the individual(s) normally responsible for approving, ~~unless~~ that Activity.
- 7.7 The Naming ~~that~~of any Activity which is intended to have significant prominence during the time it is in use, ~~in which case the Naming~~ will be approved following the process described in section 7.2 or section 7.3, as applicable, regardless of the length of time the Naming is intended to be in use.
- 7.8 If there is a question about whether a Naming will have significant prominence, then that question will be determined by the Responsible Executive.

8. **Markers and Likenesses**

- 8.1 This section 8 applies to all:
 - 8.1.1 tribute markers, plaques, medallions or other markers, inside or outside, usually installed as recognitions of distinction or benefactions, referred to as “**Markers**”, other than a signage commemorating the approved Naming of a Place, Interior Space or Other Physical Asset. Markers may be a collection of recognitions such as a donor wall or other display; and
 - 8.1.2 likenesses of identifiable individuals installed as focal pieces, such as statues or large images, whether indoors or outdoors, in connection with recognition for service or philanthropy, referred to as “**Likenesses**”.
- 8.2 Likenesses will only be used as a form of recognition in the most exceptional of circumstances.
- 8.3 Development and Alumni Engagement will forward a proposal for an indoor Marker or an indoor Likeness for approval by:
 - 8.3.1 the Associate Vice-President, Development and Alumni Engagement; and
 - 8.3.2 either:
 - (a) where the Marker will be in an Interior Space used by an Academic Unit, the Dean of that Faculty; or

- (b) where the Marker will be in an Interior Space that is not used by an Academic Unit, the Vice-President responsible for that Interior Space.
- 8.4 Campus and Community Planning will forward a proposal for an outdoor Marker for approval by all of the following individuals:
 - 8.4.1 the Associate Vice-President, Development and Alumni Engagement;
 - 8.4.2 the Associate Vice-President, Campus Community and Planning; and
 - 8.4.3 the ~~Managing Director, Infrastructure Development~~ Associate Vice President, Facilities for a Marker at UBC Vancouver or the Associate Vice-President, Finance and Operations (UBC Okanagan) for a Marker at UBC Okanagan.
- 8.5 Where a Likeness will be outdoors, Campus and Community Planning will seek the recommendation of:
 - 8.5.1 if the Likeness will be located on or adjacent to a Place used by an Academic Unit, the Dean of that Faculty;
 - 8.5.2 otherwise, the Vice-President responsible for the Place;
- 8.6 If the individual identified in Section 8.5 recommends that the proposal for the outdoor Likeness be approved, Campus and Community Planning will forward the proposal for approval by both:
 - 8.6.1 the Responsible Executive; and
 - 8.6.2 the Vice-President, Development and Alumni Engagement.
- 8.7 Any individual responsible for approvals in this section 8.6 may direct that the proposal be referred to the Naming Committee, in which case Campus and Community Planning will forward the proposal to the Naming Committee for review and recommendation to the President and approval by the President or, if the President so directs, to the Board of Governors for approval by the Board of Governors.

9. **Other Naming**

- 9.1 Where an Asset to be named is not described in these Procedures and is normally approved by a Senate(s), the relevant Senate(s) may make the Naming decision.
- 9.2 Where an Asset to be named is not described in these Procedures and is not normally approved by a Senate(s), the Responsible Executive may make the Naming decision or may determine the process for making the Naming decision which may include directing that the proposal be decided under one of the processes in these Procedures. The Responsible Executive will consider the prominence of the Asset when determining the process and who will be authorized to approve the Naming under that process.

- 9.3 Where this section 9 applies to the Asset to be named and the Naming is intended to be in use for five years or less, the Naming is to be approved as part of the approval of that Asset by the individual(s) normally responsible for approving. Notwithstanding the foregoing, a Naming that is intended to have significant prominence during the time it is in use will be approved under section 9.2. If there is a question about whether a Naming will have significant prominence, then that question will be determined by the Responsible Executive.

10. **Naming Committee**

- 10.1 The Naming Committee may establish Naming recognition levels for Philanthropic Naming of Places and Interior Spaces through Naming opportunity plans that serve to:
- 10.1.1 provide guidance on the appropriate balance between the roles and benefits of Naming described in section 2.2 of the Policy; and
 - 10.1.2 provide a stable, dependable framework for discussions with donors.
- Updates to a Naming opportunity plan can be submitted for approval to the Naming Committee as projects develop.
- 10.2 The Naming Committee is responsible for making recommendations to the President regarding Naming of Places and Naming of Academic Units.
- 10.3 The Naming Committee receives notice of the Naming of Interior Spaces for its information.
- 10.4 The Naming Committee is made up of the following members:
- 10.4.1 the Responsible Executive (Chair);
 - 10.4.2 the Chancellor;
 - 10.4.3 the Provost and Vice-President, Academic (UBC Vancouver);
 - 10.4.4 the Provost and Vice-President, Academic (UBC Okanagan);
 - 10.4.5 the Vice-President, Development and Alumni Engagement;
 - 10.4.6 the Associate Vice-President, Campus and Community Planning ([UBC Vancouver](#));
 - 10.4.7 the Associate Vice-President, Finance and Operations (UBC Okanagan);
 - 10.4.8 a Dean (appointed by the President);
 - 10.4.9 one or more members of faculty or staff (appointed by the President) whose roles involve advancing inclusive excellence, ~~or~~ [Indigenous reconciliation](#); ~~or~~

and optionally, one additional member of faculty or staff (appointed by the President) whose role involves advancing UBC's other strategic priorities;

- 10.4.10 an ~~alumnus/a~~ alum (appointed by the President);
- 10.4.11 a faculty member (appointed by the President);
- 10.4.12 a member of staff (appointed by the President);
- 10.4.13 a student (UBC Okanagan) (appointed by the President);
- 10.4.14 a student (UBC Vancouver) (appointed by the President); and
- 10.4.15 if the Exterior Place in question is a Neighbourhood Amenity, the Chair of the Board of Directors of University Neighbourhoods Association or a Director of the University Neighbourhoods Association designated by the Chair of the Board of Directors of the University Neighbourhoods Association for this purpose.

For the purposes of these Procedures, the term “**Neighbourhood Amenity**” means an amenity or facility that is constructed in whole or in part using funds which are referred to as community amenity charges under the Neighbours’ Agreement between UBC and the University Neighbourhoods Association, as amended from time to time, but shall specifically exclude roads and walkways.

11. Additional Considerations for Philanthropic Naming

- 11.1 The Vice-President, Development and Alumni Engagement is responsible for ensuring that any proposal for Philanthropic Naming of an Asset is submitted for the review and approval applicable to that type of Asset, as set out in these Procedures.
- 11.2 Development and Alumni Engagement will conduct due diligence to confirm facts and details about any individual, family, business, or organization whose name is proposed to be incorporated into the name of an Asset as part of a Philanthropic Naming and provide a summary of those findings to all the individual(s) responsible for recommendations or approvals of a Naming for that type of Asset.
- 11.3 Agreements with donors that include terms relating to Philanthropic Naming must be in writing in the standard form approved by the Office of the University Counsel. Deviations from the standard form must be approved by the Office of the University Counsel.
- 11.4 UBC normally does not use the names of businesses or other organizations for Philanthropic Naming of Academic Units or buildings that house Academic Units, but may consider Philanthropic Naming to honour individuals or families proposed by such donors. Naming of other types of Assets may include the names of business or other organizations in connection with Philanthropic Naming.
- 11.5 UBC does not normally engage in Philanthropic Naming of credit courses.

- 11.6 Philanthropic Naming of a Place, Interior Space or Other Physical Asset will be for no longer than its useful life.
- 11.7 Philanthropic Naming should generally only be proposed where the associated donation:
 - 11.7.1 represents a significant part of the cost of the Asset to be named;
 - 11.7.2 is regarded as central to the completion of the Asset to be named; or
 - 11.7.3 provides a material increase of the amount available for spending annually in support of the activities carried out in connection with the Asset to be named.
- 11.8 All Philanthropic Naming proposals are considered confidential, including information regarding the details of the gift, the name of the honouree, and UBC's internal deliberations relating to the proposed name.

12. Additional Considerations for Honourary Naming

- 12.1 Honourary Naming to recognize the exemplary service of a member of faculty or staff will only be considered after the individual's appointment or employment with UBC comes to an end.
- 12.2 All Honourary Naming proposals are considered confidential, including the name of the honouree, and UBC's internal deliberations relating to the proposed name.
- 12.3 UBC does not normally engage in Honourary Naming of credit courses.

13. Naming Announcements

- 13.1 Public announcements regarding Naming will not be made until all applicable approvals have been obtained.

14. Engagement

- 14.1 When considering naming opportunities through engagement under Section 2.4 of the Policy, Indigenous words may be considered as well as or instead of English words for the whole of or any part of a name.
- 14.2 Engagement with Indigenous nation(s) will be carried out in accordance with UBC's Indigenous engagement policies, agreements, or plans that are in effect at the time. The President's office should be contacted for more information.

15. Change or Removal of Names

- 15.1 UBC may make a decision to change a name or remove a name by following the process set out in these Procedures for approving a name for that Asset type, except that there is no requirement for unanimity amongst the individuals who are responsible for making recommendations. The individuals who are responsible for approving the Naming will be

provided a statement summarizing the recommendation of each individual who is responsible for providing a recommendation regarding the Naming of that type of Asset.

- 15.2 Any consideration of a change to a Naming must include a review of the applicable legal arrangements.
- 15.3 When a Place has reached the end of its useful life, UBC will attempt to inform the original donor or honouree using the contact information that UBC has in its records that the Place will be substantially renovated or replaced and to advise that there will be a new naming opportunity. UBC will, where practical and appropriate, recognize earlier donors and honourees in the renovated or replacement Place.
- 15.4 A member of UBC's community, or a group of them, may propose that a Philanthropic Naming or Honourary Naming be removed on the grounds that it undermines a welcoming and inclusive environment at UBC (a "**Community Proposal**"). A Community Proposal must be made to the President in writing, make a strong stand-alone case for why that name should be removed, and include:
 - 15.4.1 proposer's name(s) and relationship to UBC;
 - 15.4.2 the name that is proposed to be removed;
 - 15.4.3 the rationale for removing the name, including:
 - (a) the specific behaviors or course of conduct by the honouree which undermine a welcoming and inclusive environment at UBC;
 - (b) why the proposer believes that the legacy of the honouree is fundamentally at odds with a welcoming and inclusive environment at UBC; and
 - (c) the sources and strength of the evidence of that behavior;
 - 15.4.4 the likely harm if the name is retained; and
 - 15.4.5 any other relevant information or arguments.
- 15.5 The President will review the Community Proposal and consider whether it meets the requirements of section 15.4. If the Community Proposal establishes a stand-alone case, then section 15.6 applies. If the Community Proposal fails to establish a stand-alone case or is incomplete, the President will inform the proposer, and advise what additional information or reasoning would be necessary for the Community Proposal to proceed for further consideration.
- 15.6 Where a Community Proposal meets the requirements of section 15.4, the President will determine the process to be used for considering that Community Proposal. In determining the process, the President will consider the principles in the Policy and the following principles:

- 15.6.1 the process should result in a written report;
- 15.6.2 consideration of the Community Proposal should be the responsibility of an ad hoc committee appointed by the President which includes diverse representation from UBC's community, and normally include:
- (a) the Dean of the Faculty or Vice-President who has responsibility for the non-Faculty unit most closely associated with the Asset;
 - (b) Associate Vice-President, Campus and Community Planning (UBC Vancouver) or the Associate Vice-President, Finance and Operations (UBC Okanagan) (as applicable) where the Community Proposal involves a name of a Place or an Interior Space;
 - (c) Vice-President, Development and Alumni Engagement where the Community Proposal involves a Philanthropic Naming;
 - (d) one or more members of faculty or staff (appointed by the President) whose roles involve advancing inclusive excellence, or Indigenous reconciliation, ~~or~~ and optionally, one additional member of faculty or staff (appointed by the President) whose role involves advancing UBC's other strategic priorities; and
 - (e) faculty members, staff, students, ~~emeriti~~ emeritus professors and alumni as appropriate;
- 15.6.3 learning, research, and education opportunities should be supported throughout the process, including seeking input from scholars with applicable expertise;
- 15.6.4 faculty members, staff, students, emeritus professors and alumni should be given an opportunity to provide written comments on the Community Proposal, including a process for confidential comments;
- 15.6.5 the process to consider a Community Proposal to change a name involving a living or recently deceased honouree and/or donor must be carried out in a manner which respects their privacy;
- 15.6.6 normally the decision to change a name or remove a name in response to a Community Proposal will be made following the process for approving a name for that Asset type as described in section 15.1, and as part of that process copies of the report prepared under this section 15.6 will be provided to all individuals who have the responsibility to make recommendations or approvals regarding that Naming; and
- 15.6.7 where the decision maker is not already a Senate or the Board of Governors, such as in the case of Activities, Interior Spaces, Other Physical Assets, Markers and Likenesses, the President may nonetheless determine that the decision

should be referred to the Senate(s) and/or the Board of Governors, as applicable, for approval upon the recommendation of the President.

- 15.7 Any proposed Naming in replacement for the name to be removed, whether at the time of removal or at a later date, must be approved following the process for approving a name for that Asset type.

16. Interpretation

- 16.1 All individuals identified in the Policy or these Procedures by their titles and who are charged with making recommendations, providing approvals, or sitting on the Naming Committee may appoint a designate from time to time. Members of the Naming Committee appointed by the President may not appoint a designate.
- 16.2 If more than one Faculty is relevant to the Asset to be named, these procedures will be read to require the recommendation and/or approval of all relevant Deans. An example of this is a building which houses more than one Academic Unit from different Faculties.

17. Definitions

- 17.1 “**Academic Unit**” means an organizational unit within UBC which has been approved by the relevant Senate, and includes any portion of that unit.
- 17.2 “**Activities**” has the meaning set out in section 7.1.
- 17.3 “**Award**” means UBC awards and prizes, and includes Student Awards.
- 17.4 “**Asset**” means Academic Units, Awards, Honorifics, Places, Interior Spaces, Other Physical Assets, Markers, Likenesses, and other assets ~~of UBC~~ capable of being named, ~~without regard to the role of a donation to UBC in the creation of that asset.~~
- 17.5 “**Community Proposal**” has the meaning set out in section 15.4.
- 17.6 “**Functional Naming**” means a Naming which describes the function or purpose of an Asset, without any element of honorary, philanthropic, Indigenous, or inclusive elements. Examples are the “Pump House”, the “Chemistry Building”, the “Old Barn”, the “Marine Drive Residence”.
- 17.7 “**Honourary Naming**” means Naming in recognition of service to UBC or society generally, but does not include a Philanthropic Naming.
- 17.8 “**Honorific**” means an honorific under the Honorifics Policy (LR1) as amended or replaced from time to time.
- 17.9 “**Interior Spaces**” has the meaning set out in section 3.1.
- 17.10 “**Likenesses**” has the meaning set out in section 8.1.2.
- 17.11 “**Markers**” has the meaning set out in section 8.1.1.


- 17.12 **"Naming"** is the act of designating the official name of an Asset, whether before, during, or after the establishment or creation of the Asset.
- 17.13 **"Naming Committee"** refers to the committee described in section 10.
- 17.14 **"Neighbourhood Amenity"** has the meaning set out in section 10.4.15.
- 17.15 **"Other Physical Assets"** has the meaning set out in section 4.1.
- 17.16 **"Philanthropic Naming"** means Naming to express gratitude for philanthropy.
- 17.17 **"Places"** has the meaning set out in section 2.1.
- 17.18 **"Provost"** means the Provost and Vice-President, Academic (UBC Vancouver), the Provost and Vice-President, Academic (UBC Okanagan), or both, as appropriate.
- 17.19 **"Responsible Executive"** means the executive responsible for the Naming Policy and these Procedures as determined by the President from time to time.
- 17.20 **"Student Award"** has the meaning set out ~~in~~ in Vancouver Senate Policy V-200.2 or Okanagan Senate Policy O-200, as applicable, as those policies may be amended or replaced from time to time.

Document comparison by Workshare Compare on April 4, 2023 8:48:28 AM

Input:	
Document 1 ID	file:///server2/dms/wdocs/clntfls/49392/054/03777202.DOCX
Description	03777202
Document 2 ID	file:///server2/dms/wdocs/clntfls/49392/054/04112830.DOCX
Description	04112830
Rendering set	Standard

Legend:	
<u>Insertion</u>	
Deletion	
Moved from	
<u>Moved to</u>	
Style change	
Format change	
Moved deletion	
Inserted cell	
Deleted cell	
Moved cell	
Split/Merged cell	
Padding cell	

Statistics:	
	Count
Insertions	43
Deletions	32
Moved from	0
Moved to	0
Style change	0
Format changed	0
Total changes	75

 The University of British Columbia Board of Governors	Policy No.: GA6
Long Title: Naming (Joint Senate and Board Policy)	
Short Title: Naming Policy	

Background and Purpose:

UBC recognizes the integral importance of names in creating a welcoming and inclusive environment at UBC and advancing Indigenous reconciliation, as well as the importance of names in recognizing exemplary service and expressing gratitude for philanthropy. UBC uses names to strengthen UBC and its sense of heritage and connection to the community. Names have the potential to be in place for a very long time, resulting in lasting impact on UBC. Also, UBC sometimes recognizes contributions of particular people by prominently displaying their name or likeness, such as through tribute markers, statuary, or portraiture, in the campus environment, and those forms of recognition are also addressed by this Policy.

The purpose of this Policy is to set out clearly articulated standards for decisions regarding naming.

1. Scope

1.1 This Policy applies to:

- 1.1.1 all names at UBC, including names of UBC's places, spaces, other physical assets, academic units, awards, honorifics, and activities; and
- 1.1.2 the prominent display of a name or likeness of an honouree in UBC's campus environment, which will be deemed to be a naming for the purposes of this Policy.

2. Principles for Naming Decisions

- 2.1 When making naming decisions, UBC will consider its best interests, conduct due diligence, and consider the principles and factors described in this Policy.
- 2.2 UBC will strive for an appropriate balance between all the roles that naming plays and all the benefits that naming can bring to UBC, including, but not limited to:
 - 2.2.1 creating a welcoming and inclusive environment at UBC;
 - 2.2.2 advancing Indigenous reconciliation;
 - 2.2.3 advancing UBC's strategic objectives;

- 2.2.4 honouring exemplary service;
- 2.2.5 honouring academic excellence;
- 2.2.6 expressing gratitude for philanthropy;
- 2.2.7 enhancing student experience;
- 2.2.8 fostering UBC's sense of identity;
- 2.2.9 preserving UBC's stories; and
- 2.2.10 being functionally descriptive.
- 2.3 UBC will consider naming in the context of each campus and UBC as a whole.
- 2.4 UBC has a stated strategic priority to enrich UBC's campus landscape with a stronger Indigenous presence. UBC will explore, through engagement, naming opportunities to use words from the language(s) of the Indigenous nation(s) upon whose traditional, ancestral territories UBC's place or space to be named is located, where that use is supported by the applicable Indigenous nation(s). UBC will follow the engagement process set out in the Procedures when naming may include words of any Indigenous language.
- 2.5 Stories connect the names used at UBC to the people within UBC's community and provide opportunities for education. The stories of the names reflected in UBC's places, spaces, other physical assets, academic units, awards, honorifics, and activities, whenever feasible, should be easily accessible to UBC's community and the general public.
- 2.6 Independent from any decision regarding naming, UBC will make decisions regarding the creation or establishment of an Asset in accordance with established academic and operational criteria.
- 2.7 Namings at UBC must be consistent with academic freedom, institutional autonomy, and UBC's values.

3. Factors for Naming Decisions

- 3.1 When considering the best interests of UBC in connection with approving a name, UBC may consider any factors that it determines are appropriate in the circumstances, which will normally include the following:
 - 3.1.1 whether the proposed naming is consistent with the principles set out in this Policy;
 - 3.1.2 UBC's purpose, values, and strategic priorities;
 - 3.1.3 the results of any engagement between UBC and the Indigenous nation(s) upon whose traditional, ancestral territories the place or space to be named is located,

which may be an engagement regarding a specific name or a broader naming opportunities plan which includes the name being considered, as applicable;

- 3.1.4 the prominence and role of the name, including the level of visibility of the name within UBC and outside of UBC;
 - 3.1.5 how the name might impact the perception of UBC and UBC's purpose and values by UBC's community;
 - 3.1.6 whether the name will create an association that supports the reputation of UBC;
 - 3.1.7 the results of any due diligence investigation, including historical review if applicable;
 - 3.1.8 where the naming is in connection with recognition of service, whether the recognition is consistent with other namings to recognize exemplary service; and
 - 3.1.9 how the name may be used by UBC's community, including possible short-forms and nicknames.
- 3.2 UBC will normally consider the following additional factors where the naming is connected with philanthropy and, when considering those factors, UBC will preserve the confidentiality of any information that UBC is required to keep confidential or has a normal practice of keeping confidential:
- 3.2.1 whether the terms in the applicable legal documentation are consistent with UBC's standard templates, and if not, whether those inconsistencies are appropriate; and
 - 3.2.2 whether the gift and the prominence of the naming are consistent with general philanthropic trends.
- 3.3 UBC will not engage in naming which creates the impression that UBC endorses a commercial product or a partisan political or ideological position. Names will not include any design trade-marks, slogans or logos.

4. Documentation

- 4.1 All naming which refers to a living identifiable individual must be supported by written consent to the use of the name from that individual. Naming which refers to a deceased identifiable individual requires prior consultation with the individual's legal representative if one exists.
- 4.2 Arrangements with donors which deal with naming must be in writing and state that the naming is subject to this Policy, unless otherwise approved by the Responsible Executive after consultation with the Office of the University Counsel.

5. Changes to Names

- 5.1 UBC may change names where those changes are in the best interests of UBC, which will be considered in the context of the principles and factors described in this Policy to the extent they are applicable in the circumstances, and any other factors relevant in the context. Without limiting the generality of the foregoing:
 - 5.1.1 UBC may, at any time and for any reason, change or augment a name or a part of a name which is functional in nature, even if the name includes words which are intended to honour an honouree;
 - 5.1.2 UBC will normally endeavour to facilitate donor requested changes to names that UBC has put into place to express gratitude for their philanthropy, provided that the change is permitted under the terms of any legal agreements which are in place between the donor and UBC;
 - 5.1.3 UBC may change or remove a name of an honouree where UBC is of the opinion that continued association with the name would tend to bring UBC into disrepute;
 - 5.1.4 UBC may change or remove a name if the naming is to express gratitude for philanthropy and the full amount of the donation is not made; or
 - 5.1.5 UBC may change or remove a name where the Government of British Columbia advises UBC to terminate the naming pursuant to the government's naming policy.
- 5.2 Before approving any changes to or removal of a name which recognizes an honouree, UBC will attempt to consult them using the contact information that UBC has in its records.
- 5.3 Where a name is changed, UBC will endeavour to contextualize the change in an appropriate way so that it does not have the effect of erasing history.

6. Decisions

- 6.1 The processes for naming decisions are set out in the Procedures.



PROCEDURES ASSOCIATED WITH THE NAMING POLICY

The President may approve Procedures or the amendment or repeal of Procedures. Such approvals must be reported to the UBC Board of Governors and each Senate at their next regularly scheduled meetings or as soon thereafter as practicable.

1. Interpretation

- 1.1 Definitions for terms which are capitalized in these Procedures are set out in section 17.

2. Naming of Places

- 2.1 This section 2 applies to the Naming of buildings, complexes of buildings, roads, walkways, playing fields, parks, gardens, agricultural or forestry plots, and other Assets which interface with the outside environment of UBC, referred to as “Places”, but does not apply to Markers or Likenesses.
- 2.2 Naming of Places requires the recommendation of the President and the approval by the Board of Governors.
- 2.3 Campus and Community Planning will seek recommendations regarding the Naming of a Place from:
 - 2.3.1 the Responsible Executive;
 - 2.3.2 the Vice-President, Development and Alumni Engagement; and
 - 2.3.3 if the Naming relates to:
 - (a) a Place used by an Academic Unit, the Dean of the relevant Faculty; or
 - (b) a Place that is not used by an Academic Unit, the Vice-President who has responsibility for the use or functional purpose of the Place.
- 2.4 If all of the individuals identified in section 2.3 recommend that the Naming proposal be approved, Campus and Community Planning will forward the proposal to the Naming Committee for consideration.
- 2.5 The Naming Committee will consider the proposed Naming of a Place in light of the evaluation by Campus and Community Planning and Development and Alumni Engagement and make a recommendation to the President.
- 2.6 The Naming Committee will include in its recommendation to the President information about whether the recommendation is a Naming to advance Indigenous reconciliation,

inclusivity, or other strategic objectives; Functional Naming; Honourary Naming; and/or Philanthropic Naming, as well as background information regarding the context of the Naming and the outcomes of the engagement process.

- 2.7 Where the Place in question is a Neighbourhood Amenity, any recommendation of the Naming Committee and any recommendation of the President to the Board of Governors shall include a statement as to whether the Chair of the Board of Directors of University Neighbourhoods Association or the Director of University Neighbourhoods Association designated by the Chair for this purpose, as the case may be, supports the recommendation.
- 2.8 If the President accepts the recommendation of the Naming Committee, the President will forward the recommendation to the Board of Governors for approval.
- 2.9 UBC Government Relations will oversee the process of securing any approvals that may be required from the provincial government. If any applicable approvals from the provincial government are outstanding, the approval of the Board of Governors will be subject to such government approvals being secured.

3. **Naming of Interior Spaces**

- 3.1 This section 3 applies to the Naming of spaces within buildings, such as classrooms, reading rooms, laboratories, seminar rooms, galleries, recreational courts, lounges, and other Assets which are part of the inside environment of UBC, referred to as “**Interior Spaces**”, but does not apply to Markers or Likenesses.
- 3.2 Naming of Interior Spaces requires the approval of the President.
- 3.3 Campus and Community Planning will seek recommendations regarding the Naming of an Interior Space from:
 - 3.3.1 the Responsible Executive;
 - 3.3.2 the Vice-President, Development and Alumni Engagement;
 - 3.3.3 if the Naming relates to:
 - (a) an Interior Space used by an Academic Unit, the Dean of the relevant Faculty; or
 - (b) an Interior Space that is not used by an Academic Unit, the Vice-President who has responsibility for the use or functional purpose of the Interior Space.
- 3.4 If all of the individuals identified in section 3.3 recommend that the proposal for Naming be approved, Campus and Community Planning will forward the proposal to the President for approval and forward a report summarizing the details of any approved Naming of the Interior Space to the Naming Committee.

- 3.5 UBC Government Relations will oversee the process of securing any approvals that may be required from the provincial government. If any applicable approvals from the provincial government are outstanding, the approval of the President will be subject to such government approvals being secured.

4. Naming of Other Physical Assets

- 4.1 This section 4 applies to the Naming of all physical assets, including collections of physical assets, referred to as “**Other Physical Assets**”, but does not apply to Places, Interior Spaces, Markers, or Likenesses.
- 4.2 Naming of Other Physical Assets requires the approval of all of the individuals listed in section 4.4.
- 4.3 Development and Alumni Engagement will seek a recommendation of the proposed Naming of an Other Physical Asset from:
- 4.3.1 for an Other Physical Asset used by an Academic Unit, the Dean of the relevant Faculty; or
 - 4.3.2 for an Other Physical Asset not used by an Academic Unit, the Vice-President responsible for that Other Physical Asset.
- 4.4 If the individual identified in section 4.3 recommends that the Naming proposal be approved, Development and Alumni Engagement will forward the proposal for approval by all of the following individuals:
- 4.4.1 the Responsible Executive; and
 - 4.4.2 the Vice-President, Development and Alumni Engagement.
- 4.5 UBC Government Relations will oversee the process of securing any approvals that may be required from the provincial government. If any applicable approvals from the provincial government are outstanding, the approval of the individuals listed in section 4.4 will be subject to such government approvals being secured.

5. Naming of Academic Units

- 5.1 Naming of Academic Units requires a recommendation from the Provost to the President, a recommendation of the President to the relevant Senate(s), approval of the relevant Senate(s) and Senate(s) recommendation for approval to the Board of Governors, and the approval of the Board of Governors.
- 5.2 The Provost will seek a recommendation for a proposed Naming of an Academic Unit from:
- 5.2.1 where the Academic Unit is a Faculty, the members of the leadership of the Faculty;

- 5.2.2 where the Academic Unit is within a Faculty, the members of the leadership of that Faculty, the members of the leadership of that Academic Unit, and, if applicable, the members of the leadership of any other unit which is identified by the leadership of that Faculty as being relevant in the reporting structure between the Academic Unit and that Faculty (as an example, a centre which is within a school within a Faculty); or
- 5.2.3 where the Academic Unit is not within a Faculty, the members of the leadership of the Academic Unit.
- 5.3 If the individuals identified in section 5.2 recommend that the Naming proposal be approved, the Provost will forward the proposal to the Naming Committee for consideration, which for the purposes of considering a proposed Naming of an Academic Unit will have the following members in addition to the members listed in section 10.4:
 - 5.3.1 if the Academic Unit is a Faculty or within a Faculty, the relevant Dean;
 - 5.3.2 if the Academic Unit is not a Faculty, the administrative head of the Academic Unit;
 - 5.3.3 the Chair of the Senate Academic Policy Committee (Okanagan), as relevant;
 - 5.3.4 the Chair of the Senate Academic Policy Committee (Vancouver), as relevant;
 - 5.3.5 the Chair of the Senate Learning and Research Committee (Okanagan), as relevant;
 - 5.3.6 the Chair of the Senate Tributes Committee (Vancouver), as relevant; and
 - 5.3.7 any other individuals determined by the President.
- 5.4 The Naming Committee will consider the proposed Naming of an Academic Unit and make a recommendation, which it will forward to the Provost to provide to the President under section 5.6.
- 5.5 If the Naming Committee recommends that the proposed Naming of an Academic Unit be approved, the Provost will seek support for the proposed Naming from an ad hoc panel consisting of a broadly representative group of faculty members from that Academic Unit, as well as staff and students, with the members of the ad hoc panel (not more than 25) being selected by the Provost in consultation with the Academic Unit.
- 5.6 If the Provost recommends that the Naming proposal be approved, the Provost will forward to the President the proposal and the Provost's a report setting out the Provost's recommendations, the recommendations of the ad hoc panel referred to in Section 5.5 and the recommendations of the Naming Committee.
- 5.7 If the President accepts the recommendation of the Provost that the Naming be approved, the President will forward the recommendation for the Naming of the Academic Unit to the relevant Senate(s) for approval and recommendation to the Board

of Governors, and the Senate will forward its recommendation to the Board of Governors for approval.

6. Naming of Awards and Honorifics

- 6.1 The Naming of a Student Award is approved as part of the approval of the Student Award under the applicable Senate's policy on Student Awards.
- 6.2 The Naming of an Award which is not a Student Award is approved as part of the approval of that Award by the relevant Senate, upon recommendation of:
 - 6.2.1 the relevant Dean(s); and
 - 6.2.2 the Chair of the Senate Tributes Committee (Vancouver) or the Chair of the Senate Learning and Research Committee (Okanagan), as relevant.
- 6.3 The Naming of an Honorific is approved as part of the approval of that Honorific under the Honorifics Policy.

7. Naming of Activities

- 7.1 This section 7 applies to the Naming of activities which are not required to be approved by a Senate, such as projects, programs, non-credential courses, lectures, conferences, events, and non-academic centres, referred to as "**Activities**".
- 7.2 Subject to section 7.6 and section 7.7, Naming of Activities which does not include Philanthropic Naming or Honourary Naming requires the approval of:
 - 7.2.1 for an Activity associated with an Academic Unit, the Dean of the relevant Faculty; or
 - 7.2.2 for an Activity not associated with an Academic Unit, the Vice-President responsible for that Activity.
- 7.3 Subject to section 7.6 and section 7.7, Naming of Activities which include Philanthropic Naming or Honourary Naming requires the approval of the individuals listed in section 7.5.
- 7.4 Development and Alumni Engagement will seek a recommendation of a proposed Philanthropic Naming or Honourary Naming of an Activity from:
 - 7.4.1 for an Activity associated with an Academic Unit, the Dean of the relevant Faculty; or
 - 7.4.2 for an Activity not associated with an Academic Unit, the Vice-President responsible for that Activity.

- 7.5 If the individual identified in section 7.4 recommends that the Naming proposal be approved, Development and Alumni Engagement will forward the proposal for approval to:
 - 7.5.1 the Responsible Executive; and
 - 7.5.2 the Vice-President, Development and Alumni Engagement.
- 7.6 Unless Section 7.7 applies, the Naming of an Activity where the Naming is intended to be in use for five years or less is to be approved as part of the approval of that Activity by the individual(s) normally responsible for approving that Activity.
- 7.7 The Naming of any Activity which is intended to have significant prominence during the time it is in use will be approved following the process described in section 7.2 or section 7.3, as applicable, regardless of the length of time the Naming is intended to be in use.
- 7.8 If there is a question about whether a Naming will have significant prominence, then that question will be determined by the Responsible Executive.

8. Markers and Likenesses

- 8.1 This section 8 applies to all:
 - 8.1.1 tribute markers, plaques, medallions or other markers, inside or outside, usually installed as recognitions of distinction or benefactions, referred to as **"Markers"**, other than a signage commemorating the approved Naming of a Place, Interior Space or Other Physical Asset. Markers may be a collection of recognitions such as a donor wall or other display; and
 - 8.1.2 likenesses of identifiable individuals installed as focal pieces, such as statues or large images, whether indoors or outdoors, in connection with recognition for service or philanthropy, referred to as **"Likenesses"**.
- 8.2 Likenesses will only be used as a form of recognition in the most exceptional of circumstances.
- 8.3 Development and Alumni Engagement will forward a proposal for an indoor Marker or an indoor Likeness for approval by:
 - 8.3.1 the Associate Vice-President, Development and Alumni Engagement; and
 - 8.3.2 either:
 - (a) where the Marker will be in an Interior Space used by an Academic Unit, the Dean of that Faculty; or
 - (b) where the Marker will be in an Interior Space that is not used by an Academic Unit, the Vice-President responsible for that Interior Space.

- 8.4 Campus and Community Planning will forward a proposal for an outdoor Marker for approval by all of the following individuals:
 - 8.4.1 the Associate Vice-President, Development and Alumni Engagement;
 - 8.4.2 the Associate Vice-President, Campus Community and Planning; and
 - 8.4.3 the Associate Vice President, Facilities for a Marker at UBC Vancouver or the Associate Vice-President, Finance and Operations (UBC Okanagan) for a Marker at UBC Okanagan.
- 8.5 Where a Likeness will be outdoors, Campus and Community Planning will seek the recommendation of:
 - 8.5.1 if the Likeness will be located on or adjacent to a Place used by an Academic Unit, the Dean of that Faculty;
 - 8.5.2 otherwise, the Vice-President responsible for the Place;
- 8.6 If the individual identified in Section 8.5 recommends that the proposal for the outdoor Likeness be approved, Campus and Community Planning will forward the proposal for approval by both:
 - 8.6.1 the Responsible Executive; and
 - 8.6.2 the Vice-President, Development and Alumni Engagement.
- 8.7 Any individual responsible for approvals in this section 8.6 may direct that the proposal be referred to the Naming Committee, in which case Campus and Community Planning will forward the proposal to the Naming Committee for review and recommendation to the President and approval by the President or, if the President so directs, to the Board of Governors for approval by the Board of Governors.

9. **Other Naming**

- 9.1 Where an Asset to be named is not described in these Procedures and is normally approved by a Senate(s), the relevant Senate(s) may make the Naming decision.
- 9.2 Where an Asset to be named is not described in these Procedures and is not normally approved by a Senate(s), the Responsible Executive may make the Naming decision or may determine the process for making the Naming decision which may include directing that the proposal be decided under one of the processes in these Procedures. The Responsible Executive will consider the prominence of the Asset when determining the process and who will be authorized to approve the Naming under that process.
- 9.3 Where this section 9 applies to the Asset to be named and the Naming is intended to be in use for five years or less, the Naming is to be approved as part of the approval of that Asset by the individual(s) normally responsible for approving. Notwithstanding the foregoing, a Naming that is intended to have significant prominence during the time it is

in use will be approved under section 9.2. If there is a question about whether a Naming will have significant prominence, then that question will be determined by the Responsible Executive.

10. Naming Committee

10.1 The Naming Committee may establish Naming recognition levels for Philanthropic Naming of Places and Interior Spaces through Naming opportunity plans that serve to:

10.1.1 provide guidance on the appropriate balance between the roles and benefits of Naming described in section 2.2 of the Policy; and

10.1.2 provide a stable, dependable framework for discussions with donors.

Updates to a Naming opportunity plan can be submitted for approval to the Naming Committee as projects develop.

10.2 The Naming Committee is responsible for making recommendations to the President regarding Naming of Places and Naming of Academic Units.

10.3 The Naming Committee receives notice of the Naming of Interior Spaces for its information.

10.4 The Naming Committee is made up of the following members:

10.4.1 the Responsible Executive (Chair);

10.4.2 the Chancellor;

10.4.3 the Provost and Vice-President, Academic (UBC Vancouver);

10.4.4 the Provost and Vice-President, Academic (UBC Okanagan);

10.4.5 the Vice-President, Development and Alumni Engagement;

10.4.6 the Associate Vice-President, Campus and Community Planning (UBC Vancouver);

10.4.7 the Associate Vice-President, Finance and Operations (UBC Okanagan);

10.4.8 a Dean (appointed by the President);

10.4.9 one or more members of faculty or staff (appointed by the President) whose roles involve advancing inclusive excellence or Indigenous reconciliation; and optionally, one additional member of faculty or staff (appointed by the President) whose role involves advancing UBC's other strategic priorities;

10.4.10 an alum (appointed by the President);

10.4.11 a faculty member (appointed by the President);

10.4.12 a member of staff (appointed by the President);

10.4.13 a student (UBC Okanagan) (appointed by the President);

10.4.14 a student (UBC Vancouver) (appointed by the President); and

10.4.15 if the Exterior Place in question is a Neighbourhood Amenity, the Chair of the Board of Directors of University Neighbourhoods Association or a Director of the University Neighbourhoods Association designated by the Chair of the Board of Directors of the University Neighbourhoods Association for this purpose.

For the purposes of these Procedures, the term “**Neighbourhood Amenity**” means an amenity or facility that is constructed in whole or in part using funds which are referred to as community amenity charges under the Neighbours’ Agreement between UBC and the University Neighbourhoods Association, as amended from time to time, but shall specifically exclude roads and walkways.

11. Additional Considerations for Philanthropic Naming

11.1 The Vice-President, Development and Alumni Engagement is responsible for ensuring that any proposal for Philanthropic Naming of an Asset is submitted for the review and approval applicable to that type of Asset, as set out in these Procedures.

11.2 Development and Alumni Engagement will conduct due diligence to confirm facts and details about any individual, family, business, or organization whose name is proposed to be incorporated into the name of an Asset as part of a Philanthropic Naming and provide a summary of those findings to all the individual(s) responsible for recommendations or approvals of a Naming for that type of Asset.

11.3 Agreements with donors that include terms relating to Philanthropic Naming must be in writing in the standard form approved by the Office of the University Counsel. Deviations from the standard form must be approved by the Office of the University Counsel.

11.4 UBC normally does not use the names of businesses or other organizations for Philanthropic Naming of Academic Units or buildings that house Academic Units, but may consider Philanthropic Naming to honour individuals or families proposed by such donors. Naming of other types of Assets may include the names of business or other organizations in connection with Philanthropic Naming.

11.5 UBC does not normally engage in Philanthropic Naming of credit courses.

11.6 Philanthropic Naming of a Place, Interior Space or Other Physical Asset will be for no longer than its useful life.

11.7 Philanthropic Naming should generally only be proposed where the associated donation:

11.7.1 represents a significant part of the cost of the Asset to be named;

11.7.2 is regarded as central to the completion of the Asset to be named; or

11.7.3 provides a material increase of the amount available for spending annually in support of the activities carried out in connection with the Asset to be named.

11.8 All Philanthropic Naming proposals are considered confidential, including information regarding the details of the gift, the name of the honouree, and UBC's internal deliberations relating to the proposed name.

12. Additional Considerations for Honourary Naming

12.1 Honourary Naming to recognize the exemplary service of a member of faculty or staff will only be considered after the individual's appointment or employment with UBC comes to an end.

12.2 All Honourary Naming proposals are considered confidential, including the name of the honouree, and UBC's internal deliberations relating to the proposed name.

12.3 UBC does not normally engage in Honourary Naming of credit courses.

13. Naming Announcements

13.1 Public announcements regarding Naming will not be made until all applicable approvals have been obtained.

14. Engagement

14.1 When considering naming opportunities through engagement under Section 2.4 of the Policy, Indigenous words may be considered as well as or instead of English words for the whole of or any part of a name.

14.2 Engagement with Indigenous nation(s) will be carried out in accordance with UBC's Indigenous engagement policies, agreements, or plans that are in effect at the time. The President's office should be contacted for more information.

15. Change or Removal of Names

15.1 UBC may make a decision to change a name or remove a name by following the process set out in these Procedures for approving a name for that Asset type, except that there is no requirement for unanimity amongst the individuals who are responsible for making recommendations. The individuals who are responsible for approving the Naming will be provided a statement summarizing the recommendation of each individual who is responsible for providing a recommendation regarding the Naming of that type of Asset.

15.2 Any consideration of a change to a Naming must include a review of the applicable legal arrangements.

15.3 When a Place has reached the end of its useful life, UBC will attempt to inform the original donor or honouree using the contact information that UBC has in its records that the Place will be substantially renovated or replaced and to advise that there will be a new naming

opportunity. UBC will, where practical and appropriate, recognize earlier donors and honourees in the renovated or replacement Place.

- 15.4 A member of UBC's community, or a group of them, may propose that a Philanthropic Naming or Honourary Naming be removed on the grounds that it undermines a welcoming and inclusive environment at UBC (a "**Community Proposal**"). A Community Proposal must be made to the President in writing, make a strong stand-alone case for why that name should be removed, and include:

15.4.1 proposer's name(s) and relationship to UBC;

15.4.2 the name that is proposed to be removed;

15.4.3 the rationale for removing the name, including:

- (a) the specific behaviors or course of conduct by the honouree which undermine a welcoming and inclusive environment at UBC;
- (b) why the proposer believes that the legacy of the honouree is fundamentally at odds with a welcoming and inclusive environment at UBC; and
- (c) the sources and strength of the evidence of that behavior;

15.4.4 the likely harm if the name is retained; and

15.4.5 any other relevant information or arguments.

- 15.5 The President will review the Community Proposal and consider whether it meets the requirements of section 15.4. If the Community Proposal establishes a stand-alone case, then section 15.6 applies. If the Community Proposal fails to establish a stand-alone case or is incomplete, the President will inform the proposer, and advise what additional information or reasoning would be necessary for the Community Proposal to proceed for further consideration.

- 15.6 Where a Community Proposal meets the requirements of section 15.4, the President will determine the process to be used for considering that Community Proposal. In determining the process, the President will consider the principles in the Policy and the following principles:

15.6.1 the process should result in a written report;

15.6.2 consideration of the Community Proposal should be the responsibility of an ad hoc committee appointed by the President which includes diverse representation from UBC's community, and normally include:

- (a) the Dean of the Faculty or Vice-President who has responsibility for the non-Faculty unit most closely associated with the Asset;

- (b) Associate Vice-President, Campus and Community Planning (UBC Vancouver) or the Associate Vice-President, Finance and Operations (UBC Okanagan) (as applicable) where the Community Proposal involves a name of a Place or an Interior Space;
 - (c) Vice-President, Development and Alumni Engagement where the Community Proposal involves a Philanthropic Naming;
 - (d) one or more members of faculty or staff (appointed by the President) whose roles involve advancing inclusive excellence or Indigenous reconciliation, and optionally, one additional member of faculty or staff (appointed by the President) whose role involves advancing UBC's other strategic priorities; and
 - (e) faculty members, staff, students, emeritus professors and alumni as appropriate;
- 15.6.3 learning, research, and education opportunities should be supported throughout the process, including seeking input from scholars with applicable expertise;
- 15.6.4 faculty members, staff, students, emeritus professors and alumni should be given an opportunity to provide written comments on the Community Proposal, including a process for confidential comments;
- 15.6.5 the process to consider a Community Proposal to change a name involving a living or recently deceased honouree and/or donor must be carried out in a manner which respects their privacy;
- 15.6.6 normally the decision to change a name or remove a name in response to a Community Proposal will be made following the process for approving a name for that Asset type as described in section 15.1, and as part of that process copies of the report prepared under this section 15.6 will be provided to all individuals who have the responsibility to make recommendations or approvals regarding that Naming; and
- 15.6.7 where the decision maker is not already a Senate or the Board of Governors, such as in the case of Activities, Interior Spaces, Other Physical Assets, Markers and Likenesses, the President may nonetheless determine that the decision should be referred to the Senate(s) and/or the Board of Governors, as applicable, for approval upon the recommendation of the President.
- 15.7 Any proposed Naming in replacement for the name to be removed, whether at the time of removal or at a later date, must be approved following the process for approving a name for that Asset type.

16. Interpretation

- 16.1 All individuals identified in the Policy or these Procedures by their titles and who are charged with making recommendations, providing approvals, or sitting on the Naming Committee may appoint a designate from time to time. Members of the Naming Committee appointed by the President may not appoint a designate.
- 16.2 If more than one Faculty is relevant to the Asset to be named, these procedures will be read to require the recommendation and/or approval of all relevant Deans. An example of this is a building which houses more than one Academic Unit from different Faculties.

17. Definitions

- 17.1 “**Academic Unit**” means an organizational unit within UBC which has been approved by the relevant Senate, and includes any portion of that unit.
- 17.2 “**Activities**” has the meaning set out in section 7.1.
- 17.3 “**Award**” means UBC awards and prizes, and includes Student Awards.
- 17.4 “**Asset**” means Academic Units, Awards, Honorifics, Places, Interior Spaces, Other Physical Assets, Markers, Likenesses, and other assets capable of being named.
- 17.5 “**Community Proposal**” has the meaning set out in section 15.4.
- 17.6 “**Functional Naming**” means a Naming which describes the function or purpose of an Asset, without any element of honourary, philanthropic, Indigenous, or inclusive elements. Examples are the “Pump House”, the “Chemistry Building”, the “Old Barn”, the “Marine Drive Residence”.
- 17.7 “**Honourary Naming**” means Naming in recognition of service to UBC or society generally, but does not include a Philanthropic Naming.
- 17.8 “**Honorific**” means an honorific under the Honorifics Policy (LR1) as amended or replaced from time to time.
- 17.9 “**Interior Spaces**” has the meaning set out in section 3.1.
- 17.10 “**Likenesses**” has the meaning set out in section 8.1.2.
- 17.11 “**Markers**” has the meaning set out in section 8.1.1.
- 17.12 “**Naming**” is the act of designating the official name of an Asset, whether before, during, or after the establishment or creation of the Asset.
- 17.13 “**Naming Committee**” refers to the committee described in section 10.
- 17.14 “**Neighbourhood Amenity**” has the meaning set out in section 10.4.15.
- 17.15 “**Other Physical Assets**” has the meaning set out in section 4.1.

- 17.16 **“Philanthropic Naming”** means Naming to express gratitude for philanthropy.
- 17.17 **“Places”** has the meaning set out in section 2.1.
- 17.18 **“Provost”** means the Provost and Vice-President, Academic (UBC Vancouver), the Provost and Vice-President, Academic (UBC Okanagan), or both, as appropriate.
- 17.19 **“Responsible Executive”** means the executive responsible for the Naming Policy and these Procedures as determined by the President from time to time.
- 17.20 **“Student Award”** has the meaning set out in Vancouver Senate Policy V-200.2 or Okanagan Senate Policy O-200, as applicable, as those policies may be amended or replaced from time to time.



17 May 2023

To: Vancouver Senate

From: Vancouver Senate Academic Policy Committee

Re: Faculty of Arts – Vancouver School of Economics - Bachelor of International Economics –
Academic Regulations

At its meeting on 1 May 2023, the Vancouver Senate Academic Policy Committee reviewed a proposal from the Vancouver School of Economics to amend the academic regulations for the Bachelor of International Economics with respect to attendance and the use of email communication.

The following is recommended to Senate:

Motion: *“That Senate approve amendments to the academic regulations with respect to attendance and the use of email communication for the Bachelor of International Economics in the Vancouver School of Economics in the Faculty of Arts.”*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

<p>Faculty: Arts Department: Vancouver School of Economics Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: October 25, 2022 Contact Person: Triny Shen (Undergraduate Programs Manager); Florian Hoffman (Director, Bachelor of International Economics) Phone: 822-9819 Email: triny.shen@ubc.ca</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Vancouver School of Economics Bachelor of International Economics Academic Regulations</p> <p>Proposed Calendar Entry:</p> <p>Academic Regulations</p> <p>Students are reminded that they are subject to the University's Policies and Regulations [Link to: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,0,0,0], and are directed especially to Student Declaration and Responsibility [Link to: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,285,0,0#15613], Academic Honesty and Standards [Link to: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0#15620], and Academic Freedom [Link to: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,0,0].</p> <p>Attendance</p> <p>Regular attendance is expected of students in all course components, including lectures, laboratories, tutorials, workshops, discussions, studios, rehearsals and seminars. Students who neglect academic work</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,304,932,1508</p> <p>Present Calendar Entry:</p> <p>Academic Regulations</p> <p>Students are subject to the academic regulations of the Faculty of Arts.</p> <p>Dean's List Dean's List designation recognizes exceptional academic achievement in the Faculty of Arts.</p> <p>Students who complete at least 27 percentage-graded credits in a Winter Session, and who achieve an average of 85% or higher on at least 27 of these credits, will receive the notation "Dean's List" on their permanent record.</p> <p>Students in the Arts Co-operative Education program who complete a Co-operative work placement in either Term of a Winter Session and at least 15 percentage-graded credits in the other Term, and who achieve an average of 85% or higher on at least 15 of these credits, will receive the notation "Dean's List" on their permanent record.</p>



THE UNIVERSITY OF BRITISH COLUMBIA

and assignments in a course, or who fail to attend a sufficient number of classes, put themselves in danger of failure and may not be permitted to write the final examination. Students who are unavoidably absent from scheduled classes because of illness or disability should contact Arts Academic Advising. Students whose attendance or academic performance is severely affected by medical or other extenuating circumstances should apply for academic concession through Arts Academic Advising. See [Arts Academic Concession](https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,1577#22660) [Link to: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,1577#22660>] and [UBC Academic Concession](https://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0#26562) [Link to: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0#26562>].

Email Communication

Email is the official means of communication for the Faculty of Arts, and is used by Faculty of Arts members to relay important messages to students. It is the responsibility of all Arts students to ensure that their current email address is accurately recorded on UBC's [Student Service Centre](https://ssc.adm.ubc.ca/sscportal/) [Link to: <https://ssc.adm.ubc.ca/sscportal/>], and to read email sent to that account on a regular basis. Free [email accounts](https://it.ubc.ca/services/email-voice-internet/student-alumni-email-service-legacy/) [Link to: <https://it.ubc.ca/services/email-voice-internet/student-alumni-email-service-legacy/>] are available to all UBC students, but any email account may be registered through the SSC. University staff members are not responsible for resending returned messages or for the consequences of messages not received due to full mailboxes, spam blockers, inactive addresses, etc. Students should inquire about and follow their instructors' policies on email

Scholarships and Awards

For information on scholarships and awards available to academically outstanding students, see [Awards, scholarships and bursaries](#). See also [Fees, Financial Assistance, and Scholarships](#).

Class Standing at Graduation

The designation "with Distinction" will be notated on the degree parchment for any student who has achieved an average of at least 80% but less than 85%, calculated on all attempted UBC academic courses numbered 300* or higher. The designation "with High Distinction" will be notated on the degree parchment for any student who has achieved an average of at least 85%, calculated on all attempted UBC academic courses numbered 300* or higher. B.I.E. students who achieve a Core average of 90% or higher, calculated on all attempted upper-level Core credits, will also receive "Honours" standing, appearing on the degree parchment as "Honours with High Distinction".

*For students who complete a Minor in Music, ensemble and composition courses with 100- or 200-level course numbers will count as 300- or 400-level courses, and hence as part of the upper-level average calculation, when taken in the third or fourth years.

Promotion Requirements

In order to progress from one year-level standing to the next, a student must successfully complete a sufficient total number of B.I.E.-eligible credits. These may include transfer credit as well as credit earned through exchange. Year-level standing impacts a student's eligibility for specializations and courses, and is one of the factors considered when registration dates are set.



THE UNIVERSITY OF BRITISH COLUMBIA

communication. All use of email is governed by UBC Board of Governors Policy #SC14, [Information Systems Policy](https://universitycounsel.ubc.ca/files/2022/05/Information-Systems-Policy_SC14.pdf) [Link to: https://universitycounsel.ubc.ca/files/2022/05/Information-Systems-Policy_SC14.pdf] and the accompanying Information Security Standards [Link to: <https://cio.ubc.ca/information-security/policy-standards-resources/>].

~~Promotion is evaluated annually upon completion of the Winter Session. Students who have successfully completed 27 credits are promoted to second year standing. Those who have completed 54 credits are promoted to third year standing, and those who have completed 84 credits are promoted to fourth year standing.~~

~~Continuation Requirements~~

~~Continuation, or a student's eligibility to continue registering in their degree program, is evaluated annually upon completion of the Winter Session. Continued registration eligibility is granted based on the Sessional Average for the Winter Session, as well as a review of specific continuation requirements.~~

~~Students will be assigned Pass standing and permitted to continue in the B.I.E. program if they achieve (i) a sessional average of at least 60% and (ii) an average of at least 65% in their Core courses I and (iii) a passing grade in any foundational Core courses attempted in the Winter Session under evaluation (foundational Core courses are MATH 104/184 and MATH 105 (or equivalents); ECON 101 and ECON 102).~~

~~Students will be required to discontinue the B.I.E. program if they fail to achieve either (i), (ii), or (iii) in the Winter Session under evaluation but achieve a sessional average of at least 55%. These students will be permitted to register in the B.A. Program in the Faculty of Arts in Good Standing (Pass).~~

~~Students with a sessional average between 50% and 54.9% will be required to discontinue the B.I.E. Program, but will be permitted to remain enrolled in the Faculty of Arts in the B.A. Program on academic probation (ACPR). Students with a~~



THE UNIVERSITY OF BRITISH COLUMBIA

~~sessional average of less than 50% will be given Fail standing and will be required to withdraw from the University.~~

Summary of Continuation Requirements*

Winter Session Average	Core Average ^{†,2}	Sessional Standing	Continuation Status in B.I.E.
60% or more	65% or more	Pass	Eligible to continue
60% or more	Less than 65%	Pass	Required to discontinue
55%–59.9%		Pass	Required to discontinue
50%–54.9%		ACPR	Required to discontinue
Less than 50%		Fail	Required to discontinue

~~* Students required to discontinue from the B.I.E. may transfer into the B.A. Program in the Faculty of Arts. Students required to withdraw are not eligible for the B.A. and must withdraw from the University~~

~~[†]Core average is computed on the following required Core courses: MATH 104/184, MATH 105; ECON 101, 102, 255, 309, 315, 316, 317, 327, 328; COEC 293; and WRDS 150 (or equivalents to any of these). The calculation of the Core average will include any and all of these~~



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>courses if they were taken in the Winter Session under evaluation. Core courses completed in prior Sessions are not included in subsequent calculations.</p> <p>²Note that, if any of MATH 104/184 and/or MATH 105 (or equivalents), ECON 101 and/or ECON 102 are attempted in the Session, students must achieve a passing grade in the course(s) in addition to maintaining their Core Average. A student who fails any of these courses will be required to discontinue from the B.I.E.</p> <p>Type of Action:</p> <ul style="list-style-type: none">• Delete the old language at top of Calendar page and replace it with new language• Delete the following sections as it will be moved to a new Calendar page (see Cat 2 proposal below): Dean's List, Scholarship and Awards, Class Standing at Graduation, Promotion Requirements, Continuation Requirements• Add new content on Attendance and Email Communication <p>Rationale for Proposed Change:</p> <ul style="list-style-type: none">• Update the academic regulations language at the top of the page to align with the current language used by various Arts Degree programs, see BA, BFA, and BMS.• BA, BFA, and BMS have two separate pages for Academic Regulation and Academic Recognition, Promotion, and Continuation. We are requesting to use the same format for the BIE program. See below for Cat 2 proposal to move the existing content to a newly created page.• We would like to add content to his page about Attendance and Email
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>Communication because this same regulation also applies to BIE students. Students have had to refer to the BA section of the Calendar when BIE page didn't list the regulation. It has been confusing and often leads to student's misinterpretation of the requirements. We request to include this additional information to provide clarity to the BIE requirements and regulations in the Calendar.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



17 May 2023

To: Vancouver Senate

From: Vancouver Senate Academic Policy Committee

Re: Faculty of Applied Science – Dean’s Office – Academic Regulations

At its meeting on 17 April 2023, the Vancouver Senate Academic Policy Committee reviewed a proposal from the Faculty of Applied Science to amend the academic regulations with respect to academic standings and academic achievement designations.

The following is recommended to Senate:

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

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee



UBC Curriculum Proposal Form Change to Course or Program

Faculty: Applied Science Department: Dean's office Faculty Approval Date: March 2, 2023 Effective Session (W or S): S Effective Academic Year: 2023	Date: Jan. 22, 2023 Contact Person: Carol Jaeger Phone: 2-2592 Email: carolj@apsc.ubc.ca
Proposed Calendar Entry: <i>Academic Regulations</i> Dean's Scholar Students in any Winter Session with a sessional average of at least 90% while taking 30 or more credits will receive the notation 'Dean's Scholar' on their record. For students in a cooperative education or an education abroad program who are registered at UBC for only one term in Winter Session, the minimum is 15 percentage-graded credits. Dean's List Students in any Winter Session with a sessional average of at least 80% while taking 30 or more credits will receive the notation 'Dean's List' on their record. For students in a cooperative education or an education abroad program who are registered at UBC for only one term in Winter Session, the minimum is 15 percentage-graded credits. Degree with Distinction A student will be granted a degree with distinction upon graduation if he or she achieves an overall average of at least 80% on all 200-level and higher courses while	URL: https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-applied-science/bachelor-applied-science/academic-regulations Present Calendar Entry: <i>Academic Regulations</i> Dean's Honour List Students in any Winter Session with a sessional average of at least 80% while taking 30 or more credits will receive the notation 'Dean's Honour List' on their record. Degree with Distinction A student will be granted a degree with distinction upon graduation if he or she achieves an overall average of at least 80% on all 200-level and higher courses while registered in the B.A.Sc. program. Student Classification The required courses and electives for the Winter Session are shown in the following sections. Historically, the average credit load taken by students is 33 per session, and normal completion time is four to five years. Students may take higher loads than those shown below with the approval of the Dean's Office. Regular students are considered to be "full-time" or "part-time" as follows:



registered in the B.A.Sc. program.

Student Classification

The required courses and electives for the Winter Session are shown in the following sections. Historically, the average credit load taken by students is 33 per session, and normal completion time is four to five years. Students may take higher loads than those shown below with the approval of the Dean's Office.

Regular students are considered to be "full-time" or "part-time" as follows:

In order to be considered as full-time, a student must carry a credit load in the Winter Session which is equal to at least 80% of the standard credit load for the year and program in which the student is registered. Note that the Faculty's definition of full-time status may not be the same as that used by [Enrolment Services](#) in determining eligibility for financial assistance. Students wishing to ensure that they are eligible for consideration for scholarships or other forms of award should check with an Enrolment Services Advisor.

A student who has approval for a credit load in a Winter Session which is less than that required for full-time status shall be considered as a part-time student. A part-time student will not normally be eligible for scholarships or for a Degree with Distinction.

Students are advised that the BASc degree should normally be completed in a maximum of 7 years from admission to the Faculty, inclusive of interruptions in study. Failure to complete the degree in this time may result in a requirement that additional courses be completed in order for a student to be eligible for graduation.

In order to be considered as full-time, a student must carry a credit load in the Winter Session which is equal to at least 80% of the standard credit load for the year and program in which the student is registered. Note that the Faculty's definition of full-time status may not be the same as that used by [Enrolment Services](#) in determining eligibility for financial assistance. Students wishing to ensure that they are eligible for consideration for scholarships or other forms of award should check with an Enrolment Services Advisor.

A student who has approval for a credit load in a Winter Session which is less than that required for full-time status shall be considered as a part-time student. A part-time student will not normally be eligible for scholarships or for a Degree with Distinction.

Students are advised that the BASc degree should normally be completed in a maximum of 7 years from admission to the Faculty, inclusive of interruptions in study. Failure to complete the degree in this time may result in a requirement that additional courses be completed in order for a student to be eligible for graduation.

Examinations

Examinations are held in December and in April. In any course which includes both lecture and laboratory work, a student must complete the laboratory assignments with satisfactory standing before being admitted to the written examination of the course and must pass in the material of both components before standing will be granted in the subject. The minimum passing mark in each course is 50%.

Applications for special consideration for examinations missed on account of illness



Examinations

Examinations are held in December and in April. In any course which includes both lecture and laboratory work, a student must complete the laboratory assignments with satisfactory standing before being admitted to the written examination of the course and must pass in the material of both components before standing will be granted in the subject. The minimum passing mark in each course is 50%.

Applications for special consideration for examinations missed on account of illness or domestic affliction must be submitted to the Dean before or immediately after the missed examination(s). For information regarding medical certificates see [Academic Concession](#).

Standing Deferred

Students granted a Standing Deferred (SD) are responsible for making arrangements for completion of outstanding course requirements. Some departments have students write deferred exams with the next regularly scheduled final exam sitting for the course; some departments in the Faculty of Science offer January sittings for first-year pre-requisite courses; some departments offer SD exams through Enrolment Services during the [Deferred Examination Period](#). All students with an SD are required to consult this [website](#), and are responsible for making appropriate arrangements. In some exceptional cases, instructors may be able to provide an earlier exam sitting, but they are neither expected nor required to do so. If the deferred work is something other than a final exam, students must consult their instructor.

If a student fails to complete deferred

or domestic affliction must be submitted to the Dean before or immediately after the missed examination(s). For information regarding medical certificates see [Academic Concession](#).

.....

[note – section on academic standing and promotion requirements has a separate entry due to different effective date.]

.....

Undeclared Status

Students who are eligible for Year 2 having an average between 55% and 59.9% may opt to continue for one year with Undeclared Status. This status will allow students to register for select second year courses from multiple departments in consultation with, and approved by, an academic advisor. ~~The standard rules for academic probation will apply, including credit limits and the need for an approved study plan.~~ A student may remain on Undeclared Status for only one year, must clear any outstanding first year program requirements during that year, and must submit a new program preference form at the end of the winter academic session. Students should be aware that Undeclared Status may result in additional time required to complete a program, and that not all courses completed during the Undeclared year may be applicable to a student's eventual program of study.

Guaranteed Program Placement

Winners of the Presidential Scholars Awards may be accorded conditional selection of an engineering specialization



requirements by the deadline for completing all Standing Deferred course work, the SD will be replaced with a grade or standing that reflects requirements completed in the course.

Students unable to meet the deadline for completion of SD course work because of additional extenuating circumstances must contact Engineering Academic Services as soon as possible. Extensions will not be granted for deferred requirements, but alternative academic concessions may be considered if new or continuing circumstances prevent completion of the course.

.....

[note – section on academic standing and promotion requirements has a separate entry due to different effective date.]

.....

Undeclared Status

Students who are eligible for Year 2 having an average between 55% and 59.9% may opt to continue for one year with Undeclared Status. This status will allow students to register for select second year courses from multiple departments in consultation with, and approved by, an academic advisor. A student may remain on Undeclared Status for only one year, must clear any outstanding first year program requirements during that year, and must submit a new program preference form at the end of the winter academic session. Students should be aware that Undeclared Status may result in additional time required to complete a program, and that not all courses completed during the Undeclared year may be applicable to a

that is normally granted to students upon second year via a competitive process. For Guaranteed placement, students so admitted must complete a minimum of 27 credits towards the first year of the Bachelor of Applied Science program with a minimum average of at least 75%, upon which they will be eligible to choose placement in one of the participating programs. Students who do not meet both requirements may be considered for guaranteed placement at the discretion of the Faculty. Not all specializations are available and the Faculty reserves the right to limit enrolment in participating programs.

Returning to Good Standing from Probation

~~Students who are on Probation in Year 1, i.e., with a sessional average between 50% and 59.9%, must achieve a sessional average of 60% or greater in an approved schedule of courses during their next registered Winter Session in order to return to Good Standing. Students must meet with an Engineering Student Services Advisor to establish an appropriate schedule of courses, which must be approved by the Director of Engineering Student Services or designate.~~

Students who are on ~~Probation in Year 2 or higher~~, i.e., with a sessional average between 50% and 54.9%, must achieve a sessional average of 55% or greater in an approved schedule of courses during their next registered Winter Session in order to return to Good Standing. Students must meet with a Program/Department Advisor to establish an appropriate schedule of courses, which must be approved by the Program Director/Department Head or designate.

.....



student's eventual program of study.

Guaranteed Program Placement

Winners of the Presidential Scholars Awards may be accorded conditional selection of an engineering specialization that is normally granted to students upon second year via a competitive process. For Guaranteed placement, students so admitted must complete a minimum of 27 credits towards the first year of the Bachelor of Applied Science program with a minimum average of at least 75%, upon which they will be eligible to choose placement in one of the participating programs. Students who do not meet both requirements may be considered for guaranteed placement at the discretion of the Faculty. Not all specializations are available and the Faculty reserves the right to limit enrolment in participating programs.

Returning to Good Standing from Probation

Students who are on Probation, i.e., with a sessional average between 50% and 54.9%, must achieve a sessional average of 55% or greater in an approved schedule of courses during their next registered Winter Session in order to return to Good Standing. Students must meet with an Engineering Academic Services Advisor (Year 1) or Program/Department Advisor (Year 2 or higher) to establish an appropriate schedule of courses, which must be approved by the Director of Academic Services or designate (Year 1) or Program Director/Department Head or designate (Year 2 or higher).

.....

Readmission After a Failed Year in

Readmission After a Failed Year in First Year

Students seeking to return after a Failed Year in year one of the Engineering program will be considered for readmission based on a combination of:

- Performance in a minimum of 24 transferrable credits from another recognized post-secondary institution; and
- A letter of appeal outlining how the student has prepared to succeed in further studies at UBC.

Students should meet with an Engineering ~~Student~~ Services Advisor at UBC to develop a plan for applying for readmission.

.....

Credit/D/Fail Standing

Students in the Bachelor of Applied Science program will not be eligible to take courses on a Credit/D/Fail basis. Exceptions may be made if it is determined that the course(s) is not required for the student's degree program. Students may seek approval from the Dean's Office, Engineering ~~Student~~ Services.

For students pursuing a B.A./B.A.Sc. dual degree, this exclusion applies only to the engineering degree; courses which apply only toward the B.A. degree must follow the requirements of the Faculty of Arts.

Students transferring into engineering may not apply any of the courses previously taken using Credit/D/Fail grading toward their engineering degree. The student must change the course to a percentage grade upon entry into the engineering program or



First Year

Students seeking to return after a Failed Year in year one of the Engineering program will be considered for readmission based on a combination of:

- Performance in a minimum of 24 transferrable credits from another recognized post-secondary institution; and
- A letter of appeal outlining how the student has prepared to succeed in further studies at UBC.

Students should meet with an Engineering Academic Services Advisor at UBC to develop a plan for applying for readmission.

.....

Credit/D/Fail Standing

Students in the Bachelor of Applied Science program will not be eligible to take courses on a Credit/D/Fail basis. Exceptions may be made if it is determined that the course(s) is not required for the student's degree program. Students may seek approval from the Dean's Office, Engineering Academic Services.

For students pursuing a B.A./B.A.Sc. dual degree, this exclusion applies only to the engineering degree; courses which apply only toward the B.A. degree must follow the requirements of the Faculty of Arts.

Students transferring into engineering may not apply any of the courses previously taken using Credit/D/Fail grading toward their engineering degree. The student must change the course to a percentage grade upon entry into the engineering program or must retake the course once admitted into the engineering program.

must retake the course once admitted into the engineering program.

Type of Action:

Update calendar entry.

Rationale for Proposed Change:

Dean's Scholar and Dean's List:

Workday will allow two levels of recognition based on sessional average, and we would like to be able to make full use of this. Having a Dean's scholar recognition level also makes the BASC more consistent with programs such as the BSC. Also added is language that clarifies the eligibility of students who are only registered for one term in the winter session.

Deferred standing section: Extensions to Standing Deferred exams typically result in students waiting one year to complete the course, which has impacts on their ability to be successful, sessional evaluation, placement, and delays to registration. A change in policy will allow the exploration of other types of academic concession in cases when a student is not able to write an SD exam.

Other minor changes reflect the change in unit title from Engineering Student Services to Engineering Academic Services and give greater clarity to students on which advising office/individual will approve registration plans for students returning from a failed year.



17 May 2023

To: Vancouver Senate

From: Vancouver Senate Academic Policy Committee

Re: Faculty of Forestry – Dean’s Office – Academic Regulations

At its meeting on 17 April 2023, the Vancouver Senate Academic Policy Committee reviewed a proposal from the Faculty of Forestry to amend the academic regulations with respect to academic achievement designations.

The following is recommended to Senate:

Motion: *“That Senate approve amendments to the academic regulations with respect to academic achievement designations for the Faculty of Forestry.”*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form
Change to Course or Program

Faculty: Forestry Department: Forestry Dean's Office Faculty Approval Date: March 7, 2023 Effective Session (W or S): W Effective Academic Year: 2022	Date: November 18, 2022 Contact Person: Dr Scott Hinch Phone: 604-822-9377 Email: scott.hinch@ubc.ca
Proposed Calendar Entry: [...] <p>3. Honours standing upon graduation will be granted to those students who have obtained Dean's List in the previous two Academic Sessions, with no failures. "With Honours" will be noted on their transcript and degree certificate.</p> <p>4. Distinction standing upon graduation will be granted to those students who have obtained Dean's Scholar in the previous two Academic Sessions, with no failures. "With Distinction" will be noted on their transcript and degree certificate.</p> <p>5. The passing mark in Forestry is 50%. In subjects comprising both lecture and laboratory or problem sessions, the candidate must pass both. If a candidate fails to obtain 50% the faculty may, at its discretion, award a pass in that subject on the basis of a good aggregate standing. Such a pass will be entered on the record of the candidate as an adjudicated pass.</p> <p>6. If a student fails a course and is required to take it again, exemption from the laboratory or problem session portion of such a course may be granted.</p> <p>7. All students must pass at least 60% of credits undertaken, achieve an overall average grade of at least 60%, and follow their required program, or be required to withdraw from the Faculty for at least one year. Students who do not complete all required courses for their program year may not be promoted to the next program year, but will be eligible to register in a subsequent session.</p> <p>8. Students registered in any year who attain a Winter Session average of at least 55%, but less than 60% may, at the discretion of the Adjudication, Advancement and Scholarship</p>	URL: https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-forestry/academic-regulations Present Calendar Entry: [...] <p>3. Honours standing upon graduation will be granted to those students who have obtained at least an overall average of 82% in all 300- and 400-level credits taken within their program, with no failures. "With Honours" will be noted on their transcript and degree certificate.</p> <p>4. The passing mark in Forestry is 50%. In subjects comprising both lecture and laboratory or problem sessions, the candidate must pass both. If a candidate fails to obtain 50% the faculty may, at its discretion, award a pass in that subject on the basis of a good aggregate standing. Such a pass will be entered on the record of the candidate as an adjudicated pass.</p> <p>5. If a student fails a course and is required to take it again, exemption from the laboratory or problem session portion of such a course may be granted.</p> <p>6. All students must pass at least 60% of credits undertaken, achieve an overall average grade of at least 60%, and follow their required program, or be required to withdraw from the Faculty for at least one year. Students who do not complete all required courses for their program year will not be promoted to the next program year, but may register in a subsequent session.</p> <p>7. Students registered in any year who attain a Winter Session average of at least 55%, but less than 60% may, at the discretion of the Adjudication, Advancement and Scholarship Committee, be placed on Academic Probation.</p>



THE UNIVERSITY OF BRITISH COLUMBIA

Committee, be placed on Academic Probation. Students assigned Academic Probation in one session will be removed from Academic Probation if, in a following Winter Session, they pass all courses and attain an average of at least 60% on a minimum of 24 credits. Students who do not achieve an average high enough to be removed from academic probation will be required to withdraw from the Faculty for at least a year.

9. Students who have not completed at least 3 credits in each of first-year English and Mathematics (calculus) by the time they have completed 60 credits **may** be required to withdraw from the Faculty, unless there are sufficient extenuating circumstances.

10. Students who are required to withdraw from the Faculty for academic reasons may apply for readmission to the University following at least one year away. During this year, these students are required to satisfactorily complete at least 12 credits of relevant and UBC-transferable post-secondary courses at some other institution, provided there are sufficient credits of available courses remaining in their programs. Exceptional circumstances that might preclude this should be brought to the Faculty's attention as soon as possible. Related work or volunteer experience that demonstrates maturity and an ability to succeed academically will also be considered in the readmission decision.

...

Dean's List

Any student who achieves 82% on 24 percentage-graded credits in the current session with no failed courses taken will receive the notation "Dean's **List**" on their transcript. Students must have taken a minimum of 24 percentage-graded credits in the current session to qualify. Grades obtained by students registered in a Study Abroad and Exchange Program during the Winter Session will be considered. Students in a Cooperative Education program, who are registered at UBC for only one term in Winter Session because of a co-op placement, are eligible if they take at least 12 percentage-

Students assigned Academic Probation in one session will be removed from Academic Probation if, in a following Winter Session, they pass all courses and attain an average of at least 60% on a minimum of 24 credits. Students who do not achieve an average high enough to be removed from academic probation will be required to withdraw from the Faculty for at least a year.

~~8.~~ Students who have not completed at least 3 credits in each of first-year English and mathematics (calculus) by the time they have completed 60 credits **will** be required to withdraw from the Faculty, unless there are sufficient extenuating circumstances.

~~9.~~ Students who are required to withdraw from the Faculty for academic reasons may apply for readmission to the University following at least one year away. During this year, these students are **normally** required to satisfactorily complete at least 12 credits of relevant and UBC-transferable post-secondary courses at some other institution, provided there are sufficient credits of available courses remaining in their programs. Exceptional circumstances that might preclude this should be brought to the Faculty's attention as soon as possible. Related work or volunteer experience that demonstrates maturity and an ability to succeed academically will also be considered in the readmission decision.

Dean's Honour Roll

Any student who achieves 82% on **their best** 24 percentage-graded credits in the current session with no failed courses taken will receive the notation "Dean's **Honour Roll**" on their transcript. Students must have taken a minimum of 24 percentage-graded credits in the current session to qualify. Grades obtained by students registered in a Study Abroad and Exchange Program during the Winter Session will be considered. Students in a Cooperative Education program, who are registered at UBC for only one term in Winter Session because of a co-op placement, are eligible if they take at least 12 percentage-graded credits, with no failed courses for that term.

[...]



THE UNIVERSITY OF BRITISH COLUMBIA

graded credits, with no failed courses for that term.

Dean's Scholar

Any student who achieves 90% on 27 percentage-graded credits in the current session with no failed courses taken will receive the notation "Dean's Scholar" on their transcript. Students must have taken a minimum of 27 percentage-graded credits in the current session to qualify.

Grades obtained by students registered in a Study Abroad and Exchange Program during the Winter Session will be considered.

Students in a Cooperative Education program, who are registered at UBC for only one term in Winter Session because of a co-op placement, are eligible if they take at least 15 percentage-graded credits, with no failed courses for that term.

[...]

Type of Action:

Aligning with Workday Student Processes as well as adding Distinction Standing and Dean's Scholar.

Rationale for Proposed Change:

The implementation of Workday Students has forced us to rethink some of our Academic Regulations in light of what Workday can and cannot achieve, thus we eliminated some of the customizations we had to calculate students averages, such as "the best 24 credits" or "300 and 400 level" courses averages, as Workday Student will not be able to automatically look at those as of implementation day, it might in a future.

☐☐☐



17 May 2023

To: Vancouver Senate

From: Senate Admission Committee

Re: Annual Report on Appeals and Matters of Delegated Authority (2022-2023)
(information)

1. Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University*

In December 2009, Senate approved Policy J-50: *Secondary School Grade Adjustments for Undergraduate Admission to the University*. For the purposes of undergraduate direct-entry admission to the University, grades reported for secondary school applicants outside of the BC/Yukon secondary school curricula may be adjusted to accurately assess those grades in terms of their ability to predict future performance at the University.

To date, the policy has been applied to applicants following the Alberta secondary school curriculum. For entry to the 2022 Winter Session, grades presented for admission were adjusted upwards by 4%.

2. Student Mobility Agreements Approved Under Council of Senates Policy C-2: *Affiliations with Other Institutions of Learning*

Under Policy C-2: *Affiliations with Other Institutions of Learning*, the Council of Senates has delegated to the Admissions Committee the authority to approve on its behalf, terms of student mobility agreements for students going to or coming from UBC Vancouver programs.

From 1 May 2022 until 30 April 2023, the Admissions Committee has approved student mobility agreements with the following institutions:

- Chulalongkorn University, Thailand (UBC Faculty of Commerce and Business Administration)
- Erasmus University Rotterdam, Netherlands (UBC Faculty of Arts)
- Copenhagen Business School, Denmark (UBC Faculty of Commerce and Business Administration)
- Universidad de Granada, Spain (UBC Faculty of Arts)



- Hebrew University of Jerusalem (UBC Faculty of Arts, UBC Faculty of Commerce and UBC Faculty of Law)
- KOÇ University, Turkey (UBC Faculty of Arts)
- Lancaster University, England (UBC University-wide)
- University of Mannheim, Germany (UBC Faculty of Commerce and Business Administration)
- National University of Singapore (Lee Kuan Yew School of Public Policy), Singapore (UBC School of Population and Public Health)
- National University of Singapore, Singapore (UBC University-wide)
- Sciences Po Lyon, France (UBC Faculty of Arts)
- Sungkyunkwan University, South Korea (UBC University-wide)
- Singapore Management University, Singapore (UBC Faculty of Commerce and Business Administration)
- Tokyo University of Foreign Studies, Japan (UBC University-wide)
- University of Edinburgh, Scotland (UBC University-wide)
- University of Glasgow, Scotland (UBC University-wide)
- University of Tokyo, Japan (UBC University-wide)
- University of Washington, USA (UBC University-wide)
- Waseda University, Japan (UBC Faculty of Commerce and Business Administration)
- Zhejiang University, China (UBC University-wide)
- Tallinn University, Estonia (UBC Faculty of Arts)

3. Editorial Changes to Admission Requirements

Senate has delegated to the Senate Admissions Committee to approve editorial changes to existing admission requirements. From 1 May 2022 until 30 April 2023, the Committee has approved 14 proposals under delegated authority.

4. Appeals on Applications for Admission, Re-admission and Transfer to Programs

Pursuant to section 37(1)(b) of the University Act, the Vancouver Senate has conferred on the Senate Admissions Committee the power to hear final appeals on applications for admission and re-admission to the University. The Admissions Committee also reviews and rules on appeals related to applications for admission/transfer to a Degree or Program.

Between 1 May 2022 and 30 April 2023, the Admissions Committee heard 117 appeals, of which 5 were allowed. As outlined in the Calendar, the Committee may allow an appeal where it decides that a faculty or school may have overlooked or misinterpreted information provided by the applicant, or arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the faculty's published procedures.



THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate

Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239

Fax 604 822 5945

Email vancouver.senate@ubc.ca
senate.ubc.ca

Respectfully submitted,

Prof. Carol Jaeger
Chair, Senate Admissions Committee



5 May 2023

To: Vancouver Senate

From: Committee on Appeals on Academic Standing

Re: Annual Report (1 May 2022 – 30 April 2023) (information)

INTRODUCTION

Section 49(a) of the *Rules and Procedures of the Vancouver Senate* requires that committees that derive their powers by delegation from Senate, including the Committee on Appeals on Academic Standing, report annually to the Vancouver Senate.

Senate has delegated to the Senate Committee on Appeals on Academic Standing authority to hear and dispose of student appeals from decisions of Faculties in matters of academic standing.

TERMS OF REFERENCE

Under section 2.4 of the Committee's *Terms of Reference*, the Committee shall allow an appeal where it is found that the decision of the Faculty was arrived at through improper or unfair procedures, and that as a result, a wrong decision on the merits has or may have been arrived at. However, section 2.1 of the *Terms* provides that the Committee has no jurisdiction where the sole question raised in an appeal turns on the exercise of academic judgment by a Faculty.

Section 2.4 of the *Terms* defines "improper or unfair procedures" as including consideration of information that should not have been considered or a failure to consider information that should have been considered.

The application of section 2.4 was in issue in the appeals heard by the Committee during the reporting period.

Section 2.5 provides that if the Committee allows an appeal it can reverse the decision of the Faculty and grant such academic standing to the appellant as it thinks fit or quash the decision of the Faculty and send it back to the Faculty for reconsideration in accordance with proper procedures. The decision of the Committee on an appeal is a final disposition of that appeal. The Vancouver Senate has conferred on the Committee the power of making final decisions pursuant to section 37(1)(b) of the *University Act* (reference: *UBC Calendar, Academic Regulations, Senate Appeals on Academic Standing*, sub-section 2.2).

Students may also appeal to the Committee a refusal by the Registrar to extend the timeline for accepting an appeal beyond the ten (10) business days of being informed in writing of the Faculty's final decision (*Terms*, sections 3.1 and 3.10). But, no appeal on this ground was received in the reporting period.



STATISTICS

Under section 2.9 of the *Terms*, the Committee's annual report shall state the number of appeals, their disposition and the general nature of the appeals. In the current reporting period, 8 appeals proceeded to Committee hearings (as compared with 4 in the prior year), of which 1 was allowed in full and 7 were dismissed.

In addition to the 8 appeals concluded, which are summarized below, 5 additional appeals were presented to the Registrar. These appeals were resolved as follows.

- 2 were withdrawn by the appellant prior to a hearing;
- 1 was settled at the Faculty-level prior to a hearing;
- 1 was sent back to the Faculty for a final decision prior to initiation of the Senate appeal process; and
- 1 was out of time to initiate the appeal process.

There is currently 1 appeal in progress and expected to be heard by the Committee in the coming weeks.

THE COMMITTEE'S PRACTICE

After hearing an appeal, the panel excuses the parties from further attendance, then deliberates and arrives at a decision as a consensus emerges. The parties are informed by email as to the result of the appeal within 24-48 hours of the Committee reaching a decision. Draft reasons for each decision are circulated to the members of the panel hearing the appeal, and following their approval the reasons are sent by email to the parties.

SUMMARIES OF APPEALS HEARD

The following summaries are anonymized to protect privacy and confidentiality.

Appeals Allowed

The student appealed a decision of the Faculty to assign a standing of 'Academic Probation' for breaches of professionalism. The Committee found that Faculty's decision was arrived at through improper or unfair procedures, because the Faculty considered information that ought not to have been considered, and failed to consider information that ought properly to have been considered. The Faculty's decision was overturned and the appeal was allowed in full.

Appeals Dismissed

The student appealed a decision of the Faculty requiring the student's withdrawal from the program of study due to the student's failure to meet program requirements. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.



The student appealed a decision of the Faculty requiring the student's withdrawal from the program for failing to disclose their full academic history in the application for admission. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.

The student appealed a decision of the Faculty requiring the student's withdrawal from the program of study due to the student's failure to meet program requirements. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.

The student appealed the Faculty's decision to assign 'Failed Standing' in a course. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.

The student appealed the Faculty's decision requiring them to repeat the final year of study in the program. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.

The student appealed the Faculty's decision requiring them to discontinue in their program of study for failing to meet promotion requirements. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.

The student appealed the Faculty's decision to deny retroactive removal of failed grades from their academic transcript. The Committee dismissed the appeal and held that the Faculty's decision was not based on improper or unfair procedures, nor was there consideration of any information that ought not to have been considered, nor was there a failure to consider information that ought properly to have been considered.

I wish to thank members of the Committee and the Senate Secretariat for their willingness to support and contribute to the important work of this committee.

Respectfully submitted,

Dr. Susan Forwell, Chair



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Members of the Committee:

Dr. Susan Forwell (Chair)
George Tsiakos (Vice-Chair)
Dr. Janette Bulkan
Emmanuel Cantiller (Student)
Dr. Nancy Ford
Dr. Alison Greig
Kanika Khosla (Student)
Dr. Maura MacPhee
Dr. Steven Pelech
Dr. Ingrid Price
Kamil Kanji (Student)
Ryan Sissons (Student)
Dr. Austin Uzama
Dr. Hisham Zerriffi
Chancellor (ex-officio)(voting)
President (ex-officio)(voting)
Registrar (ex-officio)(non-voting)



17 May 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 46 awards, including 13 new endowed awards, 12 new annual award, 10 new internal awards, and 11 revised awards.

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

Respectfully submitted,

Dr. Sally Thorne
Chair, Senate Awards Committee

From: Senate Awards Committee

To: Vancouver Senate

Re: Awards recommended for acceptance by the Senate Committee

NEW AWARDS – ENDOWED

Adel Foundation Award in Classical Persian Poetry

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

Antturi Family Award in Swimming

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

Roy Barnett Fellowship in Piano Performance

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

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

Joshua Cinnamon Memorial Award in Hockey

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

John Helliwell Award in Economics

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

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

J. David King Memorial Award in Sustainable Agriculture

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

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

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

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

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

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

David McLean Leadership Award

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

Steven Lewis Point Award in Law for Indigenous Students

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

Emily Selwood Memorial Award in Arts

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

Bing Thom Scholarship

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

Thunderbird Alumni Award in Women’s Basketball

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

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

NEW AWARDS – ANNUAL

123Dentist Award in Dentistry

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

Nafeesa Alibhai Award in Integrated Sciences

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

Ronald Hatch Memorial Bursary in English

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

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

Larry Henkelman Memorial Award in Forestry

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

Frank and Nancy Iacobucci Entrance Award in Law for Indigenous Students

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

Khowutzun Forest Services Award in Forestry

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

Ladybird Team Culture Award in Women's Swimming

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

OUTtv Award in Commerce

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

Dr. Charles Shuler Award in Geriatric Dentistry

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

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

Dr. Dan Small Prize in the Urban Ethnographic Field School

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

Caroline and James Wang Award in Marketing

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

Zhao-Geng Scholarship in Applied Science

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

NEW AWARDS – INTERNAL

Thunderbird Varsity Award

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

BC Athlete Assistance Program Award

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

Dissertation Writing Fellowship Award in Sociology

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

Francesco Duina Award

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

Graduate Teaching Assistance Award in Sociology

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

Sociology Doctoral Dissertation Award

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

Honours Award in Sociology

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

Undergraduate Teaching Assistance Award in Sociology

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

Indigenous Research Engagement Award

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

Indigenous Graduate 5th Year Fellowship

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

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

5712 - Helmut and Donna Meisl Scholarship in Medicine

Rational for Proposed Changes

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

Current Award Title: Helmut and Donna Meisl Scholarship in Medicine

Current Award Description

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

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

Proposed Award Description

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

3930 – Brown Bros. Ford Scholarship in Athletics

Rational for Proposed Changes

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

Current Award Description

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

Proposed Award Description

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

5318- Sandy Laird Service Award in Mining Engineering

Rationale for proposed changes

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

Current award description

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

Proposed Award description

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

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

6884 - Carol Mae Acton Fellowship in Nursing

Rational for Proposed Changes

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

Current Award Description

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

Proposed Award Description

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

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

7216 - Dottie Davies Memorial Scholarship in Microbiology and Immunology

Rational for Proposed Changes

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

Current Award Description

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

Proposed Award Description

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

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

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

Rational for Proposed Changes

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

Current Award Description

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

Proposed Award Description

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

Annual Awards

7208 - Bit Quill Technologies Award in Computer Science

Rational for Proposed Changes

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

Current Award Title: Bit Quill Technologies Award in Computer Science

Current Award Description

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

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

Proposed Award Description

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

1119 - German Government Book Prizes

Rationale for Proposed Changes

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

Current Award Title: German Government Book Prizes

Current Award Description

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

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

Proposed Award Description

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

8718 - Faculty Women's Club Childcare Bursary

Rationale for Proposed Changes

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

Current Award Description

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

Proposed Award Description

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

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

2436 - Sheppard Award in Urban Forestry

Rationale for Proposed Changes

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

Current Award Description

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

Proposed Award Description

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

Internal Awards

6402 – Graduate Student Travel Award in Pharmaceutical Sciences

Rationale for Proposed Changes

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

Current Award Title: Graduate Student Travel Award in Pharmaceutical Sciences

Current Award Description

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

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

Proposed Award Description

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



17 May 2023

To: Vancouver Senate

From: Senate Awards Committee

Re: Annual Report on Matters of Delegated Authority (information)

Per Vancouver Senate Rules and Procedures 29 (e), Senate has delegated to the Senate Awards Committee to approve changes to the total dollar amounts, and number of awards offered for existing awards, award numbers, and minor editorial changes to previously approved award descriptions. From May 2022 until April 2023, the Committee has approved 9 proposals under delegated authority including:

- 7 Revised Annual Awards
- 1 Revised Endowed Award
- 1 Revised Internal Award

Respectfully submitted,

Dr. Sally Thorne
Chair, Senate Awards Committee



17 May 2023

To: Vancouver Senate

From: Senate Admissions and Curriculum Committees

Re: a. Doctor of Philosophy in Design, Technology and Society Joint Admissions and Curriculum Proposal (approval)
b. Post-Baccalaureate Certificate in Mechanical Engineering in the BC Context Joint Admissions and Curriculum Proposal (approval)
c. Graduate Certificate in Applied Geological Engineering Joint Admissions and Curriculum Proposal (approval)
d. Undergraduate Certificate in Data and Models in Political Science Joint Admissions and Curriculum Proposal (approval)

The Senate Admissions Committee and Senate Curriculum Committee have reviewed and recommend to Senate for approval the following four new programs:

a. Doctor of Philosophy in Design, Technology and Society Joint Admissions and Curriculum Proposal (approval)

The new Doctor of Philosophy in Design, Technology and Society, and its related new courses are in response to critical research challenges and growing professional demand. The School of Architecture and Landscape Architecture at UBC in Vancouver is currently the only major university department of its kind in Canada that does not offer a doctoral training program. The Committees deem this proposal as ready for approval.

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

b. Post-Baccalaureate Certificate in Mechanical Engineering in the BC Context Joint Admissions and Curriculum Proposal (approval)

The new Post-Baccalaureate Certificate in Mechanical Engineering in the BC Context is designed for foreign-trained engineers who require additional academic qualifications to be



registered as an Engineer-in-Training or Professional Engineer with the Engineers and Geoscientists of British Columbia (EGBC). The certificate provides a pathway to prove competency to Engineers and Geoscientists of BC, by completing four of our existing undergraduate courses, selected to match areas of weakness in their prior institution, at UBC. The Committees deem this proposal as ready for approval.

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

c. Graduate Certificate in Applied Geological Engineering Joint Admissions and Curriculum Proposal (approval)

The new Graduate Certificate in Applied Geological Engineering is in response to numerous industry requests and growing market appetite for continuing professional education offerings in the geological engineering space. The program targets early to mid-career professional engineers and geoscientists. This program addresses an unfilled niche and will be the first certificate of its kind in Canada and 2nd in North America. The Committees deem this proposal as ready for approval.

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

d. Undergraduate Certificate in Data and Models in Political Science Joint Admissions and Curriculum Proposal (approval)

The new Undergraduate Certificate in Data and Models in Political Science is in response to feedback from alumni and employers to address more frequent and intensive use of mathematical modelling and quantitative data analysis as basic tools of work, advocacy, and social scientific research and inquiry both inside and outside the academy. The Committees deem this proposal as ready for approval.

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



Respectfully submitted,

Dr. Claudia Krebs

Chair, Senate Curriculum Committee

Prof. Carol Jaeger

Chair, Senate Admissions Committee



FACULTY OF APPLIED SCIENCE

New certificate program

Post-Baccalaureate Certificate in Mechanical Engineering in the BC Context

FACULTY OF ARTS

New certificate program

Undergraduate Certificate in Data and Models in Political Science

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New certificate program

Graduate Certificate in Applied Geological Engineering

New courses

DES 562 (3) Research Seminar; **DES 565 (3-6)** Research Colloquium; **DES 567 (3-6)** Directed Reading in Design, Technology and Society; **DES 699 (0)** Doctoral Dissertation

New degree program

Doctor of Philosophy in Design, Technology and Society

Doctor of Philosophy in Design, Technology and Society

School of Architecture and Landscape Architecture (SALA)

Faculty of Applied Science

University of British Columbia, Vancouver Campus

Proposal

April 2023



THE UNIVERSITY OF BRITISH COLUMBIA
School of Architecture + Landscape Architecture
Faculty of Applied Science

Table of Contents

1. Executive Summary	5
1.1. Overview	5
1.2. Credential	6
1.3. Location	7
1.4. Faculty Offering Program	7
1.5. Program Start Date	7
1.6. Program Completion time	7
1.7. Objectives of the Program	7
1.8. Contributions to UBC's Mandate and Strategic Plan	7
1.8.1. Actions undertaken in this proposal to address the UBC Indigenous Strategic Plan	8
1.9. Delivery Methods	9
1.10. Linked Learning Outcomes and Curriculum Design	9
1.11. Program Strengths	11
1.12. Related Programs at UBC and other BC Post-Secondary Institutions	12
1.13. Institutional Contacts / Proponents	13
2. Program Description and Specification	14
2.1. Need for Program	14
2.2. Program Objectives and Learning Outcomes	15
2.3. Relationship to Established Programs	17
2.3.1. Positioning of the DTS Ph.D. program in the context of similar programs	18
2.4. Demand for the Program	19
2.4.1. Enrollment demand at UBC and elsewhere	19
2.4.2. Professional leaders with a Ph.D. in design and aligned subjects	20
2.4.3. Market research of future jobs for DTS Ph.D. graduates	23
2.4.4. Consultation with SALA students and alumni	23
2.4.5. Consultation with potential DTS Ph.D. employers outside of academia	23
2.5. Program of Study, Coursework, Exams, Dissertation	24
2.5.1. Admission requirements	24
2.5.2. Supervision	25
2.5.3. Credit and coursework requirement	25
2.5.4. Literature review, dissertation proposal and comprehensive exam	25
2.5.5. Typical plan of study	26

3. Resources	27
3.1. <i>Scholarships, student funding, and teaching opportunities</i>	27
3.2. <i>Administration and budgetary implications</i>	28
3.3. <i>Space, library and research resources</i>	28
4. Appendices.....	29
4.1. <i>Indigenous Consultation</i>	29
4.1.1. Addressing the UBC Indigenous Strategic Plan	29
4.1.2. Consultation with Indigenous design scholars	30
4.2. <i>Summary of existing supervision experience of SALA faculty</i>	33
4.3. <i>Industry letters of support</i>	37

1. Executive Summary

1.1. Overview

The disciplines of architecture, landscape architecture, and urban design are evolving from a primarily professional field to one that supports and increasingly integrates novel scholarship and research. This evolution, which has been underway for several years, has begun to change the role and mission of designers in the academic community and professional practice. Unlike a decade ago, a doctoral degree is now becoming a required credential for new university faculty in design schools¹ and an attractive credential for new specialist positions in industry, the non-profit sector and government. The School of Architecture and Landscape Architecture (SALA) at the University of British Columbia (UBC) in Vancouver is currently the top-ranked design school in Canada². As of 2018, it is also the only major university department of its kind in Canada that does not offer a doctoral training program. It is in response to critical research challenges, growing professional demand, and the School's own competitive needs that SALA proposes to create a new degree program:

The Doctor of Philosophy in Design, Technology, and Society (DTS Ph.D.).

The DTS Ph.D. program will train specialists to develop research innovation at the intersection of design scholarship, science & engineering, and the humanities. The program will become ground zero for solutions to the unique research questions facing the built environment of British Columbia, where SALA also stands as the province's only university department offering professionally-accredited and advanced degrees in architecture and landscape architecture. Uniquely, DTS Ph.D. scholars will seek to apply cross-disciplinary expertise where it is most needed – addressing the issues of climate change and social justice in the built environment.

Each student enrolled in the DTS Ph.D. program will develop several key skills, including: a) becoming fluent with research methods in a specialization that intersects design, technology and society, b) developing competency in holistic design and in the development of research projects and programs, c) acquiring expertise to comprehend, write, and critically review academic articles, reports, or other forms of investigation, d) gaining experience on the use of design research as a form of policy advocacy, and e) acquiring a comprehensive vision of the future of design in the context of major global socioeconomical and environmental changes.

SALA faculty, who will supervise DTS Ph.D. students, offer an exceptionally rich and diverse body of expertise and a strong record of affecting social change through their scholarship. DTS Ph.D. students will have the opportunity to learn and engage with a diverse array of research methods and topics in support of [SALA's core research themes](#): housing & diversity, healthy & resilient environments, design & the future of construction, and form & aesthetics. The program will be reciprocally important for future faculty recruitment at SALA, and it will serve as a new focal point for collaboration between specialists and cross-disciplinary expertise within the UBC Faculty of Applied Science and outside of it.

The DTS Ph.D. program will attract both recent and mid-career graduates of professional degree programs such as a Master of Architecture, Master of Landscape Architecture, or Master of Urban Design. Individuals with aligned degrees in contiguous disciplines such as Planning, Urban Forestry, Geography and Engineering will also be attracted to the program. While the program will train students for filling academic positions, market research has shown that industry is also in need of professionals with advanced expertise

¹ University departments of architecture, landscape architecture, and urban design are often colloquially referred to as 'design schools'

² See QS World Rankings of Universities 2023: <https://www.topuniversities.com/university-rankings/world-university-rankings/2023>

of decision-making in the design process and the broader cultural and socioeconomic implications of design decisions. Prominent architectural curators and research center directors now hold doctoral degrees, for example; a doctoral degree is an established pathway for securing positions in senior management consulting firms; Ph.D.-holding designers are employed in the research and development units of leading professional design firms such as HCMA, HOK, and Perkins + Will, and particularly at their Vancouver, British Columbia offices. Beyond industry, DTS Ph.D. graduates will also find leadership positions where research expertise on design methods and the built environment will be instrumental: museums and other cultural institutions; non-profit organizations related to housing or climate action; and – crucially – government policy.

Students enrolled in the DTS Ph.D. program will be required to complete mandatory courses, a literature review and comprehensive exam, a research proposal, and a dissertation. Students will satisfy the program's course requirements during their first year of study and this will comprise a Research Seminar and a Research Colloquium offered by SALA. Students will also be required to undertake, at minimum, six credits of elective courses that may be offered by disciplines outside of architecture and landscape architecture. These electives will be selected in consultation with a student's supervisor to deepen knowledge in an area of cross-disciplinary specialization. Subsequently, students will be required to produce a literature review, a research proposal and undergo a comprehensive examination, ideally held within the first 18 months of study. Students would then enter the program's research phase, with the objective to complete their degrees within 48 to 60 months.

The DTS Ph.D. program will be nearly cost-neutral to SALA. SALA anticipates no more than two Ph.D. students will be given entry into the program per year, and academic management of the program will be satisfied by existing personnel. Research space will be provided to students at the various research offices of SALA. This includes SALA's workspace at the UBC Center for Interactive Research on Sustainability, and eventually will include SALA's future institutional home: *Applied One*. DTS Ph.D. students will be offered ample opportunities to develop teaching experience as teaching assistants (TAs) within SALA's core professional programs. This will in turn yield departmental cost savings and efficiency gains as SALA currently cannot secure sufficient numbers of graduate TAs to meet the demand and teaching requirements of its programs. DTS Ph.D. students also receive ample funding as graduate research assistants (GRAs), or through other scholarships, in line with existing UBC policies on funding requirements for Ph.D. scholars.

1.2. Credential

Graduates of the program will be awarded a Doctor of Philosophy in Design, Technology and Society (DTS). The name will stand out in British Columbia and throughout Canada in that it will imply a rare explicit alignment between the disciplines of design, the humanities and the applied sciences. This alignment, however, is not new for SALA's research pedagogy. What has made SALA a leader in design research in Canada has been the long-standing cross-disciplinary expertise and training of its faculty within the social, natural and physical sciences. SALA's most active researchers and their research students do not carry out studies of sole relevance to the professions of architecture or landscape architecture. They practice at the interface of design, technology, and society – and they readily publish their work in cross-disciplinary forums. The creation of the DTS Ph.D. program is to make explicit what SALA and its research students do already. See section 2.3.1 for further discussion.

1.3. Location

Instruction will take place on the UBC Vancouver Campus. We expect that students of the DTS Ph.D. program will carry out their research in *Applied One*, the future flagship building of the Faculty of Applied Science (fundraising in progress). The building is being designed to extend the Faculty of Applied Science's resources for cross-disciplinary creative collaborations that address global challenges and explore new horizons for university and education research. The DTS Ph.D. will play a fundamental role in satisfying UBC's goals for this new facility. In the interim period, until *Applied One*'s construction is completed, DTS Ph.D. students will be offered research space at the UBC Centre for Interactive Research on Sustainability.

1.4. Faculty Offering Program

The program will be offered by the UBC Faculty of Graduate and Postdoctoral Studies and the UBC Faculty of Applied Science.

1.5. Program Start Date

The program will be first offered in the 2024W academic year. The first graduates of the program should enter the workforce in 2029.

1.6. Program Completion time

The anticipated completion time for the program is 48 to 60 months of full-time academic study.

1.7. Objectives of the Program

The main objectives of the program are to train designers who will become leaders in advanced specialized research within the design disciplines, develop innovations in technological applications, and create inclusive solutions towards understanding the complex social, cultural, economic and political forces that inform and shape the built environment. The program aims to:

- Provide comprehensive, high quality, doctoral-level graduates in design-oriented research leading to employment in both public and private sectors;
- Foster creative and interdisciplinary research between design disciplines of architecture, landscape and urban design with engineering, humanities, and social sciences;
- Expand SALA's international presence by attracting global talent

1.8. Contributions to UBC's Mandate and Strategic Plan

The new program will allow UBC to retain and strengthen its leadership role in environmental design education, aligning itself particularly to the latest Faculty of Applied Science's mandate and strategic plan. That plan identifies six priority areas, and the DTS Ph.D. program will address four of these as follows:

a) *University for the future:*

The program provides rigorous research training that will result in the rethinking of the design disciplines through a new generation of scholars and professionals. The program will not separate design disciplines, nor isolate concerns of architecture or landscape architecture from ethics, socioeconomics, environmentalism, and engineering. Interdisciplinary research across design, technology, and society will frame every DTS Ph.D. scholar, from the projects they undertake, the supervisors that will guide them, and the research grants that will support them.

b) *Future of work:*

It is the program's goal to equip its graduates with transferable skills that will allow them to thrive in the rapidly evolving professional landscapes. Trained designers are increasingly finding themselves called to develop advanced research and analytical methods. The companies which are increasingly shaping the design of our built environment, as well as policymakers, are employing multi-faceted professionals with professional degrees in design. A Ph.D. is increasingly becoming a prerequisite, or desirable, for faculty positions in design schools. Given the cross-disciplinary nature of the program and the need for highly qualified individuals in education, research, and industry, graduates will find many opportunities not only limited to the fields of architecture and landscape architecture, but across a wide field of aligned sectors.

c) *Inclusive leadership and respectful engagement:*

As a program that connects technology and aesthetics to questions of social justice, distribution of power, and potentials for improving the cities and communities we live in, the DTS Ph.D. program will connect academia and practice in a unique, comprehensive, and forward-thinking way. This connection will be forged so as to reflect community needs and following protocols of ethical and respectful engagement with stakeholders, including Indigenous keepers of land. As part of the program, researchers will learn how to respect values and histories of stakeholders in research. Special efforts will be made to attract BIPOC students. The program will integrate, as needed, community-based and non-traditional research and accept dissertations written in First Nations languages.

d) *Solutions for people - Thriving cities and communities - Planetary health:*

We expect our graduates to spearhead advanced research that will contribute to solving global challenges, and specifically, climate change and social justice. This objective has framed the development of the DTS Ph.D. program from its outset, including SALA's current and future hiring strategies, as well as its proposed linkages with affiliated faculty at UBC.

1.8.1. Actions undertaken in this proposal to address the UBC Indigenous Strategic Plan

The UBC Indigenous Strategic Plan guided development of this proposal, including consultations with Indigenous scholars in the fields of architecture and landscape architecture. SALA commits to the following actions in facilitation of the DTS Ph.D. program:

- **Funding:**

Through the admission and knowledge gathering process of prospective students, SALA will ensure that any and all UBC entry scholarships and grants targeted specifically at Indigenous Ph.D. students, such as the Indigenous Graduate Fellowship, will be fully described and advertised. SALA will create and disseminate a comprehensive database of scholarships, such as SSHRC and NESRC Doctoral and Postgraduate Fellowships, NorthwTel Northern Futures Scholarship, Irving K. Barber Indigenous Awards, Chief Jo Matthias of British Columbia Bursary, Landscape Architecture Canada Foundation Peter Jacobs Indigenous Scholarship, BC Scholarship Society grants for Indigenous Students, BCAAF

Postsecondary Student Support program, and others. SALA will also seek to create its own funding support mechanism for Indigenous DTS Ph.D. students, such as a tuition bursary.

- **Instructors and Examination Boards:**

SALA will provide remuneration for Indigenous knowledge guides and examiners participating on DTS Ph.D. supervision committees and examination panels. Funding for this participation is currently accounted for in the DTS program's budget. Other potential sources of funding include the Faculty of Applied Science Grant to Support EDI in Teaching and Learning, the UBC Equity Enhancement Fund, and the Transformative Stream Grant of the UBC Indigenous Strategic Initiative Fund.

- **Language:**

SALA will accept Ph.D. dissertations written in First Nations languages, provided they are accompanied by an English translation

- **Collective vs. individual work; Connection with communities:**

DTS Ph.D. students will be encouraged to study Indigenous topics to complete part of their work within communities; provide such work is appropriately credited and comprises essential knowledge-building for their dissertation studies. Additionally, the program's research seminar DES 562 will include a learning module on the UBC Indigenous Strategic Plan.

- **Interdisciplinarity:**

DTS Ph.D. students will be permitted and encouraged to undertake elective courses in other disciplines, and Ph.D. supervision committee members from other disciplines will also be welcomed. This will ensure students are supported in their search for Indigenous learning and Indigenous mentors across UBC's academic network.

- **Student Wellbeing and Guidance:**

The DTS Ph.D. program will build a community and exchange perspectives on research and scholarship through its colloquium and research methods classes, which will prepare students for the program by nurturing both academic and life skills.

1.9. Delivery Methods

Training of Ph.D. candidates will be delivered through coursework, workshops, colloquia, faculty-student mentorship, preparation of examination and supervised research and writing. Training in research methods, theory, data analysis and computing will primarily be gained through required and optional coursework. In relevant instances, co-op work opportunities may be developed with industry partners through established Canadian funding programs such as Mitacs.

1.10. Linked Learning Outcomes and Curriculum Design

The program's learning outcomes will be achieved through the following core curriculum elements:

- a mandatory three-credit course on academic research methods, teaching the fundamental techniques of academic research and writing. This is to be DES 562: Research Seminar

- a mandatory six-credit colloquium course on interdisciplinary research communication, providing students with familiarity of concurrent and prior research studies across the design, technology, and society spectrum, and training students to share and present their research with colleagues. This course will be DES 565 Research Colloquium.
- at least six credits of elective courses on the intended research topic of the Ph.D. candidate, chosen on recommendation by each candidate's supervision committee;
- a formal literature review and Ph.D. proposal
- a comprehensive exam which will test the student's grasp of the chosen field of study
- a dissertation written and defended by each Ph.D. candidate (DES 699 Doctoral Dissertation)

The design of the programs seeks to maximize methodological flexibility between each DTS Ph.D. candidate. Each student will bring with them and pursue diverse and disparate approaches to research. Some may undertake research that is science-driven with methods akin to academic research in engineering. Others will undertake research with methods more closely aligned with the humanities, bringing about different approaches to research publication, communication and field studies. Still, other researchers may be design scholars, working in direct tandem with industry or a government body on an established architectural or landscape design problem. The curriculum of the DTS Ph.D. program is structured to ensure there are multiple disciplinary pathways for students to complete their studies, and that studies may be credibly completed within 48 to 60 months of entry into the program. In table 1 below, a summary is provided of fundamental curriculum elements of the program and their linkages to desired learning outcomes.
































Curriculum Design Element	Code	Program Learning Outcomes	Linkage
A 3-credit course on academic research methods for scholars in architecture, landscape architecture and urban design (DES 562)		Design, conduct and lead independent scholarly research	   
A 6-credit colloquium on research collaboration and communication at the intersection of Design, Technology, and Society (DES 565)		Gain fluency with research/investigative methods in their chosen specialization	    
Elective courses, offered across UBC, recommended by each candidates supervisory committee and which advances knowledge in the candidates desired research area		Write and publish academic articles and other publications and competently deliver oral presentations to both academic and lay audiences	    
Completion of a literature review and PhD proposal that is presented and orally defended		Work collaboratively with other researchers and practitioners to develop innovative solutions to contemporary problems challenging the design professions.	   
Completion of a PhD dissertation (DES 699)			
Conduct collaborative graduate research projects with government, industry, and nongovernmental organizations with support of funding programs such as Mitacs		Attain expertise in a specialized area of the design and performance of the built environment, such that they are able to take positions of policy, industry, or academic leadership in BC and abroad, and address contemporary challenges such as climate action, affordable housing, and spatial justice in urban development.	  
Generation of peer-reviewed publications, attendance, and presentations at national and international conferences			
Teaching assistant positions in graduate-level courses in architecture and/or landscape architecture, and undertaking (optional) opportunities to teach undergraduate-level courses in design.		Develop teaching skills and experience with teaching administration in preparation for future career opportunities in post-graduate education	 

Table 1: Core curriculum elements of the DTS Ph.D. Program and connection to Program Learning Outcomes

1.11. Program Strengths

The Ph.D. program builds upon the strengths of SALA as an interdisciplinary hub for design research and experimentation, where experts in architecture, landscape architecture and urban design work

collaboratively to address the pressing challenges of our time and apply rare cross-disciplinary research expertise.

Several aspects of this program have been developed in order to strengthen its offering and the career opportunities of its graduates. However, one of the principal strengths of the program will be its singular existence within British Columbia and contribution to its knowledge economy. The DTS Ph.D. program will be the first doctoral program serving the professions of architecture, landscape architecture, and urban design in the province. While architects and landscape architects play a critical role in the design of state-of-the-art, high-performance buildings and environments, these professions remain virtually the only professionally-accredited trades involved in the design and construction of buildings and landscapes³ that cannot point to a matching advanced research training program in British Columbia. If, for example, a large architecture firm in the province wishes to utilize an in-house specialist with extensive research expertise, such as holding a Ph.D. in Design, they must currently hire graduates who have undertaken their schooling outside of the province. We have observed that this is, in fact, what some firms in British Columbia have already done. Hence, the DTS Ph.D. program will create a new center of gravity for research partnerships between British Columbia's design professions and academia, enabling UBC graduates to take positions of research and project leadership in the province without further training elsewhere.

A parallel strength of the program is how it will compete and differentiate itself from competing programs at other institutions in Canada and internationally, an aspect of the program that is discussed further in section 2.3.1. The DTS Ph.D. program will train students to develop best practice techniques for improving the impact of research in the design disciplines of architecture, landscape architecture, and urban design on issues related to climate change, social justice, and housing resiliency. The program will emphasize cross-disciplinary training in the design profession, a mode of research scholarship that SALA faculty possess a strong track record on and which the knowledge economy increasingly seeks. The program will also advance new models of research-based practice, particularly in accommodation of Indigenous-focused research practices, and that can be implemented in real world settings.

The DTS Ph.D. program will attract graduate students who are capable of working across multiple disciplines and who are eager to learn versatile research skillsets. The program will enable students to undertake advanced exploration of research methodologies in design fields while actively engaging other relevant fields of study in the physical and/or social sciences. Cultivating this expertise will ultimately create a new generation of university professors, policy researchers, engineers, and designers capable of addressing complex design challenges in research and practice. Situating the DTS Ph.D. program in the academic and professional community of the Pacific Rim will enable the program's students to study contemporary environmental and socioeconomic problems in a regional context that is culturally, geographically, and climatologically diverse.

1.12. Related Programs at UBC and other BC Post-Secondary Institutions

SALA faculty investigate design, history, theory, science, and state-of-the-art solutions to 'grand challenges' through the School's core research themes: housing & diversity, healthy & resilient environments, design & the future of construction, and form & aesthetics. The questions are by their nature cross-disciplinary, demanding knowledge sharing and collaboration with allied disciplines, but SALA's research uniquely frames these topics within the established professional disciplines of architecture and landscape architecture. As SALA is the only School (or university department) of architecture and landscape

³ Other professionally-accredited trades including engineering (mechanical, civil, structural, electrical, etc.), construction management, business, finance, and accounting all have representative doctoral training programs in BC

architecture in British Columbia, this program has no direct competitors at the Ph.D. level at UBC or throughout British Columbia.

This is not to state that SALA faculty have not undertaken advanced research or advised Ph.D. candidates in aligned disciplines. SALA currently offers separate undergraduate and graduate academic degrees in design (B.Des.), architecture (M.Arch. and M.A.S.A.), landscape architecture (M.L.A. and M.A.S.L.A.), urban design (M.U.D.), and the engineering of high performance buildings (M.E.L. H.P.B.). This breadth of cross-disciplinary programs is rare for a design school. By necessity, many SALA faculty possess educational backgrounds and research expertise in multiple fields, firstly in architecture and/or landscape architecture, but also in engineering, social sciences, history, and geography. Accordingly, SALA faculty have engaged as co-supervisors of scholars in aligned Ph.D. programs, such as UBC's Interdisciplinary Ph.D. program and programs in Forestry and Mechanical Engineering, see Appendix 4.2. And while these contributions may continue in the future, the DTS Ph.D. program will provide an essential, incomparable outlet for SALA's research scholarship. While SALA has long-recognized that research scholars in design are under increasing pressure to broaden their expertise into aligned fields and disciplines, the School also recognizes that there is no replacement for enabling design researchers to seek formal training and credentials in established design programs. The most advanced credential for a researcher in architecture or landscape architecture is a Ph.D. in Design, Architecture, and/or Landscape Architecture just as is the case for engineers in engineering and other applied sciences. The participation of SALA faculty in supervising Ph.D. students in other programs is no replacement for SALA lacking its own program and bespoke Ph.D. scholarship.

Fundamentally, without a Ph.D. program SALA is losing its competitive edge in Canada. SALA is the last major university department of architecture and/or landscape architecture in Canada to develop its own Ph.D. program. Its direct competitors, including but not limited to, the University of Toronto, McGill University, and the University of Manitoba, all have established, growing, doctoral training programs. The University of Toronto's own program was established as recently as 2018. Carleton University's Azrieli School of Architecture and Urbanism, Laval's School of Architecture, the University of Calgary's School of Architecture, Planning and Landscape, and the University of Montreal School of Architecture also have Ph.D. programs in design, architecture, landscape architecture and/or urban design.

The unique contribution of the proposed Ph.D. in Design, Technology, and Society is the manner in which the program will approach knowledge, research, and methods of analysis. Its name sets it apart, indicating to prospective studies that the program demands unique perspectives on advanced studies in architecture and landscape architecture. A Ph.D. program lodged within SALA, rather than dispersed across the University, will further the aims of collaboration between the School and other disciplines on research problems related to social justice and climate change. The program will provide a forum for existing research by faculty and facilitate exchange with the growing number of Ph.D. programs in other schools in Canada and the United States.

1.13. Institutional Contacts / Proponents

Dr. Adam Rysanek

School of Architecture and Landscape Architecture

Dr. Tijana Vujosevic

School of Architecture and Landscape Architecture

Prof. Cynthia Girling

School of Architecture and Landscape Architecture

2. Program Description and Specification

2.1. Need for Program

The creation of the DTS Ph.D. program will satisfy three needs: 1) the need to provide Ph.D. training opportunities for architects and landscape architects; 2) the need to facilitate the inherent interdisciplinarity of the space that professional architects and landscape architects occupy; and 3) the need for SALA and UBC to remain competitive as a research institution.

The direct need for DTS Ph.D. training opportunities and graduates

Increasingly, the pressing challenges affecting societies globally are deeply connected to the history and design of the built environment. Global migration, urban development, and building-attributed greenhouse gas emissions are intertwined with the climate crisis and its impacts, such as sea-level rise. The COVID-19 pandemic, itself a public health crisis, brought to public light more systemic and simmering challenges facing the future of public health services, ageing populations, and the physical infrastructure needed to create healthy communities. While Canada's growing international recognition for housing unaffordability has made it a focal point for new housing research amongst wealthy countries, across the planet, basic access to housing is a global challenge affecting billions. And just as these issues necessitate new scholarly studies, and innovation, such research must also be done within the context of decolonization and social justice, acknowledging academia's responsibilities to Truth and Reconciliation.

These challenges are complex. They are compounding and cross-disciplinary issues that require dependable and dedicated research that is beyond the scope of traditional professional education and the day-to-day practice of architects and landscape architects. Innovation is needed in all aspects of contemporary practice, and this innovation requires dedicated time, resources and learning from aligned fields such as social science and engineering. Architects, and landscape architects, who are often considered the professionals that have the greatest impact on the environmental and social sustainability of the built environment⁴, have been called to increasingly invest in such state-of-the-art research and cross-disciplinary expertise.

We have observed there to be ample demand for doctoral-degree graduates with expertise in architecture, landscape architecture, and urban design who can contribute to innovation in practice, ranging from professions in design disciplines to consultants within government. For this proposal, SALA consulted professionals in the private and public sectors, understanding that the workforce has increasingly recognized that research specialization in architecture, landscape architecture, and urban design are necessary for understanding complex issues that integrate the natural and built environment. Practicing architects see how DTS Ph.D. graduates will advance the state of knowledge in digital fabrication methods and green building development, specifically in issues related to computation and simulation and energy performance. Government officials agree that applied research of DTS Ph.D. scholars in areas of urban morphology, built form typologies, resilience/sustainability, and heritage integration will help establish more data-based policies that serve municipal practices. Both private and public sectors recognize the importance of advanced-research positions involving innovation of the industry, decision-making and the design process. The same applies to the need for DTS Ph.D. scholars in academia. A comprehensive analysis of the demand for DTS Ph.D. graduates is provided in section 2.4.

⁴ See: <https://metropolismag.com/viewpoints/architects-pollute-sustainability/>

The need for SALA to remain competitive

Specialization in advanced research topics is becoming commonplace with respect to how professional architects and landscape architects are being trained globally. Whereas in the past the most prevalent terminal degree for faculty in university departments of architecture and landscape architecture would be a master's degree supplemented by significant professional design experience, today's universities are seeking – if not requiring – new faculty to be both Ph.D.-holding specialists *and* professional designers. Doctoral education has fast become well-established within the fabric of architecture and landscape architecture in the leading schools of North America, such as Harvard University, MIT, Columbia University, and the University of California at Berkeley.

In 2005, UBC's then separate departments of Architecture and Landscape Architecture merged into a unified School of Architecture and Landscape Architecture (SALA). SALA has since become renowned as a leading school of design in Canada, with its Architecture, Landscape Architecture and Urban Design programs consistently ranking 1st in the country. And while academic research production accounts for a significant proportion of the School's reputation and ranking, pressures on SALA's leading position are mounting.

In Canada, for much of the 20th century, there were only two established Ph.D. programs within the field of architecture: those at McGill and the University of Manitoba. Since then, Ph.D. programs in architecture and/or landscape architecture have been introduced at the University of Calgary, Carleton University, University of Montreal, and Laval University. The University of Toronto, SALA's immediate competitor, created its cross-disciplinary Ph.D. program as recently as 2018. Today, UBC remains the last major professional school of architecture and/or landscape architecture in Canada to develop its own Ph.D. program. This also means that British Columbia, the third most-populous province in Canada, and the fastest growing province amongst the five largest provinces in the country (Ontario, Quebec, Alberta, Manitoba and BC), is the only one yet to have a Ph.D. program specializing in the design of the built environment. It should be of deep concern to UBC and British Columbia that its leading school of design is increasingly required to send students out of province to complete Ph.D.-level studies. There is a significant risk that once highly-qualified graduates leave the province for further studies, they are unlikely to return and will instead seek work abroad.

This proposal, to develop a new Ph.D. program for SALA, will ensure the School remains contemporarily competitive against academic offerings at similar schools. It will satisfy demand for doctoral training that has been communicated to SALA directly by prospective students. It will also support the research activities of SALA faculty and increase the likelihood that SALA faculty can secure research grants particularly from Canada's Tri-Council funding sources. Many grants offered in Canada require and/or emphasize the training of "highly qualified personnel" of which preference is given to the supervision of Ph.D. candidates and post-doctoral researchers. Creation of the DTS Ph.D. program will be an opportunity to expand SALA's unique research strengths by developing an innovative, world-leading program of study that will make a positive impact on the world. This is an imperative for upcoming faculty recruitment. SALA has begun a recruitment process for up to 7 new faculty to join the School in the next 3 years and is in the process of hiring two new Ph. D. holding faculty for July 2023 start. A number of the offered positions will be aiming to attract highly-qualified academic researchers with a Ph.D. It is a matter of credibility that these new colleagues will have the opportunity to supervise their own Ph.D. scholars in architecture, landscape architecture, and urban design, and do so in a way that is fully supported by SALA.

2.2. Program Objectives and Learning Outcomes

The objective of the program is to train educational leaders and professional specialists who can carry out world-leading research in addressing the global challenges facing the built environment. The program's concentrations will align with [SALA's core research themes](#): housing & diversity, healthy & resilient

environments, design & the future of construction, and form & aesthetics. Students of the program will be supervised by internationally renowned researchers in these subject areas, and usually through an interdisciplinary supervisory community including SALA faculty and associate faculty colleagues across UBC. The program will promote that the transformation of humanity's physical surroundings engages technical acumen, aesthetic sensibility, and ethical responsibility - all matters that are fundamentally interdisciplinary.

In full, the Ph.D. DTS program will fulfill the following objectives:

- i) The program will enhance the training of specialists in the fields of architecture, landscape architecture and urban design for future careers in post-secondary education, or specialist positions in industry and government.
- ii) The program will champion the creation of new forms of academic scholarship in cross-disciplinary research. The program will seek and primarily accept design experts, who will utilize their existing training while expanding their expertise into new disciplinary areas. As in the name of the program, DTS Ph.D. students will address research questions that lay at the confluence of design, science, and the humanities.
- iii) The program will foster collaboration within SALA and between SALA and a range of UBC departments. The program will encourage and enable outreach to UBC faculty members in other departments and who will go on to develop new affiliations with SALA in direct support of the program.
- iv) The program will play a critical role in reinforcing SALA's present position as the top-ranked department of architecture and landscape architecture in Canada. SALA is the last major department of architecture and landscape architecture in Canada to develop its own Ph.D. program. SALA is also BC's only university department offering both accredited professional degrees and advanced degrees in architecture and landscape architecture.

By the conclusion of the program, DTS Ph.D. graduates will be able to:

- i) Design, conduct and lead independent scholarly research,
- ii) Gain fluency with research/investigative methods in their chosen specialization,
- ii) Write and publish academic articles and other publications and competently deliver oral presentations to both academic and lay audiences,
- iii) Work collaboratively with other researchers and practitioners to develop innovative solutions to the contemporary problems challenging the design professions,
- iv) Attain expertise in a specialized area of the design and performance of the built environment, such that they are able to take positions of policy, industry, or academic leadership in BC and abroad, and address contemporary challenges such as climate action, affordable housing, and spatial justice in urban development.
- v) Develop teaching skills and experience with teaching administration in preparation for future career opportunities in post-graduate education.

2.3. Relationship to Established Programs

The Ph.D. in Design, Technology and Society will offer not only a cross-disciplinary approach to design disciplines but focus on the integration with social sciences and engineering. There exists elsewhere excellent programs that focus mainly on one or the other but not both concurrently. The table below lists doctoral programs offered in Canadian and U.S universities that provide advanced research in architecture, landscape architecture, urban design, and planning and whether they provided explicit streams of focus or study in the humanities or sciences.

University	Degree name	Accommodates studies in both Architecture and Landscape Architecture?	Incorporates research methods from Planning?	Incorporates research methods from the Humanities?	Incorporates research methods from Engineering?
CANADA					
University of British Columbia	Ph.D. in Design Technology and Society (proposed)	√		√	√
McGill University	Ph. D. in Architecture			√	
University of Toronto	Ph. D. in Architecture, Landscape and Design	√		√	
University of Manitoba	Ph. D. in Design and Planning	√	√	√	
University of Calgary	Ph. D. in Environmental Design	√		√	
USA (Select Cross-disciplinary programs)					
University of Washington	Ph. D. in the Built Environment	√		√	√
University of Washington	Ph. D. in Urban Design and Planning	√	√	√	
Michigan State University	Ph. D. in Planning, Design and Construction	√	√		√
Harvard University	Ph. D. in Architecture, Landscape Architecture, and Urban Planning	√	√	√	
Cornell University	Ph. D. of History of Architecture and Urban Development			√	
University of Virginia	Ph. D. in the Constructed Environment	√		√	

Table 2. Comparison of proposed DTS Ph.D. program and its cross-disciplinary alignments with competing programs elsewhere

2.3.1. Positioning of the DTS Ph.D. program in the context of similar programs

While the DTS Ph.D. will offer a unique credential in Canada for advanced scholars of design, architecture, landscape architecture, and related studies, one accepts that the problems of “design”, “technology”, and “society” are not addressed only by these professions. This is true within academia and especially outside of it. Yet, together, these terms do embody a contemporary view of the synergy that has always been fundamental to architects and landscape architects and is becoming ever more so. Today, critical challenges facing the development of the built environment, our cities, and landscapes, are integrated challenges of design, engineering, and social development. The DTS Ph.D. will join the growing international network of post-graduate research programs that are training design specialists to develop a holistic approach to these contemporary challenges. For example, the University of Washington offers a Ph.D. in Human Centered Design & Engineering. Arizona State University's Design School offers a Ph.D. in Design, Environment and the Arts. Two additional precedents have become particularly relevant for this proposal and they stem from Carnegie Mellon University (CMU) and the Singapore University of Technology and Design (SUTD). Both universities are direct competitors to SALA in terms of international rankings for university departments of design.

SUTD is a young university, established in 2012 by the Singaporean government in partnership with the Massachusetts Institute of Technology. From the outset, the university's entire curriculum strove to re-imagine classical disciplines and emphasize cross-disciplinary training. Instead of creating disciplinary-based university departments, SUTD created four cross-disciplinary “pillars”. One of these pillars was Architecture and Sustainable Design, which today offers a Ph.D. with the credential of its namesake. SUTD describes the Architecture and Sustainable Design pillar as follows: “The constraints on resources necessitate a radical rethinking of the traditional skills and trade-based production of the built environment. Advances in digital design and fabrication, together with digital mass-customisation techniques, are simultaneously providing resource-efficient opportunities to the designer and lowering production costs. Environmental changes are demanding a more ecological approach to the design of architecture and cities; digital data harvested from local sensor networks, satellites, and crowd-sourced information will feed the simulation of environmental forces and conditions for the sustainable design of future buildings and cities as appropriate ecological responses”⁵.

In 2022, CMU's School of Design graduated the first cohort of its new Ph.D. program called the “Ph.D. in Transition Design”. CMU describes the program as follows: “Fundamental change at every level of society is needed to address the issues confronting us in the 21st century. From climate change, loss of biodiversity, and depletion of natural resources, to systems of oppression, inequality, and inequity, Transition Design tackles these kinds of complex, wicked problems. The Ph.D. in Transition Design is for people committed to making a positive change in the world. Our unique program develops future design leaders with the capacity to envision and realize purposeful change across a range of complex systems—from food, water, materials and products, to policy, culture, economy, cities, and social movements. Transition Design acknowledges that we are living in transitional times, takes as its central premise the need for societal transition (systems-level change) to more just, equitable, and sustainable futures, and argues that design and designers have a key role to play in these transitions. This kind of design is connected to long horizons of time, pluriversal perspectives, compelling visions of desired futures, and must be based upon new knowledge and skillsets. Research in Transition Design, while grounded in systems thinking, can also be undertaken from the perspective of many areas of interest—circular economies, commoning, decoloniality, sociotechnical transitions, public policy, stakeholder participation, and futuring, to name a few.”⁶

⁵ <https://asd.sutd.edu.sg/about/pillar/>

⁶ <https://design.cmu.edu/content/Ph.D.#:~:text=The%20program%20is%20designed%20to,this%20dynamic%20and%20emerging%20field.>

Like at CMU, SUTD, and its international counterparts, SALA's most active researchers, and their research students, do not carry out research that is of sole relevance to the profession of architecture and landscape architecture. They examine complementary issues at the interface of aesthetics, technology, and social issues – and they readily publish their work in cross-disciplinary forums. The creation of the DTS Ph.D. program will make explicit what SALA and its research students do already and raise attention to this advanced form of scholarship throughout Canada.

2.4. Demand for the Program

The momentum for the proposed program comes from student demand, changes in the profession, and changes in the academy and industry need. The *demand* for *advanced scholars* in the environmental design disciplines also cannot be decoupled from the *need* for *advanced scholarship* in practice, which was discussed in section 2.1. Demands of the academy likewise influence the need for this program.

Five forms of research were undertaken to assess demand for the DTS Ph.D. Program: 1) A review of existing Ph.D. supervision by SALA faculty and Ph.D. enrollment data; 2) a case study search of professionals holding Ph.D.s in fields aligned with the DTS program; 3) market research of job opportunities for prospective DTS Ph.D. graduates; 4) consultations with SALA students and alumni; and 5) consultations with prospective employers of DTS Ph.D. graduates.

2.4.1. Enrollment demand at UBC and elsewhere

The DTS Ph.D. program will attract graduates of architecture, landscape architecture, humanities and engineering programs. We can make a projection of student interest based on the number of applicants and admission rates for other Ph.D. programs in architecture and related disciplines. Based on available data, the admittance rate into Ph.D. programs dedicated to the built environment at universities with a reputation similar to UBC ranges between 4% and 30%. For example, Cornell University averages 24 applicants for 2 spots annually with 51 applicants for 2 spots in 2021. This translates into an acceptance rate of 20% on average and 4% acutely in 2021⁷. The University of Texas at Austin recently admitted 4 out of 53 applicants into their Ph.D. program, which translates into 7.5% acceptance rate⁸. The average acceptance rate at the Georgia Institute of Technology's Ph.D. Architecture program has stood at 15% for the past 8 years.⁹ The University of Toronto had 17 applicants for 4 spots in 2019-2020, which translated into an acceptance rate of 29.4%¹⁰. At all design schools surveyed for which admission data is available, demand for Ph.D. studies exceeded available placements.

SALA can gauge internal interest based on its offering of master's level post-professional research degrees, entitled Master of Advanced Studies in Architecture (MASA) and Master of Advanced Studies in Landscape Architecture (MASLA). Together these masters' programs receive 15 to 49 applications each year and admit up to 5 students per year. Based on prior experience (MASA students who have advanced to do a Ph.D.), some of these students would be interested in pursuing the DTS Ph.D. either as a transfer student or after completing the master's degree, see section 2.4.4.

SALA faculty also regularly receive inquiries from its own graduates and other prospective students about the possibility of pursuing advanced specialized research. In the month of October 2022 alone, 5 of 22

⁷ https://tableau.cornell.edu/t/PublicContent/views/5yrAdmissionsFactsandFiguresTabularData/AdmissionsCounts?%3Aorigin=card_share_link&%3Aembed=y

⁸ <https://gradschool.utexas.edu/admissions/where-to-begin/admissions-and-enrollment-statistics>

⁹ https://lite.gatech.edu/lite_script/dashboards/doctoral_program_stats.html

¹⁰ <https://www.sgs.utoronto.ca/about/explore-our-data/doctoral-admissions-enrolment/>

SALA faculty recorded 23 enquiries from prospective students for doctoral study. This is on average four enquiries per faculty member per month or 40 to 50 per year. With the addition of two new Ph. D. holding BIPOC faculty members in 2023 we expect demand to increase.

SALA faculty have also supervised, co-supervised and served on Ph.D. committees for over three decades. Since the school was formed in 2005, 8 faculty have supervised or co-supervised 15 students to completion. Four faculty have 7 Ph.D. students currently in progress. As well, 9 SALA faculty have served on Ph.D. supervisory committees for 29 students since 2005. As SALA did not have its own Ph.D. program at these times, each faculty and their students were required to find relevant home departments for their students. Typically, this involves establishing a co-supervisor relationship with tenure-track faculty in those home departments. Appendix 4.2 provides a summary of this data, including the list of programs that SALA faculty have supervised or co-supervised Ph.D. students within. While this data demonstrates that SALA faculty has already had an active history in supervising Ph.D. students in other UBC programs, this did not come without pedagogical and institutional challenges. Too few Ph.D. students supervised by SALA faculty have access to an appropriate research methods class for design scholars. Students supervised by SALA faculty do not have a support network of other students as they are dispersed amongst many departments. Further, students are often required to take classes in other disciplines unrelated to their research in order to pass comprehensive exams. This contributes to unnecessarily long completion times and can increase the cost of the degree for these students. As SALA does not collect tuition revenue from these Ph.D. students, the School cannot resource bespoke classes and academic services for these students. This is an issue raised by students in section 2.4.4.

Based on the overall record of Ph.D. supervision by SALA faculty spanning 17 years, the students who will be interested in undertaking the DTS Ph.D. will come from diverse academic backgrounds. The majority will have completed either an undergraduate degree or a master's degree in architecture or landscape architecture. Some will have a prior urban design degree. Others may hold a Masters of Arts (art history, planning, urban studies, and geography), Science (environmental studies), Forestry, Master of Applied Science/Engineering, or Master of Urban Planning.

Based on the record of prior Ph.D. supervision of SALA, the rates of enrollment in competitor design schools, and the high levels of interest that prospective applicants have already demonstrated, we project that SALA will enroll a minimum of two students per year.

2.4.2. Professional leaders with a Ph.D. in design and aligned subjects

We observe there will be an ample pathway for DTS Ph.D. graduates to find rewarding employment throughout B.C., North America and in several sectors. First, in academia, DTS Ph.D. graduates will find a natural career path. Whereas many academic disciplines have long-required Ph.D. degrees for ascendancy to tenure-track faculty positions, the studies of architecture, landscape architecture, and design have been some of the last to do so. In the past, an established pathway to academia for architects and designers would be to obtain a professional master's degree (e.g., M.Arch.) and establish oneself as a professional for a number of years. In recent years, as academic research from design schools has gained prominence and importance in the professional sector, the expertise and prerequisite education of tenure-track faculty in design schools has changed. Holding a Ph.D. degree in a relevant course of study is fast becoming a prerequisite for many, if not already the majority, of tenure-track faculty positions in established design schools, globally. If anything, Ph.D. scholars now hold a competitive advantage over non-Ph.D. holding design scholars for faculty employment opportunities. A review of recent hiring at SALA and related departments in Canada and the U.S. exemplifies this, and is summarized in Table 3 below.

University	Department	Year department was established	Number of tenure-track faculty (research stream)	Percent Ph.D.-holding faculty	Number of junior tenure-track faculty* hired since 2017	Percent of new hires since 2017 with a Ph.D.	Offers Ph.D.?
UBC	SALA	1950	22	18%	4	75%	No
University of Toronto	Daniels Faculty of Design, Architecture, Land. Arch.	1890	50	16%	3	100%	Yes
McGill University	Peter Guo-Hua Fu School of Architecture	1896	13	69%	4	75%	Yes
University of Calgary	School of Architecture, Planning and Landscape	1971	28	57%	5	80%	Yes
Carleton University	Azrieli School of Architecture and Urbanism	1968	26	54%	8	64%	Yes
University of Washington	College of the Built Environment	1914	23	43%	2	100%	Yes
Carnegie Mellon University	School of Architecture	1906	17	30%	2	100%	Yes
University of Michigan – Ann Arbor	Taubman College of Architecture and Urban Design	1913	~50	42%	6	83%	Yes
University of Pennsylvania	Weitzman School of Design	1890	12	33%	4	75%	Yes

* Assistant Professor or equivalent

Table 3: Review of other Canadian and similarly-ranked university departments of architecture in the U.S., and their recent hiring of Ph.D.-holding faculty

One can calculate from Table 3 that, if all listed Canadian design schools would increase their proportion of Ph.D.-holding faculty to a minimum of 75%, and each school would remain the same size as they do today, this could require hiring over 100 new Ph.D.-holding faculty within a generation. Most design schools with Ph.D. programs are not graduating many students per year; the DTS Ph.D. program expects to graduate on average 2 DTS Ph.D. scholars per year in line with other institutions. The job market for academic positions alone suggests that, in future years, as faculty retirements at design schools create new positions, there will be ample opportunities for Ph.D. scholars in architecture, landscape architecture, and urban design.

Beyond academia, we see that Ph.D.-holding design specialists work in multitudes of professions, particularly in industries of architecture, landscape architecture, urban design, and the wider arts. TRANSSOLAR is an internationally-renowned consulting firm that specializes in simulation and analysis services supporting the architectural design of high-performance buildings. They have offices in New York City, Paris, and throughout Germany. Its founder, Dr. Thomas Lechner, remains a professor at the University of Applied Sciences Kaiserslautern Institute for Sustainable Construction and Design. Dr. Nadir Abdessemed, who has served as a Project Manager at the company's Stuttgart and New York offices is an R&D specialist and previous lecturer at the Harvard University Graduate School of Design. WE-DESIGNS is a renowned North American design agency that has consulting across multiple sectors including architecture, museum curation, fashion, and advertising. Its founder and creative director is Dr. Wendy Fok, who received her Doctorate of Design from Harvard University. The firm was selected by Twenty+Change Emerging Canadian Design Practices in 2011, and Dr. Fok won Western Living Designer of the Year – Maker Category in 2016 (a Canadian award). Dr. Victor Okhoya is currently a Research Architect at Perkins + Will, one of the largest and most successful architecture firms in the world. Based at the firm's Vancouver office, Dr. Okhoya's work has recently bridged the gap between theoretical R&D and application on the use of artificial intelligence in design. He holds a Doctorate of Design from Carnegie Mellon University. Dr. Yujiao Chen is a Data Scientist at Sidewalk Labs, an urban design firm that spun-off from Google in 2015. She holds a Doctorate of Design from Harvard University. Dr. Martino Stierli is the Chief Curator, Architecture and Design at the New York Museum of Modern Art (MoMA). He holds a Ph.D. in Architecture from ETH Zurich.

Beyond industry, Ph.D.-holding design scholars are found in government, policy, media and publishing. Dr. Aman Gill, Manager of Housing Policy at BC Public Service holds a Ph.D. in Urban Geography from McMaster's University. The leadership and supporting team of the Pacific Institute for Climate Solutions, the independent but BC government-endowed R&D institute on the development of novel climate solutions, is routinely staffed with Ph.D. holders in architecture and aligned fields. Dr. Thomas Weaver is Senior Acquisitions editor at MIT Press and holds a Ph.D. in architectural history and theory from TU Delft. Dr. Jennifer Reut is the Editor of Landscape Architecture Magazine, the seminal professional publication of North America's landscape architects. She received a Ph.D. in Architectural History from the University of Virginia.

In all professions, the credential of a Ph.D. implies specialization and expertise. As demonstrated above, the professions of architecture, landscape architecture, and urban design are not lacking in new and future career opportunities for these specialists.

2.4.3. Market research of future jobs for DTS Ph.D. graduates

Our entire search of the job market for DTS Ph.D. scholars went beyond the search of case studies above. A labour market scan was conducted using Lightcast and other formal job search services and repositories of professional job openings in British Columbia and Canada. The search focused on applicable jobs in academia, research, and architecture/design management where one would find a position most appropriate to a DTS Ph.D. scholar. It is in these sectors where advanced specialization and educational credentials, particularly a Ph.D., are either desired or required. The searchers were also filtered to reveal openings for which required skills matched the expected skills demonstrated by DTS scholars, such as competencies in building science, climate policy, environmental design, urban design, and sustainable architecture. For the period between December 2020 and December 2022, a total of 97 unique, applicable jobs were found in British Columbia alone. UBC, the University of the Fraser Valley, and Douglas College were the top job posters. As this is a niche market and with the program potentially accepting about two Ph.D. candidates per year, graduates of the program are likely to be in demand upon graduation to fill a need in academia and/or industry.

2.4.4. Consultation with SALA students and alumni

In developing this proposal, consultations were held with SALA students and alumni to gauge support for the DTS Ph.D. program and receive feedback that supported refinement of this proposal. These consultations took place over a period of two months between December 2022 and January 2023.

One consultation was held with a focus group of current and recent students of SALA's graduate research degree programs, the Master of Advanced Studies in Architecture (MASA) and Master of Advanced Studies in Landscape Architecture (MASLA). In general, students in SALA's MASA and MASLA programs are supportive of the DTS Ph.D. program proposal. Some students explicitly conveyed that SALA cannot remain competitive without a Ph.D. program, noting that SALA's place at the top of national rankings for design schools is at stake without one. These students also communicated interest in applying to the DTS Ph.D. program, should it be approved. The students did also observe that, with the creation of the DTS Ph.D. program, SALA's commitment to academic research must increase, and the School should ensure faculty are supported to supervise Ph.D. candidates full-time.

Another consultation was undertaken with members of SALA's Student Executive Committee (SEC), made up of the UBC-chapter executives of the many national student organizations that operate within SALA (e.g., For a Feminist Architecture (FaFa), Architecture Union of Students (ARCHUS), the National Organization of Minority Architecture Students (NOMAS), etc.). The SEC is tasked with representing the views of the wider student body at SALA. The SEC conveyed unanimous support for the DTS Ph.D. program, with comments supportive of the program and in line with the prior consultation of MASA/MASLA students. However, as a body representing primarily the students in SALA's professional degree programs, the SEC conveyed the importance that the Ph.D. program will not adversely tax SALA's existing resources. They supported the Ph.D. program's aim to seek a limited enrollment of new Ph.D. candidates per year.

2.4.5. Consultation with potential DTS Ph.D. employers outside of academia

SALA has consulted with several professional entities in British Columbia that routinely hire SALA graduates and would serve as prospective employers of DTS Ph.D. graduates. These are primarily professional firms in the field of architecture, landscape architecture, and urban design. All of these consultations have resulted in letters of support for this proposal, which are included in Appendix 4.6. A summary of these consultations and three support letters is provided here.

For example, in a consultation meeting (and re-iterated in his support letter), Yehia Madkour is Principal and Director for Innovation at Perkins + Will, and manages a vibrant team of Ph.D.-holding research specialists within their firm. Perkins + Will is one of the largest design firms in North America with Vancouver representing a regional hub for the company, particularly for research & development. Mr. Madkour expressed resounding support for the DTS Ph.D. program. In fact, in the consultation meeting itself, which several of the firm's Ph.D. holding specialists attended, one participant went as far to state that had SALA offered a Ph.D. program years ago, they would have desired to study at UBC instead of the program he undertook out-of-province. In his letter, Mr. Madkour spoke to the need and timeliness of the DTS Ph.D. program and potential research opportunities: "[The DTS Ph.D. program's] emphasis on interdisciplinary research that connects design with engineering and social sciences is needed, and it complements our core values of design, sustainability and social purpose. I also believe that the DTS Ph.D. program will offer new opportunities for collaborations with UBC in ways that may have not been possible previously. I look forward to pursuing research projects with SALA faculty which may support DTS Ph.D. students through funding programs such as Mitacs, which could allow graduate students to work with us directly on common strategic and applied research."

Martin Nielsen is an architect and Partner at DIALOG, one of Canada's largest integrated design firms and which provides consulting services across the disciplines of architecture, landscape architecture, and engineering. Mr. Nielsen has himself over 20 years of experience in architectural design and engineering, and has also made also an enduring contribution to training and mentoring of UBC students. He was the recipient of the Dean's Medal of Distinction by the UBC Faculty of Applied Science in 2022. He writes in support of the program: "We [at DIALOG] absolutely do recognize the specialist qualities of Ph.D. graduates and where, in certain cases, they could add an incredible contribution to our teams. In particular, the fields of energy modelling and computational design are rapidly evolving in response to more stringent policy and more demanding building performance standards. We certainly look forward to opportunities where DIALOG could work more directly with faculty researchers at UBC and develop sponsored Ph.D. projects that would not only seek to evolve the state-of-the-art, but also co-train these specialists on how to cultivate their careers as research leaders in industry. DIALOG would certainly be in demand of such specialists."

Jason Heinrich is the Building Performance Lead at HDR, another major globe-spanning integrated design firm, with offices in North America, Europe, and Asia. He writes in support of the program: "My line of work is expanding, not only here at HDR, but across the profession of architecture as it continues to be shaped by performance. Emphasis on social and environmental issues have created demand—both regulatory and aspirational—for verifiable outcomes from the built environment. HDR regularly employs experts across our engineering and architecture disciplines to meet increasingly complex project requirements. Considering this increasing demand, it is very timely that UBC SALA develops a Ph.D. program that will be able to train future specialists that might work in these roles, particularly in cases where we might be able to collaborate with these students directly over funded research projects."

2.5. Program of Study, Coursework, Exams, Dissertation

2.5.1. Admission requirements

Requirement for admission to the Ph.D. program is a master's degree at an approved university and in a course of study relevant to the disciplines of architecture, landscape architecture, and/or urban design. Accepted prior degrees include: M.Arch., M.L.A., or M.U.D. Eligible candidates may alternatively possess a master's degree in Engineering, Geography, Art History, and similar subjects. Candidates must demonstrate clear evidence of research ability or potential. Transfer from a master's program to the Ph.D. program is permitted under regulations set by the Faculty of Graduate and Postdoctoral Studies.

2.5.2. Supervision

Each Ph.D. candidate will be supervised by a supervisory committee consisting of not less than three faculty members, which may include faculty members from graduate programs other than the student's home graduate program. The supervisory committee is responsible for guiding the student in planning research and preparing the thesis/doctoral dissertation. One member of the committee, a member of the UBC Faculty of Graduate and Postdoctoral Studies, will serve as the candidate's 'primary' supervisor. The primary supervisor will also be the defacto supervisor who is expected to ensure the candidate receives a graduate research assistant (GRA) fellowship to fund their studies or another equivalent funding package (see section 3.1). This primary supervisor will also be the intended academic supervisor that each candidate will be asked to identify in their application package.

All faculty at SALA will be eligible to serve as primary supervisors of a DTS Ph.D. candidates, provided they are standing members of the Faculty of Graduate and Postdoctoral Studies¹¹. Inclusive of the primary supervisor, two members of each candidate's supervisory committee must be Ph.D.-holding faculty members at UBC and in addition to members of the Faculty of Graduate and Postdoctoral Studies.

Under some circumstances, students will wish to change their thesis supervisor during their Ph.D. studies. Such circumstances include the departure of the supervisor from UBC, a change in a student's research interest, or complications in the student-supervisor relationships that impede student training. SALA is committed to supporting students during such transitions and will provide students with short-term financial support to bridge the transition period, as well as guidance and advising.

2.5.3. Credit and coursework requirement

The Ph.D. in Design, Technology and Society will require candidates to complete a minimum of 15 credits of course work. These credits will be completed as follows:

- DES 562: Research seminar (3 credits)
- DES 565: Research colloquium (6 credits)
- A minimum of 6 credits of elective coursework (6 credits)
- DES 699: Doctoral dissertation (0 credits)

Each candidate may choose their electives in consultation with their supervisor(s). Candidates will be expected to discuss the selection of their electives with the supervisory committee and receive approval from their committee prior to enrolling in these courses. Candidates will be encouraged to choose elective courses routinely offered by SALA faculty and which provides specialization in cross-disciplinary topics spanning design, technology, and society. Alternatively, candidates may seek to undertake elective courses in other disciplines and offered by other programs at the university.

2.5.4. Literature review, dissertation proposal and comprehensive exam

Students enrolled in the Ph.D. program will be required to complete a qualifying, comprehensive exam within the first two years of their study, and preferably within the first 18 months. In advance of this exam, students will be required to prepare and submit two written documents: a literature review and a dissertation proposal.

¹¹ <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,350,773>

The literature review will comprise of a 4,000-7,000 word analysis of a specialist research area chosen by the student in concert with their Ph.D. supervisor(s) and approved by the DTS Ph.D. program's graduate coordinator. The literature review should follow the format of a "traditional" review, as guided by the UBC Library¹². The research proposal will comprise a separate 2,000-5,000 word document that must provide a structured, credible proposal for the student's research phase and dissertation. The proposal should outline the research problem, research context, summarize their literature review, explain the research's proposed contribution to the field, provide an outline of the dissertation, methods and sources, as well as the academic and social relevance of their proposed research¹³.

The comprehensive exam will take the form of an oral defence. It is intended to test the student's grasp of the chosen field of study as a whole, and the student's ability to communicate his or her understanding of it in English or in French. It will be scheduled for a duration of three hours and will be attended to by the Ph.D. candidate, three examiners, and a Chair. The three examiners should comprise the supervisory committee of the candidate. The examination's Chair must be a tenure-track, Ph.D.-holding faculty member of SALA. They may be a member of the candidate's supervisory committee but must not be the candidate's primary supervisor/co-supervisor.

The comprehensive exam will be graded on a pass/fail basis and passing it will admit each student to formal Ph.D. candidacy. Should a student not wish to advance to candidacy or for students who do not pass the comprehensive exam, they may be offered the opportunity to complete a Master of Advanced Studies in Architecture (MASA) or Landscape Architecture (MASLA).

2.5.5. Typical plan of study

The DTS Ph.D. program's plan of study is designed to ensure students are provided a streamlined and credible pathway to complete their degrees within four to five years of study. The program's coursework requirements are commensurate with this workload and outlined in table 4.

YEAR ONE	YEAR TWO	YEAR THREE	YEARS FOUR-FIVE
<ul style="list-style-type: none"> • Completion of DES 562 Research Seminar • Enrollment and contribution to DES 565 Research colloquium • Completion of a minimum of six credits of elective coursework 	<ul style="list-style-type: none"> • Enrollment and contribution to DES 565 • Completion of literature review and comprehensive exam (expected within first 6 months of year two) • Completion and defence of Ph.D. proposal (expected within first 6 months of year two) • Commencement of research phase 	<ul style="list-style-type: none"> • Research phase-registration in DES 699 Doctoral Dissertation 	<ul style="list-style-type: none"> • Research phase • Submission and defence of dissertation

Table 4: Typical 4 to 5-year plan of study for a DTS Ph.D. student

¹² <https://guides.library.ubc.ca/litreviews>

¹³ A former UBC Ph.D. candidate prepared the following guide for standard thesis and dissertation proposals: <https://blogs.ubc.ca/educ500/files/2012/07/researchproposal.pdf>

3. Resources

3.1. Scholarships, student funding, and teaching opportunities

Each DTS Ph.D. student will be provided a competitive minimum 4-year funding package commensurate with UBC policy and established norms within the UBC Faculty of Applied Science. SALA will ensure that every DTS Ph.D. student is provided with a competitive funding package, and is provided sufficient time and autonomy to carry out independent research, regardless of the funding source. Each DTS Ph.D. student will have four pathways to secure funding for their studies:

- **Direct support from Ph.D. supervisor(s) in the form of graduate research assistantships (GRAs)**

The prime mode of funding for DTS Ph.D. students will be GRAs funded by faculty research grants. This is commensurate and common place across post-graduate research programs at UBC.

- **Ample teaching opportunities in the form of graduate teaching assistantships (GTAs)**

For a university department, SALA has an uncharacteristically high number of graduate students for its size. This is because it is a professional design school borne out of the teaching of primarily master's-level professional programs. The courses that SALA offers are not small, and the use of teaching assistants is an important part of the School's teaching environment, as it is in most other university departments. At present, senior master's students are serving as Graduate Teaching Assistants (GTAs) to junior-year master's classes. These students, however, have limited capacity to reduce the teaching load of the faculty, as these GTAs are not permitted to carry out most grading activities. As they are enrolled in the same programs in which they are a TA, their contributions as GTAs are limited to administrative tasks and tutoring that builds upon their own experience of the course. They are not permitted to carry out subjective marking of student work, which comprises the bulk of marking in SALA's courses. The result of this is that for many years, across almost all of its graduate courses, SALA has had limited capabilities to secure GTAs who can substantially facilitate its teaching apparatus and often has to hire sessional faculty to fulfil roles that Ph.D. level TAs would be suited to fill. The creation of a vibrant Ph.D. program will create a vibrant network of highly-skilled GTAs to support SALA's core teaching needs, and each DTS Ph.D. will have ample opportunities to secure GTA placements on a term-by-term basis

- **Scholarships sought by students individually**

Students will be encouraged to seek scholarships, fellowships and bursaries available at UBC and elsewhere. Potential opportunities include the federally-offered Canada Graduate Scholarship, the UBC Four Year Doctoral Fellowship (4YF), Vanier Scholarships, Mitacs, and many others. SALA commits to maintaining an up-to-date website listing funding opportunities for prospective and current DTS Ph.D. students.

- **Special funding provisions for Indigenous DTS Ph.D. candidates**

A special section of the SALA web pages for the DTS Ph.D. program will provide information to assist prospective and current Indigenous scholars seek funding opportunities. This includes the UBC Aboriginal Graduate Fellowship, the BC NEIHR Indigenous Graduate and Postdoctoral Funding program, and other opportunities described further in Appendix 4.1. SALA will also seek to create an Indigenous scholar fellowship or bursary that would provide additional funding to Indigenous DTS Ph.D. students.

3.2. Administration and budgetary implications

Administering the Ph.D. program will be revenue-neutral or revenue-positive to SALA with all administrative costs offset by accrued tuition revenue. As it is not likely that more than 8-10 concurrent DTS Ph.D. students will be enrolled in the program at any one time, this will be a relatively small load of additional students to administratively manage at SALA. Hence, SALA's existing HR, Finance, and Student Services administrators will support the DTS Ph.D. program at its inception. SALA also already manages and pays for a research work area at the UBC Centre for Interdisciplinary Research on Sustainability (CIRS), which already has ample workspace available to accommodate the maximum expected cohort of DTS Ph.D. students.

The costs of creating the Ph.D. program will be primarily borne out of the program's teaching requirements. The program will create a new graduate program coordinator service role at SALA, which will be filled by an existing tenure-track faculty member. Such service assignments must be costed and accounted for. The program will create a new course, DES 562: Research Seminar. Teaching this course will require an existing SALA faculty member to be reassigned from teaching another existing course within SALA's programs. The cost of filling the resulting teaching gap is accounted for in the budget.

A forecasted budget for operating the program from its inaugural year (est. 2024) to 2030 has been developed in parallel with this proposal. The budget includes a conservative scenario for the program's enrollment, where less than the desired maximum number of new students per year are enrolled annually. Hence, in any single year, two new Ph.D. students are admitted into the program, and the maximum number of students enrolled at any time between 2024 and 2030 is projected at 5 students. The budget scenario assumes a division between the proportion of domestic and international DTS Ph.D. students in the program based on SALA faculty's recent experience in supervising Ph.D. students. The budget also assumes that one Canadian Indigenous Ph.D. student begins their studies in the program starting in 2027, and who may hypothetically have their tuition waived through the support received by a SALA-provided bursary or other SALA-funded scheme. The budgeting exercise surmised that while the DTS Ph.D. program may operate at a deficit in its first few years of operation, it will generate a fiscal surplus by year four. It is expected that the offering of this Ph.D. program will increase enrolments in related masters level programs, with estimated incremental tuition increases. The assessment of financial sustainability considers only direct revenue attributable to the Ph.D. program, and direct costs related to its delivery. The expected synergistic relationship between the Ph.D. program and SALA's existing MASA/MASLA programs will align tuition revenue and program teaching costs between both programs.

3.3. Space, library and research resources

The program's long-term institutional home will be *Applied One*, the future flagship of the Faculty of Applied Science and SALA, upon its construction. This will be a physical space that will provide research facilities for interdisciplinary creative collaborations addressing global challenges and exploring new horizons for university education and research. We believe that the DTS Ph.D. can play a meaningful and fundamental role in serving *Applied One*'s future mission. In the years preceding the construction of the facility, workspaces will be provided for up to eight concurrent Ph.D. DTS students in one of two graduate research study spaces overseen by SALA: its Ponderosa Annex workspace and its research space at the Centre for Interactive Research on Sustainability (CIRS).

In terms of resources, the DTS Ph.D. provides students with the opportunity to use the UBC Library, the second-biggest research library in Canada, containing more than 8 million items, as well as the UBC Archives. The library is particularly committed to providing electronic materials and is committed to expansion instead of being a fixed-fund library. The highlights of the collection are materials on the history of British Columbia and the Asian Library — the largest of its kind in North America. Design researchers will be particularly interested in more than 220,000 items in the library specifically dedicated to art and design. SALA also has a materials library of 2000 items available for circulation.

4. Appendices

4.1. Indigenous Consultation

In development of this proposal, SALA undertook two actions to inform how the DTS Ph.D. program could support the School's and UBC's wider vision of decolonizing its academic programs and repositioning the post-secondary learning environment in the context of reconciliation and Indigenous human rights.

The first action was to consult UBC's Indigenous Strategic Plan. UBC was the first university in North America to commit to the United Nations Declaration on the Rights of Indigenous Peoples. Its Indigenous Strategic Plan sets out goals and concrete actions for the university to undertake delivery of its commitment. The Plan also provides toolkits and other guidance documents that assist academic units implementing the Strategic Plan responsibly. A review of goals and actions SALA has undertaken in developing this program proposal, and in response to the Indigenous Strategic Plan, is covered in section 4.1.1.

The second action undertaken, which is itself an aspect of SALA's response to the Indigenous Strategic Plan, was a series of more direct consultations with Indigenous Ph.D.-holding design scholars in Canada. A summary of this process is provided in section 4.1.2.

Both actions resulted in a set of recommendations and concrete steps that SALA has implemented within this proposal. These steps are summarized in section 5.1.3.

4.1.1. Addressing the UBC Indigenous Strategic Plan

We have consulted the UBC Indigenous Strategic Plan (ISP), which mandates that the entire UBC community, not just Indigenous scholars and students, take on the responsibility to advance Indigenous people's rights and achieve five goals: leading at all university levels; advocating for the truth; moving research forward; indigenizing the curriculum; enriching our spaces. The Plan sets out a number of overarching institutional goals that are directly relevant to the DTS Ph.D. program, such as:

- Indigenous rights should be a focus of research at UBC
- Adequate resources should be provided for the advancement of Indigenous-led and Indigenous-focused scholarship
- Academic programming should be developed in consultation with Indigenous communities
- Research opportunities should be supported that will enable students to become global leaders in advocating for Indigenous knowledge systems
- Curriculum reviews should be undertaken to ensure that Indigenous experience and knowledge are transmitted through UBC pedagogy
- Just compensation should be provided for Indigenous Peoples who participate in pedagogical activities

- Financial aid opportunities should be identified for Indigenous students

The Indigenous Strategic Plan (ISP) provides toolkits, such as the “Self-Assessment Tool”, which allows individual academic units at UBC to gauge priorities and actions that respond to the Plan. The ISP’s “Performance Measurement Framework” also provides a thorough list of recommended concrete actions that units can take to meet the ISP’s goals.

The following list declares a set of priority values that SALA will imbue specifically in to the DTS Ph.D. program. These values are adapted directly from the ISP Self-Assessment Tool and not all values and goals in the Self-Assessment Tool can be actualized by the DTS Ph.D. program. For the priorities stated, “imbuing” these values into the DTS Ph.D. program also cannot be done without specific actions taken. These actions are declared and described further in section 5.1.3.

Priority values of the DTS Ph.D. Program in response to the UBC Indigenous Strategic Plan

- The DTS Ph.D. program will resoundingly acknowledge the territories in which UBC’s campuses are situated throughout its scholarship.
- The program’s scholarship will reflect a critique of the history of colonialism, and its ongoing impact on Indigenous peoples and the higher-learning academic environment in Canada. Indigenous knowledge systems will be included in the program’s curricula
- The program will seek to create an inclusive learning environment that will enable and encourage students to learn about Indigenous cultures and ways of knowing and being. Students will be enabled and encouraged to build awareness and research expertise on the realities, histories, cultures, and knowledge of Indigenous Peoples of Canada.
- SALA will dedicate new funding resources to welcoming and supporting Indigenous Ph.D. scholars into the DTS Ph.D. program.
- SALA will seek to provide culturally-relevant resources and support to Indigenous Ph.D. students. SALA will ensure management of the DTS Ph.D. program demonstrates competency and accountability with respect to Indigenous student engagement and research activities with Indigenous communities.
- The DTS Ph.D. program will actively and continually seek to counter colonial and systemic barriers to Indigenous learning and research practices
- The DTS Ph.D. will provide pathways for Elders, cultural experts and Indigenous knowledge holders to engage directly with DTS Ph.D. students and advise their scholarship.
- The DTS Ph.D. program proposal will reflect the outcome of consulting directly with Indigenous scholars

4.1.2. Consultation with Indigenous design scholars

In developing this proposal, we established contact with six Indigenous scholars in Canada who hold a Ph.D. degree related to our field and one former UBC MLA student who is currently a research degree candidate at the Harvard Graduate School of Design. We were granted the opportunity to have in-depth conversations with four them, listed here below:

- Dr. Patrick Stewart, Patrick Stewart Architects (Ph.D., UBC)
- Dr. David Fortin, Associate Professor, Laurentian University (Ph.D., University of Edinburgh, UK)

- Dr. Omeasoo Wahpasiw, Assistant Professor, Carleton University (Ph.D., University of Saskatchewan)
- Grant Falghren, MLAUD candidate, Harvard Graduate School of Design

Consultation procedure:

In our consultations, we enquired both about the Ph.D.-holding scholars' experience as Ph.D. students and, in general, about ways in which to enhance Ph.D. study to support the concepts of "two-eyed seeing" and equity. We chose this approach because we wanted to have detailed and dynamic conversations and reach out to people who could have been discriminated against during their Ph.D. studies and/or have found the programs insufficiently inclusive of Indigenous knowledge and ways of being. One of our interviewees is a Nisga'a architect practicing in BC (Stewart), one is a Cree historian of Indigenous architecture with an academic appointment (Wahpasiw), one is a Métis architect and academic who served, among other things, as the Dean of a prominent Canadian architecture school (Fortin), and, finally, one is a member of the Wabigoon Lake Ojibway Nation (Fahlgren). Wahpasiw and Stewart wrote their Ph.D. dissertations on Indigenous architecture, whereas Fortin obtained his Ph.D. for his study of American science fiction. Fahlgren is currently completing a master's thesis at the Harvard Graduate School of Design on climate change and Indigenous knowledge.

Recommendations from interviewees:

In addition to these general recommendations, our Indigenous consultants offered suggestions about how to support not only Indigenous but all students from marginalized or unrepresented groups:

a) In regards to Indigenous students and scholarship on Indigenous issues

- **Funding** – Fortin stressed how important it was for him to get a scholarship and student jobs from the University of Edinburgh; Stewart pointed out that SSHRC grants are also essential, and Fahlgren, who is a holder of the Frank Knox and Fulbright Fellowships noted that plentiful funding was essential to his decision to undertake a research degree.
- **Instructors and examination boards** – Indigenous people have to be on examination boards for evaluating theses that relate to Indigenous issues; all-Indigenous examination boards should be provided; it should be possible to include Indigenous knowledge holders on Ph.D. committees, as there are not enough faculty who can supervise Ph.D.s on Indigenous topics at the moment; the school should consider having an Indigenous scholar in residence.
- **Language** – The opportunity to write a dissertation in an Indigenous language (with English translation) should be provided. This is important for the development and preservation of Indigenous languages in Canada/on Turtle Island.
- **Methodology** – Usually Ph.D. programs have research methods courses that are based on Western precedents. It was proposed that students could engage in knowledge exchange in Indigenous communities as an alternative to the mandatory Research Seminar through a course in "Indigenous Research Methods."
- **Recognition and Compensation for Indigenous Instructors**
Elders and other Indigenous people who participate in instruction, research and committees should be fairly compensated for their work.

- **Collective vs. Individual Work** – Western-type evaluation privileges the individual voice; Indigenous knowledge-making is often done collectively; Indigenous theses should incorporate group/collective voices.
- **Connections with communities** – Encourage Ph.D. students to engage with Indigenous communities and articulate a framework for integrating this engagement in to the curriculum.
- **Interdisciplinarity** – Mobilize knowledge beyond the disciplines of architecture and landscape architecture by providing opportunities to engage with fields such as planning, sociology, history, etc.

b) in regards to support for all marginalized and unrepresented groups:

- Do not rely on the assumption that students are familiar with how academia “works”; provide training and information
- Provide resources for students’ mental health and teach compassionately, allowing them to develop intellectually and as “whole human beings” (Wahpasiw)
- Allow for subjective knowledge, personal experience, using the pronoun “I” in academic writing (Stewart, Wahpasiw)
- Consider “cultural preservation” in addition to “social justice” (Stewart)

4.2. Summary of existing supervision experience of SALA faculty

(SALA Faculty names in **bold**)

Student Name	Program Type	Start	Finish	Supervisor	Committee
Charity Mewburn	Ph.D.	1999	2005	Ryan	McKay , Dixon, O'Brian
H. Harshaw	Ph.D. (Forestry)	2001	2005	S. Sheppard	
Barton, Annette	Ph.D. (University of South Australia)	2003	2005	Argue	Patrick Condon (reader)
J. Lewis	Ph.D. (Forestry)	2001	2006	S. Sheppard	
Kimberly Phillips	Ph.D.	2000	2007	Guilbaut	McKay/Ryan , Taubeneck
Brent Epp	Ph.D.	2000	2007	Guilbaut	McKay
Veronica Wahl	Ph.D. (RMES)	2003	2010	P. Mooney	J. Gardner, M. Meitner
Dorothy Berenscott	Ph.D.	2002	2007	Ryan	McKay/ O'Brian
Olaf Schroth	Ph.D. (ETH Zurich)	2004	2008	W. Schmid	S. Sheppard
Michael Windover	Ph.D.	2006	2009	Windsor-Liscombe	McKay , Hacker
K. Fairhurst	Ph.D. (Forestry)	2002	2010	S. Sheppard	
Pavlos Alexiadis	Ph.D.	2005	2010	Cohen	Cole , Kozak, Meitner
Deborah Watt	Ph.D.	2006	2010	McKay	Pratt
Geoff Carr	Ph.D.	2006	2010	Windsor-Liscombe	McKay , Townsend-Gault
Martha Screation-Burton	Ph.D.	2007	2010	McKay	Pratt
Darlene Calyniuk	Ph.D.	2006	2010	Ryan	McKay , O'Brien
Cameron Campbell	Ph.D. (Forestry)	2003	2011 (est)	S. Sheppard	

P. Cizek	Ph.D. (Forestry)	2006	2011	S. Sheppard	
Jon Salter	Ph.D. (IRES)	2006	2015	S. Sheppard	J. Robinson, R. Kellett
Julian Wang	Ph.D.	2009		McKay/ Lam	
Danielle Wiley	Ph.D.	2009	2012	Frascati, Carlton U.	McKay , Straw
A. Macias-Paloma	Ph.D. (UP, Madrid)	2006	2013 (est)	M. Balganon	S. Sheppard
Nicole Miller	Ph.D. (RMES)	2008	2013	S. Sheppard	J. Carmichael, R. Kellett
Jennie Moore	Ph.D. (CRP)	2008	2013	William Rees	T. Hutton, R. Kellett
Sarah Church	Ph.D. (CRP)	2010	2013	M. Senbel	J. Friedmann, R. Kellett
Edward Durgan	Ph.D.	2006	2014	Taubeneck	Barr, McKay
Jerzy Elzanowski	Ph.D. (ISGP)	2010	2014	McKay , Meier	
Kate Steinman	Ph.D.	2007	2015	O'Brien	McKay
Jon Salter	Ph.D. (RMES)	2007	2015	S. Sheppard*	J. Robinson, R. Kellett
Irfan Sonawala	Ph.D.	2009		McKay	Kusno
Hori Wu	Ph.D.	2009		P. Mooney	P. Condon
Umbreen Ashraf	Ph.D.	2010		McKay	Gurstein
Morrison, Steve	Ph.D.	2010		Rojas	P. Condon
Menno Hubregtse	Ph.D. (Art History)	2011	2015	Windsor- Liscombe	McKay
Jenni Pace	Ph.D.	2011		Windsor- Liscombe	McKay
Michael Lis	Ph.D.	2011-		McKay	Watson
Floyd Dunphy	Ph.D.	2012		McKay	Barr, Beatty

Sara Kermanian	Ph.D.	2014		McKay	Taubeneck
Montgomery, James	Ph.D. (Mech Eng)	2011	2015	S. Rojak, S. Green	G. Johnson , B. Stoeber
Rivera, Antonieta	Ph.D. (ISGP)	2012	2016	L. Van Duzer	S. McKay , M. Blake, G. Johnson
Lorien Nesbitt	Ph.D. (Forestry)	2014	2017	M. Meitner	S. Sheppard, C. Girling
Yuzhen Peng	Ph.D. (ETH Zurich)		2017	A. Schlueter (ETH Zurich)	A. Rysanek
Eric Teitelbaum	Ph.D. (Princeton)	2015	2020	F. Meggers (Princeton), A. Rysanek	
Barron, Sara	Ph.D. (Forestry)	2013	2018	S. Sheppard	P. Condon , R. Kozak, K. Dunster
Bei Jiang	Ph.D. (ISGP)	2015	2018	P. Mooney , P. Condon	D. Roehr
Gabriel Happle	Ph.D. (ETH Zurich)	2016	2020	A. Schluter (ETH Zurich)	A. Rysanek
Ariel Li	Ph.D. (Civil Eng)	2019	2020	S. Staub French	A. Rysanek
Marjan Ebnes Shahidi	Ph.D. (ISGP)	2014	2022	C. Girling , M. Meitner (Co-Supervisors)	M. Senbel
Sarah Crosby	Ph.D. (Mech Eng)	2016	In progress	A. Rysanek , S. Rogak	N. Zimmerman
Zhaohua Cindy Cheng	Ph.D. (Forestry)	2019	In progress	S. Sheppard, L. Nesbitt	C. Girling , C. Konijnendijk
Nicholas Martino	Ph.D. (ISGP)	2019	In progress	R. Kellett , M. Tran	C. Girling
Sanyogita Manu	Ph.D. (Mech Eng)	2020	In progress	A. Rysanek	S. Rogak, A. Giang

Aaron Pardy	Ph.D. (REM - SFU)	2020	In progress	M. Jaccard	R. Kellett, J. Axsen
Leila Todd	Ph.D. (Forestry)	2018	In progress	C. Konijnendijk, L. Nebitt	K. Lokman
Jennifer Cutbill	Ph.D. (ISGP)	2020	In progress	K. Lokman, N. Ellis	

**Dr. Stephen Sheppard was a split appointment between Landscape Architecture and the Faculty of Forestry. In 2014w Sheppard moved to Faculty of Forestry 100%*

Hence, just as SALA faculty contribute their expertise to other research programs at UBC, particularly in the form of Ph.D. co-supervision and supervisory committee membership, SALA anticipates reciprocal support from colleagues in other department with whom SALA possesses long-standing ties. Many aligned colleagues can be found in UBC's Faculties and Departments of Mechanical Engineering, Civil Engineering, Community and Regional Planning, Forestry, History, Sociology, Political Science, Community Culture and Global Studies, and First Nations and Indigenous Studies.

4.3. Industry letters of support

Perkins&Will

Date: 3.17.2023

Cynthia Girling
University of British Columbia
402-6333 Memorial Road
Vancouver BC V6T 1Z2

Re: Letter of support for UBC SALA's PhD program

Dear Professor Girling,

I'm writing to follow up with you on the meeting my team and I had with you and Prof. Rysanek in December.

As the Co-Chair of the Research Board and the firm's Director of Innovation, my role at Perkins&Will is to lead the strategic direction of research across the firm, our six research labs, and the integration of research into our design projects in all our 26 studios.

Perkins&Will is a global design practice, founded in 1935 on the belief that design has the power to transform lives. Today we employ an international design team of more than 2,600 architects, landscape architects, and urban designers across offices in Canada, the US, China, Brazil, and throughout Europe. We operate across the entire spectrum of the knowledge economy, provide integrated services for architecture and urban design projects across all phases of design to construction.

We also commit considerable resources to research & development of solutions to grand challenges such as climate change and social justice. Fast Company named Perkins&Will one of the World's Most Innovative Companies in Architecture, and industry rankings consistently place Perkins&Will among the world's top design practices.

Our Vancouver office is home to one the largest research teams at Perkins&Will, with specialists on topics of sustainability, resource circularity, computational design, and robotics. With several of our researchers possessing PhDs in the fields of design and architecture, we see tremendous value in the continued cultivation of these specialists, who receive targeted training on research methods that lead us to address the practical and grandiose challenges our profession continues to face.

For this reason, I **absolutely support the development of the PhD in Design, Technology, and Society program at UBC**. Its emphasis on interdisciplinary research that connects design with engineering and social sciences is needed, and it complements our core values of design, sustainability and social purpose.

I also believe that the DTS PhD program will offer new opportunities for collaborations with UBC in ways that may have not been possible previously. I look forward to pursuing research projects with SALA faculty which may support DTS PhD students through funding programs such as Mitacs, which could allow graduate students to work with us directly on common strategic and applied research.

I wish you good luck through your proposal's approval processes.

Sincerely,



Yehia Madkour, Architect AIBC, MRAIC, LEED AP BD+C
Director of Innovation, Principal

Perkins&Will



February 24, 2023

Dr. Adam Rysanek,
Assistant Professor of Environmental Systems
Director of the Building Decisions Research Group (BDRG)
School of Architecture + Landscape Architecture (SALA) and the
Department of Mechanical Engineering (Associate Faculty)
The University of British Columbia
Phone (604) 827-5343

Dear Dr. Rysanek,

Re: UBC SALA Design, Technology and Society Program Letter of Support

Thank you for presenting SALA's proposal for the new "Design, Technology and Society" program. DIALOG is one of the largest Canadian-owned integrated design firms, with the Vancouver studio employing over 100 registered architects, engineers, planners and support staff, with many of our team holding degrees in multiple fields.

I appreciated our discussion and your recognition that, as a professional design firm, we do not consider PhD credentials as a prerequisite for anyone seeking a professional career in design. However, we absolutely do recognize the specialist qualities of PhD graduates and where, in certain cases, they could add an incredible contribution to our teams. In particular, the fields of energy modelling and computational design are rapidly evolving in response to more stringent policy and more demanding building performance standards.

We certainly look forward to opportunities where DIALOG could work more directly with faculty researchers at UBC and develop sponsored PhD projects that would not only seek to evolve the state-of-the-art, but also co-train these specialists on how to cultivate their careers as research leaders in industry. DIALOG would certainly be in demand of such specialists.

I look forward to the successful approval of your program.

Sincerely,

DIALOG® BC Architecture Engineering Interior Design Planning Inc.

A handwritten signature in black ink, appearing to read "M. Nielsen".

Martin Nielsen, Architect AIBC, P.Eng, LEED® AP

PRINCIPALS

JIM ANDERSON, ARCHITECT AIBC
CRAIG APPLEGATH, ARCHITECT AIBC
NARESH ARORA, P.ENG.
JOOST BAKKER, ARCHITECT AIBC
GERALD CARSON, P.ENG.
SUSAN CARTER
DOUG CINNAMON, ARCHITECT AIBC

JEFF DIBATTISTA, P.ENG.
RAUL DOMINGUEZ, P.ENG.
BRADY DUNLOP, ARCHITECT AIBC
FADI GHORAYEB, P.ENG.
ANTONIO GÓMEZ-PALACIO, RPP
JIM GOODWIN, ARCHITECT AIBC
VANCE HARRIS, ARCHITECT AIBC

RALPH HILDENBRANDT, P.ENG.
DARIA KHACHI, P.ENG.
GRANT KIDD, P.ENG.
ADRIAN LAO, ARCHITECT AIBC
MARION LARUE, ARCHITECT AIBC
CHRIS LENZIN, P.ENG.
RONALD B. MCINTYRE, ARCHITECT AIBC

DAVID MINER, ARCHITECT AIBC
DIEGO MORETTIN, ARCHITECT AIBC
MARTIN NIELSEN, ARCHITECT AIBC
STEVEN OOSTERHOF, P.ENG.
JILL ROBERTSON, BCSLA
NEIL ROBSON, P.ENG.
MICHELE SIGURDSON, IDIBC

CAMERON VERES, ARCHITECT AIBC
THOMAS WU, P.ENG.
ROD YEOM, P.ENG.
TAI ZIOLA, ARCHITECT AIBC



March 17, 2023

Dear Dr. Rysanek,

Thank for meeting with me to discuss your program proposal for the PhD in Design, Technology, and Society.

As a Building Performance Lead for HDR, I work with our architecture teams across our various building sectors including healthcare, education, technology, community and civic. HDR specializes in leveraging data-driven design for complex building types; my role involves developing custom tools for environmental and energy analysis and supporting our architecture teams to set performance targets and continually analyze and optimize architecture designs. I have over 14 years of engineering and architecture experience. My career started as a mechanical P.Eng. focusing on district and renewable energy systems. After becoming a registered Architect AIBC, I now blend my mechanical background with architecture to lead integrated design with our Canadian projects.

My line of work is expanding, not only here at HDR, but across the profession of architecture as it continues to be shaped by performance. Emphasis on social and environmental issues have created demand—both regulatory and aspirational—for verifiable outcomes from the built environment. HDR regularly employs experts across our engineering and architecture disciplines to meet increasingly complex project requirements.

Considering this increasing demand, it is very timely that UBC SALA develops a PhD program that will be able to train future specialists that might work in these roles, particularly in cases where we might be able to collaborate with these students directly over funded research projects. I fully support the development of the PhD in Design, Technology and Society, and wish you good luck in your approval processes.

With thanks,

Jason Heinrich

Sincerely,
HDR Architecture Associates Inc.

A handwritten signature in black ink, appearing to read 'Jason Heinrich', with a stylized flourish at the end.

Jason Heinrich, Architect AIBC, P.Eng., CPHD
Building Performance Lead

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form

Change to Course or Program

Category: (1)

Faculty: Applied Science Department: School of Architecture and Landscape Architecture Faculty Approval Date: December 15, 2022 Effective Session (W or S): W Effective Academic Year: 2024	Date: March 20, 2023 Contact Person: Theresa Juba, Academic Coordinator Phone: Email: academicservices@sala.ubc.ca
Proposed Calendar Entry: <i>Degree Programs</i> Contents [...] <u>Curriculum and Leadership</u> <u>Curriculum Studies</u> Design, Technology and Society <u>Digital Media</u> <u>Early Childhood Education</u> [...]	URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,0 Present Calendar Entry: <i>Degree Programs</i> Contents [...] <u>Curriculum and Leadership</u> <u>Curriculum Studies</u> <u>Digital Media</u> <u>Early Childhood Education</u> [...] Type of Action: Add new entry in Graduate and Postdoctoral Studies section of the UBC Calendar. Rationale for Proposed Change: Establishing entry for new program Ph.D. in Design, Technology and Society in the Graduate and Postdoctoral Studies section of the Calendar.

THE UNIVERSITY OF BRITISH COLUMBIA

<p>Proposed Calendar Entry:</p> <p>Design, Technology and Society</p> <p>Degrees Offered: Ph.D.</p> <p>Members</p> <p>Professors</p> <p>P. Condon, R. Kellett, C. Girling, S. Herrington, C. Macdonald, L. Van Duzer.</p> <p>Associate Professors</p> <p>J. Bass, J. Dahmen, M. Fujita, K. Lokman, A. Meyboom, I. Roecker, D. Roehr, B. Satterfield, M. Soules, S. Stevens.</p> <p>Assistant Professors</p> <p>F. Byrne, S. Jacobs, A. Rysanek, T. Vujosevic.</p> <p>Doctor of Philosophy</p> <p>Program Overview:</p> <p>The Ph.D. in Design, Technology and Society in the School of Architecture and Landscape Architecture integrates design research with disciplines such as the social sciences, the applied sciences and the humanities. The program will advance new models of research-based practice, including the accommodation of Indigenous-focused research practices, that can be implemented in real world settings.</p>	<p>URL: Create new page</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new program</p> <p>Rationale for Proposed Change: The disciplines of architecture, landscape architecture, and urban design are evolving from a primarily professional field to one that supports and increasingly integrates cross-disciplinary scholarship and research. This evolution has begun to change the role and mission of designers in the academic community and professional practice. A doctoral degree in design is now becoming a sought-after credential for new university faculty in design schools and an attractive credential for new specialist positions in industry, the non-profit sector and government.</p> <p>Critical challenges facing the development of the built environment, our cities, and landscapes, are integrated challenges of design, engineering and social development. The Ph.D. program in Design, Technology and Society will join a growing international network of post-graduate research programs that are training design specialists to develop holistic approaches to these contemporary challenges.</p> <p>The proposed program and degree name, a Doctor of Philosophy (Ph.D.) in Design, Technology and Society implies an explicit alignment between the disciplines of design, the humanities and the applied sciences. The reference to design, technology and society embodies a contemporary view of the synergy</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

THE UNIVERSITY OF BRITISH COLUMBIA

<p>The curriculum of the Ph.D. in Design, Technology and Society is structured to ensure that there will be multiple disciplinary pathways for students to complete their studies, and that studies may be credibly completed within 48 months of entry into the program.</p> <p>Admission Requirements</p> <p>All applicants must meet the Senate requirements for admission to the Faculty of Graduate and Postdoctoral Studies.</p> <p>Students admitted to the Ph.D. program in Design, Technology and Society normally possess a master's degree from an approved university in a course of study relevant to the disciplines of architecture, landscape architecture, or urban design or a contiguous field such as planning, urban forestry, geography, engineering and art history. Applicants must have an average of B+ or greater in their master's degree.</p> <p>Transfer to the Ph.D. program may be permitted following one year in a related master's program, including the Master of Advanced Studies in Architecture (M.A.S.A.) and the Master of Advanced Studies in Landscape Architecture (M.A.S.L.A.). Transfer applicants must have completed 12 credits of coursework at level 500 or above with an average of A- or greater.</p> <p>Additionally, exceptional students may be admitted directly to the Ph.D. program with a bachelor's degree. Applicants holding only a Bachelor's degree must possess an adequate combination of non-academic formal research training, appropriate work experience and clear evidence of research ability or potential.</p>	<p>fundamental to architects and landscape architects and is becoming ever more so.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------

THE UNIVERSITY OF BRITISH COLUMBIA

<p>Clear evidence of research ability or potential is essential in all candidates considered for admission.</p> <p>Program Requirements</p> <p>During the first two years in the program, students must complete a minimum of 15 credits of coursework including DES 562 (3) Research Seminar, DES 565 (6) Research Colloquium, and at least 6 credits of additional coursework selected in consultation with the Ph.D. supervisor</p> <p>The major requirement for the Ph.D. is completion of a research dissertation meeting the Faculty of Graduate and Postdoctoral Studies' requirements. With the permission of SALA and Graduate and Postdoctoral Studies, the dissertation may also be written in an Indigenous language or French, provided that an English translation accompanies the alternate language dissertation.</p> <p>Contact Information</p> <p>Email: phd@sala.ubc.ca Web: www.sala.ubc.ca</p>	
<p>Proposed Calendar Entry:</p> <p><i>Architecture and Landscape Architecture</i></p> <p>Bachelor of Design in Architecture, Landscape Architecture and Urbanism</p> <p>Bachelor of Environmental Design</p> <p>Master of Architecture</p> <p>Master of Architecture with Master of Landscape Architecture</p> <p>Master of Advanced Studies in Architecture</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,4,8,0</p> <p>Present Calendar Entry:</p> <p><i>Architecture and Landscape Architecture</i></p> <p>Bachelor of Design in Architecture, Landscape Architecture and Urbanism</p> <p>Bachelor of Environmental Design</p> <p>Master of Architecture</p> <p>Master of Architecture with Master of Landscape Architecture</p>

THE UNIVERSITY OF BRITISH COLUMBIA

<p>Master of Advanced Studies in Landscape Architecture</p> <p>Master of Landscape Architecture</p> <p>Master of Urban Design</p> <p>Ph.D. in Design, Technology and Society</p>	<p>Master of Advanced Studies in Landscape Architecture</p> <p>Master of Advanced Studies in Landscape Architecture</p> <p>M.U.D.</p> <p>Master of Landscape Architecture</p> <p>Master of Urban Design</p> <p>Type of Action: Add new program entry</p> <p>Rationale for Proposed Change: Add Ph.D. program entry to list of programs offered in SALA.</p>
<p>Proposed Calendar Entry:</p> <p><i>Introduction</i></p> <p>A School within the Faculty of Applied Science</p> <p>Director's Office 402-6333 Memorial Road Vancouver, BC V6T 1Z2 Tel: 604.827.7252 Fax: 604.822.3808 <u>School of Architecture and Landscape Architecture</u></p> <p>The School of Architecture and Landscape Architecture offers an undergraduate degree Bachelor of Design in Architecture, Landscape Architecture and Urbanism (B.Des.), graduate professional degrees in Architecture (M.Arch.), Landscape Architecture (M.L.A.), a dual degree</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,277,0</p> <p>Present Calendar Entry:</p> <p><i>Introduction</i></p> <p>A School within the Faculty of Applied Science</p> <p>Director's Office 402-6333 Memorial Road Vancouver, BC V6T 1Z2 Tel: 604.827.7252 Fax: 604.822.3808 <u>School of Architecture and Landscape Architecture</u></p> <p>The School of Architecture and Landscape Architecture offers an undergraduate degree Bachelor of Design in Architecture, Landscape Architecture and Urbanism (B.Des.), graduate professional degrees in Architecture (M.Arch.), Landscape Architecture (M.L.A.), a dual degree</p>

THE UNIVERSITY OF BRITISH COLUMBIA

<p>Master of Architecture and Master of Landscape Architecture (M.Arch. / M.L.A.), graduate post-professional degrees in Architecture (M.A.S.A.), Landscape Architecture (M.A.S.L.A.) and Urban Design (M.U.D.), a Master of Engineering Leadership in High Performance Buildings (M.E.L. High Performance Buildings) in coordination with the Department of Mechanical Engineering, the Faculty of Applied Science and Sauder School of Business and a Ph.D. in Design, Technology and Society.</p>	<p>Master of Architecture and Master of Landscape Architecture (M.Arch. / M.L.A.), graduate post-professional degrees in Architecture (M.A.S.A.), Landscape Architecture (M.A.S.L.A.) and Urban Design (M.U.D.) and a Master of Engineering Leadership in High Performance Buildings (M.E.L. High Performance Buildings) in coordination with the Department of Mechanical Engineering, the Faculty of Applied Science and Sauder School of Business.</p> <p>Type of Action:</p> <p>Add Ph.D. listing to SALA calendar entry</p> <p>Rationale:</p> <p>Acknowledges the Ph.D. as one of the degrees offered in SALA.</p>
<p>Proposed Calendar Entry:</p> <p>Ph.D. in Design, Technology and Society See Ph.D. in Design, Technology and Society</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,277,0</p> <p>Present Calendar Entry None</p> <p>Type of Action: Add Ph.D. entry in sidebar following Master of Urban Design and create separate page in order to link to Graduate and Postdoctoral Studies entry.</p>

THE UNIVERSITY OF BRITISH COLUMBIA

	Rationale: Directs reader to full calendar entry in Graduate and Postdoctoral Studies section.
--	----------------------------------------------------------------------------------------------------------

Proposed Calendar Entry:				URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,345,0			
TOEFL and GRE Requirements				Present Calendar Entry			
TOEFL and GRE Requirements				TOEFL and GRE Requirements			
Program	Reading/Writing/ Listening/Speaking - Component Scores For Internet-based TOEFL	Internet- based TOEFL Overall	GRE	Program	Reading/Writing/ Listening/Speaking - Component Scores For Internet-based TOEFL	Internet- based TOEFL Overall	GRE
[...]				[...]			
Curriculum and Leadership (M.Ed.)	22/22/22/22	92		Curriculum and Leadership (M.Ed.)	22/22/22/22	92	
Curriculum Studies (Ph.D., M.A., M.Ed.)	22/22/22/22	92		Curriculum Studies (Ph.D., M.A., M.Ed.)	22/22/22/22	92	
Design, Technology and Society (Ph.D.)		95		Economics (Ph.D., M.A.)		93	Yes
Economics (Ph.D., M.A.)		93	Yes	Educational Administration and Leadership (M.Ed.)	22/22/22/22	92	
Educational Administration and Leadership (M.Ed.)	22/22/22/22	92		[...]			
[...]							
				Type of Action: Add higher than minimum TOEFL Score.			
				Rationale: Recommend higher TOEFL score of 95 due to use of technical language in Architecture, Landscape Architecture and Applied Science disciplines but not too high that it creates a barrier for international students who are strong in all other aspects of the application.			

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

Category: (1)

<p>Faculty: Applied Science Department: School of Architecture and Landscape Architecture Faculty Approval Date: December 15, 2022 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: March 20, 2023 Contact Person: Theresa Juba, Academic Coordinator Phone: Email: academicservices@sala.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>DES 562 (3) Research Seminar Processes, procedures, ethics and quality expectations of advanced research. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=DES</p> <p>Present Calendar Entry: None.</p> <p>Type of Action: New course.</p> <p>Rationale for Proposed Change</p> <p><i>Research Seminar</i> will introduce students to expectations of advanced design research and identify and analyze contemporary approaches to design research.</p> <p>This course introduces students to the research culture and expectations of advanced research in the School of Architecture and Landscape Architecture and at UBC. It is geared towards students with professional degrees in design disciplines with high design proficiency but limited experience of producing scholarly writing. The course will provide a collaborative, discursive venue for students to explore and understand the processes, procedures, ethics and quality expectations of advanced research at UBC and standards of academic writing applicable to particular types of research projects.</p>

	<div><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</div> <div>N/A</div> <div>Rationale for not being available for Cr/D/F:</div> <div>N/A</div> <div><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</div>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Category: (1)

<p>Faculty: Applied Science Department: School of Architecture and Landscape Architecture Faculty Approval Date: December 15, 2022 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: March 20, 2023 Contact Person: Theresa Juba, Academic Coordinator Phone: Email: academicservices@sala.ubc.ca</p>
<p>Proposed Calendar Entry: DES 565 (3-6) Research Colloquium <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=DES</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course.</p> <p>Rationale for Proposed Change:</p> <p><i>Research Colloquium</i> will center on student presentations of each student's own work and of readings informing each student's approach to scholarship.</p> <p>Students will have the opportunity to present their research in progress, learn of various methodological and theoretical approaches, develop their presentation skills and be a part of building a vibrant research community that will support their Ph.D. studies.</p> <p>Ph.D. students will take a six credit version of this class for the duration of their studies, meeting three hours a week for the first semester of each winter session. M.A.S.A. and M.A.S.L.A students will take a three credit version of this class meeting together with the Ph.D. students for three hours a week for the duration of their studies. Should they transfer to the Ph.D. program, they will take an additional three credit version of this class as a Ph.D. student.</p>

	<div><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</div> <div>N/A</div> <div>Rationale for not being available for Cr/D/F: N/A</div> <div>X Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</div>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Category: (1)

<p>Faculty: Applied Science Department: School of Architecture and Landscape Architecture Faculty Approval Date: December 15, 2022 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: March 20, 2023 Contact Person: Theresa Juba, Academic Coordinator Phone: Email: academicservices@sala.ubc.ca</p>
<p>Proposed Calendar Entry: DES 567 (3-6) Directed Reading in Design, Technology and Society <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=DES</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course.</p> <p>Rationale for Proposed Change:</p> <p>New optional course for the proposed Ph.D. in Design, Technology and Society.</p> <p>Through DES 567 a student may undertake independent cross-disciplinary research supporting the Ph.D. Dissertation.</p> <p>Students may take up to 6 credits of course work under the course code DES 567.</p> <p>Examples of cross-disciplinary research:</p> <p>6 credit directed reading – Overview of Analysis Methods and Metrics for Planning and Designing Urban Areas (place attachment, safety, privacy, sense of community, livability, use of public open space, social cohesion, walkability) 13,000 words, 115 references</p> <p>3 credit directed reading – Green Network Planning: A literature review on green network planning approached with special reference to</p>

	<p>Vancouver city scale and Metro Vancouver. 7,700 words, 53 references</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>N/A</p> <p>Rationale for not being available for Cr/D/F: N/A</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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

Category: (1)

<p>Faculty: Applied Science Department: School of Architecture and Landscape Architecture Faculty Approval Date: December 15, 2022 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: 7 March 2023 Contact Person: Theresa Juba, Academic Coordinator Phone: Email: academicservices@sala.ubc.ca</p>
<p><u>Proposed Calendar Entry:</u></p> <p>DES 699 (0) Doctoral Dissertation <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><u>URL:</u> http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=DES</p> <p><u>Present Calendar Entry:</u> N/A</p> <p><u>Type of Action:</u> Add new course</p> <p><u>Rationale for Proposed Change:</u></p> <p>The doctoral dissertation, subject to UBC Senate and Faculty of Graduate and Postdoctoral Studies policies, procedures, and guidelines is the central requirement for the Ph.D. in Design, Technology and Society. The dissertation will demonstrate the capacity of the student to critically analyze data and/or primary material, verify sources, use appropriate methodologies and make an original contribution to the environmental design disciplines and the specialized field within which the dissertation is situated.</p> <p>The dissertation will be subject to a rigorous review by the supervisory committee and, once approved by the committee to proceed to the final examination, by two university examiners and an external examiner.</p> <p>The dissertation will be defended publicly at the Doctoral Examination.</p>

	<p>X Not available for Cr/D/F grading (undergraduate courses only)</p> <p><u>Rationale for not being available for Cr/D/F</u></p> <p>N/A</p> <p>X Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): S Effective Academic Year: 2023</p>	<p>Date: January 30, 2023 Contact Person: Dr. Tony Hodgson Phone: (604) 822-3240 Email: ahodgson@mech.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Post-Baccalaureate Certificate in Mechanical Engineering in the BC Context</p> <p>The Post-Baccalaureate Certificate in Mechanical Engineering in the BC Context is a twelve-credit certificate designed for foreign-trained engineers who require additional academic qualifications to be registered as an Engineer-in-Training or Professional Engineer with the Engineers and Geoscientists of British Columbia (EGBC), a registration that is legally required for the practice of engineering in BC. Completed in four months (full-time) or 8 months (part-time), the certificate includes content on the provincial standards for professionalism and ethics in engineering, and three of seven technical subjects. The technical subjects are selected by the learner and should be based on individualized advice from EGBC on the areas the learner needs to strengthen for their application, typically areas covered in the Canadian curriculum but not covered in their prior degree program.</p> <p>Learners select three of the following existing courses: Thermodynamics II, Mechanics of Materials, Engineering Measurement and Instrumentation, Heat Transfer, Fluids Dynamics, Mechanical Vibrations, Automatic Control. By learning alongside current Bachelor of Applied Science students, learners are</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Certificate Program</p> <p>Rationale for Proposed Change: To legally practice engineering in Canada, one must be registered with their provincial association. Registration with Engineers and Geoscientists of British Columbia, at either the Engineer-in-Training or Professional Engineer level, requires completion of a Bachelor's degree from Canada or another Washington Accord country. Foreign-trained engineers from unrecognized countries have to prove their educational background is equivalent, typically by sitting the US P.E. examinations or by sitting subject examinations in BC. These often are not ideal, as they are designed for learners who have just completed school, not those who have been working for several years and may not remember specific derivations of equations or other details.</p> <p>The Certificate in Mechanical Engineering in the BC Context provides another pathway to prove competency to Engineers and Geoscientists of BC, by completing four of our existing undergraduate courses, selected to match areas of weakness in their prior institution, at UBC. These courses are typically not available to students from outside the Bachelor of Applied Science program, but special consideration will be given to the Certificate students, ensuring that space is available for them in the courses they need.</p>



immersed in the BC context, with examples, applications, and case studies that are relevant to those who will be working in our province.

Admission Requirements

Note: A Post-Baccalaureate Certificate in Mechanical Engineering in the BC Context alone does not form an acceptable basis for application to associations of professional engineers in Canada.

Applicants must have completed a Bachelor's degree in Mechanical Engineering. Completion of a substantially similar degree may be approved on a case-by-case basis. Students must meet the English Language Requirement that is currently in effect for the Bachelor of Applied Science program.

For more information about the certificate, including how to apply and full admission requirements, please visit www.mech.ubc.ca.

Program Requirements

To complete the certificate, students must complete a minimum of 12 credits, chosen from the following list:

- MECH 400 (3) Professionalism and Ethics in Engineering
- Three of:
 - o MECH 327 (3) Thermodynamics II
 - o MECH 360 (3) Mechanics of Materials
 - o MECH 368 (3) Engineering Measurement and Instrumentation
 - o MECH 375 (3) Heat Transfer
 - o MECH 380 (3) Fluid Dynamics



THE UNIVERSITY OF BRITISH COLUMBIA

- | | |
|-------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none">○ MECH 463 (4) Mechanical Vibrations○ MECH 466 (4) Automatic Control | |
|-------------------------------------------------------------------------------------------------------------------------------|--|

Proposed Name of Certificate Program:

Certificate in Mechanical Engineering in the BC Context
(Post-Baccalaureate)

Date of Submission:

January 26, 2023

Sponsoring Faculty/Department/School:

Department of Mechanical Engineering, Faculty of Applied Science

Contact Person:

Name: Carl Ollivier-Gooch
 Title: Professor and Associate Head, EDI.I and Engagement
 Telephone: 604-822-1854
 Email: cfog@mech.ubc.ca

Supporting UBC Partners or External Partners:

Engineers and Geoscientists of British Columbia

Program Description (maximum 250 words):

The Certificate in Mechanical Engineering in the BC Context is a twelve-credit certificate designed for foreign-trained engineers who require additional academic qualifications to be registered as an Engineer-in-Training or Professional Engineer with the Engineers and Geoscientists of British Columbia (EGBC), a registration that is legally required for the practice of engineering in BC. Completed in four months (full-time) or 8 months (part-time), the certificate includes content on the provincial standards for professionalism and ethics in engineering, and three of seven technical subjects. The technical subjects are selected by the learner based on individualized advice from EGBC on the areas the learner needs to strengthen for their application, typically areas covered in the Canadian curriculum but not covered in their prior degree program.

Learners select three of the following existing courses: Thermodynamics II, Mechanics of Materials, Engineering Measurement and Instrumentation, Heat Transfer, Fluids Dynamics, Mechanical Vibrations, Automatic Control. By learning alongside current Bachelor of Applied Science students, learners are immersed in the BC context, with examples, applications, and case studies that are relevant to those who will be working in our province.

Rationale for the Program (maximum 250 words):

To legally practice engineering in Canada, one must be registered with their provincial association. Registration with Engineers and Geoscientists of British Columbia, at either the Engineer-in-Training or Professional Engineer level, requires completion of a Bachelors degree from Canada or another *Washington Accord* country. Foreign-trained engineers from unrecognized countries have to prove their educational background is equivalent, typically by sitting the US P.E. examinations or by sitting subject examinations in BC. These often are not ideal, as they are designed for learners who have just completed school, not those who have been working for several years and may not remember specific derivations of equations or other details.

The Certificate in Mechanical Engineering in the BC Context provides another pathway to prove competency to Engineers and Geoscientists of BC, by completing four of our existing undergraduate courses, selected to match areas of weakness in their prior institution, at UBC. These courses are typically not available to students from outside the Bachelor of Applied Science program, but special consideration will be given to the Certificate students, ensuring that space is available for them in the courses they need.

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

12 credits: 4 months (full time) or 8 months (part time)

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

MECH 400 – Professionalism and Ethics in Engineering

Three of:

MECH 327 – Thermodynamics II

MECH 360 – Mechanics of Materials

MECH 368 – Engineering Measurement and Instrumentation

MECH 375 – Heat Transfer

MECH 380 – Fluid Dynamics

MECH 463 – Mechanical Vibrations

MECH 466 – Automatic Control

Target Learners:

Foreign-trained engineers from non-Washington Accord countries, who are unable to register as Engineers in Training or Professional Engineers due to unrecognized credentials.

Student Admission Criteria:

Completion of a Bachelor's degree in Mechanical Engineering. Completion of a substantially similar degree may be approved on a case-by-case basis.

Students must meet the English Language Requirement that is currently in effect for the Bachelor of Applied Science program.

Students enrolled in UBC's M.Eng. or M.A.Sc. (mechanical engineering) will be able to apply MECH 400 and one other course from the certificate towards their degree, provided they meet the appropriate admission requirement. In addition, students will be exempt from MECH 588 and MECH 589.

Student Assessment/Grading Methods:

Certificate students will be enrolled alongside Bachelor of Applied Science students in established classes, and follow the established assessment and grading methods.

Program Delivery Format:

100% in person, alongside the Bachelor of Applied Science students.

Marketing/Promotion Strategy:

In addition to promotion in the Calendar and on University webpages, Engineers and Geoscientists of British Columbia is making this an option to prospective registrants who do not meet the academic qualifications and would otherwise have to write subject exams with no preparation. Targeted Facebook and LinkedIn ads may supplement this.

Assessment of Impact on Departmental and University Resources:

As students will be taking the class alongside Bachelor of Applied Science students, there is minimal impact on resources. There will be incremental costs on Teaching Assistants, library usage, and some lab facilities, but these will be offset by tuition, similar to an Unclassified Student but with a more predictable registration pattern and set of needs.

Advising will be managed by Mechanical Engineering Student Services, and can be accommodated. Many of the potential students for this certificate are already contacting the office to look for something like this.

Assessment of Financial Viability:

As the incremental costs will scale directly with tuition, and we are utilizing existing course sections, this certificate is viable even at one student per year. Based on historical enquiries, we believe that five to ten students will undertake the certificate each year.

Current Program Advisory Committee Members (list names and affiliations):

Carl Ollivier-Gooch, Professor and Associate Head, EDI.I and Engagement

Antony Hodson, Professor and Associate Head, Teaching

Heather Gerrits, Manager, Student Services

Jennifer Pelletier, Manager, Facilities & Special Projects

Jason Ong, Registrar, Engineers and Geoscientists of British Columbia

Final Approval Expected from the Following Deans/Department Heads

Dr. Hsi-Yung (Steve) Feng, Professor and Department Head, Mechanical Engineering

Dr. James Olson, Professor and Dean, Faculty of Applied Science

Graduate Certificate in Applied Geological Engineering

Executive Summary (250 words):

In response to numerous industry requests and growing market appetite for continuing professional education offerings in the geological engineering space, UBC Geological Engineering proposes to develop a new 9-credit Graduate Certificate in Applied Geological Engineering. This program would be delivered online only, consisting of two existing graduate courses and one newly developed program-specific course. Learners will have the option to ladder credits earned through the graduate certificate into other graduate programs like UBC Geological Engineering's Masters of Engineering or Masters of Applied Science.

Target learners for this program consist of early to mid-career professional engineers and geoscientists with 2 years+ of experience, looking to open up career and technical leadership opportunities. Generally, they will be currently employed in or interested in pursuing careers in the fields of geological, civil or mining engineering. This program is projected to have 25 seats at capacity (60% international student enrollment) and is financially viable on a ten-year projection basis. This program addresses an unfilled niche and will be the first certificate of its kind in Canada and 2nd in North America.

Proposed Name of Certificate Program:

Graduate Certificate in Applied Geological Engineering

Date of Submission:

November 1, 2022

Sponsoring Faculty/Department/School:

Department of Earth, Ocean, and Atmospheric Sciences, Faculty of Science

Faculty of Graduate & Postdoctoral Studies

Contact Person:

Name: Erik Eberhardt

Title: Director, Geological Engineering | Department of Earth, Ocean and Atmospheric Science

Tel: 604-827-5573 | Email: erik@eoas.ubc.ca

Supporting UBC Partners or External Partners:

Faculty of Applied Science

Faculty of Graduate and Postdoctoral Studies

Program Description (max 250 words):

Advanced geological engineering in the mining and civil fields require unique skillsets to control, manage and communicate geological uncertainty and risk when faced with complex geological problems often with high socio-economic and environmental stakes associated to the success of a project.

The certificate in Applied Geological Engineering will equip geoscientists and engineers from relevant disciplines with the knowledge and skills to confidently address these challenges in applied geotechnics in the civil and mining industries.

This certificate will provide collaboration, communication, and design skills in combination with grounded technical knowledge in geological engineering practice, instrumentation and monitoring design, and modelling. It is a student-centered educational experience with extensive problem-based learning and hand-on, team-based project work so that acquired knowledge and skills can be directly applied to real world problems and projects. Students will be able to complete this certificate online asynchronously over the course of eight months with a time commitment of 8 hours a week. The certificate will be entirely online with some synchronous group work and optional check-ins.

Students who complete the certificate will have the option of laddering the coursework into Masters programs offered by the Geological Engineering Program (Master of Engineering or Master of Applied Science in Geological Engineering).

Students enrolled in UBC's M.Eng. or M.A.Sc. (geological engineering) will be able to apply the 9 credits from the graduate certificate toward their degree.

Rationale for Program (max 250 words):

Globally, a range of intersecting drivers, including population growth, climate change, increasing natural disasters, urbanization, insufficient infrastructure, and unsustainable use of resources, are increasing the need for effective geotechnical education and solutions. Engineers and Geoscientists play a critical role in mitigating these problems.

Vancouver continues to grow as a globally significant center for the mining and engineering consulting industries, with many well-known companies having a significant presence here. Senior managers in large consulting firms and mining companies have long since described talent and skill shortages in this field. These firms have repeatedly requested a Graduate Certificate in Applied Geological Engineering to help supplement the knowledge and skills of their early-to-mid career employees. These employees are essential to address the ongoing shortage of applicants and available talent to fill key decision-making and technical positions. This includes opportunities for learners to develop key skills necessary for advancing in geological engineering practice: collaborative and critical thinking skills concerning advanced geological engineering challenges, and communication around geological uncertainty and risk. The Certificate aims to meet these needs. The Certificate goes beyond didactic content, integrating its courses to give learners practical real-world problems immediately applicable to their careers & industries. This would be only the 2nd certificate of its kind in North America, and the first in Canada.

Professionals in this discipline often work with limited access to formal learning institutions. Being online, part-time and flexible, the proposed program would be highly accessible to its target students.

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

We anticipate September 2023 as the start date for the certificate program. The program consists of three mandatory 3-credit [3-0-0] courses. The first course will be offered Sept-Dec, and the second and third will be offered Jan-April each year.

Students have the option of completing both the 2nd and 3rd course concurrently or sequentially, so that the program may be completed in 8 sequential calendar months or in 12 calendar months with a 9 month break between courses 2 and 3.

We anticipate learners to be balancing full-time work with the Certificate. Learners are expected to spend 8 hours per week per course engaged in learning, group, and individual activities.

Proposed Program Learning Outcomes:

In completion of certificate, learners will be expected to be able to:

1. Design and justify assumptions/level of detail in geotechnical and hydrogeological investigation, monitoring regimes and analyses relative to the project life-cycle stage.
2. Analyze true-life geotechnical and hydrogeological design problems, solutions implemented, and lessons learned. Propose and defend alternative solutions.
3. Manage professional issues such as loss control/professional ethics, defending and justifying management choices.
4. Develop advanced communication skills necessary to precisely communicate geological and hydrogeological uncertainty, management, methods and designs within engineering projects and with associated stakeholders.
5. Research and apply techniques/theory to analyze and diagnose geotechnical and hydrogeology design problems and interpret and predict consequences of models and future actions.
6. Critically assess and justify use of industry standard tools used in geotechnical and hydrogeological design, identifying their strengths/limitations in managing uncertainty and reducing risk.
7. Apply essential geotechnical/hydrogeological design methods, to assess, analyze and manage risks related to geohazards that may impact a project site.

Proposed Curriculum (list by brief descriptive title only):

Term 1

EOSC 527 – Instrumentation & Monitoring Techniques for Applied Geotechnics [NEW COURSE]

Expose learners to the advanced instruments and techniques used to derive design inputs from geological observations and site investigations, and after to monitor to ensure the performance of the design. In addition, the course will strive to equip learners with advanced communication and critical thinking skills relevant to Geological Engineering practice that will help them advance their professional careers. Specifically, this will involve a focus on geological uncertainty and how to manage and communicate this on engineering projects with the project team and stakeholders. *See Appendix I for additional information.*

Term 2

EOSC 533 – Applied Groundwater Modelling [Existing Course]

Accounting for groundwater is integral to geological engineering practice. Students will learn how to analyse groundwater problems following real-world project workflows. The students will learn the mechanics of groundwater flow and fundamental numerical principles that form basis of groundwater analyses, including saturated and unsaturated flow mechanics and their mathematical representations. The course is problem – based, with a sequence of integrated assignments and projects that mimic a real-world groundwater project, from project development, to data gathering and interpretation, to conceptual model development, to simple analytical-model analysis, to numerical model development, parameter estimation and model testing.

EOSC 536 – Applied Geotechnical Modelling in Practice [Existing Course]

Analytical, empirical and numerical modelling play a central role in the engineering design process, yet many engineers employ these analyses without fully considering the nature, validity and consequences of the underlying assumptions. This course will examine different modelling principles, methodologies and tools used in geotechnical design, but more importantly, how to approach these in the context of geological, parameter and model uncertainty. Emphasis will be placed on the importance of using geotechnical modelling to aid in the thought and decision-making process, as opposed to relying on models for outright predictions. Case histories will be used to relate learning goals to geotechnical engineering practice.

See Appendix II for additional forms and information on proposed program curriculum.

How Program Addresses the UBC Indigenous Strategic Plan (ISP):

UBC Geological Engineering operates on the unceded ancestral territories of the xwməθkwəy̓əm (Musqueam) People. We recognize that our program and learners operate on the traditional, ancestral, unceded territories of Indigenous peoples around the globe, especially those working within the engineering consulting and mineral resource industries.

This Certificate has been developed with awareness of, participation in, and commitment to the university-wide effort for reconciliation with Indigenous peoples and centering their self-determination and human rights. We recognize that reconciliation is an ongoing ever evolving process requiring us to continually reflect, re-evaluate and redouble efforts with Indigenous partners. In light of this, the points outlined in this section only represent a starting point and not a comprehensive plan in which our program aims to address the challenges and directives laid out in the UBC ISP. We fully anticipate for our approach to implementing the UBC ISP and reconciliation to change and evolve as we continually engage with, hear and respond to the needs of our Indigenous stakeholders.

Consultation and Engagement

- a. In October 2022, we reached out to Institute for Critical Indigenous Studies for feedback on our program objectives and content; and to initiate dialogue concerning future programs.
- b. We have engaged Ali Ameli, one of our Indigenous professors specializing in hydrology, to help re-develop technical course content and developing case studies and course materials that can better address our efforts to Indigenize the curriculum.
- c. In the designing of course material we have continually engaged with Indigenous communities to learn what they would like our graduates to know and to be able to do to build better relationships with them and serve their communities. We have incorporated this feedback in the development and rework of course materials and working examples.

Community Partnerships

- a. We will seek out opportunities to engage with Indigenous leaders, community members and Indigenous focused geological engineering consultants to build ongoing reciprocal relationships which will include invitations to speak and share their perspectives on advanced topics in applied geotechnics and around communicating geological uncertainty/risk to stakeholders from Indigenous backgrounds.

Instructional Initiatives

- a. Land acknowledgements will be included as part of all course syllabi and will be included as part of an Indigenous acknowledgment pre-module before all synchronous online course activities. An optional external UBC extended land acknowledgement course be offered to certificate learners to provide further context and information on the importance and significance of Indigenous land acknowledgements.
- b. Instructors and course designers will participate in upcoming cohorts of the Indigenous Initiatives Design series to explore ways in which they and their courses can better engage with Indigenous topics.
- c. The structure of the online program, with heavy emphasis on collaboration, communication and engagement in town halls with peers, community stakeholders and instructors, will give space for true, solid and meaningful relationship building. Instructors and other facilitators will provide guidance to contextualize this relationship building as a core principle in Indigenous cultures from which learners can heavily learn.
- d. Instructors are required and expected to assume responsibility for their own continued learning with respect to Indigenous pedagogies and ways of knowing beyond what is currently outlined in this proposal.

Educational Access for Indigenous Communities

- a. The online nature of the certificate is meant to increase educational access for learners working or living in remote communities (of which many are Indigenous) and who are not able to relocate to Vancouver due to distance or other barriers.
- b. A scholarship fund is planned to be created for IBPOC learners to cover the full tuition fees for the program, thus increasing educational accessibility for those populations and promoting applicants from said communities. A fund will be developed to finance, on average, one scholarship per year, with priority given to learners from an Indigenous background. Full details and requirements for the initiative are still to be determined through consultation with the Development Office, UBC financial officers, EOAS and other stakeholders. Funds for the initiative are meant to be sourced from gross program tuition as included in the overall financial modeling for the program.

Target Learners:

Given the flexibility and remote nature of the program, we expect it to appeal particularly to full-time working professionals seeking to advance their career development but, who are unable to physically attend our on-campus geological engineering programs at UBC (such as our professional 2-year MEng). In particular, we expect this certificate to attract early to mid-career professional engineers and geoscientists with 2 years+ of experience looking to open up career and leadership opportunities. These would be engineers who are currently employed in or interested in pursuing careers in the fields of geological, civil or mining engineering in the public and private sectors. We expect to enroll 15 students (8 domestic and 7 international) in the first year of the certificate with enrollment reaching 25 by 2027. International students are expected to make up 60% of program enrollment by 2027.

Because this Certificate would become the first online graduate certificate in the field available within Canada and the second in North America, it will attract pre-master's learners from all over the globe.

Dependent on previous experience, graduates from the Graduate Certificate in Applied Geological Engineering will be better prepared for a variety of careers including:

- Consultants for geological, geotechnical, rock, soil, groundwater, mining and civil engineering companies
- Environmental geoscientist and geological engineers
- Researchers investigating geological engineering practices
- Engineers employed by the natural resource industry and other related industries
- Engineering communicators and stakeholder relations specialists
- Geological, civil and mining engineers

Employers may include:

- Companies in the mining, natural resource, petroleum, construction, and engineering services industries
- Consulting companies working for governments and public/private sector companies
- Government Agencies
- Educational institutions
- Research Facilities
- Independent utility corporations
- Not-for-profit organizations
- International organizations

Student Admission Criteria:

Admission criteria will align with Faculty of Graduate & Postdoctoral Studies admission standards for master's programs seen as follows:

Applicants will hold the equivalent to a four-year bachelor's degree from a North American institution in engineering or a related discipline. Applicants must also have one of the following:

- A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses
- Academic standing with at least 12 credits of third- or fourth-year level courses in the A grade range (85% or higher at UBC) in the field of study
- Alternatively, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in a specific graduate program, may be granted admission on the recommendation of the appropriate graduate program and approval of the administering Faculty

In compliance with the Faculty of Graduate & Postdoctoral Studies standards, we will ask applicants who completed their degree outside of Canada at a university in which English is not the primary language of instruction to present evidence of English language proficiency. This demonstration of English language competency will be needed prior to being extended an offer of admission.

Potential learners will be encouraged to apply throughout the year, however new admissions will only occur each September.

Student Assessment/Grading Methods:

To allow students to ladder into a future M.Eng. or M.A.Sc., grading scale and assessment of satisfactory progress will align with the Faculty of Graduate & Postdoctoral Studies standards for master's-level students: <https://www.grad.ubc.ca/current-students/managing-your-program/satisfactory-progress-masters-students>.

Students will be graded on a numeric basis. The minimum passing grade in any course taken by a student enrolled in the Certificate is 60%. However, only 2 courses with grades in the C to C+ range (60-67%) may be counted towards the Certificate.

A Level (80% to 100%)

- A+ (90% to 100%) - it is reserved for exceptional work that greatly exceeds course expectations. In addition, achievement must satisfy all the conditions below
- A (85% to 89%) - A mark of this order suggests a very high level of performance on all criteria used for evaluation. Contributions deserving an A are distinguished in virtually every aspect. They show that the individual (or group) significantly shows initiative, creativity, insight and probing analysis where appropriate. Further, the achievement must show careful attention to course requirements as established by the coordinator.
- A- (80% to 84%) - It is awarded for generally high quality of performance, no problems of any significance, and fulfillment of all course requirements. However, the achievement does not demonstrate the level of quality that is clearly distinguished relative to that of peers in class and in related courses.

B Level (68% to 79%)

This category is typified by adequate but unexceptional performance when the criteria of assessment are considered. It is distinguished from A level work by problems such as:

- One or more significant errors in understanding
- Superficial representation or analysis of key concepts
- Absence of any special initiatives
- Lack of coherent organization or explication of ideas
- The level of B work is judged in accordance with the severity of the difficulties demonstrated
- B+ (76% to 79%)
- B (72% to 75%)
- B- (68% to 71%)

C Level (60% to 67%)

The Faculty of Graduate and Postdoctoral Studies considers 60% as the minimum passing grade for graduate students. Students should check the University Calendar for information on what constitutes "Satisfactory Progress" for masters and doctoral. In general, a grade of 68% must be maintained to remain in good standing.

- C+ (64% to 67%)
- C (60% to 63%)

Assessments vary between courses, and will include short quizzes, recorded presentations, individual and group projects.

Program Delivery Format:

The Certificate will be delivered completely online asynchronously with optional synchronous components like townhalls, office hours and guest interviews. Courses will be designed with an interactive and collaborative focus, and will include case-based learning, peer interactions, learning from subject matter experts, and formal assessments. Courses will follow the typical UBC academic calendar for duration and enrollment timing.

Marketing/Promotion Strategy:

UBC Geological Engineering and Extended Learning have conducted stakeholder consultations and Market Research in preparation for this program proposal. The UBC Extended Learning marketing team has provided guidance and support in the development of a comprehensive Marketing Plan and Vision for the program. The execution of the Marketing Plan and Vision will be undertaken by UBC Geological Engineering solely. We plan to deliver web-based marketing content to geological engineers and employers through the list-service of multiple Engineering Societies and direct and indirect marketing strategies. We also plan to provide high-level program information to potential learners at various engineering conferences and workshops alongside direct collaboration and promotion for student sponsorship with industry executives. Possible Engineering Societies to advertise with include, but are not limited to:

- Canadian Engineering Accreditation Board (CEAB)
- Engineers and Geoscientists of BC (EGBC)
- The Canadian Geotechnical Society
- The Engineering Institute of Canada
- Canadian Society for Civil Engineering
- Association of Consulting Engineering Companies Canada
- The Canadian Society of Senior Engineers
- Association of Professional Engineers and Geoscientists of Alberta (APEGA)
- Engineers Geoscientists Manitoba
- Engineers and Geoscientists New Brunswick
- Association of Professional engineers and Geoscientists of Saskatchewan (APEGS)
- Engineers Nova Scotia
- Engineers PEI
- Engineers Yukon
- Northwest Territories and Nunavut Association of Professional Engineers and Geoscientists (NAPEG)
- Orde des ingenieurs du Quebec (OIQ)
- Professional Engineers and Geoscientists of Newfoundland and Labrador (PEGNL)
- Professional Engineers Ontario (PEO)
- The Canadian Geotechnical Society

University Unit Consultations:

There is broad support across affected university units for this proposal. However, in response to concerns raised by the Department of Civil Engineering the proposed program name has been changed

from *Graduate Certificate in Geological Engineering – Applied Geotechnics* to become **Graduate Certificate in Applied Geological Engineering**. Please see Appendix III for copies of the curriculum consultation form, their support and responses.

Assessment of Impact on Departmental and University Resources:

The program development costs are being supported through an Online Learning Advancement Fund (OLAF) grant as well as in kind contributions from UBC Extended Learning and the Department for Earth, Ocean and Atmospheric Sciences. The program is projected to recover costs within five years from the launch date based on financial projects with relatively modest enrolment. The programs' management and support staffing requirements will be met through the hiring of a newly dedicated program coordinator for the UBC Geological Engineering Professional Programs (graduate certificate and MEng), paid for through the tuition revenues of the professional programs. In the case draft Senate Policy V-128-*Academic Credit Certificates* is adopted by UBC Senate, there would be an expected impact on Faculty of Graduate and Postdoctoral Studies resources which would be supported through a share split in application fee revenues. The program as proposed would have an impact on UBC Library resources and can be supported. See Appendix IV for copies of the Library and Budgetary Impact Forms.

Faculty involvement will include monitoring and participating in online discussion forums and grading assignments. The Department will assign a faculty member and teaching assistant to each course. This will allow for effective team-teaching and facilitating. Applications for admission to this certificate will be administered by the Department of Earth, Ocean, and Atmospheric Sciences administrative unit through the newly dedicated administrative person. Consultation with stakeholders will be conducted in accordance with University policies.

Assessment of Financial Viability:

Given that this certificate builds on existing resources, the program is projected to be financially sustainable and operate on a cost-recovery basis. If positive net revenue is incurred, then it will be used to support updating the curriculum, further development of online educational pedagogy and future online professional program offerings in geological engineering.

Please see Appendix V for a detailed breakdown of the 10-year revenue and budget projections developed alongside the Faculty of Science Financial Team.

Fees:

The program will assess tuition on a per-credit basis: \$1100 (CND) per credit for both Domestic and International students. Keeping the same per-credit pricing for both domestic and international students would keep us in line with what expected by industry and learners, as this is the pricing structure other prominent comparator programs use in North America for graduate certificates in this field.

A one-time non-refundable application fee will be applied. Canadians (and Permanent Residents, Refugees, Diplomats): \$112 (CND) and International Applicants: \$168.25 (CND). Please see the UBC Calendar for a detailed list of fees:

(<https://www.calendar.ubc.ca/vancouver/index.cfm?tree=14,297,0,0>).

Current Program Advisory Committee Members (list names & affiliations):

UBC Department of Earth, Ocean, and Atmospheric Sciences, Faculty of Science

- Dr. Erik Eberhardt, Director of Geological Engineering
- Dr. Roger Beckie, Associate Professor
- Dr. Philippe Tortell, Head of Earth, Ocean and Atmospheric Sciences
- Dr. Carol Jaeger, Associate Director Students, Faculty of Applied Science
- Mark Hawley, Piteau Associates
- Steve Hedberg, BGC Engineering
- Andrew Watson, BC Hydro
- Dr. Susan Hollingshead, Associate Professor
- Dr. Ulirich Mayer, Associate Professor
- Dr. Leslie Smith, Associate Professor
- Dr. Bernard Laval, Associate Professor
- Dr. Dirk Van Zyl, Associate Professor

THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Science /APSC Department: Earth, Ocean and Atmospheric Science / GEOE Faculty Approval Date: March 2, 2023 Effective Session (S): W Effective Academic Year: 2023	Date: July 21, 2022 Contact Person: Erik Eberhardt Phone: 604-827-5573 Email: erik@eoas.ubc.ca
Homepage > Faculties, Colleges, and Schools > The Faculty of Applied Science > Graduate Certificate Programs Proposed Calendar Entry: Graduate Certificates Programs Contents Graduate Certificate in Global Mine Waste Management Graduate Certificate in Applied Geological Engineering	URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,1018,0 Present Calendar Entry: Graduate Certificates Programs Contents Graduate Certificate in Global Mine Waste Management Type of Action: Link to New Program Page Rationale for Proposed Change: Add a link to the new graduate certificate program page
Homepage > Faculties, Colleges, and Schools > The Faculty of Applied Science > Graduate Certificate Programs > Graduate Certificate in Applied Geological Engineering Proposed Calendar Entry: Graduate Certificate in Applied Geological Engineering The Graduate Certificate in Applied Geological Engineering is an 8-month, 9 credit specialized program for engineers and geoscientists on advanced applications of applied geotechnics.	URL: n/a Present Calendar Entry: n/a Type of Action: New Program Page Rationale for Proposed Change: Globally, a range of intersecting drivers, including population growth, climate change, increasing natural disasters, urbanization, insufficient infrastructure, and unsustainable use of resources, are increasing the need for effective geotechnical education and solutions. Engineers and Geoscientists play a critical role in mitigating these problems.

THE UNIVERSITY OF BRITISH COLUMBIA

<p>The program will equip geoscientists and engineers from relevant disciplines with the knowledge and skills necessary to tackle advanced challenges faced in the geological engineering discipline. This includes opportunities for learners to develop key skills necessary for advancing in geological engineering practice: collaborative and critical thinking skills concerning advanced geological engineering challenges, and communication around geological uncertainty and risk.</p> <p>Students who complete the certificate have the option of laddering the coursework into master's programs offered by Geological Engineering (Master of Engineering or Master of Applied Science degree in Geological Engineering).</p> <p>To facilitate laddering, criteria for admission to the certificate program will be the same as those required for admission to master's programs offered by Geological Engineering.</p> <p>Admissions Requirements:</p> <p>All applicants must meet the Senate requirements for admission to the Faculty of Graduate and Postdoctoral Studies.</p> <p>Completion of a recognized baccalaureate degree (equivalent to a UBC 4-year Bachelor's degree, from any accredited post-secondary institution). Applicants must also have one of the following:</p> <ul style="list-style-type: none"> • A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses • Academic standing with at least 12 credits of third- or fourth-year level courses in the A grade range (85% or higher at UBC) in the field of study • Alternatively, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience, and/or otherwise possess 	<p>Vancouver continues to grow as a globally significant center for the mining and engineering consulting industries, with many well-known companies having a significant presence here. Senior managers in large consulting firms and mining companies have long since described talent and skill shortages in this field. These firms have repeatedly requested a Graduate Certificate in Applied Geological Engineering to help supplement the knowledge and skills of their early-to-mid career employees. These employees are essential to address the ongoing shortage of applicants and available talent to fill key decision-making and technical positions. This includes opportunities for learners to develop key skills necessary for advancing in geological engineering practice: collaborative and critical thinking skills concerning advanced geological engineering challenges, and communication around geological uncertainty and risk. The Certificate aims to meet these needs. The Certificate goes beyond didactic content, integrating its courses to give learners practical real-world problems immediately applicable to their careers & industries. This would be only the 2nd certificate of its kind in North America, and the first in Canada.</p> <p>Professionals in this discipline often work with limited access to formal learning institutions. Being online, part-time and flexible, the proposed program would be highly accessible to its target students.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

THE UNIVERSITY OF BRITISH COLUMBIA

<p>demonstrable knowledge or expertise that would prepare them adequately for successful study in a specific graduate program, may be granted admission on the recommendation of the appropriate graduate program and approval of the Faculty of Graduate and Postdoctoral Studies.</p> <p>Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of English language proficiency prior to being extended an offer of admission. For more information, refer to the Faculty of Graduate and Postdoctoral Studies' entry in the Academic Calendar regarding English Language Proficiency Requirements. Applicants who do not meet English language proficiency requirements may be granted admission on the recommendation of the Program Director and the approval of the Dean of Graduate and Postdoctoral Studies.</p> <p>Certificate Requirements:</p> <p>All students must complete the following three courses (9 credits): EOSC 527 (3), EOSC 533 (3), EOSC 536 (3). Satisfactory progress as defined by the Faculty of Graduate and Postdoctoral Studies for master's students must be maintained.</p>	
<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Colleges, and Schools > The Faculty of Graduate and Postdoctoral Studies</p> <p>The Faculty of Graduate and Postdoctoral Studies</p> <p>Contents</p> <p>Introduction</p>	<p>URL:</p> <p>https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,0,0</p> <p>Present Calendar Entry:</p> <p>Homepage > Faculties, Colleges, and Schools > The Faculty of Graduate and Postdoctoral Studies</p> <p>The Faculty of Graduate and Postdoctoral Studies</p> <p>Contents</p> <p>Introduction</p>

THE UNIVERSITY OF BRITISH COLUMBIA

<p>Admission</p> <p>English Language Proficiency Standards and GRE Requirements</p> <p>Classification of Students</p> <p>Academic Regulations</p> <p>Awards and Scholarships</p> <p>Degrees Offered</p> <p>Degree Programs</p> <p>Diploma Programs</p> <p>Certificate Programs</p> <p>Dual Program Options</p> <p>Degree Program Sub-Specializations</p> <p>Degree Programs Administered by Disciplinary Faculties</p> <p>Graduate Co-operative Education</p> <p>Data and Statistics</p> <p>Academic Staff</p>	<p>Admission</p> <p>English Language Proficiency Standards and GRE Requirements</p> <p>Classification of Students</p> <p>Academic Regulations</p> <p>Awards and Scholarships</p> <p>Degrees Offered</p> <p>Degree Programs</p> <p>Diploma Programs</p> <p>Dual Program Options</p> <p>Degree Program Sub-Specializations</p> <p>Degree Programs Administered by Disciplinary Faculties</p> <p>Graduate Co-operative Education</p> <p>Data and Statistics</p> <p>Academic Staff</p> <p>Type of Action: Create new page, create link to new page on G+PS contents menu.</p> <p>Rationale for Proposed Change: This new page creates a landing site for Graduate Certificate programs.</p>
<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Colleges, and Schools > The Faculty of Graduate and Postdoctoral Studies > Certificate Programs</p> <p>Certificate Programs</p> <p>Contents</p> <p>Applied Geological Engineering</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new page.</p> <p>Rationale for Proposed Change: This new page will list graduate certificate programs administered by the Faculty of Graduate and Postdoctoral Studies. The Graduate Certificate in Applied Geological Engineering will be included on this page.</p>
	<p>URL: N/A</p>

THE UNIVERSITY OF BRITISH COLUMBIA

<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Colleges, and Schools > The Faculty of Graduate and Postdoctoral Studies > Certificate Programs > Applied Geological Engineering</p> <p>Applied Geological Engineering</p> <p>Credential offered: Graduate Certificate</p> <p>Program Overview</p> <p>The Graduate Certificate in Applied Geological Engineering is an 8-month, 9 credit specialized program for engineers and geoscientists on advanced applications of applied geotechnics.</p> <p>The program will equip geoscientists and engineers from relevant disciplines with the knowledge and skills necessary to tackle advanced challenges faced in the geological engineering discipline. This includes opportunities for learners to develop key skills necessary for advancing in geological engineering practice: collaborative and critical thinking skills concerning advanced geological engineering challenges, and communication around geological uncertainty and risk.</p> <p>Students who complete the certificate have the option of laddering the coursework into master's programs offered by Geological Engineering (Master of Engineering or Master of Applied Science degree in Geological Engineering).</p> <p>To facilitate laddering, criteria for admission to the certificate program will be the same as those required for admission to master's programs offered by Geological Engineering.</p> <p>Admission Requirements</p> <p>All applicants must meet the Senate</p>	<p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new page.</p> <p>Rationale for Proposed Change: Globally, a range of intersecting drivers, including population growth, climate change, increasing natural disasters, urbanization, insufficient infrastructure, and unsustainable use of resources, are increasing the need for effective geotechnical education and solutions. Engineers and Geoscientists play a critical role in mitigating these problems.</p> <p>Vancouver continues to grow as a globally significant center for the mining and engineering consulting industries, with many well-known companies having a significant presence here. Senior managers in large consulting firms and mining companies have long since described talent and skill shortages in this field. These firms have repeatedly requested a Graduate Certificate in Applied Geological Engineering to help supplement the knowledge and skills of their early-to-mid career employees. These employees are essential to address the ongoing shortage of applicants and available talent to fill key decision-making and technical positions. This includes opportunities for learners to develop key skills necessary for advancing in geological engineering practice: collaborative and critical thinking skills concerning advanced geological engineering challenges, and communication around geological uncertainty and risk. The Certificate aims to meet these needs. The Certificate goes beyond didactic content, integrating its courses to give learners practical real-world problems immediately applicable to their careers & industries. This would be only the 2nd certificate of its kind in North America, and the first in Canada.</p> <p>Professionals in this discipline often work</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

THE UNIVERSITY OF BRITISH COLUMBIA

<p><u>requirements for admission</u> to the Faculty of Graduate and Postdoctoral Studies.</p> <p>Completion of a recognized baccalaureate degree (equivalent to a UBC 4-year Bachelor's degree, from any accredited post-secondary institution). Applicants must also have one of the following:</p> <ul style="list-style-type: none"> • A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses • Academic standing with at least 12 credits of third- or fourth-year level courses in the A grade range (85% or higher at UBC) in the field of study • Alternatively, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in a specific graduate program, may be granted admission on the recommendation of the appropriate graduate program and approval of the administering Faculty <p>Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of English language proficiency prior to being extended an offer of admission. For more information, refer to the Faculty of Graduate and Postdoctoral Studies' entry in the Academic Calendar regarding English Language Proficiency Requirements. Applicants who do not meet English language proficiency requirements may be granted admission on the recommendation of the Program Director and the approval of the Dean of Graduate and Postdoctoral Studies.</p> <p>Program Requirements</p> <p>All students must complete the following three courses (9 credits): EOSC 527 (3),</p>	<p>with limited access to formal learning institutions. Being online, part-time and flexible, the proposed program would be highly accessible to its target students.</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------

THE UNIVERSITY OF BRITISH COLUMBIA

<p>EOSC 533 (3), EOSC 536 (3). Satisfactory progress as defined by the Faculty of Graduate and Postdoctoral Studies for master's students must be maintained.</p> <p>Contact Information</p> <p>Justin Jubinville-Mah EOAS Professional Programs Manager Department of Earth, Ocean and Atmospheric Sciences 2020-2207 Main Mall Vancouver, BC, Canada V6T 1Z4 Tel: 604.822.2713 Fax: 604.822.6088 Email: jjmah@eoas.ubc.ca Web: www.eoas.ubc.ca/</p>	
<p>Proposed Calendar Entry:</p> <p>Geological Engineering</p> <p>Degrees Offered: Ph.D., M.A.Sc. M.Eng., GC</p> <p>[...]</p> <p>Master of Engineering</p> <p>For information about the professional Master of Engineering (M.Eng.) program, please see Master of Engineering.</p> <p>Graduate Certificate in Applied Geological Engineering</p> <p>For information about the professional graduate certificate program, please see Graduate Certificate in Applied Geological Engineering.</p> <p>Contact Information</p> <p>Department of Earth, Ocean and Atmospheric Sciences 2020-2207 Main Mall Vancouver, BC, Canada V6T 1Z4 Tel: 604.822.2713 Fax: 604.822.6088 Email: gradsec@eoas.ubc.ca</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1169</p> <p>Present Calendar Entry:</p> <p><i>Geological Engineering</i></p> <p>Degrees Offered: Ph.D., M.A.Sc.</p> <p>[...]</p> <p>Master of Engineering</p> <p>For information about the professional Master of Engineering (M.Eng.) program, please see Master of Engineering.</p> <p>Contact Information</p> <p>Department of Earth, Ocean and Atmospheric Sciences 2020-2207 Main Mall Vancouver, BC, Canada V6T 1Z4 Tel: 604.822.2713 Fax: 604.822.6088 Email: gradsec@eoas.ubc.ca Web: www.eoas.ubc.ca/</p> <p>Type of Action: Add a new program description</p> <p>Rationale for Proposed Change:</p>



THE UNIVERSITY OF BRITISH COLUMBIA

Web: www.eoas.ubc.ca/

With the proposed introduction of a new Geological Engineering graduate certificate professional program, it is relevant to add reference to the new program on the Geological Engineering Faculty of Graduate and Postdoctoral Studies Page.



The primary objective of the Data and Models undergraduate certificate is to provide a set of motivated Political Science students with a cumulative and high-quality educational experience that equips students with a set of theoretical concepts and methodological tools that:

1. enable the students to better understand, analyse, and evaluate problems of political choice and conflict, so as to:
2. enhance their capacity to operate as informed citizens, *and*
3. improve their post-university employment prospects.

Program Rationale

The Undergraduate *Certificate in Data and Models in Political Science* is a response to the more frequent and intensive use of mathematical modelling and quantitative data analysis as basic tools of work, advocacy, and social scientific research and inquiry both inside and outside the academy. In a world increasingly characterized by the use of “big data” by governments and the private sector, with accompanying concerns about the implications for privacy and equity, literacy in data analysis is increasingly valuable across all aspects of professional and personal life.

The creation of this undergraduate certificate program is based on three primary motives:

- 1) First and foremost, it is a response to feedback from alumni and employers indicating that Political Science graduates are disadvantaged in the job market due to their relative lack of data management and analysis capacities. This feedback comes from Political Science alumni through our alumni engagement efforts, feedback from colleagues engaged in community-based experiential learning, and our contacts with employers. The department has already responded to some of these concerns through the creation of POLI 395 (Political Science in Practice), but this course does not address data management and analysis in any depth.
- 2) In the discipline of Political Science data management and analysis is an increasingly important methodological tool for students wishing to advance to graduate programs in Political Science or cognate graduate programs (for example, those offered by public policy schools). This often means our students are faced with “catching up” by taking remedial courses and programs in quantitative methods before or after entering graduate school.
- 3) The department wishes to create this certificate to establish a sequenced curriculum in data and models learning beginning with an introductory experience, core courses, electives, and a fourth-year capstone course. We do not have such a structure in our general major or minor program, which emphasizes student self-direction in course selection. As a result, the creation of a certificate program will enable the department to teach data and models in a more structured and progressive manner.

A certificate format (as opposed to a Minor or Major) was chosen because the main student target group is our Political Science majors. A certificate has 1) lower credit-hours, and 2) can be



combined without conflict with our current major programs (including our Honours Program) and our minor. A certificate is typically not an exposure to a second discipline, as a Minor may be. More specifically, this undergraduate certificate is the focused development of data analysis methods in a Political Science context and as such is recognized as a certificate in the discipline.

To elaborate, a certificate offers a structured pathway within our existing major and minor programs for learning data and models to a self-directed group of students who judge such training and courses to be critical for their learning and career success. The structured sequencing of existing courses in the certificate ensures that these students enter upper-level quantitative courses already possessed of the necessary foundational knowledge required to exploit fully the learning value of these more advanced courses. A certificate program is the most suitable means for the department to provide stronger training to quantitatively-oriented students whilst still serving its broad and diverse student audience in our major and minor programs.

Program Description and Learning Objectives

The academic-credit undergraduate certificate program in **Data and Models (Political Science)** will offer students a series of academic courses that examine choice and conflict in domestic and international politics using theoretical models of both institutional and behavioural political science and economics. Substantive course offerings in the program are augmented by methodological courses that provide students with the technical skills necessary to conduct academic research using data and models in political science.

The program is bound together by the following core student learning objectives. On completion of the certificate, students will:

1. possess an advanced comprehension of collective choice (e.g., democratic elections, legislative bargaining, market trade) and political conflict (e.g., between social classes, political parties, ethnic groups, or states);
2. have demonstrated competence in the application of deductive modelling techniques (economic and behavioural) to the study of collective choice and political conflict; and
3. developed capacities in the analysis of empirical data (frequently but not exclusively quantitative), the ability to evaluate the strengths and limitations of deductive modelling technique, and the ethics of data modelling research and practice.

The program is designed to prepare students for employment in areas of governmental or intergovernmental policy analysis, the private and not-for-profit sectors, political consulting, polling and survey design, and data science. The certificate will also prepare students for postgraduate study in behavioural methods in political science or cognate social sciences and programs (such as public policy graduate school programs).

In these ways, the Certificate program is focussed on a clear purpose, the acquisition of a



specific set of skills, disciplinary knowledge enhancement, and career progression and professional development.

For a detailed Summary of student disciplinary knowledge and skills acquisition see page 7.

Program Structure

Year 1:

Students will enter the Data and Models program through **POLI 110: Investigating Politics: An Introduction to Scientific Political Analysis**. This course is one of the required first-year courses for the Major in Political Science and will serve as the primary gateway into the Certificate Program. The department offers two sections of POLI 110 annually. Each section attracts approximately 120 students, and hence 240 students pass through POLI 110 annually.

Students become eligible for the Data and Models certificate on successfully completing POLI 110 with an average of 75% (B+) or higher. Given recent grade distributions in POLI 110, this cut-off will allow approximately 120 students to qualify for the program annually. The long-term aim is to attract 50 percent of this group, generating an annual cohort of 60 students.

Eligible students may apply to the Data and Models certificate entering their second year. Students will apply via email to the Political Science Undergraduate Adviser.

Year 2: 3 credit hours

The second year of the Data and Models program will require students to take **POLI 220: Choice and Conflict in Domestic Politics**. In addition to covering core topics and theories of comparative politics (e.g., state formation, modernization, democratization, post-materialism), POLI 220 will also introduce certificate students to:

- Theoretical models of collective choice (e.g., Arrow's Theorem, the Median Voter Theorem) and economic redistribution (e.g., the Meltzer-Richards model);
- Basic concepts of game theory (i.e., the Nash equilibrium, backward induction);
- Essentials of quantitative analysis for comparative politics (e.g., how to interpret a regression coefficient, where to find major comparative politics data sets).



An informal survey of colleagues indicates that our major program offers a variety of courses that employ subsets and advanced applications of these concepts and skills.¹ The Data and Models certificate will serve as a means to create a pedagogical connection and curriculum pathway among these courses in a way that enhances student learning and subsequent employment prospects.

Certificate students will be guided into a specific version of POLI 220 that will cover the exact same core content and be delivered in the same way to all students in the course, but Certificate students will work on specific data and models-focussed assignments and projects. The lectures and exams will be identical for all POLI 220 students, including Certificate students.

Students must complete POLI 220 with a grade of 75% (B+) or above to remain in the Certificate program. This requirement is in place to ensure that students advancing in the certificate have demonstrated the expected foundational capacities to succeed in the more demanding upper-level certificate courses. Once students have advanced into the third year there are no further grade requirements to advance in the program or graduate with the certificate.

Year 3: 12 credit hours

Retroactive admission of upper-level students into the certificate program will be permitted by the Undergraduate Advisor under two conditions. First, students must complete POLI 220 and secure a grade of 75% (B+). Second, students will not be permitted to enter POLI 482 (the capstone seminar) without having completed POLI 380 and POLI 381. This prerequisite structure is in place to ensure that students have the necessary competencies to succeed in POLI 482.

The third year of the Data and Models certificate will be comprised of four 300-level courses of which two are methodological and two are substantive.

The first methodological course is **POLI 380: Quantitative Methods in Political Science**, POLI 380 is already required of all POLI majors, and it is taught twice annually. POLI 380 introduces students to statistical inference and estimation, notably the linear regression model. In short, POLI 380 is a course in *data analysis*. After consultation with the Vancouver School of Economics, ECON 325 may be taken as a substitute for POLI 380.

The second methodological course is a course in *data management*. This course will operate under an existing but rarely-used course number, POLI 381, which is to be re-titled **POLI 381:**

¹A list of the concepts, theories, and skills that will be introduced in POLI220 can be found on p. 7 below. Faculty members who teach 300-level courses that use many of these concepts, theories, and skills are invited to make their course part of the Data and Models certificate.



Managing Quantitative Data in Political Science. The pedagogical rationale for this course is as follows. Instructors frequently report that students arrive in their 4th year seminars (including the Honour's seminar) keen to execute an independent research project. While POLI 380 has equipped these students to perform and interpret statistical analyses on a given data set, they frequently have no idea where to find data or how to transform data into a format that is amenable to statistical analysis. Consequently, POLI 381 will fill this role: when offered, the course learning objectives focus on how to download and web-scrape data, construct and clean a data matrix via semi-automated techniques (e.g., writing a loop), append and merge variables from existing data sets, and to execute basic descriptive statistics (e.g., build tables and figures according to best practices).

Discussions with alumni regarding the preparation of our graduates for the job market indicate that what software students learn in their methods classes is of secondary concern to employers. (Thus, the choice of software will be left to the individual instructor's discretion.) Far more important, our alumni tell us, is that students be exposed to a variety of concepts and challenges such that the student can:

1. operate as an effective liaison between highly-skilled technicians and less-skilled managers and clients; and
2. easily learn new concepts and skills.

Hence, students need to be taught that a wide variety of information can be turned into data, but that the translation is rarely straightforward and almost always requires making certain decisions and following certain procedures, and that those decisions and procedures have implications for subsequent data analyses. Offering POLI 381 on a regular basis will enable Certificate students to acquire these capacities, which will serve them well in subsequent courses and in post-university employment.

Data and Models students would be required to complete POLI 380 and POLI 381 before enrolling in the certificate's capstone seminar. This timing addresses a chronic problem in POLI 4th-year research seminars: too many POLI students delay taking POLI 380 until their last semester, at which point the course cannot help them perform well in their 4th-year research seminars. This will be feasible as two sections of POLI 380 are taught annually. POLI 381 will also be offered annually. The advantage of this timing is that Data and Models students would enter their last year of the certificate well-equipped to engage in independent research using quantitative data and hence primed for success in the capstone seminar.

The two remaining 300-level courses will be substantive courses that are already taught in the department on a regular basis. These courses are connected by themes of strategic choice and conflict in the shadow of institutional constraints, a commitment to theoretical modelling (often economic, but sometimes behavioural, in nature), and the use of data to evaluate those theories. These courses include:



- POLI 320: Government and Politics of the United States of America
- POLI 360: Security Studies
- POLI 310: Parliament and Party: Strategy & Politics
- POLI 328: Topics in Comparative Politics
- POLI 333: Issues in Comparative Politics
- POLI 385: Public Opinion & Elections
- ECON 485: Political Economy

ECON 485 was added to this list on the recommendation of the Economics Department during preliminary consultations on this proposal.

Note that subjects in POLI 328 and POLI 333 vary from year to year. Students in the certificate program will be able to consult the department for those sections applicable to the certificate program on a year-to-year basis. The courses most relevant to the certificate have been offered consistently for years using the letter code system, so it is just a matter of clearly identifying them to certificate students using our own undergraduate brochure and the best method available in Workday.

Other courses can be added to this list as faculty develop 300-level courses that make use of the concepts, theories, and skills that are to be taught in POLI 220 (see below) and POLI 380 and POLI 381. A sufficient number of 300-level courses is thus offered on annual basis to ensure that Data and Models students can enrol in at least two such courses. However, to ensure that Data and Models students always have access to sufficient credit hours to fulfil the certificate's requirements, credit will also be granted for ECON 301 (Introductory Microeconomics).²

Year 4: 3 credit hours

The program culminates in *POLI 482: Data and Models Capstone*, a capstone seminar in which students develop original research (e.g., a traditional term paper or a non-traditional project, such as the construction of a data set or replication of existing scholarly work.)

For students enrolled in the certificate program, this curriculum design will provide a robust and valuable educational experience focussed on data and models analysis through an integrated and sequenced set of courses and learning opportunities focussed on the Certificate Program's learning objectives and outcomes.

²This is one way to bolster the Combined Major in Economics and Political Science, which is currently under-utilized.



Timeline for Student Progress

Table 1 below summarizes how a typical student moves through the program. The student begins by taking POLI 110 in their first year, where they qualify for the Data and Models certificate. (In practical terms, this means that students who earn 75 percent or higher in POLI 110 are eligible to enrol in POLI 220.) The student's second year begins with the certificate's foundational course, POLI 220. On passing POLI 220 with grade of B+ or higher, the student can take POLI 381 and POLI 380 in the first semester of their third year. At this point, the student has been exposed to the basics of game theory, data management, and data analysis; they are well-prepared to read more advanced academic papers and to begin to engage in their own research. They can put these skills to use in the second semester of their third year, when they take their substantive 300-level courses.³

Year	Courses			
	Semester 1		Semester 2	
1	POLI 110 (3)			
2	POLI 220 (3)			
3	POLI 381 (3)	POLI3XX* (3)	POLI 380 (3)	POLI3YY* (3)
4	POLI 482 (3)			

Table 1. A timeline of a typical student's progress through a 21-credit hour Data and Models academic-credit certificate.

** Denotes a substantive 300-level course from among those listed above.*

Credit hours in parentheses.

Boldfaced course codes denote courses that require Category 2 curricular changes (220, 381) or new course development (482).

Summary of Disciplinary Knowledge Accumulation & Skills Acquisition

On completing of the certificate, students will have knowledge and practice in the application of the following models, theories, and concepts:

Political Scientific and Economic:

- Models of collective action and public goods provision;
- Model of spatial electoral competition, economic redistribution, and trade;
- Theories of property rights and externalities;
- Classic theories of democratization and state formation;
- Theories of institutional design and equilibrium (e.g., veto points).

³The timing of POLI3xx and POLI 3yy is illustrative; the student could take one such course in their first semester and one in their second, or two in the semester of their choosing.



Logical:

- Induction, deduction, abduction;
- Necessity & sufficiency;
- Tautology;
- Falsification.

Game Theoretical:

- Interests, preferences, payoffs, utility, expected utility;
- The Nash equilibrium in simple normal form games (e.g., the Prisoner's dilemma, Stag hunt);
- Backward induction, subgame perfection, and credible commitment;
- The core in simple bargaining and voting games (e.g., divide-the-dollar, Baron-Ferejohn);
- Incomplete information, expected payoffs, signalling of types;
- Tipping point models & informational cascades.

Statistical:

- Regression coefficients, marginal effects & standard errors;
- Statistical control, mediation, and independence;
- Probability and expectation;
- Validity, reliability, replicability;
- Nominal, ordinal, interval and cardinal measures;
- Independent and dependent variables.

In addition, the program will provide students with the following data management skills:

- Data set construction, management, and analysis;
- Web-scraping and data set cleaning techniques;
- Data visualization techniques in several software programs.

Finally, the program will offer students three other benefits:

- Description of the above skills on the department's Rich Transcript (see below);
- A capstone seminar in which they can conduct independent research;
- Accumulation of employable skills, especially in data management and analysis.

The Political Science Rich Transcript

Our department is now providing major and honours program graduates with a more robust representation of what they learned and did in their Political Science courses by issuing what we call “Rich Transcripts.” These two-page documents aim to help graduates recall and articulate the various aspects of their learning experience and the skills they developed throughout their Political Science program. The Rich Transcript shows:

- A list of the student’s courses with full course titles
- A word cloud drawn from the instructors’ course descriptions
- Aggregated statistics for each student covering the number of writing assignments, pages written, peer reviews, oral presentations, hours of group work, research designs, primary research, internships, and service learning



- A list of 23 skills showing in how many of the student's courses each skill was a key learning outcome

For a visual example, see: <https://politics.ubc.ca/undergraduate/political-science-programs/curriculum-guide/>

Data Ethics and links to the Indigenous Strategic Plan

The ethics of data and modelling research and practice is one of the learning objectives of the program as a whole. This content is found in POLI 380, POLI 381, and POLI 482. Both POLI 381 and POLI 381 will have a dedicated week of instruction on issues related to informed consent, privacy, and data-sharing. This includes information on relevant federal, provincial, SSHRC, and UBC laws, regulations and policies. Indigenous and equity, diversity and inclusion components will be included in this content. In POLI 482, we will include the analysis of difficult data ethics cases, for example the Cambridge Analytica scandal and the Charter-compatibility of Canada's Statistics Act (particularly the debate surrounding the revisions to Sections 30-32 of R.S.C., 1985, c. S-19). As an example of a specific assignment, in POLI 482 students will be required to conduct an analysis of the Tri-Councils Ethics of Human Research Guidelines.

Consistent with Goal 4 and Action 16 of the [UBC Indigenous Strategic Plan](#), the core courses in the certificate program (POLI 380, POLI 381, POLI 482) will include case studies, reflective assignments, and learning outcome elements on the criticisms directed at behavioural research in Indigenous contexts, including: the misuse of data without consent; the use of data in the service of settler-colonial policies that marginalized and oppressed Indigenous peoples; the ethics of the gathering and sharing of data involving Indigenous persons; and the privacy and confidentiality of Indigenous-related data and information. By embedding this content in the three core courses of the Certificate Program, we will ensure that all students in the program are exposed to this past and present. This is part of a larger ongoing process in the Department of Political Science on indigenizing our curriculum and advancing equity and diversity through the Department's recently developed Inclusion Action Plan. In this way, we will advance Goal 4 (Indigenizing our curriculum) and Action 16 (Ensure all academic programs...include substantive content in at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the Faculty).

These Indigenous-focused learning elements will be featured alongside and distinct from the larger Certificate curriculum objective of addressing the limitations and negative consequences of data and models applications in situations when ethical frameworks and social situational awareness are absent or insufficient. In addition to the examples provided above, POLI 482 will address the (more complicated and thus more advanced) data ethics case surrounding the First Nations Accountability Act.

Through the Department's Indigenous teaching and learning working group, the Certificate program will continue to develop this aspect of the curriculum consistent with our commitment as a department to Indigenizing our curriculum. As the March 2022 external review of the department noted: "The Department has undertaken deliberate efforts to decolonize the



curriculum and also to increase Indigenous engagement across the curriculum, and it plans to further systematize these efforts. A faculty working group has convened to intensify the effort to bring Indigenous teaching into courses. The Department's self-study notes that 75% of courses include Indigenous politics as part of their program." This department-level commitment and practice will inform the ongoing development of the Certificate program.

The animation of these ISP action plan elements in the certificate program are consciously and intentionally embedded in our wider curriculum context, namely the major in Political Science and the Faculty of Arts B.A. degree requirements. This includes broader efforts by the Department to incorporate Indigenous engagement and the ISP into other required elements of its lower-level curriculum (for example in POLI 101 - The Government of Canada, which is required for the major), in the majority of our upper-level courses (see above) and of course the Arts Place and Power requirement. As students move through the certificate program, they will also move through the lower- and upper-level courses in our major. In this way, there will be a mutually reinforcing complementarity between the Indigenous engagement content in our major curriculum in general and the Indigenous engagement content specific to the Data and Models certificate in particular.

For further clarification with respect to ethics and Indigenous engagement, students in the certificate will not be gathering original primary data. The disciplinary standard in Political Science is most studies utilize data collected by public bodies (under the laws and regulations that govern those agencies) and which are in the public domain, e.g., Statistics Canada, IPUMS, OECD etc. Such data are almost always anonymous and/or aggregate in nature. The legal and ethical concerns regarding state collection and use of data, and privacy and data security, are the most germane in the study of Political Science. That is where the emphasis is placed in our wider curriculum, and in the Data and Models certificate.

Admissions Requirements and Process

The certificate program will be open to all students with incoming second-year standing in the Faculty of Arts, although we anticipate the significant majority of students will be prospective Political Science Majors. Students will also be informed of the Data and Models certificate when they take POLI 110 (a required course for the Political Science Major). Arts students who secure 75 percent (B+) or higher in POLI 110 are eligible to apply for the Data and Models certificate on entry into the second year, and then would be placed into the Data and Models section of POLI 220. Certificate program students would thus be admitted into the certificate program in advance of admission into the Political Science Major (or other Arts Majors programs with entry in the third year).

The admissions procedure would require the student apply to the Data and Models certificate via an email or web-based application to the undergraduate adviser. Students with a 75 percent grade or above in POLI 110 will be eligible for admission into the certificate and the POLI 220 Data and Models stream (POLI 220B) in order of their POLI 110 grades (i.e., students with top-grades will be admitted first).



The entry standard of 75 percent can be adjusted over time to accommodate program resources. For example, if the number of POLI 110 students applying consistently exceeds the spaces available in POLI 220, the entry standard can be increased to a mark of 80 percent (A-) in POLI 110.

The administration of the admissions process and communication with Certificate students will be conducted by the Department's Undergraduate Program Advisor. The Advisor will respond to inquiries about the program, advise certificate students on requirements, and be available to students via e-mail or in person. The certificate program will have a distinct "storefront" on the Department's undergraduate program website. The governance of the program, including decisions on new core courses, additional elective courses, or changes to admissions requirements will fall under the Director of Undergraduate Programs and the Undergraduate Program Committee, advised by the colleagues teaching the core courses of the program. The admissions process offers two advantages:

1. it is straightforward and transparent;
2. it provides the department with a measure of the demand for the Data and Models certificate that in turn allows the department to predict the number of students who will want seats in POLI 220, 381 and 482.

The course credits obtained to satisfy the requirements of the certificate program in Data and Models will also count toward the requirements of Political Science Major Programs and will be consistent with limits on the maximum credits within a discipline and the "outside requirements" of the B.A. degree.

Enrolment and enrolment growth planning

The certificate can operate viably with an enrolment of between 25 and 60 students per annum.

We plan growth in stages, with an initial enrolment of certificate students in POLI 220 of 30 students, and increasing that limit by 10 students per year to a maximum of 60. Thus by the time we hit the 60-student enrolment level, the first cohort will have completed the certificate. This will provide us with 1) valuable information on take-up and attrition rates, 2) feedback from students, and 3) ensuring that one section of POLI 482 is sufficient in the near-term.

We anticipate that the main effect of the certificate on distribution of POLI students across POLI classes will be one of self-selection. That is, students interested in data and models will gravitate to Data and Models courses; students less interested in this approach to Political Science will gravitate away (and into other courses). The ideal result is a better match between students' interests and course content. Moreover, there is no reason why POLI Honours students, or students in our Combined majors and minors programs, could not also complete the Data and Models certificate. Finally, as we noted above, many students will benefit from



taking POLI 381. Thus from an intra-departmental perspective, the effects of the certificate promise to be positive-sum.

It may well be that the certificate induces more non-POLI students to major in POLI. The department naturally welcomes any such trend, but we expect that it will be modest in its magnitude. This is so for two reasons. First, the certificate's requirements are not so onerous that they preclude a student from completing the certificate while they minor in POLI. To that extent, the certificate provides the non-POLI major with neither an incentive nor a disincentive to alter the number of POLI courses the student takes (although it may alter which POLI courses they take). Second, many of the programs with an affinity to the Data and Models certificate are under-subscribed. For example, even were the certificate to double the number of ECON-POLI combined majors, it would increase the total number of joint ECON-POLI majors to just 20 students! If anything, the certificate may revive these under-utilized programs. Hence, an ECON, SOCI or PSYCH student may decide to minor or do a combined major in POLI because the certificate allows them a straightforward way to fill their POLI credits with courses that interest them.

The key issue at the lower projected enrolment level is whether POLI 381 could be sustained. Given a departmental k-factor of 65, a Data and Models enrolment of 25 students means that POLI 381 must draw 40 students from outside the certificate to be budget-neutral. We are optimistic on this front because a) some proportion of POLI Honours students can be expected to enrol in POLI 381, b) initial feedback from student representatives suggests an enthusiastic audience for POLI 381, and c) POLI faculty are broadly agreed that the department would benefit from such course quite independently of the Data and Models certificate.

By contrast, the higher enrolment level of 60 students would ensure the budget-neutrality of POLI 381. It would also create an incentive for research stream faculty to develop new 300-level courses (or convert special topics courses to permanent calendar entries) because they would know that there exists an audience for their new courses. The higher enrolment level would (given similar attrition rates) pass on 35-45 students to POLI 482. This number could be accommodated with POLI 482 being enlarged, or by offering POLI 482 twice per year, with each seminar enrolling about 20 students. Numbers much above this level (i.e., an entering cohort 60, with 45 students passing on to POLI 482) would probably require an additional capstone seminar to be offered. This is why the certificate program is starting with an upper limit of 60 entering students per annum.

Certificate-related course exclusions

As a result of a consultation suggestion from the Psychology Department, we have reviewed the course content of POLI 220 and POLI 381 in comparison to PSYC 218, 278 and 359. There is substantial differentiation between these courses and therefore should not be treated as equivalent for credit or appear on the exclusion list.



THE UNIVERSITY OF BRITISH COLUMBIA

Department of Political Science (POLI)

*New Undergraduate Certificate in Data and Models in
Political Science -- Calendar Entry*

<p>Category: 1 Faculty: Arts Department: Political Science Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November 14, 2022 Contact Person: Allen Sens and Christopher Kam (Certificate Proponents) Email: asens@mail.ubc.ca and chris.kam@ubc.ca;</p>
<p>Calendar Navigation: Homepage > Faculties, Colleges, and Schools > The Faculty of Arts > Undergraduate Certificate in Data and Models in Political Science</p> <p>Proposed Calendar Entry:</p> <p>Undergraduate Certificate in Data and Models in Political Science</p> <p>Description: The Data and Models in Political Science undergraduate certificate teaches students to use theoretical models of institutional and behavioural political science and economics to understand choice and conflict in domestic and international politics. This substantive focus is augmented by methodological courses that provide students with the technical skills necessary to conduct behavioural research in political science. The undergraduate certificate is intended for Political Science majors and was designed to serve students in the Faculty of Arts. We will consider enrolment of undergraduate students from other Faculties on a case-by-case basis.</p> <p>On completion of the undergraduate certificate, students will:</p> <ol style="list-style-type: none"> 1. possess an advanced comprehension of collective choice (e.g., democratic elections, legislative bargaining, market trade) and political conflict (e.g., between social classes, political parties, ethnic groups, or states); 2. have demonstrated competence in the application of deductive modelling techniques (economic and behavioural); and 3. developed capacities in the analysis of empirical data (frequently but not 	<p>URL: Create new page linked to https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,0,0</p> <p>Present Calendar Entry: NA</p> <p>Type of Action: New certificate program to be published in 2023/24 Calendar and launched in 2024W</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • A Category 1 proposal to create POLI 482 accompanies this proposal • Category 2 proposals requesting to revise the titles of POLI 220 and POLI 381 are being submitted alongside this proposal • Upon approval, we request to have this certificate published in the May/June update of the 2023/24 Calendar and the program to be effective for 2024W <p>Rationale for Proposed Change:</p> <p>The Data and Models Undergraduate Certificate in Political Science is a response to the more frequent and intensive use of mathematical modelling and quantitative data analysis as basic tools of work, advocacy, and social scientific research and inquiry both inside and outside the academy. In a world increasingly characterized by the use of “big data” by governments and the private sector, with accompanying concerns about the implications for privacy and equity, literacy in data analysis is increasingly valuable across all aspects of professional and personal life.</p>



<p>exclusively quantitative), the ability to evaluate the strengths and limitations of deductive modelling technique, and the ethics of data modelling research and practice.</p> <p>The program is designed to prepare students for employment in areas of governmental or intergovernmental policy analysis, the private and not-for-profit sectors, political consulting, polling and survey design, and data science. The undergraduate certificate will also prepare students for postgraduate study in behavioural methods in political science or cognate social sciences.</p> <p>Admissions: Students with second-year standing who complete POLI 110: Investigating Politics: An Introduction to Scientific Political Analysis (or an equivalent course) with a grade of 75 percent (B+) or higher¹ may apply to the Data and Models certificate. Students are offered admission to the certificate in order of their <u>POLI 110 grades.</u>² <u>Students can apply for the certificate at:</u> https://politics.ubc.ca/undergraduate/data-and-models</p> <p>For more information about the program email the Political Science Undergraduate Adviser (poli.advising@ubc.ca).</p> <p>Requirements: On securing admission to the Data and Models undergraduate certificate, students are required to take 18 credits in total.</p> <p>Lower Level:</p> <ul style="list-style-type: none"> • POLI 220 (3) Choice and Conflict: An Introduction to Domestic Politics Around the World. <p>Upper Level:</p> <ul style="list-style-type: none"> • POLI 380 (3) Quantitative Methods in Political Science;³ • POLI 381 (3) Managing Quantitative Data in Political Science; • POLI 482 (3) Data and Models Capstone <p>and 6 credits of any of the following 3-credit</p>	<p>The creation of this certificate program is based on three primary motives:</p> <p>1) First and foremost, it is a response to feedback from alumni and employers indicating that Political Science graduates are disadvantaged in the job market due to their relative lack of data management and analysis capacities. This feedback comes from Political Science alumni through our alumni engagement efforts, feedback from colleagues engaged in community-based experiential learning, and our contacts with employers. In response to these concerns we created POLI 395 (Political Science in Practice), but this course does not address data management and analysis in any depth.</p> <p>2) In the discipline of Political Science, data management and analysis is an increasingly important methodological tool for students wishing to advance to graduate programs in Political Science or cognate graduate programs (for example, those offered by public policy schools). This often means our students are faced with “catching up” by taking remedial courses and programs in quantitative methods before or after entering graduate school.</p> <p>3) The department wishes to create this certificate to establish a sequenced curriculum in data and models learning beginning with an introductory experience, core courses, electives, and a fourth-year capstone course. We do not have such a structure in our general major or minor program, which emphasizes student self-direction in course selection. We need to keep our major and minor program broadly accessible to those students who do not find data and models appealing or useful for their career goals. The creation of a certificate program will enable the department to both offer a structured pathway for learning data and models and maintain our current major and minor programs.</p> <p>A certificate format (as opposed to a Minor or Major) was chosen because the main student target group is our Political Science majors. A certificate has 1) fewer credit-hours, and 2) can be combined without conflict with our current major programs (including our Honours Program) and our minor. A certificate is</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>courses:⁴</p> <ul style="list-style-type: none"> • POLI 320: Government and Politics of the United States of America • POLI 360: Security Studies • POLI 328: Topics in Comparative Politics • POLI 310: Parliament and Politics: The Strategy of Politics • POLI 333: Issues in Comparative Politics • POLI 385: Public Opinion and Elections • ECON 485: Political Economy <p>Students must complete POLI 220 with a grade of 75% (B+) or above to remain in the Certificate program.</p> <p>Footnotes:</p> <ol style="list-style-type: none"> 1. In the case of over-admission, students with higher grades in POLI 110 (or equivalent) will be given priority over those with lower grades. 2. Entry into the Data and Models undergraduate certificate does not preclude applying for the POLI Honours program. 3. Students may substitute ECON 325 for POLI 380. 4. Students may substitute ECON 301 for any 3-credit 300-level POLI courses listed here. Subjects in POLI 328 and POLI 333 vary from year to year. Consult the Department of Political Science Undergraduate Advisor for the courses applicable to the undergraduate certificate program in any given year. 	<p>typically not an exposure to a second discipline, as a Minor may be. More specifically, this certificate is the focused development of data analysis methods in a Political Science context and as such is recognized as a certificate in the discipline.</p> <p>Please see the Executive Summary below for more details.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

-- *Executive Summary*

Proposal for a Undergraduate Certificate in Data and Models in Political Science

Christopher Kam (Department of Political Science)

Allen Sens (Curriculum Director, Department of Political Science)

10 November 2022

Overview

This proposal describes the construction and delivery of a 6-course (18 credit) undergraduate *academic-credit certificate program* (see UBC Senate Policy V-128) in **Data and Models (Political Science)** in the Department of Political Science, beginning in September 2024.



17 May 2023

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Curriculum Proposals (approval)

The Senate Curriculum Committee has reviewed the materials forwarded to it by the Faculties and encloses those proposals it deems as ready for approval including 89 new courses, 2 new program options, 1 new minor, 1 new major, 1 revised honours, and 1 program deletion.

The following is recommended to Senate:

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

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee



FACULTY OF APPLIED SCIENCE

New courses

BMEG 421 (3) Linear Systems in Optics; **BMEG 422 (3)** Modern Biomedical Optical Imaging; **BMEG 423 (3)** Clinical Informatics; **BMEG 424 (3)** Genome Informatics; **BMEG 425 (3)** Biomedical Robotics; **BMEG 495 (3)** Biomaterials; **CHBE 472 (3)** Technologies for Human and Environmental Health; **CHBE 473 (3)** Environmental Engineering and Sustainability Leadership; **CPEN 300 (1-12)** Special Topics in Computer Engineering; **CPEN 355 (4)** Machine Learning with Engineering Applications; **CPEN 455 (4)** Deep Learning; **ELEC 300 (1-12)** Special Topics in Electrical Engineering; **MANU 453 (3)** Additive Manufacturing Design; **MANU 458 (3)** Manufacturing for Clean Energy; **MECH 455 (6)** Naval Architecture and Marine Engineering Capstone Design Project; **MECH 456 (6)** Energy and Environment Capstone Design Project; **MECH 471 (3)** An Introduction to Pulp and Papermaking; **MECH 486 (3)** Introduction to Ship Design

New program options

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

FACULTY OF ARTS

New courses

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

New Minor

Bachelor of Arts > Minor in Writing and Communication



FACULTY OF FORESTRY

New courses

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

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New courses

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

Arts

New course

LIBR 598 (3) Program Synthesis Portfolio

Delete Program

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

Education

New courses

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

Forestry

New courses

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



Science

New course

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

FACULTY OF MEDICINE

New courses

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

FACULTY OF PHARMACEUTICAL SCIENCES

New course

PHAR 431 (3) Functional Foods

FACULTY OF SCIENCE

New courses

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

New Major

Bachelor of Science > Cellular, Anatomical and Physiological Sciences

Revised Honours

Bachelor of Science > Cellular, Anatomical and Physiological Sciences



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: March 7, 2023 Effective Session: W Effective Academic Year: 2024	Date: March 1, 2023 Contact Person: Paul D. Pickell Phone: 604-822-2236 Email: paul.pickell@ubc.ca
Proposed Calendar Entry: NRES 241 (3) Introduction to Geomatics for Natural Resource Management Introduction to spatial thinking and principles of Geographic Information Systems (GIS) and remote sensing for natural resource management. Priority enrolment to students in the Faculty of Forestry. Prerequisites: Second-year standing.	URL: N/A Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: There is strong student demand in the Faculty of Forestry for more and earlier exposure to geomatics across undergraduate programs. The current GIS course (NRES 340) is the only option for forestry students wishing to learn critical GIS skills in a forestry context. Additionally, remote sensing (FRST 443) is introduced and only offered in fourth year. We propose teaching both GIS and remote sensing content together in a three-course sequence: introductory (NRES 241), intermediate (NRES 341) and advanced (NRES 441). This course, NRES 241 will give students an introduction to geomatics and reduce reliance on piecemeal coverage of geomatics material in modules throughout other second-year courses (e.g., FRST 232, FRST 239, FOPR 264). Pedagogically, this change would allow students to develop and apply these skills during their field schools and capstone courses in the third and fourth years of their program.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: March 7, 2023 Effective Session: W Effective Academic Year: 2024	Date: March 1, 2023 Contact Person: Paul D. Pickell Phone: 604-822-2236 Email: paul.pickell@ubc.ca
Proposed Calendar Entry: NRES 341 (3) Intermediate Geomatics for Natural Resource Management Applications of remote sensing, image analysis, advanced spatial analysis and geoprocessing for natural resource management. Priority enrolment to students in the Faculty of Forestry. Students may receive credit for only one of NRES 341, NRES 340, CONS 340. Prerequisites: NRES 241. Third-year standing. Equivalencies: NRES 340, CONS 340	URL: Present Calendar Entry: Type of Action: New Course Rationale for Proposed Change: There is strong student demand in the Faculty of Forestry for more and earlier exposure to geomatics across undergraduate programs. The current GIS course (NRES 340) is the only option for forestry students wishing to learn critical GIS skills in a forestry context. Additionally, remote sensing (FRST 443) is introduced and only offered in fourth year. We propose teaching both GIS and remote sensing content together in a three-course sequence: introductory (NRES 241), intermediate (NRES 341) and advanced (NRES 441). This course, NRES 341 will give students experience applying remote sensing and GIS approaches to natural resources data. This course is especially intended for students who may employ geomatics approaches in 4 th -year capstone courses. <div style="display: flex; align-items: flex-start;"> <input style="margin-right: 10px;" type="checkbox"/> <div> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) </div> </div> Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.



THE UNIVERSITY OF BRITISH COLUMBIA

	<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.)
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: March 7, 2023 Effective Session: W Effective Academic Year: 2024	Date: March 1, 2023 Contact Person: Paul D. Pickell Phone: 604-822-2236 Email: paul.pickell@ubc.ca
Proposed Calendar Entry: NRES 441 (3) Advanced Geomatics for Natural Resource Management Advanced applications of remote sensing, image analysis, spatial analysis and geoprocessing for natural resource management. Priority enrolment to students in the Faculty of Forestry. Students may receive credit for only one of FRST 443, NRES 443, NRES 441. Prerequisites: NRES 340 or NRES 341. Fourth-year standing. Equivalency: FRST 443, NRES 443	URL: Present Calendar Entry: Type of Action: New Course Rationale for Proposed Change: There is strong student demand in the Faculty of Forestry for more and earlier exposure to geomatics across undergraduate programs. The current GIS course (CONS/NRES 340) is the only option for forestry students wishing to learn critical GIS skills in a forestry context. Additionally, remote sensing (FRST/NRES 443) is introduced and only offered in fourth year. We propose teaching both GIS and remote sensing content together in a three-course sequence: introductory (NRES 241), intermediate (NRES 341) and advanced (NRES 441). This course, NRES 441, will give students an opportunity to learn more advanced geomatics applications beyond what was previously covered in CONS/NRES 340 and FRST/NRES 443 give students experience applying remote sensing and GIS approaches to natural resources data. This course is especially intended for students who may employ geomatics approaches in 4 th -year capstone courses. <div style="display: flex; align-items: flex-start;"> <input style="margin-right: 10px;" type="checkbox"/> <div> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) </div> </div>



THE UNIVERSITY OF BRITISH COLUMBIA

	<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

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: March 7, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: January 18, 2023 Contact Person: Robert Kozak Phone: (604) 822-2402 Email: rob.kozak@ubc.ca
Proposed Calendar Entry: UFOR 231 (3) <i>Introductory Statistical Methods for Urban Forestry</i> Basic theories and practice of statistical methods in an urban forestry context. Intended only for students in the Bachelor of Urban Forestry program. Students in the Bachelor of Science, Natural Resources should take NRES 231.	URL: Type of Action: New Course Rationale for Proposed Change: This course was requested by the review team from the Canadian Forestry Accreditation Board to allow the Bachelor of Urban Forestry – Urban Greenspace Management Minor to become an accredited program. This course will be similar to NRES 231, Introduction to Biometrics, but will be more focused on an urban forestry context and will account for the different math background of students in the Bachelor of Urban forestry (BUF) program. <div style="display: flex; align-items: flex-start;"> <input style="margin-right: 10px;" type="checkbox"/> <div> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. </div> </div> <div style="margin-top: 10px;"> <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.) </div>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: January 6, 2023 Contact Person: Sara Barron Phone: 604-802-6131 Email: sara.barron@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>UFOR 415 (3) Plant Design</p> <p>An introduction to the design of enhanced environments through the use of plants.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=LARC</p> <p>Present Calendar Entry:</p> <p>LARC 415 (3) Plant Design</p> <p>An introduction to the design of enhanced environments through the use of plants.</p> <p>Type of Action: Change subject code to move course from School of Architecture and Landscape Architecture to Faculty of Forestry</p> <p>Rationale for Proposed Change: Both faculties agree that this course, which is a required course for the Faculty of Forestry's Bachelor of Urban Forestry, Landscape and Recreation Planning Minor students, would be best offered by the Faculty of Forestry. Most students enrolled are from the Faculty of Forestry and the teaching allocations would be best arranged by the Faculty of Forestry.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2024	Date: January 6, 2023 Contact Person: Sara Barron Phone: 604-802-6131 Email: sara.barron@ubc.ca
Proposed Calendar Entry: UFOR 444 (3) - Green Network Planning Theory and methods of long-range green space planning for urban areas.	URL: Present Calendar Entry: LARC 444 (3) Green Network Planning Theory and methods of long-range green space planning for urban areas. Type of Action: Move course from School of Architecture and Landscape Architecture to Faculty of Forestry Rationale for Proposed Change: The long-standing instructor for the course is retiring and the best suited replacement is employed in the Faculty of Forestry. Both faculties agree that this course, which is a required course for the Faculty of Forestry's Bachelor of Urban Forestry students, would be best offered by the Faculty of Forestry. Most students enrolled are from the Faculty of Forestry and the new instructor will be employed by the Faculty of Forestry.



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science and Medicine Department: Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: November 3, 2022 Contact Person: Kelly White Phone: Email: kelly.white@ubc.ca
Proposed Calendar Entry: BMEG 421 (3) Linear Systems in Optics Linear system theory and Fourier Optics, applications in optics including wave propagation and image quality assessment. Credit will be granted for only one of BMEG 421 or BMEG 521. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite: ELEC 221</i>	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: BMEG 400B has been piloted in 2021W and will be offered a second time in 2022W. This course fits well within the list of technical elective course options available to undergraduate students. The new course number will be BMEG 421. This course will be co-located with the Graduate version, BMEG 521, if approved by Senate. <input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science and Medicine Department: Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: November 3, 2022 Contact Person: Kelly White Phone: Email: kelly.white@ubc.ca
Proposed Calendar Entry: BMEG 422 (3) Modern Biomedical Optical Imaging Advanced multimodal optical imaging concepts, fundamental optics, optical OCT theories, advanced modern OCT technologies, and OCT application in clinical medicine and biomedical engineering. Credit will be granted for only one of BMEG 422 or BMEG 522. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> BMEG 421	URL: n/a Present Calendar Entry: n/a Type of Action: New Course Rationale for Proposed Change: BMEG 400C has been piloted twice, and is being offered a third time in 2022W. This co-location with a Graduate level course fits well within the list of technical elective courses offered to undergraduate students. The new course number will be BMEG 422. This course will be co-located with the Graduate version, BMEG 522, if approved by Senate. <input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science and Medicine Department: Biomedical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: November 3, 2022 Contact Person: Kelly White Phone: Email: kelly.white@ubc.ca
Proposed Calendar Entry: BMEG 423 (3) Clinical Informatics Fundamental concepts in clinical information systems, decision support, and mobile health. Application of information engineering to health care, including the management and use of patient health and well-being information. Credit will be granted for only one of BMEG 423 or BMEG 523. <i>This course is not eligible for Credit/D/Fail grading.</i>	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course Rationale for Proposed Change: BMEG 400D has been piloted twice and is being offered in 2022W for a third time. This course is co-located with a Graduate level course and sees good uptake by BMEG students. It fits well within the list of technical elective courses offered to undergraduate students. The new course number will be BMEG 423. This course will be co-located with BMEG 523 if approved by Senate. <input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science and Medicine Department: Biomedical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November 3, 2022 Contact Person: Kelly White Phone: Email: kelly.white@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BMEG 424 (3) Genome Informatics Principles and best practices in analyzing genomics data. Genome architecture, mappability, repeat elements, ChIP-seq, open chromatin, histone modifications, single cell technologies, genome wide association studies, statistical analyses, computational analysis, data processing. Credit will be granted for only one of BMEG 424 or BMEG 524.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite:</i> BMEG 310 or equivalent</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>BMEG 400E has been piloted twice, and is being offered a third time in 2022W. This course is co-located with a Graduate BMEG course and sees good uptake among BMEG students. It fits well within the list of technical elective courses offered to undergraduate students. The new course number will be BMEG 424. This course will be co-located with a Graduate version, BMEG 524, if approved by Senate.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science and Medicine Department: Biomedical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November 3, 2022 Contact Person: Kelly White Phone: Email: kelly.white@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BMEG 425 (3) Biomedical Robotics</p> <p>Biomedical robotics, mathematical fundamentals of kinematics, dynamics and control of robots by human operators, and applications of biomedical robotics.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisite:</i> MATH 152 and either BMEG 320 or ELEC 221</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>BMEG 400F has been piloted in 2021W and is being offered a second time in 2022W. This course has high demand among BMEG students and fits well within the list of technical elective courses offered to undergraduate students. The new course number will be BMEG 425.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science and Medicine Department: Biomedical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November 3, 2022 Contact Person: Kelly White Phone: Email: kelly.white@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BMEG 495 (3) Biomaterials</p> <p>Engineered materials in medical applications with an emphasis on material properties, functionality, design, and material response in the biological environment. Credit will be granted for only one of MTRL 495 or BMEG 495. <i>This course is not eligible for Credit/D/Fail grading.</i> [[2-0-2]]</p> <p>Prerequisite: APSC 278.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Creation of a co-located course mirroring an existing course within the same Faculty (i.e. assigning a second course code to an existing course).</p> <p>Rationale for Proposed Change:</p> <p>MTRL 495 is a course in the Department of Materials Engineering that is applicable as a technical elective for students in the Biomedical Engineering program, and has been taught by a faculty member cross-appointed between Materials Engineering and the School of Biomedical Engineering.</p> <p>The Biomedical Engineering program was first launched in 2018, and has grown to roughly 113 students per year-level. To meet the growing demand of the program, we have had to review our course offerings at UBC and look for opportunities to articulate the discipline within current course options. We identified MTRL 495 as an excellent candidate for a new BMEG course co-locate, as it has enrolled a number of Biomedical Engineering students in the past. Registration will be encouraged for Biomedical Engineering students who would like to pursue a specialization in Biomaterials.</p> <p>BMEG 495 will be identical to MTRL 495. co-locate MTRL 495 with a newly created course code BMEG 495 will allow students interested in Biomaterials to more easily locate this course in the calendar.</p> <p>BMEG 495 course content will cover the same calendar entry, course learning outcomes, and syllabus used for MTRL 495.</p>



	<p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: APSC Department: CHBE Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: 25 January 2023 Contact Person: Simcha Srebnik Phone: 778-712-9100 Email: simcha.srebnik@ubc.ca
Proposed Calendar Entry: CHBE 472 (3) Technologies for Human and Environmental Health Fundamentals of cutting-edge bioanalysis technologies with an emphasis on applications in health and the environment. Concepts and calculations involving: separations, mass transfer, reaction kinetics, mixing, electrochemistry, and others. Analysis tools employed include: limits of detection, sensitivity, specificity, and other measures. Credit will be granted for only one of CHBE 472 or CHBE 572. [3-0-0] <i>Prerequisite:</i> Fourth year standing in BASc or BSc.	URL: n/a Present Calendar Entry: n/a Type of Action: New course. Rationale for Proposed Change: Expanding the technical elective options available to undergraduate students in CHBE, ENVL and other programs. <div style="display: flex; align-items: center; margin-top: 10px;"> <input checked="" style="margin-right: 10px;" type="checkbox"/> <div> Not available for Cr/D/F grading </div> </div> Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: APSC Department: CHBE Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: 1 December 2022 Contact Person: Simcha Srebnik Phone: 778-712-9100 Email: simcha.srebnik@ubc.ca</p>
<p>Proposed Calendar Entry: CHBE 473 (3) Environmental Engineering and Sustainability Leadership</p> <p>Topics may include: Life cycle assessment, circular economy, system dynamics modelling, design thinking, systems thinking, traditional ecological knowledge, adaptive and evolutionary leadership, and relationality. Credit will be granted for only one of CHBE 473 or CHBE 573. <i>This course is not eligible for Credit/D/Fail grading [3-0-0]</i></p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course.</p> <p>Rationale for Proposed Change: This course is the undergraduate equivalence of the existing CHBE 583 course. Opening the course to an undergraduate audience will make it available as an elective for students in the ENVL program who currently do not have electives in environmental engineering in the CHBE program.</p> <div style="margin-top: 20px;"> <input checked="" type="checkbox"/> Not available for Cr/D/F grading </div> <p>Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: Electrical and Computer Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: January 20, 2023 Contact Person: Nick Jaeger Phone: Email: nickj@ece.ubc.ca
Proposed Calendar Entry: CPEN 300 (1-12) Special Topics in Computer Engineering Lectures or projects on subjects of current interest. <i>This course is not eligible for Credit/D/Fail grading.</i>	Present Calendar Entry: n/a Type of Action: New Course Rationale for Proposed Change: The Department of Electrical and Computer Engineering has the CPEN/ELEC 400 course codes for “special topics” courses covering advanced material. There is a need for a similar “special topics” course that is at the 300-level to enable further innovation in our program. When new research or technology arises, we’d like to provide our faculty with the opportunity to pilot new course offerings in response to the changing landscape for our students. Further, as an interdisciplinary program, it sometimes takes longer to discuss the creation of new courses as substantial discussion and consultation is required prior to curriculum submission. Being able to pilot courses to determine suitability and demand will be integral to the growth of our program. <div style="display: flex; align-items: center; margin-top: 10px;"> <input checked="" style="margin-right: 10px;" type="checkbox"/> <div> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model. </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading </div>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Applied Science Department: Electrical and Computer Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: January 20, 2023 Contact Person: Nick Jaeger Phone: Email: nickj@ece.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CPEN 355 (4) Machine Learning with Engineering Applications Foundations and concepts of data science and machine learning with applications to engineering problems. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-2]</p> <p>Prerequisites: (i) One of MATH 152, MATH 221, and (ii) One of MATH 318, MATH 302, STAT 302, STAT 321, ELEC 321, and (iii) One of CPEN 221, CPEN 223, CPSC 259.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: Machine learning has become an essential element of an electrical and computer engineer's toolbox in solving problems in application domains such as computer systems design, biomedical imaging and smart grid operations. The goal of this new course is to provide students with the relevant background and skills in the context of some applications that are discipline focused.</p> <p>Currently there are no regular courses in Electrical and Computer Engineering on this topic although the material has been taught for three years as a "special topics" course.</p> <p>This course builds on the background that electrical and computer engineering students have and emphasize related applications.</p> <p style="text-align: center;">X Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Applied Science Department: Electrical and Computer Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: January 20, 2023 Contact Person: Nick Jaeger Phone: Email: nickj@ece.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CPEN 455 (4) Deep Learning</p> <p>Fundamentals of deep learning, including architectures (e.g., MLPs, CNNs, RNNs, Transformers, and GNNs) and learning algorithms under different paradigms (supervised / unsupervised / reinforcement learning). Emphasis on design principles and motivating applications. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-2]</p> <p>Prerequisites: (i) One of MATH 152, MATH 221, and (ii) One of MATH 318, MATH 302, STAT 302, STAT 321, ELEC 321, and (iii) One of CPEN 221, CPEN 223, CPSC 259.</p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: Many of the recent developments in machine learning have been driven by advances in the area of deep learning. This course starts with the foundations of deep learning architectures and algorithms. The principles of deep learning are coupled with applications/case-studies that also provide students with an exposure to the modern tools for deep learning. Currently there are no regular courses in Electrical and Computer Engineering on this topic although the material has been taught for three years as a “special topics” course. This course focuses on deep learning only, whereas CPEN 355 provides a broader introduction to topics with deep learning being only a very small component of the course.</p> <p style="text-align: center;">X Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: Electrical and Computer Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: January 20, 2023 Contact Person: Nick Jaeger Phone: Email: nickj@ece.ubc.ca
Proposed Calendar Entry: ELEC 300 (1-12) Special Topics in Electrical Engineering Lectures or projects on subjects of current interest. <i>This course is not eligible for Credit/D/Fail grading.</i>	Present Calendar Entry: NA Type of Action: New Course Rationale for Proposed Change: The Department of Electrical and Computer Engineering has the CPEN/ELEC 400 course codes for “special topics” courses covering advanced material. There is a need for a similar “special topics” course that is at the 300-level to enable further innovation in our program. When new research or technology arises, we’d like to provide our faculty with the opportunity to pilot new course offerings in response to the changing landscape for our students. Further, as an interdisciplinary program, it sometimes takes longer to discuss the creation of new courses as substantial discussion and consultation is required prior to curriculum submission. Being able to pilot courses to determine suitability and demand will be integral to the growth of our program. <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;"> <input checked="" type="checkbox"/> </div> <div> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model. </div> </div> <div style="margin-top: 10px;"> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading </div>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Manufacturing Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: Contact Person: Casey Keulen Phone: 778-839-7991 Email: casey.keulen@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MANU 453 (3) Additive Manufacturing Design Design tools and methods for additive manufacturing, complex digital geometry creation, computer aided design tools, additive manufacturing workflow development, producibility analysis, analysis of 3D data sets for suitability to additive manufacturing processes. <i>This course is not eligible for Credit/D/Fail grading. [2-2-0]</i></p> <p>Calendar restriction: Third year standing or greater</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: We would like to introduce a new technical elective course to the MANU program. This course covers cutting edge topics that are currently being developed and applied to manufacturing engineering. These represent what many see as a major theme in the future of manufacturing engineering.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: Manufacturing Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: December 19, 2022 Contact Person: Casey Keulen Phone: 778-839-7991 Email: casey.keulen@ubc.ca
Proposed Calendar Entry: MANU 458 (3) Manufacturing for Clean Energy Manufacturing and the net-zero energy transition; renewable, low-carbon and sustainable energy and electricity generation; energy, electricity transport, storage and batteries; hydrogen economy; carbon capture utilization and storage (CCUS). <i>This course is not eligible for Credit/D/Fail grading. [3-0-0]</i> Calendar restriction: Third year standing or greater	URL: n/a Present Calendar Entry: n/a Type of Action: New Course Rationale for Proposed Change: We would like to introduce a new technical elective course to the MANU program. This course covers cutting edge topics that are currently being developed and applied to manufacturing engineering. These represent what many see as a major theme in the future of manufacturing engineering. <input type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): S Effective Academic Year: 2023</p>	<p>Date: January 30, 2023 Contact Person: Dr. Tony Hodgson Phone: (604) 822-3240 Email: ahodgson@mech.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Biomechanics and Medical Devices Option</p> <p>The Biomechanics and Medical Devices Option in Mechanical Engineering allows students interested in biomedical engineering, biomechanics and related topics to have a course and project concentration in these areas.</p> <p>...</p> <p>Energy and Environment Option</p> <p>The Energy and Environment Option in Mechanical Engineering allows students interested in sustainable buildings and energy systems to have a course and project concentration in these areas.</p> <p>Students will be admitted to the option at the end of second year by permission of the option coordinator, based on academic achievement and a demonstrated interest.</p> <p>To complete this option, students will modify the standard Mechanical Engineering third- and fourth-year programs.</p> <p>Note: Some students will not take courses in the order below, depending on their Co-</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.195.272.43</p> <p>Present Calendar Entry:</p> <p>Biomechanics and Medical Devices Option</p> <p>The Biomechanics and Medical Devices Option in Mechanical Engineering allows students interested in biomedical engineering, biomechanics and related topics to have a course and project concentration in these areas.</p> <p>...</p> <p>Mechatronics Option</p> <p>The Mechatronics Option in Mechanical Engineering allows students interested in mechanical systems integrated with embedded electronics, sensors, actuators, and related systems to have a course and project concentration in these areas.</p> <p>Type of Action: New Program Option</p> <p>Rationale for Proposed Change: Please see the Executive Summary included with our submission for background and rationale for creation of this new option.</p>



op schedule. Please refer to the Department website for recommended course sequences.

Third Year

MECH 305	6
MECH 325	4
MECH 327	3
MECH 328	3
MECH 360	3
MECH 368	3
MECH 375	3
MECH 411	3
Technical Electives ¹	3
Complementary Studies electives ²	3
Total Credits	34

Fourth Year

MECH 400	3
MECH 431	3
MECH 456 ³	6
MECH 463	4
MECH 466	4
MECH 489	4
Technical Electives ¹	12
Total Credits	36

¹ To be chosen from a course list available on the Department website.

² See [Complementary Studies Course](#).

³ MECH 456 may be replaced by APSC 486 and APSC 496A with permission from Department.

Mechatronics Option



THE UNIVERSITY OF BRITISH COLUMBIA

<p>The Mechatronics Option in Mechanical Engineering allows students interested in mechanical systems integrated with embedded electronics, sensors, actuators, and related systems to have a course and project concentration in these areas.</p>	
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Executive Summary

Having recently adopted a new “Flex” curriculum in response to changes in the Canadian Engineering Accreditation Board’s requirements that allow us to reduce the number of required courses in our program, the Department of Mechanical Engineering within the Faculty of Applied Science seeks to replace its existing Thermofluids Option in its BASc program in Mechanical Engineering with two closely related options, one in Energy and Environment and one in Naval Architecture and Marine Engineering, to better align our curricular pathways with the Flex curriculum. Students would be required to complete a minimum of 147 credits (same number of credits as the standard MECH degree). Within the Mechanical Engineering standard BASc framework students are able to select their own technical electives, and complete the general Mechanical Engineering program. If students would like to access a coordinated set of technical electives in a specific area, students would apply for entry into one of the current options (Aerospace, Biomechanics and Medical Devices, Mechatronics). Options also allow students to have a focused 4th year Capstone experience, where design projects are specifically tailored to the area of interest.

We are proposing that the existing Thermofluids option previously available under our pre-Flex program be replaced with two new options: a new option in Energy and Environment (EE) and a new option in Naval Architecture and Marine Engineering (NAME). Students would be expected to complete the Option in the same time as students in the general Mechanical Engineering BASc stream. Students typically apply for options as they complete their 2nd year in our program. We anticipate being able to offer to this option to existing 2nd year Mechanical Engineering students going into the 3rd year of their program in September 2023.

The aims of the new option are:

- to maintain and expand UBC’s international reputation in sustainability by developing engineers able to make contributions to energy and environment, which are critical to addressing the climate crisis
- to open new doors in career advancement and earnings for UBC students;
- to create a steady flow of competent engineers in BC, able to balance energy and environmental issues in the design of buildings, industrial and transportation systems as well as renewable energy systems
- to support the short-, medium- and long-term green infrastructure cluster development in BC and in particular, growth with a significant engineering value-added component.

Learning Outcomes for Energy and Environment Option:

In addition to the outcomes expected for the standard Mechanical Engineering degree, upon completion of the requirement for the new option, students will be able to:

- Apply the principles of mechanical engineering and engineering science to analyze and develop energy systems involved in buildings, transportation and industry;
- The above, while also considering climate, health, economic, and political impacts of these systems;
- Address engineering problems in a variety of industries by applying theories of thermodynamics, fluid mechanics, life cycle analysis and processes of pollution formation and control.

Rationale

New university students are acutely aware of and anxious about the worsening climate crisis, and many are seeking careers that can make a practical difference. At the same time, employers are starting to move in a consistent direction, ramping up design practices in green buildings, air quality management, hydrogen and biofuel transportation systems, electric vehicles, process decarbonization and greenhouse gas auditing. Indeed, applicants to the Thermofluids option – which EE will partially replace – were drawn to that option because of their passion for aerospace, automotives, energy systems, and/or sustainability. The deliberate focus of the proposed option on energy and the environment will improve recruitment as it removes the ambiguity associated with the term “thermofluids”.

APSC has several faculty members with expertise and research focus in the areas of energy and environment, with a significant number of faculty members in MECH either actively engaged in research in one of these areas. The proposed option can be efficiently delivered by grouping existing courses together and replacing the existing Thermofluids Capstone Design Course section with an EE section. Students will take 34-36 credits per year, which is, overall, the same number as both the standard Mechanical Engineering degree and the existing Thermofluids Option.

Option Structure

Students will apply to enter the Option in their second year to the Option Coordinator and will be admitted based on academic achievement (evaluated using their grades from courses completed in 1st and 2nd year) and an application that will include a letter outlining their demonstrated interest in energy and the environment. This is consistent with the admission requirements and procedure for all of our current Options in Mechanical Engineering. All students in the Option will be expected to enroll in the Co-op program, and students who are unable to do so will be provided with assistance in alternative course planning by an academic advisor, consistent with what is done for students from other Options who are in a similar situation. We expect to admit approximately 20 students per year into the Option; we can accommodate more – the only complication with more would be finding appropriate design projects – and can run the Option with less (since all of the courses included are taken as technical electives by other students). As such, the number of students in the Option will largely only be limited by student interest.

The proposed curriculum for the Option is given in Table 1. Courses that appear in the standard MECH program but have been taken out of the Energy and Environment Option are shown in red and courses that are added to the standard curriculum in order to achieve the option are shown in green. The Energy and Environment Option is very similar in structure to existing Options offered in Mechanical Engineering. The creation of this Option is fulfilling the long-term plan of the Department to replace the Thermofluids Option with avenues that are more relevant to student/industry needs and more in line with the specific research groups within Mechanical Engineering at this time. While this new option is derived from the Thermofluids option (retaining Mech 327 and 489 as core courses), it adds significant breadth with Mech 411 and the opportunity to apply the option-specific knowledge in Mech 456.

Table 1: Energy and Environment Option

Code	Title	Credits
Third Year		
MECH 305	Data Analysis and Mechanical Engineering Laboratories	6
MECH 325	Machine Design	4
MECH 327	Thermodynamics II	3
MECH 328	Mechanical Engineering Design Project	3
MECH 360	Mechanics of Materials	3
MECH 368	Engineering Measurements and Instrumentation	3
MECH 375	Heat Transfer	3
MECH 411	Air Pollution, Technology & Society	3
	Technical electives*	6 3
	Complementary Studies electives	6 3
Total Credits		34
Fourth Year		
MECH 400	Professionalism and Ethics in Engineering	3
MECH 431	Engineering Economics	3
MECH 456	Energy and Environment Design Project	6
MECH 457	Mechanical Engineering Design Project	6
MECH 463	Mechanical Vibrations	4
MECH 466	Automatic Control	4
MECH 489	Experimental Thermofluids	4
	Technical electives*	16 12
Total Credits		36

Courses in **green** are added to the baseline Flex program and are specifically Energy and Environment related; courses in **red** are deletions or changes from the baseline Flex program.

*Students will be required to choose a minimum of 6 credits of technical elective from a constrained list of courses related to Energy and Environment.

Resources Required

We will commit to offering certain technical elective courses on a yearly basis, and our financial modeling has accounted for that. We will appoint an Option Coordinator, and we have the appropriate faculty resources and budget to do this. The Option Coordinator will work with the existing Capstone Coordinator to identify potential projects (preferably in concert with local industry) for the new Energy and Environment capstone design course. This will not require extra resources since the option does not increase the overall number of MECH students in the program, and the new capstone design course will be co-located with the other Mechanical Engineering 4th year capstone design courses (consistent with how the other option-specific capstone design courses are run) and taught by the same instructional team.

We foresee no other additional resources required with the launch of the option.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): S Effective Academic Year: 2023</p>	<p>Date: January 30, 2023 Contact Person: Dr. Tony Hodgson Phone: (604) 822-3240 Email: ahodgson@mech.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Mechatronics Option</p> <p>The Mechatronics Option in Mechanical Engineering allows students interested in mechanical systems integrated with embedded electronics, sensors, actuators, and related systems to have a course and project concentration in these areas.</p> <p>...</p> <p>Naval Architecture and Marine Engineering Option</p> <p>The Naval Architecture and Marine Engineering Option in Mechanical Engineering allows students interested in the design and construction of ships and related marine systems to have a course and project concentration in these areas.</p> <p>Students will be admitted to the option at the end of second year by permission of the option coordinator, based on academic achievement and a demonstrated interest.</p> <p>To complete this option, students will modify the standard Mechanical Engineering third- and fourth-year programs.</p> <p>Note: Some students will not take courses</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,43</p> <p>Present Calendar Entry:</p> <p>Mechatronics Option</p> <p>The Mechatronics Option in Mechanical Engineering allows students interested in mechanical systems integrated with embedded electronics, sensors, actuators, and related systems to have a course and project concentration in these areas.</p> <p>...</p> <p>Thermofluids Option</p> <p>The Thermofluids Option in Mechanical Engineering allows students interested in aircraft, naval architecture, engines, and related systems to have a course and project concentration in these areas.</p> <p>Type of Action: New Program Option</p> <p>Rationale for Proposed Change: Please see the Executive Summary included with our submission for background and rationale for creation of this new option.</p>



in the order below, depending on their Co-op schedule. Please refer to the Department website for recommended course sequences.

**Mechanical Engineering Naval
Architecture and Marine Engineering
Option**

Third Year

MECH 305	6
MECH 325	4
MECH 328	3
MECH 359	3
MECH 360	3
MECH 368	3
MECH 375	3
MECH 380	3
Technical Electives ¹	3
Complementary Studies electives ²	6
Total Credits	37

Fourth Year

MECH 400	3
MECH 431	3
MECH 455 ³	6
MECH 463	4
MECH 466	4
MECH 486	3
MECH 488	3
CIVL 435	3
Technical Electives ¹	6
Total Credits	35



¹ To be chosen from a course list available on the Department website.

² See [Complementary Studies Course](#).

³ MECH 455 may be replaced by APSC 486 and APSC 496A with permission from Department.

Thermofluids Option

The Thermofluids Option in Mechanical Engineering allows students interested in aircraft, naval architecture, engines, and related systems to have a course and project concentration in these areas.

Executive Summary

Having recently adopted a new “Flex” curriculum in response to changes in the Canadian Engineering Accreditation Board’s requirements that allow us to reduce the number of required courses in our program, the Department of Mechanical Engineering within the Faculty of Applied Science seeks to replace its existing Thermofluids Option in its BASc program in Mechanical Engineering with two closely related options, one in Energy and Environment and one in Naval Architecture and Marine Engineering, to better align our curricular pathways with the Flex curriculum. Students would be required to complete 149-151 credits (2 more credits than the standard MECH degree). Within the Mechanical Engineering standard BASc framework students are able to select their own technical electives, and complete the general Mechanical Engineering program. If students would like to access a coordinated set of technical electives in a specific area, students would apply for entry into one of the current options (Aerospace, Biomechanics and Medical Devices, Mechatronics). Options also allow students to have a focused 4th year Capstone experience, where design projects are specifically tailored to the area of interest.

We are proposing that the existing Thermofluids option previously available under our pre-Flex program be replaced with two new options: a new option in Energy and Environment (EE) and a new option in Naval Architecture and Marine Engineering (NAME). Students would be expected to complete the Option in the same time as students in the general Mechanical Engineering BASc stream. Students typically apply for options as they complete their 2nd year in our program. We anticipate being able to offer to this option to existing 2nd year Mechanical Engineering students going into the 3rd year of their program in September 2023.

The aims of the new option are:

- to open new doors in career advancement and earnings for UBC students;
- to equip tomorrow’s naval architects and marine engineers with the critical thinking and practical skills necessary to make important contributions to the local and global marine industry and to make Canada a leader in the global shipbuilding market; and
- to maintain and expand UBC’s international reputation in the provision of a unique, reputable education to meet the highest possible standards in the marine sector.

Learning Outcomes for the Naval Architecture and Marine Engineering Option:

In addition to the outcomes expected for the standard Mechanical Engineering degree, upon completion of the requirement for the new option, students will be able to:

- Apply the principles of mechanical engineering and engineering science to analyze marine systems including ships and offshore structures.
- Identify opportunities to optimize the design of current and future ships to reduce environmental impacts;
- Address engineering problems in a variety of industries by applying theories of hydrodynamics, fluid mechanics, propulsion, ship structures, and ship design.

Rationale

UBC has established two professional masters programs in the area of Naval Architectures and Marine Engineering. The current professional programs are designed to accommodate students who already have completed a degree in engineering. Graduate students entering the program typically have existing degrees in mechanical, materials, civil or marine engineering. The Masters of Engineering (MEng) program is a pure technical program consisting of 31 credits while the Masters of Engineering Leadership (MEL) program is a blend of technical courses offered through the NAME program, and business courses offered through the Sauder School of Business. Both programs are successful with graduates being employed throughout the marine sector including Naval Architecture firms, Shipyards, operators, and regulators.

Undergraduate students are currently only able to take two courses from the program (namely MECH 488 and CIVL 435). Every year undergraduate students enquire whether they can take more courses from the program rather than wait to apply to the graduate program. At this stage, only students admitted into the NAME program can take further courses. It is expected that providing access to more of the professional program courses will draw interest from the current undergraduate cohort.

Recent consultation (January 2023) with marine sector partners regarding the establishment of a NAME option at the undergraduate level was met with resounding support. Industry representatives highlighted significant challenges with regards to recruiting engineers with specific marine knowledge and capabilities. The industry advisors illustrated the fact that the marine sector is a major and growing driver in the British Columbia economy with major ship building projects lined up for several decades. Graduates from the option will be welcomed by the industry.

APSC has several faculty members with expertise and research focus in the areas of Naval Architecture and Marine Engineering, with several housed in MECH, including two NSERC/Seaspan Industrial Research Chairs. The proposed option can be efficiently delivered by grouping existing courses together and replacing the existing Thermofluids Capstone Design Course section with a NAME section. Students will take 35-37 credits per year, which is, overall, only 2 credits more than both the standard Mechanical Engineering degree and the existing Thermofluids Option.

Option Structure

Students will apply to enter the Option in their second year to the Option Coordinator and will be admitted based on academic achievement (evaluated using their grades from courses completed in 1st and 2nd year) and an application that will include a letter outlining their demonstrated interest in naval architecture and marine engineering. This is consistent with the admission requirements and procedure for all of our current Options in Mechanical Engineering. All students in the Option will be expected to enroll in the Co-op program, and students who are unable to do so will be provided with assistance in alternative course planning by an academic advisor, consistent with what is done for students from other Options who are in a similar situation. We expect to admit approximately 10 students per year into the Option; we can accommodate more – the only complication with more would be finding appropriate design projects – and can run the Option with less (since all of the courses included are taken as technical electives by other students, both in MECH or in the MEng in Naval Architecture and Marine Engineering). As such, the number of students in the Option will largely only be limited by student interest.

The proposed curriculum for the Option is given in Table 1. Courses that appear in the standard MECH program but have been taken out of the Naval Architecture and Marine Engineering Option are shown in **red** and courses that are added to the standard curriculum in order to achieve the option are shown in **green**. The Naval Architecture and Marine Engineering Option is very similar in structure to existing Options offered in Mechanical Engineering. The creation of this Option is fulfilling the long-term plan of the Department to replace the Thermofluids Option with avenues that are more relevant to student/industry needs and more in line with the specific research groups within Mechanical Engineering at this time.

Table 1: Naval Architecture and Marine Engineering Option

Code	Title	Credits
Third Year		
MECH 305	Data Analysis and Mechanical Engineering Laboratories	6
MECH 325	Machine Design	4
MECH 328	Mechanical Engineering Design Project	3
MECH 359	Computational Methods for Mechanical Engineering	3
MECH 360	Mechanics of Materials	3
MECH 368	Engineering Measurements and Instrumentation	3
MECH 375	Heat Transfer	3
MECH 380	Fluid Dynamics	3
	Technical electives*	6 3
	Complementary Studies electives	6
Total Credits		37
Fourth Year		
MECH 400	Professionalism and Ethics in Engineering	3
MECH 431	Engineering Economics	3
MECH 455	Naval Architecture and Marine Engineering Design Project	6
MECH 457	Mechanical Engineering Design Project	6
MECH 463	Mechanical Vibrations	4
MECH 466	Automatic Control	4
MECH 486	Introduction to Ship Design	3
MECH 488	Introduction to Ship Hydrodynamics	3
CIVL 435	Advanced Structural Analysis	3
	Technical electives*	16 6
Total Credits		35

Courses in **green** are added to the baseline Flex program and are specifically related to Naval Architecture or Marine Engineering; courses in **red** are deletions or changes from baseline Flex program.

*Students will be required to choose all 9 credits of technical electives from a constrained list of courses related to Naval Architecture and Marine Engineering.

Resources Required

We will commit to offering certain technical elective courses on a yearly basis, and our financial modeling has accounted for that. We will appoint an Option Coordinator, and we have the appropriate faculty

resources and budget to do this. The Option Coordinator will work with the existing Capstone Coordinator to identify potential projects (preferably in concert with local industry) for the new Naval Architecture and Marine Engineering capstone design course. This will not require extra resources since the option does not increase the overall number of MECH students in the program, and the new capstone design course will be co-located with the other Mechanical Engineering 4th year capstone design courses (consistent with how the other option-specific capstone design courses are run) and taught by the same instructional team.

We foresee no other additional resources required with the launch of the option.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): S Effective Academic Year: 2023	Date: January 30, 2023 Contact Person: Dr. Tony Hodgson Phone: (604) 822-3240 Email: ahodgson@mech.ubc.ca
Proposed Calendar Entry: MECH 455 (6) Naval Architecture and Marine Engineering Capstone Design Project A capstone course to provide students experience in the design/development of practical naval architecture and marine engineering devices. Projects are provided by local industry and engineering research laboratories. Credit will be granted for only one of MECH 453, MECH 454, MECH 455, MECH 456, MECH 457, MECH 458, MECH 459, or APSC 496. This course is not eligible for Credit/D/Fail grading. [1-2-2; 1-2-2] Prerequisite: All of MECH 325, MECH 328, MECH 360, MECH 380 and fourth-year standing in the Naval Architecture and Marine Engineering Option.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This is an option-specific capstone course that is required as part of the creation of the Naval Architecture and Marine Engineering Option. <div style="display: flex; align-items: center;"> <input checked="" type="checkbox"/> <div style="margin-left: 10px;">Not available for Cr/D/F grading</div> </div> Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model. <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading </div>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): S Effective Academic Year: 2023	Date: January 30, 2023 Contact Person: Dr. Tony Hodgson Phone: (604) 822-3240 Email: ahodgson@mech.ubc.ca
Proposed Calendar Entry: MECH 456 (6) Energy and Environment Capstone Design Project A capstone course to provide students experience in the design/development of practical energy and environment devices. Projects are provided by local industry and engineering research laboratories. Credit will be granted for only one of MECH 453, MECH 454, MECH 455, MECH 456, MECH 457, MECH 458, MECH 459, or APSC 496. This course is not eligible for Credit/D/Fail grading. [1-2-2; 1-2-2] Prerequisite: All of MECH 325, MECH 327, MECH 328, MECH 360 and fourth-year standing in the Energy and Environment Option.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This is an option-specific capstone course that is required as part of the creation of the Energy and Environment Option. <div style="display: flex; align-items: center;"> <input checked="" type="checkbox"/> <div style="margin-left: 10px;">Not available for Cr/D/F grading</div> </div> Rationale for not being available for Cr/D/F Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model. <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading </div>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): S Effective Academic Year: 2023	Date: January 30, 2023 Contact Person: Dr. Tony Hodgson Phone: (604) 822-3240 Email: ahodgson@mech.ubc.ca
Proposed Calendar Entry: MECH 471 (3) An Introduction to Pulp and Papermaking Overview of pulp and paper operations. Conversion of wood to fibre through mechanical or chemical pulping, processing of recycled fibre, the papermaking process and paper converting operations. Contemporary developments. <i>This course is not eligible for Credit/D/Fail grading. [3-0-0]</i> Prerequisite: none	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: Course has run as a special topics course for UBC Engineering students for several years. We are obligated to continue to teach this course each year to UVIC (MECH 450D) as part of the Advanced Papermaking Initiative, and giving it a UBC permanent course code makes sense since we will also continue to make it available to UBC students. <div style="display: flex; align-items: center;"> <input checked="" type="checkbox"/> Not available for Cr/D/F grading </div> Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model. <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading </div>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): S Effective Academic Year: 2023	Date: January 30, 2023 Contact Person: Dr. Tony Hodgson Phone: (604) 822-3240 Email: ahodgson@mech.ubc.ca
Proposed Calendar Entry: MECH 486 (3) Introduction to Ship Design This course introduces the ship design process from a Systems Engineering point of view. Topics include ship operational requirements, space and weight estimation, parametric design, optimization techniques, and the impacts of ship design on economics and the environment. Equivalency: NAME 581. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0] Corequisite: MECH 488 and CIVL 435	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This will be a core course for the new Naval Architecture and Marine Engineering Option. It will be an undergraduate co-located version of NAME 581, which is a course that is already taught by MECH each year for NAME graduate students. <input checked="checked" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading



Undergraduate Proposals – New Programs

School of Journalism, Writing, and Media (JWAM)

New Minor in Writing and Communication

-- Calendar Entry

<p>Category: 1 Faculty: Arts Department: School of Journalism, Writing, and Media (JWAM) Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: March 2, 2023 Contact Person: Dr. Rebecca Carruthers Den Hoed (WRDS Curriculum Chair) Phone: n/a Email: rebecca.carruthersdenhoed@ubc.ca</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts Writing and Communication</p> <p>Proposed Calendar Entry:</p> <p>Minor in Writing and Communication</p> <p>The School of Journalism, Writing, and Media offers a Minor in Writing and Communication to all UBC undergraduate students in degree programs that allow students to complete a minor in the Faculty of Arts.</p> <p>The program will focus on the role of writing and communication in knowledge-making, primarily in academic, professional, and public contexts.</p> <p>Students may declare their Minor in Writing and Communication after completing 27 credits (second year standing).</p> <p>The Minor will consist of 21 credits, of which 18 credits must be at the 300-level or above:</p> <p>Lower-Level Requirements (3 credits)</p> <ul style="list-style-type: none"> WRDS 200 (3) Writing and Communication Foundations <p>Upper-Level Requirements (9 credits)</p> <ul style="list-style-type: none"> WRDS 400 (3) Writing and Communication Capstone 	<p>URL: Create a new page for Writing and Communication. Include the link on all appropriate Calendar pages (Undergraduate Academic Programs, Arts, etc.)</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a new degree program: Minor in Writing and Communication</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <i>This program proposal is accompanied by Category 1 proposals for WRDS 200 and 400, both required courses for the program.</i> <i>This proposal is accompanied by a Category 1 proposal for WRDS 450, which is included on the list of courses that students may choose to take to fulfill upper-level requirements.</i> <i>Category 1 proposals for WRDS 370 and 390 were submitted to Senate in the November Faculty of Arts Curriculum Report and aiming for publication in the February release of the 2023-24 Calendar</i> <p>Rationale for Proposed Change:</p> <p>In 2020, Writing, Research, and Discourse Studies (WRDS) joined with the School of Journalism (JRNL) to form the School of Journalism, Writing, and Media (JWAM). In the context of this exciting merger, the School</p>



<ul style="list-style-type: none"> 6 credits of 300- or 400-level WRDS courses (from the List of Courses, below) <p>Upper-Level Requirements (9 credits)</p> <ul style="list-style-type: none"> 9 credits of 300- or 400-level courses (from the List of Courses, below) that explore the writing and communication practices used in specific communities or contexts to make knowledge, with an emphasis on academic, professional, and public contexts. <p>List of Courses</p> <p>WRDS 350 Knowledge Making in the Disciplines</p> <p>WRDS 360 Knowledge Popularization: Research Writing in New Media</p> <p>WRDS 370 Research Writing and Marginalization</p> <p>WRDS 390 Writing Disability</p> <p>WRDS 450 Writing Practices for Publics and Publication</p> <p>ANTH 332 Oral Tradition</p> <p>CHEM 300 Communicating Chemistry</p> <p>CRWR 302 Writing for Podcast</p> <p>CRWR 305 Intermediate Writing of Creative Nonfiction</p> <p>CRWR 312 Interactive Storytelling</p> <p>DSCI 320 Visualization for Data Science</p> <p>COMM 390 Business Writing</p> <p>COMM 395 Business Communications</p> <p>ENGL 301 Technical Writing</p> <p>ENGL 309 Rhetoric of Science, Technology, and Medicine</p> <p>ENGL 312 Discourse and Society</p> <p>FNIS 300 Writing First Nations</p> <p>GRSJ 307 Gender, Race, Sexuality, and Popular Culture</p> <p>GRSJ 327 Theories of Representation and Difference</p> <p>INFO 419 Information Visualization</p> <p>JRNL 325 Fundamentals of Community Reporting</p> <p>JRNL 320 Multimedia Journalism</p> <p>JRNL 425 Journalism and Social Change</p> <p>SCIE 300 Communicating Science</p>	<p>of Journalism, Writing, and Media is developing new courses and a new Minor in Writing and Communication that speak to the range of writing practices students engage with at UBC and beyond — in primarily academic, professional, and public contexts — to make knowledge, share knowledge, and mobilize knowledge as action and social change.</p> <p>Writing studies is an interdisciplinary field that examines the writing practices people use in specific communities and specific contexts — especially academic, professional, and public contexts — to make knowledge and mobilize action. Writing studies, as a field, examines writing and communication as social practices and knowledge-making activities: it explores how writing is used in specific contexts and communities (e.g., academic disciplines, professional settings, cultural communities) to make knowledge, to transform knowledge for different audiences and purposes, and to mobilize knowledge as action. While writing studies centers around the term “writing,” people in the field commonly use “writing” as shorthand for “communication,” recognizing the range of written, spoken, audio, visual, embodied, and multimedia practices now encompassed by the field. With this in mind, this proposal seeks to launch a new Minor in Writing and Communication in the School of Journalism, Writing, and Media.</p> <p>At present, there is a gap in UBC’s program offerings related to writing and communication: no undergraduate program of study at UBC focuses solely on the writing and communication practices used to make, share, and mobilize knowledge <i>within and across academic, professional, and public contexts</i>. These are practices that students need to thrive at UBC and beyond — in their academic studies, professional work, and community service. The proposed Minor in Writing and Communication will bring together existing undergraduate courses and develop new courses in this area to create a program of study that students can pursue to complement their chosen major.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>The proposed Minor in Writing and Communication will immerse students in the study and practice of writing and communication — primarily within and across academic, professional, and public contexts. It will introduce students to key theories, principles, ideas, and debates in the field, and it will offer students ample opportunities to practice and improve their writing and communication skills in various contexts, genres, and modes. The Minor will provide students with a forum to explore the writing and communication practices used <i>in their own academic discipline</i>, as well as <i>within and across</i> other academic disciplines, professional and cultural communities, and public contexts. In this way, the Minor will help students <i>gain confidence</i> writing and communicating in these contexts and <i>gain the perspective required to think critically</i> about the diversity and complexity of writing and communication practices more generally. Students will engage with key ethical questions and explore the role of writing and communication in relation to epistemic injustice, anti-racism, decolonization and reconciliation, Indigeneity, and ableism.</p> <p>The Minor is appropriate for students enrolled in Majors where they are asked to do a lot of writing, as well as Majors where students are <i>not</i> asked to do a lot of writing. (i) The Minor is suitable for students enrolled in programs where <i>writing or communication more broadly understood</i> (e.g., spoken, visual, multimodal communication) are explored as central to knowledge-making, knowledge-sharing, and knowledge-mobilization. For these students, the Minor can be used to deepen their practice and expand their knowledge of writing and communication <i>within or relevant to their Major</i>. (ii) Alternatively, the Minor can be used by students enrolled in programs that do not focus on issues of writing and communication in knowledge production. For these students, the Minor can be used to develop writing and communication competencies that supplement or fill a gap in the curriculum of their Major.</p> <p>The Minor in Writing and Communication will include two required courses designed to offer</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>students a coherent program of study, including shared foundational knowledge (WRDS 200; each section capped at 80 students) and an integrative capstone experience (WRDS 400; each section capped at 30 students)— with a target of 60-80 students enrolled in the Minor each year. In addition to these required courses, the Minor will include electives drawn from a range of departments in the Faculties of Arts and Sciences (including the WRDS unit), to ensure the Minor is relevant and accessible to students from different academic disciplines and fields of study.</p> <p>In accordance with the UBC’s Strategic Plan, the proposed Minor will foster <i>transformative learning</i> by providing students with practical, hands-on, experiential learning in authentic writing and communication situations (Strategy 13), by bringing together students from diverse fields to learn from each other in an interdisciplinary context (Strategy 14), and by encouraging students to complete course work that aligns with their personal and career goals (Strategy 15). The program will foster <i>local engagement</i> as it includes electives that ask students to work on projects with ties to the community and public relevance (Strategy 16). The program also fosters <i>inclusive excellence</i>: one of the goals of the program is to cultivate an awareness and understanding of many ways of knowing and writing and to consider ways of communicating that are more equitable and inclusive (Strategy 4).</p> <p>In accordance with UBC’s Indigenous Strategic Plan, the proposed Minor — as part of its commitment to exploring diverse ways of knowing and writing — will explore Indigenous ways of knowing and writing in their historical and contemporary contexts and in relation to other knowledge-making practices. The program will dedicate time and space — in both its required courses (WRDS 200, WRDS 400), as well as some electives (WRDS 370 and FNIS 300) — to studying writing and communication in relation to “Indigenous ways of knowing, culture, histories, experiences and worldviews” (Goal</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>4) encouraging and facilitating “open dialogue about truth, reconciliation and the recognition of Indigenous peoples’ human rights” (Goal 2).</p> <p>The following WRDS courses already exist in the Calendar: WRDS 350, WRDS 360</p> <p>The following WRDS courses will be in the February publication of the 2023-24 Calendar: WRDS 370, WRDS 390</p> <p>The following new WRDS courses are included with this proposal and if approved will be in the May/June publication of the 2023/24 Calendar: WRDS 200, WRDS 400, WRDS 450</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

-- *Executive Summary*

Proposal for Minor in Writing and Communication Faculty of Arts, University of British Columbia

1. Overview

In 2020, Writing, Research, and Discourse Studies (WRDS) joined with the School of Journalism (JRNL) to form the School of Journalism, Writing, and Media (JWAM). In the context of this exciting merger, the School of Journalism, Writing, and Media is developing new courses and a new Minor in Writing and Communication that speak to the range of writing practices students engage with at UBC and beyond — in primarily academic, professional, and public contexts — to make knowledge, share knowledge, and mobilize knowledge as action and social change.

Writing and Communication as a Field of Study

Writing studies is an interdisciplinary field that examines **writing and communication practices in specific communities and contexts — especially academic, professional, and public contexts — to make knowledge and mobilize action**. Writing studies, as a field, examines writing and communication as social practices and knowledge-making activities: it explores how writing is used in specific contexts and communities (e.g., academic disciplines, professional settings, cultural communities) to make knowledge, to transform knowledge for different audiences and purposes, and to mobilize knowledge as action. While writing studies centers around the term “writing,” people in the field commonly use “writing” as shorthand for “communication,” recognizing the range of written, spoken, audio, visual, embodied, and multimedia practices now encompassed by the field. Keeping this in mind, this proposal refers to “writing studies” more broadly as the field of “writing and communication.” This proposal seeks to launch a new **Minor in Writing and Communication** in the School of Journalism, Writing, and Media.

Current Curriculum Gap



At present, there is a gap in UBC's program offerings related to writing and communication. Currently, there is no single undergraduate program of study at UBC that focuses solely on *the writing and communication practices used to make, share, and mobilize knowledge within and across academic, professional, and public contexts*. These are practices that students need in order to thrive at UBC and beyond — in their academic studies, professional work, and community service — but no single UBC program, as yet, gives students the chance to explore, apply, and critically examine the writing and communication practices used *within and across* these contexts. Academic and professional writing and communication skills are ranked at the top of those required within and beyond a university degree, and the School of Journalism, Writing, and Media's proposed Minor in Writing and Communication will be UBC's first program to bring together existing undergraduate courses — and develop new courses — in this area to create a program of study that students can pursue to complement their chosen major.

Proposed Curriculum Change

The proposed Minor in Writing and Communication will engage students in the study and practice of writing and communication — primarily within and across academic, professional, and public contexts. It will provide students with an intellectual framework that introduces them to key theories, principles, ideas, and debates in the field, and will offer students ample opportunities to practice and improve their writing and communication skills in various contexts, genres, and modes.

The Minor will provide students with a forum for deeper exploration of the writing and communication practices used *in their own academic discipline*, as well as *within and across* other academic disciplines, professional and cultural communities, and public contexts, knowledge-making genres, and modes of communication. The Minor is designed to help students *gain confidence* writing and communicating in these contexts and *gain perspective required to think critically* about the diversity and complexity of writing and communication practices. Students will engage with key ethical questions about the role of writing and communication in knowledge-making, epistemic (in)justice, (anti)racism, (de)colonization and (re)conciliation, ableism, and the affordances and constraints of communication genres, modes, and technologies.

The Minor in Writing and Communication will include two required courses designed to offer students enrolled in the Minor a coherent program of study, including shared foundational knowledge (WRDS 200) and an integrative capstone experience (WRDS 400). In addition to these core courses, the Minor will include electives offered by a range of departments in the Faculties of Arts and Sciences (including the WRDS unit), to ensure the Minor is relevant and accessible to students from different academic disciplines and fields of study.

Credential Awarded for the Proposed New Degree Program

The proposed credential is a Minor in Writing and Communication. The program will be available to all UBC undergraduate students in degree programs that allow students to complete a Minor in the Faculty of Arts.



Location of the Proposed New Degree Program

The University of British Columbia, Vancouver Campus.

Faculty Offering the Proposed New Degree Program

The program will be offered by the Faculty of Arts.

Anticipated Start Date

The program will be offered starting in 2023/2024 academic year, pending UBC Senate, Board and Ministry approval.

2. Program Aims, Goals, and Objectives

The Minor in Writing and Communication has four overarching goals:

Create a Coordinated Program of Study: To bring together — under one program of study — existing and new curriculum focusing on writing and communication practices used primarily in academic, professional, and public contexts used to make, share, and mobilize knowledge. The aim is to recognize, celebrate, and leverage existing curriculum from across diverse fields of study — and develop new, complementary, interdisciplinary curriculum — to offer students a coordinated means of studying writing and communication within and across academic, professional, and public contexts.

Build Student Confidence and Practical Skills: To provide an engaging program of study that addresses the needs and interests of students who are seeking to gain a deeper understanding of the writing and communication practices they need to thrive at UBC and beyond — as knowledge-makers and change-agents — and gain confidence and practical skills in writing and communicating in various academic, professional, and public contexts.

Foster Multidisciplinary and Interdisciplinary Learning: To provide students with a distinctly multi-disciplinary and inter-disciplinary educational experience that highlight the multiple and diverse communication practices that are used and that students need to navigate in contemporary academic, professional, and public contexts: the goal is to empower students to recognize the different communication practices employed in different contexts and to adapt their communication within and across these contexts.

Foster Critical Thinking and Inclusive Excellence: To provide students with a program of study that encourages and enables them to tackle pressing questions about the role of writing and communication in the exercise of power: practices of marginalization, objectification, and exclusion; practices of misinformation and disinformation; ongoing histories of discrimination, racism, and colonialism. Ultimately, the program aims to provide students with both practical skills in writing and communication, and with the *perspectives, experiences, and tools* they need to critique established ways of writing and communicating and explore ways to make writing and communication diverse, equitable, and inclusive.



3. Program Learning Outcomes

After completing the Minor in Writing and Communication, students will be able to:

UNDERSTAND writing and communication as social practices and knowledge-making activities that shape —and are shaped by — the communities and contexts in which they are used. (LO1)

IDENTIFY a wide range of writing and communication practices used to make and maintain knowledge, share knowledge, mobilize knowledge as action, and to foster change, in the contexts and communities in which they are used. (LO2)

EVALUATE AND CRITIQUE writing and communication practices and the knowledge-making practices they embody and enact, taking into consideration their contexts of use, their historical implications, and their practical effects. (LO3)

APPLY theories and principles of writing and communication to design, produce, review, and revise a variety of knowledge-making texts (in a variety of genres and modes) that are accessible, relevant, and actionable for their specific audiences. (LO4)

ADAPT writing and communication practices and their processes to reflect on, experiment with, and transform established ways of knowing and producing knowledge. (LO5)

4. Anticipated Contribution of the Program to UBC's Strategic Plan

The Minor in Writing and Communication aligns with the [UBC Strategic Plan \(2018-2028\)](#) through the program's commitment to *transformative learning, local and global engagement, and inclusive excellence*.

Transformative Learning: Multiple elements in the Minor combine to foster transformation by exposing students to authentic voices and situations and provide a pathway to inquiry and personal growth. The program is designed for flexibility, offering students choice in what to focus on and how to complete the program, so long as they achieve the program's core learning outcomes (Strategy 12). The program is designed to be practical and experiential: students hone their writing and communication skills by designing and producing texts for specific audiences and purposes in the real-world, and revising their work in response to authentic feedback (Strategy 13). The program is designed to foster interdisciplinary education: the program's interdisciplinary field of study — and student cohort — creates opportunities for students to learn from each other, from different perspectives and disciplines, and through collaboration and across disciplinary, cultural, and professional divides (Strategy 14). The program's focus on academic, professional, and public communication and writing is designed to help students advance their personal, academic, and career goals (Strategy 15).

Local and Global Engagement: Several courses in the program ask students to work with or for communities beyond the university, to consider the impact of their writing on local communities, or to tackle communication and writing challenges that are important and relevant to the public (Strategy 16). For example, WRDS 380 (a new course in development) will offer students the chance to translate published academic research into forms of communication (like infographics) that are accessible to the members of the community directly impacted by the research. The program focuses on writing and communication that matters to the public and that involves cultivating compassion, empathy, and reciprocal



relationships with communities outside the university.

Inclusive Excellence: One of the main goals of the program is to cultivate an awareness and understanding of the many different writing and communication practices in use (primarily in academic, professional, and public contexts) and the many ways of knowing and ways of making knowledge these practices represent. In this way, the program highlights the epistemic diversity that all writers and communicators must contend with, and the importance of recognizing that diversity and developing ways of communicating that are equitable and inclusive (Strategy 4). The Minor in Writing and Communication is designed to foreground issues of diversity and inclusion: to teach writing in ways that are inclusive and to help students produce writing that is inclusive.

5. Anticipated Contribution of the Program to UBC's Indigenous Strategic Plan

The proposed Minor in Writing and Communication will contribute to [UBC's Indigenous Strategic Plan \(ISP\)](#) in ways that align with and reflect the Writing, Research, and Discourse Studies (WRDS) unit's explicit and intentional commitment to implementing the ISP, at the unit level, faculty level, program level, and course level.

WRDS Unit: The Writing, Research, and Discourse Studies (WRDS) unit has been engaged in an Indigenous Strategic Plan (ISP) implementation process since August 2021. With the ongoing support of Indigenous Initiatives and materials developed by the Office of Indigenous Strategic Initiatives, the WRDS unit has completed (i) an ISP self-assessment session during which all WRDS faculty (including sessionals) discussed ISP goals and identified what the unit was already doing and where the unit needed to do more (September 2021); (ii) two Intent to Action workshops during which WRDS faculty (including members from each WRDS committee) identified alignments between the WRDS mandate and ISP goals and actions (June 2022); and (iii) the final workshop in the Intent to Action process—"Planning for Action"—during which WRDS faculty discussed and made plans for implementing actions identified in the June 2022 meetings (October 2022). Members of Indigenous Initiatives have attended and supported all these sessions and workshops to capture the conversation.

This ongoing implementation process has resulted in the following: a close collaborative connection between the WRDS unit and Indigenous Initiatives; a dedicated set of resources (including an online discussion forum) for decolonizing and indigenizing WRDS teaching on the WRDS resource bank (the unit's shared Canvas site); space and time during WRDS faculty meetings to identify further steps; explicit and intentional commitments to hiring Indigenous scholars in Writing Studies through the design of job ads and hiring processes; and a commitment to ongoing professional development in meeting the actions and goals of the ISP (i.e., an anti-racist and decolonial pedagogy roundtable in December 2022; follow-up pedagogy check-ins; anti-racist and decolonial reading group sessions during the summer; the development of an anti-racists toolkit for the teaching of writing; plans for a future collaboration with the Coordinated Arts Program [CAP] on a video project in which Indigenous faculty talk about their research writing).



WRDS Faculty: As an outcome of its ongoing implementation of the ISP, the WRDS unit has made an explicit and intentional commitment to hiring Indigenous scholars in Writing Studies. The unit will also draw on the expertise of its current faculty to develop curriculum and teach WRDS courses (including required and optional courses in the Minor): Dr. Katja Thieme, whose work critically examines the histories and practices of research writing and its colonial, classist, nationalist, heteronormative, ableist, and sexist roots; Dr. Louis Maraj, whose award-winning and internationally recognized work examines rhetorics of anti/racism and anti/blackness at historically white educational institutions and critiques the epistemic violence of Writing Studies ; Dr. Alexis McGee, whose work focuses on race, gender, and culture in sonic rhetorics; and Dr. Stephen Dadugblor, whose research focuses on cultural and comparative rhetorics and the rhetorical practices of postcolonial African societies. Several WRDS faculty are also actively involved in creating teaching resources to support anti-racist and inclusive writing pedagogies, including Dr. Laila Ferreira and Dr. Katie Fitzpatrick (who are also leading the ISP implementation process in the unit), Dr. Tara Lee, and Dr. Rebecca Carruthers Den Hoed. These and other current WRDS faculty are openly and actively committed to engaging in the important and ongoing work of decolonizing and Indigenizing Writing Studies in their research and in their teaching—where decolonization is understood as the “process of deconstructing colonial ideologies of the superiority and privilege of Western thought and approaches” (p. 6) and Indigenization is understood as the “process of naturalizing Indigenous knowledge systems and making them evident to transform spaces, places, and hearts” (p. 6).¹ The expertise and commitment to implementing the ISP among current (and future) WRDS faculty will be drawn on in the proposed Minor.

WRDS Program: As stated above (see section 4), one of the main goals of the proposed Minor in Writing and Communication is to cultivate an awareness and understanding of the many different writing and communication practices in use (primarily in academic, professional, and public contexts) and the many different ways of knowing and making knowledge that these practices represent—including Indigenous writing and communication and knowledge-making practices. The Minor aims to highlight the epistemic diversity that all writers and communicators must contend with and cultivate the humility² required to recognize and appreciate this diversity and develop ways of communicating that are equitable and inclusive. As part of the Minor’s commitment to exploring diverse ways of knowing and writing, the program will explore Indigenous ways of knowing and writing in their historical and contemporary contexts and in relation to other knowledge-making practices. The proposed Minor will dedicate time and space—and “‘Make space, take space’ (Janey Lew, personal communication, 2017) ... [to give learners] time to explore and appreciate Indigenous worldviews and [take] the time to understand the disrupt beliefs and misconceptions” (Allan et al., p. 17, see footnote 2)—to studying writing and communication in relation to “Indigenous ways of knowing, culture, histories, experiences and worldviews” (ISP Goal 4) encouraging and facilitating “open dialogue about truth, reconciliation and the recognition of Indigenous peoples’ human rights” (ISP Goal 2).

WRDS Courses: The Minor will explore Indigenous writing and communication practices and Indigenous ways of knowing in the required foundations course, **WRDS 200: Writing and**



Communication Foundations, in a dedicated Module; Indigenous issues explored in the foundations course will be revisited in the required capstone course, **WRDS 400: Writing and Communication Capstone**. Indigenous ways of writing and knowing will also be explored in other courses listed as options in the Minor: for instance, **WRDS 370: Research Writing and Marginalization**.

WRDS 200: Writing and Communication Foundations: As the first of two required courses in the Minor, WRDS 200 is designed to introduce students to the field of Writing Studies and orient students to the Minor. One module in WRDS 200 is dedicated to exploring the role of writing and communication in processes of colonization, decolonization, Indigenization, and reconciliation. Students read several chapters from Greg Younging's *Elements of Indigenous Style* to learn about the history of Indigenous peoples' portrayals in writing and the importance of honouring and upholding Indigenous led writing and publishing practices (and explore what those practices entail). Students watch a video available through *What I Learned In Class Today* to explore—in an instructor-led discussion—how to talk about Indigenous issues in ways that acknowledge, appreciate, and honour diverse ways of knowing and avoid perpetuating colonial and racist stereotypes and power dynamics. Students also consult with the instructor to find additional examples of writing and communication used as tool of colonization, decolonization, Indigenization, and reconciliation in texts they locate in the real world and, with instructor approval and support, they share, analyze, and discuss these texts in class. Rather than subsume complex Indigenous issues within other Modules (e.g., on identity and ideology, WRDS 200 makes dedicated time and space to explore writing and communication in relation to Indigenous knowledges, cultures, histories, and experiences, using required readings and activities suitable for 2nd year students from diverse backgrounds and programs.

WRDS 400: Writing and Communication Capstone: As the second required courses in the Minor, WRDS 400: Writing and Communication Capstone is designed to re-engage issues covered in WRDS 200—including the role of writing and communication in processes of colonization, decolonization, Indigenization, and reconciliation—and encourage and support students who choose to pursue these issues in their WRDS 400 assignments. In the first Module—and first assignment—WRDS 400 students work in groups to recap and reflect on the core issues explored in WRDS 200 (including writing and communication used as tools of colonization, decolonization, Indigenization, and reconciliation) and what they have learned about these since completing WRDS 200, in other courses they have taken to fulfill the Minor. After this opening Module, students can choose which issues to engage in their subsequent assignments (e.g., portfolio, capstone project), and students will be supported in the course should they choose to explore how their work as writers and communicators can contribute to the decolonization and Indigenization of writing (e.g., to disrupting colonial writing and communication practices, or to weaving together Western and Indigenous writing and communication practices). Optional readings in the course will foreground critical perspectives informed by social justice, decolonial thought, and Indigenous world views, and students will be invited and encouraged to reflect on these readings and how they connect to students' own work.



WRDS 370: Research Writing and Marginalization: This course is listed as an option in the Minor and is an example of additional opportunities within the Minor (beyond the required courses) to address Indigenous issues. The course raises critical questions about the social, political, historical, and ethical contexts of research writing by focusing on marginalized groups and intersections between marginalized identities. While the course can focus on various marginalized groups, in sections that focus on Indigenous peoples, students will explore the growing field of Indigenous writing studies to consider the place of Indigenous people within research writing and the research cultures that produce such writing. Students will consider research ethics, historical constructions of Indigenous people, and emergent language practices that centre the voices and knowledge of Indigenous communities. The course provides students with opportunities to radically question research writing as it has been inherited within the academy, and to consider the positionalities of researchers, of their research participants, and of students themselves in this process. Students complete a research project in the course that raises critical questions about how marginalized peoples have been positioned in academic research writing.

6. Response to the 2022 Faculty of Arts Alumni Report

For the students enrolled in the Minor, the program will address several needs identified in the recent *Faculty of Arts Alumni Report*. In the report, respondents highlighted that engagement in research-intensive experiences in programs with a high level of connection among students and strong relationships with instructors provided them with the highest amount of satisfaction. The Minor will offer all these aspects: (1) WRDS courses have a strong focus on research writing and provide consistent opportunities to engage in original forms of research (e.g., corpus, discourse, rhetorical, and genre analysis of primary sources); (2) the foundations course (WRDS 200) uses team-based learning to foster lasting relationships and a sense of belonging for students enrolled in the Minor; and WRDS courses offered at the 300-level enable supportive collaboration between students as well as collaboration with and within communities outside the classroom; and (3) WRDS courses at the 300- and 400-level are deliberately small (e.g., capped at 30 students) to enable best practices for instructor feedback and offering ongoing opportunities for close interaction with instructors.

7. Similar Programs at UBC and at Other Universities

Many other universities in Canada and the United States offer undergraduate degree programs specializing in academic writing, professional writing, technical writing, public writing or some combination of these, which is a testament to their appeal and success.

In Canada, comparable degree programs in Writing Studies (Majors or Minors) are offered in Ontario (University of Toronto Mississauga, Brock University, Western University, York University, University of Waterloo), Manitoba (University of Winnipeg), and British Columbia (University of Victoria): these programs generally take an interdisciplinary approach to Writing Studies; view writing as socially situated; combine theory and practice; and focus on academic, professional, and/or public contexts. **These programs speak to a small but strong writing studies community in Canada that provides students with degree programs combining rigorous theory and practical experience. The proposed Minor in Writing and Communication**



would position UBC as one of only a small number of Canadian universities currently offering top-tier undergraduate degree programs in the field.

In British Columbia, one comparable undergraduate program is offered by the University of Victoria — a Minor in Professional Communication. Otherwise, writing programs in BC colleges and universities consist of degree programs in English or creative writing or certificate programs in professional writing. **The proposed Minor would fill a gap in British Columbia post-secondary curriculum by offering an undergraduate degree program that focuses on writing within and across academic, professional, and public contexts — that complements UVic’s program focusing on professional communication and offers an alternative to existing certificate programs in professional writing.**

Most notably, though, the proposed Minor in Writing and Communication takes as its unique focus the connection between writing and communication practices and *knowledge-making practices*. While this connection is widely discussed and probed in Writing Studies scholarship, the proposed Minor highlights this connection in the curriculum and uses it as a key organizing principle in the program. This connection makes it possible to explore with students the role writing and communication play in constructing and shaping *what we know, our ways of knowing, and the actions we take based on that knowledge*, as well as the role writing and communication play in *building bridges between different ways of knowing, fostering collaboration between groups, and cultivating compassion and inclusion in a diverse society*. **In this way, the proposed program would position UBC at the forefront of Writing Studies theory, research, pedagogy, and practice and at the forefront the field’s (and UBC’s) commitment to equity, diversity, and inclusion.**

At UBC, the proposed Minor in Writing and Communication will complement existing UBC programs that focus writing or communication — Creative Writing (CRWR), English Language and Literatures (ENGL), and Journalism (JRNL) — by focusing on *writing and communication practices within and across academic disciplines, professional and cultural contexts, and with and for various audiences consisting of members of the public*. Rather than explore writing and communication practices relevant to one discipline, field, or industry, the Minor in Writing and Communication will help students *explore, compare, and apply writing and communication practices within and across academic, professional, and public contexts and focus on the work of translating knowledge across disciplinary, professional, and cultural divides*. The proposed Minor will also focus on *writing and communication as knowledge-making practices*: their role in making, sharing, and mobilizing knowledge within and across academic disciplines, cultural communities, and professional contexts.

8. Consultations with UBC Students, Alumni, and Departments

To gauge interest in the proposed Minor, survey invitations were sent to alumni with majors or minors in Bachelor of Media Studies, Creative Writing, and English and all current students enrolled in the Faculty of Arts in their third year as well as all current students enrolled in the Combined Major in Science or the Integrated Sciences Major. A total of 136 responses were collected. Students were presented with information about the proposed Minor program



structure, learning outcomes, and courses. They were asked if they supported the proposed Minor, if they would pursue it if it were available to them, and to provide additional feedback. Respondents indicated strong support for the proposed Minor: 84% of respondents indicated they supported the proposal, with 66% selecting “strongly support”; additionally, 66 out of the 136 respondents (nearly 50%) indicated they would have chosen to complete the Minor had the option been available to them.

Students also provided open-ended feedback about why they would have chosen to complete the Minor:

I think this is a really great Minor for those in many fields. It allows people to gain knowledge of different types of writing skills. I would never have thought to take a WRDS class until this came up! Now I want to take a few as an elective.

[I] am certain there would be a high demand for this kind of minor.

[I like] the versatility of adding this as a minor to an existing major and changing what it could be used for.

Having majors and minors like this that expand students' knowledge while also increasing their life skills that allow them better chances to get a job are great!

UBC Heads and Curriculum Chairs in the following units received an early draft of this proposal for informal consultation:

Department of Anthropology (ANTH)

Department of Creative Writing (CRWR)

Department of English Language and Literatures (ENGL)

Department of First Nations and Indigenous Studies (FNIS)

Institute for Social Justice (GRSJ)

School of Information (iSchool)

The Faculty of Science

Of the four units who responded to our invitation (Science, CRWR, ENGL, iSchool), almost all expressed strong support for the proposed Minor, with feedback from ENGL suggesting we clarify — for non-specialists — the focus of Writing Studies vs English. We addressed this feedback from ENGL by clarifying and reinforcing, in the present proposal, that Writing Studies is an *interdisciplinary* field that focuses on *the writing and communication practices used to make, share, and mobilize knowledge in academic, professional, and public contexts* (see sections 1 & 2), not study “language use” generally (a phrase flagged in an earlier draft of this proposal). A more elaborate definition of Writing Studies was added to section 1; a more elaborate explanation of the distinct interdisciplinary / multidisciplinary approach of Writing Studies was added to section 2; a more elaborate discussion of comparable Writing Studies programs in Canada was added to section 7. These details help distinguish the interdisciplinary field of Writing Studies from the discipline and subfields of English Literature / English Language (which take a discipline-specific approach to the study of English literatures, linguistics, grammar, semantics, pragmatics, stylistics, rhetoric, and discourse).



The current revised proposal was sent to the above units along with official consultation request forms.

In addition to the above units, this proposal and consultation request forms were sent to Heads/Directors and Interdisciplinary Program Chairs in the following:

Bachelor of Media Studies (BMS) program

Department of Political Science (POLI)

Department of Sociology (SOCL)

In addition, all Faculty of Arts units were given the opportunity to review and respond to this proposal through an open consultation sent January, 2023.

9. Program Design — Targeted Students

The Minor in Writing and Communication will be accessible and appealing to students from across campus, in the Faculty of Arts and other Faculties that allow students to complete a Minor in Arts. The Minor is designed to attract students interested in pairing their Major with a complementary Minor that helps them gain confidence and practical skill writing and communicating in their own academic discipline or across a range of other academic, professional, and public contexts, think critically about established ways of writing, communicating, and constructing knowledge, and take part in changing writing and communication conventions for the better.

We anticipate students Majoring in programs offering electives in the Minor to be attracted to the program, as they are likely to see intersections between their Major area of the study and the learning outcomes of the Minor: that is, Anthropology; Commerce; Creative Writing; English; First Nations and Indigenous Studies; Gender, Race, Sexuality & Social Justice; Journalism; Science (including undergraduate students interested in Data Science and Informatics).

We also anticipate students Majoring in the Social Sciences and interdisciplinary or multidisciplinary areas of study — who may want to coordinate and collaborate across disciplines and communities in their research and work — to be attracted to the program, as they are likely to see the value of studying the knowledge-making, writing, and communication practices used within and across different disciplines and communities: that is, Anthropology, Economics, Geography, Interdisciplinary Studies, International Relations, Media Studies, Political Science, Public Policy and Global Affairs, Psychology, Sociology.

10. Program Design — Learning Outcomes & Course Offerings

The Minor will reflect the interdisciplinary approach taken in Writing and Communication, as a field: elective courses are drawn from a range of programs in the Faculties of Arts and Sciences, and required courses explore writing and communication practices from multiple disciplines and contexts. Required courses (WRDS 200 & WRDS 400) have been designed to foster a sense of community and connection, in this interdisciplinary context, and to encourage students to



learn from each other and share their work and experiences.

The Minor is designed such that required and elective courses — in combination — cover all five of the program’s learning outcomes and scaffold student learning as they move through the program.

Foundational Knowledge: One of two required courses (WRDS 200) will provide students with shared foundational knowledge needed to thrive in the program (LO1); this course is also designed to foster a sense of cohort and community among students enrolled in the program, as students will likely come from different programs across campus.

Opportunities for Analysis, Evaluation, and Application: Elective courses will include courses developed ‘in-house’ by the WRDS unit as well as courses drawn from other programs and faculties. All electives explore the writing and communication practices used in specific communities or contexts to make knowledge, with an emphasis on academic, professional, and public contexts, including practices associated with specific cultures, genres, media, or modes. These electives ask students to analyze, evaluate, and create a wide range of writing and communication practices used in academic, professional, and public contexts to make knowledge (LO2, LO3, LO4); the electives are flexible and offer students a chance to tailor their course selections to their individual interests.

Capstone Experience: One of two required courses (WRDS 400) will provide students with a capstone experience in which they reflect on their learning journey in the program, synthesize what they’ve learned, and apply what they’ve learned as they chart a path for themselves — as writers and communicators — in their chosen field. This course reinforces the sense of cohort and community cultivated in WRDS 200, and challenges students to engage with questions about how they plan to be catalysts for change they want to see in their field (LO5).

11. Program Requirements and Structure

The School of Journalism, Writing, and Media (JWAM) will offer and administer a Minor in Writing and Communication to all UBC undergraduate students in degree programs that allow students to complete a minor in the Faculty of Arts, operating in cooperation with other units offering elective courses across UBC. The program will focus on the role of writing and communication in knowledge-making, primarily in academic, professional, and public contexts. Students may declare their Minor in Writing and Communication after completing 27 credits (second year standing).

The Minor will consist of 21 credits, of which 18 credits must be at the 300-level or above:

Lower-Level Requirements (3 credits)

WRDS 200: Writing and Communication Foundations

Upper-Level Requirements (9 credits)

WRDS 400: Writing and Communication Capstone

Two additional 300- or 400-level WRDS courses



Upper-Level Requirements (9 credits)

Three additional 300- or 400-level courses offered by WRDS or other units (see the List of Relevant Courses, below) that explore *the writing and communication practices used in specific communities or contexts to make knowledge, with an emphasis on academic, professional, and public contexts.*

Prerequisites

The prerequisites for WRDS courses have been designed to scaffold students successfully into courses, while ensuring WRDS courses remain accessible to students from across faculties and programs. Approved courses offered by other programs might have additional prerequisites.

- *WRDS 200 Foundations Course*: Open to all students with 2nd year standing.
- *WRDS 300- or 400-level courses*: Open to all students who have 3rd year standing and have completed 3.0 credits that meet the writing, communication, or English requirement in a relevant degree program (one of WRDS 150, WRDS 350, SCIE 113, ENGL 100, SCIE 300, CHEM 300, APSC 176, LFS 150, FRST, 150, ARTS 001, ASTU 100, ASTUE 101)
- *WRDS 400 Capstone Course*: Open to all students who are enrolled in the Minor in Writing and Communication and have 3rd year standing and who have completed 6.0 credits of upper-level WRDS courses.

List of Relevant Courses

WRDS Courses	<p>WRDS 200 Writing Studies Foundations (new course submitted with program)</p> <p>WRDS 350 Knowledge Making in the Disciplines</p> <p>WRDS 360 Knowledge Popularization: Research Writing in New Media</p> <p>WRDS 370 Research Writing and Marginalization</p> <p>WRDS 390 Writing Disability</p> <p>WRDS 450 Writing Practices for Publics and Publication (new course submitted with program)</p> <p>WRDS 400 Writing Studies Capstone (new course submitted with program)</p> <p>The following courses are currently being developed:</p> <p>WRDS 330 Cultural Communication</p> <p>WRDS 340 Multimodal Writing</p> <p>WRDS 380 Research Writing and Community Engagement</p>
--------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Other Approved Courses	<p>Courses offered by other units that explore the writing and communication practices used in specific communities or contexts to make knowledge, with an emphasis on academic, professional, and public contexts, including practices associated with specific cultures, genres, media, or modes.</p> <p>ANTH 332 Oral Tradition CHEM 300 Communicating Chemistry CRWR 302 Writing for Podcast CRWR 305 Intermediate Writing of Creative Nonfiction CRWR 312 Interactive Storytelling DSCI 320 Visualization for Data Science COMM 390 Business Writing COMM 395 Business Communications ENGL 301 Technical Writing ENGL 309 Rhetoric of Science, Technology, and Medicine ENGL 312 Discourse and Society FNIS 300 Writing First Nations GRSJ 307 Gender, Race, Sexuality, and Popular Culture GRSJ 327 Theories of Representation and Difference INFO 419 Information Visualization JRNL 325 Fundamentals of Community Reporting JRNL 320 Multimedia Journalism JRNL 425 Journalism and Social Change SCIE 300 Communicating Science</p>
------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

WRDS Course Descriptions

- *WRDS 200: Writing and Communication Foundations.* Explores key principles of writing and communication and issues currently debated in the field. Focuses on analyzing relevant case studies to study the role of writing and communication in making knowledge, constructing identity, and exercising power.
- *WRDS 350: Knowledge Making in the Disciplines.* An advanced scholarly research and writing course that allows students to build on their existing knowledge of academic research and writing practices by studying specific features of scholarly writing relevant to their own interests and disciplines.
- *WRDS 360: Knowledge Popularization. Research Writing in New Media.* Rhetorical purposes, moves and features of new media genres that use or transform research for public audiences. Provides opportunities for students to analyze, critically assess, and produce these genres themselves.
- *WRDS 370: Research Writing and Marginalization.* Examines how marginalized groups are positioned in research writing. Focuses on the role of power, knowledge, and ethics in shaping language features and textual structures of research writing.
- *WRDS 390: Writing Disability.* Explores Disability theories, to understand their connections to writing and discourse studies.
- *WRDS 400: Writing and Communication Capstone.* Critically assesses approaches to



writing and communication. Application of key principles of the field to the public and professional domains in which students are planning their future studies, service, or work.

- *WRDS 450: Writing for Publics and Publication*. Cultivates writerly ethos while developing effective writing strategies that help students nurture research projects into “finished” projects that are intended to publicly engage with groups such as scholars, activists, and intellectuals; focuses on developing a writing process that is conducive to larger, long-term projects.

12. Department Capacity

Writing, Research, and Discourse Studies (WRDS) has an award-winning and interdisciplinary faculty conducting research and teaching across all the areas within the proposed program: critical writing pedagogies, antiracism and expressive form, writing in the disciplines, English for academic purposes, rhetorical genre theory, multimodal writing, trans studies and writing, discourses of disability, language education, language ideologies, internationalization of higher education, discourses of science and health, writing and environmental studies, data science and writing, digital writing, and communication and new media studies. Our current faculty complement consists of 24 full-time faculty and a large number of sessional faculty. The majority of full-time faculty will be expected to teach one or more courses in the proposed Minor in Writing and Communication.



Consultations

Formal consultations were sought from Heads and Undergraduate Chairs of the following units:

- Department of Sociology
- Vancouver School of Economics
- Department of Psychology
- International Relations Program
- Department of Geography
- Faculty of Science
- School of Information

Undergraduate Proposals – New Courses

ACAM (Asian Canadian Asian Migration Studies): Asian Canadian and Asian Migration program, Arts Dean's Office

ACAM 310 (3) Asian Canadian Cultural Studies

<p>Category: 1 Faculty: Arts</p> <p>Department: Asian Canadian and Asian Migration Studies program</p> <p>Faculty Approval Date: March 16, 2023</p> <p>Effective Session (W or S): W</p> <p>Effective Academic Year: 2023</p>	<p>Date: Received Dec. 13, 2022</p> <p>Contact Person: Chris Lee (Course Author and ACAM Program Chair), Stefania Burk (Arts Associate Dean Academic)</p> <p>Phone: 604-838-7636</p> <p>Email: chris.lee@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ACAM 310 (3) Asian Canadian Cultural Studies</p> <p>Examines Asian Canadian communities and cultural production in relation to local activism, organizing, and cultural politics in historical and contemporary contexts. Restricted to students with second year standing or higher.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=acam</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: We wish to create a 300-level course for students to engage with the field of Asian Canadian and Asian Migration studies through cultural studies. In ACAM 310 students will learn about the emergence of Asian Canadian formations and learn to describe and interpret creative representations of Asian Canadian history, experience, and culture. Currently there is just one other cultural studies ACAM course. ACAM 250 (3) Asian Canadians in</p>



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>Popular Culture is positioned at the introductory level. By contrast, the proposed ACAM 310 will emphasize the history of Asian Canadians and cultural production in relation to local community activism, organizing, and cultural politics. The proposed course is distinct from Asian Canadian courses offered in other departments because ACAM 310 is meant to be cross-disciplinary by engaging with the larger contexts in which art, literature, media and other creative forms are produced and circulate; it highlights the social forces that shape cultural production.</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>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



AFST (African Studies): African Studies program, First-Year and Interdisciplinary Program in Arts (FYIP), Arts Dean's Office
AFST 350 (3-6) Topics in African Studies

<p>Category: 1 Faculty: Arts Department: African Studies program (First-Year and Interdisciplinary Programs in Arts, Arts Dean's Office) Faculty Approval Date: March 16, 2023 Effective Session: W Effective Academic Year: 2023</p>	<p>Date: Jan 5, 2023 Contact Persons: Suzanne James (Chair of African Studies program); Jason Lieblang (Director, First-Year and Interdisciplinary Programs) Phone: 778-888-1556 Email: sujames@mail.ubc.ca; jason.lieblang@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>AFST 350 (3-6) Topics in African Studies Topics will vary from year to year. Consult the program website (https://africanstudies.arts.ubc.ca) for further details.</p>	<p>URL: https://www.calendar.ubc.ca/VANCOUVER/courses.cfm?page=name&code=AFST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <i>This Category 1 proposal for a new Special Topics course is being submitted without a sample syllabus as per the policy described on p.29 of the recently updated (version 15, Jul 11, 2022) curriculum guidelines for Special Topics/ Directed Study Courses.</i> <i>This proposal is accompanied by a Category 2 proposal to add AFST 350 to the course listings for the African Studies Minor program.</i> <p>Rationale for Proposed Change:</p> <p>The interdisciplinary African Studies program currently offers two senior-level core courses – AFST 351(3/6) Perspectives in African Studies: Literary and Theoretical Approaches and AFST 352 (3/6) Perspectives in African Studies: A Social Science Approach. This proposal is to create AFST 350 (3-6) Topics in African Studies in order to provide students with more options of AFST courses to choose from for their upper-level required courses. The existing AFST 351 and 352 are not effective courses for contemporary cross-disciplinary approaches to the field of African Studies. The</p>



	<p>proposed AFST 350 would allow for this kind of approach.</p> <p>We are proposing the creation of a 300-level Topics in African Studies course which could be taught by different instructors at UBC and will allow for the study of contemporary issues facing African communities and countries. Students would be able to count this proposed course towards their upper-level credit requirements for a Minor in African Studies and this will potentially increase the number of students completing this Minor. This proposal is accompanied by a Category 2 proposal requesting to add the proposed AFST 350 as an option for the upper-level requirements for the Minor.</p> <p>Single offerings of topics courses will also allow us to trial courses to determine their appeal and viability for Cat 1 approval as stand-alone AFST courses. Finally, a topics course will offer new faculty the opportunity to create and offer AFST courses based on their personal expertise and interests.</p> <p>Topics will be quite diverse and involve a range of disciplinary and interdisciplinary approaches. Potential topics include: The city in twenty-first century African literature, film and music; African responses to epidemics and health crises; Emergent languages and cultures in Africa; Experiences of migration in African societies; Social justice and reconciliation practices in African countries; Explorations of queer and trans identity and experience in contemporary Africa; Poverty tourism and media representations of Sub-Saharan Africa.</p> <p>Despite the range of possible offerings, each course will support the larger goals of the program to a) expand students' understanding and appreciation of the diversity of Africa and its peoples, cultures, and/or politics; b) combat negative stereotypes and Western biases of African countries as needy and undeveloped; and c) encourage students to see Africa as a continent of dynamic cultures and cultural production.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>Course offerings will be approved in the preceding year by the Program Chair in tandem with the Director of Interdisciplinary Programs. Course scheduling will be based on the budget and student demand. Students can take different 3-credit versions of AFST 350 up to two times or one 6-credit version (if offered).</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ANTH (Anthropology): Department of Anthropology*ANTH 242 (3) Visions of the Sacred: Introduction to the Anthropology of Religion*

<p>Category: 1 Faculty: Arts Department: Anthropology Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: Received Dec. 15, 2022 Contact Person: Sabina Magliocco (Course author); Nicola Levell (Dept Curriculum Chair) Phone: Email: sabina.magliocco@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ANTH 242 (3) Visions of the Sacred: Introduction to the Anthropology of Religion Comparative, cross-cultural approach to human engagement with the sacred. Examines religions as complex systems that share certain fundamental common features.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=anth</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course has been offered yearly since 2020 as a version of the variable credit course ANTH 202 (3/6) Contemporary Social Problems to great student interest, garnering almost 200 enrollees in 2021. We now wish to make this a standalone course with its own course number (ANTH 242) and a permanent part of the</p>



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>curriculum in order to enhance departmental offerings on the anthropology of religion, a topic of significance in the contemporary world.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ASTU (Arts Studies): Arts Dean's Office (ARDO)*ASTU 200 (3) Special Topics: Place and Power**ASTU 399 (3) Special Topics: Place and Power*

<p>Category: 1 Faculty: Arts Department: Arts Dean's Office Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: February 13, 2023 Contact Person: Stefania Burk (Associate Dean, Academic) Phone: Email: Stefania.Burk@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASTU 200 (3) Special Topics: Place and Power Topics will vary from year to year. Restricted to Faculty of Arts students</p> <p>ASTU 399 (3) Special Topics: Place and Power Topics will vary from year to year. Restricted to Faculty of Arts students</p>	<p>URL: https://www.calendar.ubc.ca/Vancouver/courses.cfm?code=ASTU</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Two new courses</p> <p><i>Note: This Category 1 proposal for new Special Topics courses is being submitted without sample syllabi as per the policy described on p.29 of the recently updated (version 15, Jul 11, 2022) curriculum guidelines for Special Topics/ Directed Study Courses.</i></p> <p>Rationale for Proposed Change: We are requesting to create two special topics courses under the ASTU (Arts Studies) subject code. There are several upcoming changes that</p>



	<p>make the development of these courses timely and necessary.</p> <ul style="list-style-type: none"> • The Faculty of Arts new <i>Place and Power</i> requirement will launch in 2024W and Arts units are currently working to develop courses that may fulfill this requirement. While some programs may have existing Special Topics courses or other existing courses that could be used to offer approved Place and Power courses, many do not yet. • Due to Workday Student implementation and other timelines, it is imperative that we have courses in the Calendar that could be used to pilot a course/s to fulfill this requirement once vetted by the internal FoA development process which is currently underway and which will feed into our regular Curriculum process and Senate approval for new courses.. • These special topics courses give the Faculty of Arts the flexibility to incorporate and address new issues and approaches that may emerge through this curriculum work. • We are requesting one at the lower and upper levels as courses under development may fall in either category and we would like to ensure, at a minimum, that lower and upper credit can be given to students in accordance with the course design. • These ASTU courses would be temporary containers for approved courses and the expectation will be for departments to submit a full CAT 1 for the creation of a new course within a timely framework. • We are limiting credit to 3 (vs. variable) in that until we are up to full capacity, we can guarantee only one course / FoA students. In the future, we would be happy to open this up to students from other Faculties and/or allow students to take multiple iterations. <p>The new Faculty of Arts “Place and Power” Bachelor of Arts’ degree requirement (https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,1739) asks students to complete at least one course that addresses this</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>place – UBC, Vancouver, Musqueam territory – and settler-colonialism.</p> <p>We don't have courses under the ASTU code that are designed specifically to address place, space, and power in the manner required for courses to qualify for the "Place and Power" requirement through a literary and language studies lens. However, many of our interdisciplinary and other innovative learning experiences do "live" in the ASTU space.</p> <p>Arts units are in the process of developing new courses to fulfil this requirement according to the timeline proposed by the Faculty of Arts for the new requirement. However, because of the additional pressures of the Workday Student implementation that will considerably slow down the curriculum approval process, we are proposing these two Special Topics course in the interim that will allow us the time to develop, pilot, and assess our approaches.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

CENS (Central, Eastern and Northern European Studies): Department of Central, Eastern and Northern European Studies

CENS 304 (3) Representations of the Holocaust: Auschwitz

<p>Category: 1 Faculty: Arts Department: CENES Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: 5 AUG 2022 Contact Person: Bozena Karwowska (Course Author), Caroline Rieger (CENES Curriculum Chair) Phone: 604.822.5156 Email: caroline.rieger@ubc.ca bozena@mail.ubc.ca</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>Proposed Calendar Entry:</p> <p>CENS 304 (3) Representations of the Holocaust: Auschwitz Concentration camps in art, film and literature from Central, Eastern and Northern European countries.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/course.s.cfm?code=CENS</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p><i>Note: This proposal is accompanied by a Category 2 proposal to rename CENS 303.</i></p> <p>Rationale for Proposed Change:</p> <p>Under its current name ‘CENS 303 (3/6) Representations of the Nazi Holocaust’, CENES offers several course sections per year that teach different aspects of the representations of the Holocaust or Shoah. In recent years, the course version CENS 303A (3) has focused more on the earlier phase of the Holocaust while course version CENS 303B (3) has specialized in the later phase of the Holocaust, the mass killing of Jews in death and concentration camps. This was an almost organic development linked to the international summer seminar, <i>Witnessing Auschwitz</i>, taught by CENES to UBC students at the Auschwitz Birkenau Museum and Memorial in Poland.</p> <p>This development necessitates a more formal separation of CENS 303A and CENS 303B so that the course names and numbers can accurately reflect their different foci. A Cat 2 proposal has been submitted to rename CENS 303 to <i>Representations of the Holocaust: Ghetto</i>. In turn, this is a proposal for a new course, <i>CENS 304 Representations of the Holocaust: Auschwitz</i>, where the term ‘Auschwitz’ symbolically stands in for Nazi concentration camps and honours the roots of this course that is linked to the UBC summer seminars taught at the Auschwitz Birkenau Museum and Memorial.</p> <p>We are confident that CENS 304 will be as popular as the current CENS 303B.</p> <p>We expect the course to have a yearly enrolment of at least 100 students.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



THE UNIVERSITY OF BRITISH COLUMBIA

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

ECON (Economics): Vancouver School of Economics (VSE)*ECON 333 (3) Economic History of Europe from the Paleolithic to the Industrial Revolution*

Category: 1 Faculty: Arts Department: Vancouver School of Economics Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: November 22, 2022 Contact Person: Mauricio Drelichman (Course Author and Undergraduate Advisor), Patrick Francois (Director, Vancouver School of Economics) Phone: 604-822-2527 Email: mauricio.drelichman@ubc.ca ; patrick.francois@ubc.ca
Proposed Calendar Entry: ECON 333 (3) Economic History of Europe from the Paleolithic to the Industrial Revolution The conditions and causes of long run growth from nomadism to agriculture to industrialized states, including institutions, geography, culture, colonialism, and slave trades. Determinants of the Neolithic, consumer and industrial revolutions, demographic transition and first era of globalization. <i>Prerequisites:</i> One of ECON 101, ECON 310; and one of ECON 102, ECON 311.	URL: https://www.calendar.ubc.ca/VANCOUVER/courses.cfm?page=code&code=ECON Present Calendar Entry: None Type of Action: New course Rationale for Proposed Change: The VSE already offers a course (ECON 334) in the Economic History of modern Europe (18 th century to the present) focusing on the European Industrial Revolution and its consequences. In particular, it deals with the impact of European industrialization, the economic development of the continent in the 19 th and 20 th centuries, its divergence with the rest of the world in terms of income per capita and military power, and the trajectory that led Europe to its current economic position in the global order.



	<p>While ECON 334 takes European industrial development as a given, ECON 333 will ask why Europe was the first region of the world to industrialize. If an observer in the year 1000 could have somehow imagined the miracle of modern economic growth, they might have perhaps guessed that it would take root in the Baghdad Caliphate. In 1250, our observer might have placed their bets on Song China. As late as 1500, it was still hard to fathom that a politically fragmented, war-ridden continent could give rise to modern industrial development, lifting millions out of poverty in the process. How did Europe pull it off?</p> <p>In addition to its main long-run development theme, ECON 333 will highlight a different angle of economic history, namely its power to harness historical sources and data to better understand economic regularities and behavior. For example, the personal and financial information of living individuals is often confidential, but that of people deceased centuries ago no longer is. History thus affords the researcher a window into economic behavior that is not accessible in the present. In another example, a large portion of the population of the world today lives under regimes that persecute their citizens on account of their religious beliefs. Studying historical persecutions, such as the trials of the Spanish Inquisition or the pogroms in Medieval Germany can shed light on the long-run effects of such policies. A number of readings will thus be chosen to illustrate how economic history can transcend a merely antiquarian interest, and instead deliver valuable lessons to help understand modern economic and social phenomena.</p> <p>Prerequisites: Economic history courses require a working knowledge of a wide variety of topics in microeconomics and macroeconomics. Accordingly, Principles of Microeconomics (ECON 101 or ECON 310) and Principles of Macroeconomics (ECON 102 or ECON 311) are required.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



THE UNIVERSITY OF BRITISH COLUMBIA

	<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>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ECON 392 (3-9) Topics in Economics

<p>Category: 1 Faculty: Arts Department: Vancouver School of Economics Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November 22, 2022 Contact Person: Mauricio Drelichman Phone: 604-822-2527 Email: mauricio.drelichman@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ECON 392 (3-9) Topics in Economics</p> <p>Topics will vary from year to year. Consult the program website (https://economics.ubc.ca/courses/?subject=econ) for more information.</p> <p>Prerequisites: One of ECON 101, ECON 310; and one of ECON 102, ECON 311.</p>	<p>URL: https://www.calendar.ubc.ca/VANCOUVER/courses.cfm?page=code&code=ECON</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p><i>Note: This Category 1 proposal for a new Special Topics course is being submitted without a sample syllabus as per the policy described on p.29 of the recently updated (version 15, Jul 11, 2022) curriculum guidelines for Special Topics/ Directed Study Courses.</i></p> <p>Rationale for Proposed Change:</p> <p>The Vancouver School of Economics currently offers a Directed Reading course in Economics (ECON 492) as a fourth-year seminar. This course is used to explore special or emerging issues in economics on a one-time basis, and is aimed at students with a deep background and a high level of proficiency in intermediate and advanced economics. There is currently no designated Topics course at the third-year level.</p> <p>Establishing a 300-level Topics course will give us the flexibility to engage students from across campus in a timely and convenient way through single offerings of special topics. It would also</p>



	<p>enable us to pilot course themes under this course code for wide appeal, and provide occasions for visiting experts to offer instructional opportunities on subjects not currently listed in our program listings. For visiting faculty or post-doctoral fellows who are only here for a year or two, it is valuable to both them and our students to have an opportunity for them to share their specialized knowledge through this course code.</p> <p>The following list offers examples of potential 300-level Topics course offerings: economic history of specific regions for which UBC courses do not already exist (for example, Economic History of Latin America); computational approaches to specific areas of economics (for example, Computational Techniques in Microeconomics); specific or emerging econometric techniques (for example, Introduction to Spatial Econometrics); explorations of recent economic events or developments through the lens of economic theory (for example, Cryptocurrencies).</p> <p>Offerings will be approved on a case-by-case basis by the School Director. The School Director will accept proposals between September to December the year prior to course scheduling from interested faculty and postdoctoral fellows who want to teach the course. Decisions to schedule the course will be based on student demand (evaluated by the Director of Undergraduate Studies), faculty input, and budgetary constraints. The School Director and the Director of Undergraduate Studies will work with Topics instructor(s) to ensure that, in the case where there is sufficient interest and ability to offer a single version repeatedly, the School will prepare a Category 1 proposal to give that course its own code.</p> <p>Students will be able to visit our School's website or speak to an Undergraduate Advisor for details on scheduled offerings.</p> <p>Since there will be different course versions of ECON 392, students will be able to take the course up to three times for a maximum of 9 credits. The addition of this course will not negatively impact the overall degree requirements for students in the</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>VSE and may potentially attract students from outside of our programs.</p> <p>Prerequisites: All 300-level courses in the Vancouver School of Economics require introductory-level microeconomics and macroeconomics. ECON 101 and ECON 310 are introductory microeconomics courses; ECON 102 and ECON 311 are introductory macroeconomic courses.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ECON 467 (3) Economics of Crime and Policing

<p>Category: 1 Faculty: Arts Department: Vancouver School of Economics Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: December 12, 2022 Contact Person: Sam Norris (Course author); Mauricio Drelichman (Curriculum Chair) Phone: 604-822-2527 Email: sam.norris@ubc.ca; mauricio.drelichman@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ECON 467 (3) Economics of Crime and Policing</p> <p>The application of methods and theory to topics related to the criminal justice system with a specific focus on the role of policy in reducing crime rates, punitiveness and systemic inequality.</p>	<p>URL: https://www.calendar.ubc.ca/VANCOUVER/courses.cfm?page=code&code=ECON</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <p>Over the past twenty years there has been an explosion of new research on the economics of crime. This research has been driven by two factors. First, there has been a dramatic increase in</p>



Prerequisites: One of ECON 301, ECON 304, ECON 315, COMM 295; and one of ECON 326, ECON 328, STAT 306, LFS 252.

the availability of data, particularly from courts and correctional systems. Second, statistical tools that were originally developed for economic applications have been brought to bear on questions involving crime and policing. The relative technical sophistication of economic methods has meant that there are a lot of outstanding questions in criminology that economists can answer with these new tools.

Over the same time period, there has been a dramatic increase in the amount of policy attention paid to crime and policing. In the United States, there have been bipartisan efforts to reduce the punitiveness and scale of the criminal justice system. In the years since the murder of George Floyd, these efforts have spread to other developed countries. This attention is long-overdue. In Canada, for example, Indigenous people are dramatically over-represented in the criminal justice system. Partially to address this, the Liberal government has promised to expand access to mental health courts and implement other initiatives to reduce the overrepresentation of marginalized groups in the criminal justice system. In British Columbia, there has been a dramatic expansion of First Nations Courts over the past 10 years. These courts bring a restorative justice approach to the criminal justice system for Indigenous defendants, and have seen promising early results.

Law, legal consulting, and public policy are all important career paths for Arts graduates with an ECON major. The proposed course ECON 467 is intended to provide students with a deep understanding of the economic incentives and mechanisms at work in crucial parts of the criminal justice system, as well as of the social and political dynamics involved in shaping it.

The VSE's current most-closely-related offering is ECON 367, Economic Analysis of Law. This class teaches about "economics of market failure, equity and efficiency. Property rights, the economics of accident and contract law, economic theories of law enforcement." While these are important issues, they differ substantially from the proposed class. In particular, Econ 367 was designed before the widespread availability of



	<p>data from the criminal justice system and the tools to analyze it. It is also pitched at the 300-level, which means it cannot rely on the sophisticated tools that are taught in more advanced ECON courses. A new 400-level course will reflect the advances made in this field, and make an important contribution to preparing our students to engage with a crucial area of public policy.</p> <p>Prerequisites: Success in this class will require reading and understanding modern applied economics papers. This will necessitate a basic understanding of the core econometric tools (OLS, difference-in-differences, instrumental variables, and regression discontinuity) that are taught in ECON 326 or equivalent courses. The class will also teach some theoretical models of crime and deterrence, which require an understanding of intermediate economic theory as taught in ECON 301 or equivalent courses.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

FREN (French): Department of French, Hispanic and Italian Studies (FHIS)

FREN 395 (3-6) Special Topics Abroad

<p>Category: 1 Faculty: Arts Department: French, Hispanic and Italian Studies Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: January 24, 2023 Contact Person: Joël Castonguay-Belanger (Course author), Jungbee Lee (Curriculum support) Phone: 604 822 2879 Email: joel.cb@ubc.ca; fhis.curriculum@ubc.ca</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>Proposed Calendar Entry:</p> <p>FREN 395 (3-6) Special Topics Abroad</p> <p>Study of Francophone literature, history, culture, or communities in an authentic context. Topics and locations may vary. Consult Department for current offerings.</p> <p>Recommendation: CEFR A2 French proficiency level</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=FREN</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p><i>Note: This Category 1 proposal for a new Special Topics course is being submitted without a sample syllabus as per the policy described on p.29 of the recently updated (version 15, Jul 11, 2022) curriculum guidelines for Special Topics/ Directed Study Courses.</i></p> <p>Rationale for Proposed Change:</p> <p>This proposed 300-level Special Topics course will enable the French undergraduate program to 1) pilot new and topical content courses abroad independently of their location 2) allow students to more easily distinguish between courses offered on campus and courses offered abroad 3) allow students to enrich their degree and preparation for future career pathways by taking a course designed to offer a cultural and linguistic immersion in an authentic context 4) align all of our programs with a common number to identify such courses. We plan to offer this course in the summer time and will work with UBC related offices for liability issues and any other required processes.</p> <p>As we have seen student demand for experiences abroad increase over the years, and in response to the upcoming change in Arts breadth requirement, this course will offer Arts students an additional opportunity to fulfil their language requirement as well as upper-level requirements, while enriching their UBC degree with the opportunity to experience French language and culture abroad.</p> <p>While it is already possible to offer a Global Seminar under any of our course codes, it can be misleading to students to understand how one course can offer the same learning outcomes when offered in a classroom, on the UBC campus, and in an authentic cultural and linguistic context abroad. In addition, certain topics that can only be</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>offered abroad are difficult if not impossible to fit into our current course codes since their content is too specific to the variable and immediate context in which they ought to be taught. This new code intends to remedy this issue by making it clear that this course is taking place abroad and designed around experiential learning outcomes, while maintaining the flexibility to pilot new and topical content courses abroad independently of their location.</p> <p>The creation FREN 395 Special Topics Abroad will enable the course topics and locations to vary from year to year, and offer the possibility for the French program to offer authentic academic, cultural and linguistic experiences in places such as Québec, France, Belgium, Switzerland, Morocco, Caribbean, etc. without having to create a specific code for each location.</p> <p>We plan to include the specific topic of study as a subtitle in the schedule entry every time the course is offered. This course will be advertised through Go Global as well as our usual communication channels (website, email, social media, etc.).</p> <p>Regardless of topic and location, the courses will emphasize fundamental learning outcomes in French Studies such as: 1) development of linguistic proficiency and cultural exposure 2) interpretation and contextualization of cultural objects in their authentic context 3) critical thinking in context 4) production of evidence-based argumentation disseminated through written and/or digital media.</p> <p>Since FREN 395 will be offered in multiple terms by various faculty, across a wide range of topics and in different locations, it is appropriate for students to take it multiple times during their undergraduate career. A variable credit range of 3-6 will allow for students to be able to take this special topic course up to two times. The addition of this course will not negatively impact the overall degree requirements for students enrolled in the French Major or Minor. Conversely, it will allow students to enrich and diversify their degree by adding the experience of a cultural and linguistic immersion abroad and building on the</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>skills that they are normally asked to learn in a classroom, and study through texts, images and objects which can only deliver a distant and mediated form of learning. 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)</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>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ITAL (Italian): Department of French, Hispanic and Italian Studies (FHIS)

ITAL 395 (3-6) Special Topics Abroad

<p>Category: 1 Faculty: Arts Department: French, Hispanic and Italian Studies Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: January 24, 2023 Contact Person: Joël Castonguay-Belanger (Course author), Jungbee Lee (Curriculum support) Phone: 604 822 2879 Email: joel.cb@ubc.ca and fhis.curriculum@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ITAL 395 (3-6) Special Topics Abroad</p> <p>Study of Italian literature, history, culture, or communities in an authentic context. Topics and locations may vary. Consult Department for current offerings. Recommendation: CEFR A1 Italian proficiency level</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&institution=3&code=ITAL</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p><i>Note: This Category 1 proposal for a new Special Topics course is being submitted without a sample syllabus as per the policy described on p.29 of the recently updated (version 15, Jul 11, 2022) curriculum guidelines for Special Topics/ Directed Study Courses.</i></p>



	<p>Rationale for Proposed Change:</p> <p>This proposed 300-level Special Topics course will enable the Italian undergraduate program to 1) pilot new and topical content courses abroad independently of their location 2) allow students to more easily distinguish between courses offered on campus and courses offered abroad 3) allow students to enrich their degree and preparation for future career pathways by taking a course designed to offer a cultural and linguistic immersion in an authentic context 4) align all of our programs with a common number to identify such courses. We plan to offer this course in the summer time and will work with UBC related offices for liability issues and any other required processes.</p> <p>As we have seen student demand for experiences abroad increase over the years, and in response to the upcoming change in Arts breadth requirement, this course will offer Arts students an additional opportunity to fulfil their language requirement as well as upper-level requirements, while enriching their UBC degree with the opportunity to experience Italian language and culture abroad.</p> <p>While it is already possible to offer a Global Seminar under any of our course codes, it can be misleading to students to understand how one course can offer the same learning outcomes when offered in a classroom, on the UBC campus, and in an authentic cultural and linguistic context abroad. In addition, certain topics that can only be offered abroad are difficult if not impossible to fit into our current course codes since their content is too specific to the variable and immediate context in which they ought to be taught. This new code intends to remedy this issue by making it clear that this course is taking place abroad and designed around experiential learning outcomes, while maintaining the flexibility to pilot new and topical content courses abroad independently of their location.</p> <p>The creation of ITAL 395 Special Topics Abroad will enable the course topics and locations to vary from year to year, and offer the possibility for the Italian program to offer authentic academic, cultural and linguistic experiences in places such</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>as Venice, Florence, Siena, Rome, etc. without having to create a specific code for each location.</p> <p>We plan to include the specific topic of study as a subtitle in the schedule entry every time the course is offered. This course will be advertised through Go Global as well as our usual communication channels (website, email, social media, etc.).</p> <p>Regardless of topic and location, the courses will emphasize fundamental learning outcomes in Italian Studies such as: 1) development of linguistic proficiency and cultural exposure 2) interpretation and contextualization of cultural objects in their authentic context 3) critical thinking in context 4) production of evidence-based argumentation disseminated through written and/or digital media.</p> <p>Since ITAL 395 will be offered in multiple terms by various faculty, across a wide range of topics and in different locations, it is appropriate for students to take it multiple times during their undergraduate career. A variable credit range of 3-6 will allow for students to be able to take this special topic course up to two times. The addition of this course will not negatively impact the overall degree requirements for students enrolled in the Italian Minor. Conversely, it will allow students to enrich and diversify their degree by adding the experience of a cultural and linguistic immersion abroad and building on the skills that they are normally asked to learn in a classroom, and study through texts, images and objects which can only deliver a distant and mediated form of learning. 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)</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>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<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.)
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

MDIA (Media Studies): Bachelor of Media Studies program, Arts Dean's Office (ARDO)

MDIA 270 (3-6) Special Topics

Category: 1 Faculty: Arts Department: Bachelor of Media Studies program, Arts Dean's Office (ARDO) Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: November, 2022 Contact Person: Christine D'Onofrio (course author) and Sanjana Subramanian (Staff support) Phone: Email: arts.mediastudies@ubc.ca
Proposed Calendar Entry: MDIA 270 (3-6) Special Topics Selected topics in media studies. Not offered every year. Restricted to BMS students.	URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=MDIA Present Calendar Entry: None Type of Action: New Course <i>Note: This Category 1 proposal for a new Special Topics course is being submitted without a sample syllabus as per the policy described on p.29 of the recently updated (version 15, Jul 11, 2022) curriculum guidelines for Special Topics/ Directed Study Courses.</i> Rationale for Proposed Change: The interdisciplinary Bachelor of Media Studies program is currently implementing its MDIA-coded courses that have each been designed specifically for their role in the renewed BMS curriculum. Student demand for media-related content is high. Consequently, we propose the creation of a 200-level Topics in Media Studies course that can be taught by different instructors at UBC and diversify opportunities for BMS students to pursue courses within the program's disciplinary scope. Single offerings of topics courses will also allow us to trial courses to determine their appeal and viability for Cat 1 approval as stand-alone MDIA courses. Finally, a topics course will offer temporary faculty and students (i.e., visiting scholars, postdoctoral



	<p>fellows, and graduate students) the opportunity to create and offer MDIA courses based on their own expertise and interest.</p> <p>Course offerings will be approved in the preceding year by the Program Chair in tandem with the Faculty of Arts Office. Course scheduling will be based on the budget and student demand. Students can take 2 different 3-credit versions of MDIA 270 or 6-credit versions, if offered, in compliance with Faculty and University policy.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

MDIA 299 (3-6) Directed Studies

<p>Category: 1 Faculty: Arts Department: Bachelor of Media Studies program, Arts Dean's Office (ARDO) Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November, 2022 Contact Person: Christine D'Onofrio (course author) and Sanjana Subramanian (Staff support) Phone: Email: arts.mediastudies@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MDIA 299 (3-6) Directed Studies Investigation of readings and research undertaking topics of media studies, with the agreement, and under the supervision, of a faculty member with relevant expertise.</p> <p>Restricted to BMS students with approval from the Program Chair.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=MDIA</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> <i>This Category 1 proposal for a new Directed Studies course is being submitted without a sample syllabus as</i>



	<p><i>per the policy described on p. 29 of the (July 11, 2022) updated curriculum guidelines for Special Topics/ Directed Study Courses.</i></p> <ul style="list-style-type: none"> • <i>It is accompanied by a template agreement to be entered into by the students and the instructor.</i> <p>Rationale for Proposed Change: With the introduction of the MDIA course code, the BMS program has enhanced its ability to offer BMS-specific courses and deliver Media Studies–related learning outcomes to its students; we wish for our students to additionally have the opportunity to engage in in-depth, self-directed study of media through the interdisciplinary lens the program has embraced, under supervision of a faculty member with relevant experience and with advance approval from the program office.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

MDIA 470 (3-6) Special Topics

<p>Category: 1 Faculty: Arts Department: Bachelor of Media Studies program, Arts Dean's Office (ARDO) Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November, 2022 Contact Person: Christine D'Onofrio (course author) and Sanjana Subramanian (Staff support) Phone: Email: arts.mediastudies@ubc.ca</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>Proposed Calendar Entry:</p> <p>MDIA 470 (3-6) Special Topics Selected topics in media studies. Not offered every year. Restricted to BMS students with 3rd year standing or higher.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=MDIA</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p><i>Note: This Category 1 proposal for a new Special Topics course is being submitted without a sample syllabus as per the policy described on p.29 of the recently updated (version 15, Jul 11, 2022) curriculum guidelines for Special Topics/ Directed Study Courses.</i></p> <p>Rationale for Proposed Change: The interdisciplinary Bachelor of Media Studies program is currently implementing its MDIA-coded courses that have each been designed specifically for their role in the renewed BMS curriculum. Student demand for media-related content is high. Consequently, we propose the creation of a 400-level Topics in Media Studies course that can be taught by different instructors at UBC and diversify opportunities for BMS students to pursue courses within the program's disciplinary scope. Single offerings of topics courses will also allow us to trial courses to determine their appeal and viability for Cat 1 approval as stand-alone MDIA courses. Finally, a topics course will offer temporary faculty and students (i.e., visiting scholars, postdoctoral fellows, and graduate students) the opportunity to create and offer MDIA courses based on their own expertise and interest.</p> <p>Course offerings will be approved in the preceding year by the Program Chair in tandem with the Faculty of Arts Office. Course scheduling will be based on the budget and student demand. Students can take 2 different 3-credit versions of MDIA 470 or 6-credit versions, if offered, in compliance with Faculty and University policy.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



THE UNIVERSITY OF BRITISH COLUMBIA

	<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>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

MDIA 499 (3-6) Directed Studies

<p>Category: 1 Faculty: Arts Department: Bachelor of Media Studies program, Arts Dean's Office (ARDO) Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November, 2022 Contact Person: Christine D'Onofrio (course author) and Sanjana Subramanian (Staff support) Phone: Email: arts.mediastudies@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MDIA 499 (3-6) Directed Studies: Advanced research undertaking topics of media studies, with the agreement and under the supervision, of a faculty member with relevant expertise. Restricted to BMS students with approval from the Program Chair.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=MDIA</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p><i>Notes:</i></p> <ul style="list-style-type: none"> • <i>This Category 1 proposal for a new Directed Studies course is being submitted without a sample syllabus as per the policy described on p. 29 of the (July 11, 2022) updated curriculum guidelines for Special Topics/ Directed Study Courses.</i> • <i>It is accompanied by a template agreement to be entered into by the students and the instructor.</i> <p>Rationale for Proposed Change:</p> <p>With the introduction of the MDIA course code, the BMS program has enhanced its ability to offer BMS-specific courses and deliver Media Studies-related learning outcomes to its students; we wish for our students to additionally have the opportunity</p>



	<p>to engage in in-depth, self-directed study of media through the interdisciplinary lens the program has embraced, under supervision of a faculty member with relevant experience and with advance approval from the program office.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

MES (Middle East Studies): Middle East Studies program, First-Year and Interdisciplinary Program in Arts (FYIP), Arts Dean's Office

MES 360 (3) Political Economy of the Modern Middle East

<p>Category: 1 Faculty: Arts Department: Middle East Studies program (First-Year and Interdisciplinary Programs in Arts, Arts Dean's Office) Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: Received September, 2022 Contact Person: Hicham Safieddine (Course author) and Pheroze Unwalla (Program Chair) Phone: 604 827 1636 Email: hsafiedd@mail.ubc.ca / pheroze.unwalla@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MES 360 (3) Political Economy of the Modern Middle East</p> <p>Roles of material and political forces, economic policies, and ideologies in the transformation of the Middle East. Topics include oil, colonial finance, trade, hydropower, industrialization, land reform, social reproduction, and geo-economic warfare.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm/pdf/courses.cfm?page=name&code=MES</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p> <p>The interdisciplinary Middle East Studies is expanding its offerings. As part of a small suite of new courses designed to serve and attract students, MES 360 Political Economy of the</p>



THE UNIVERSITY OF BRITISH COLUMBIA

<p>Restricted to students with second year standing or above.</p>	<p>Modern Middle East will help students understand the structural forces (material, geo-political, and ideological) that shape Middle Eastern economies and politics.</p> <p>Contributing to one of the MES program's primary aims, the course will challenge mainstream narratives about one of the most misunderstood regions in the world, in this case with a focus on politics and economics. The course thereby complements the program's core course – MES 300 – and other courses to be proposed in due course, all of which work in their own way to dispel harmful stereotypes of the Middle East and create more honest and productive perspectives on its politics, cultures, economies, religions, and peoples.</p> <p>The course would serve MES minor students as well as those generally interested in the Middle East or Islamic World. Given the present-day salience of the course content, it would also be of interest to students across the university and particularly those in International Relations, Political Science, History, Geography, and Economics.</p> <p>Course scheduling will be based on the budget and student demand.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
-------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



POLI (Political Science): Department of Political Science

POLI 482 (3) Data and Models Capstone

Category: 1 Faculty: Arts Department: Political Science Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: January 8, 2022 Contact Person: Allen Sens (Course author) Phone: 604 822 6127 Email: allen.sens@ubc.ca
Proposed Calendar Entry: POLI 482 (3) Data and Models Capstone Seminar on data analysis and modeling in Political Science. Restricted to Certificate in Data and Models in Political Science students. <i>Prerequisites:</i> POLI 110, POLI 380, POLI 381	URL: https://www.calendar.ubc.ca/VANCOUVER/courses.cfm?page=code&code=POLI Present Calendar Entry: None Type of Action: New Course <i>Note: This proposal is accompanied by a Category 1 proposal for a Certificate in Data and Models in Political Science</i> Rationale for Proposed Change: This course will serve as the capstone seminar for the proposed Certificate in Data and Models in Political Science. The seminar provides students with the opportunity to develop a capstone project with the support of a supervising faculty member. This seminar is the culmination of an integrated and sequenced certificate curriculum, in which students will apply their acquired knowledge and capacities in data analysis and modelling in a major research project of their own design and execution. POLI 482 will be one of the core required courses of the Certificate in Data and Models in Political Science. The course builds on the knowledge and capacities developed in the two third-year core courses in the certificate, POLI 380 and POLI 381. POLI 482 will provide students with a research experience that will advance their applied capacities to engage with the politics of big data and conduct independent research. Consistent with the learning objectives of the Certificate in Data and Models in Political Science, the course will also provide students with a research opportunity to showcase their data gathering, management and analysis skills that will advance



	<p>their prospects for post-university employment.</p> <p>This capstone course is restricted to students enrolled in the Certificate program and we have included this restriction statement in the Calendar entry. We understand that due to the nature of Certificate programs, we may need to manually check that students registering are in the Certificate program and our unit is prepared to administer this.</p> <p><input checked="" type="checkbox"/> X Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: This course is the dedicated capstone seminar for students enrolled in the Certificate in Data and Models (Political Science). It will not be open to students outside the program.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

PPGA (Public Policy and Global Affairs): School of Public Policy and Global Affairs

PPGA 390 (1.5-9) Topics in Public Policy and Global Affairs

<p>Category: 1 Faculty: Arts Department: School of Public Policy and Global Affairs Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: Jan 24, 2023 Contact Person: Andrea Reynolds Phone: 604 822 0830 Email: andrea.reynolds@ubc.ca</p>
<p>Proposed Calendar Entry: PPGA 391 (1.5-9) Topics in Public Policy and Global Affairs Topics will vary from year to year. Offerings respond to current policy debates, topics of</p>	<p>URL: https://www.calendar.ubc.ca/VANCOUVER/courses.cfm?page=code&code=ppga Present Calendar Entry: None Type of Action: New Course</p>



<p>emerging interest, and interest in specific regions or countries.</p>	<p><i>Note: This Category 1 proposal for a new Special Topics course is being submitted without a sample syllabus as per the policy described on p.29 of the recently updated (version 15, Jul 11, 2022) curriculum guidelines for Special Topics/ Directed Study Courses.</i></p> <p>Rationale for Proposed Change: SPPGA currently only has one undergraduate course available (PPGA 310 - Designing for Global Community Development). We would like to create a 300-level special topics course. This would provide flexibility for a broad range of our faculty to teach at the undergraduate level and would allow us to test out new undergraduate offerings to attract a wide range of students and determine the feasibility of a larger suite of undergraduate offerings through the department. It will also allow temporary faculty such as our policy practitioners the opportunity to create a course based on their interests.</p> <p>Course offerings will be approved by the department head each year. Offerings might include topics such as gender, peace and security, human rights and the environment, ethnographies of global China.</p> <p>We are using a range of 1.5-9 credits to allow students to take different versions of the course and to offer the most flexibility in offerings such as multiple 1.5 credits courses. Given that our topics are quite broad and interdisciplinary, a student may wish to take a few versions in yr 3 and then a few more in yr 4. Having it as up to 9 credits will allow them to explore many different topics. The number of courses we end up offering per year will be contingent on the excess teaching capacity in the unit.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for</p>
--------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>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>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

RMST (Romance Studies): Department of French, Hispanic and Italian Studies (FHIS)*RMST 222 (3) Introduction to Hispanic Cultures*

<p>Category: 1 Faculty: Arts Department: Dept of French, Hispanic & Italian Studies Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: Received Nov. 24, 2022 Contact Person: Brianne Orr-Alvarez (Course Author), Jungbee Lee (Curriculum Staff Support), Joël Castonguay-Bélanger (Dept Head) Phone: Email: brianne.orr@ubc.ca, fhis.curriculum@ubc.ca, joel.cb@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RMST 222 (3) Introduction to Hispanic Cultures</p> <p>Cultural texts from Latin America and Spain. Examines their broad cultural and transnational impact on the Romance-speaking world of past and present.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/course.s.cfm?page=name&code=RMST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: The Department of French, Hispanic, and Italian Studies (FHIS) is in the process of redesigning the curriculum in the Romance Studies (RMST) program.</p> <p>We are proposing new courses that intend to provide a broad cultural and transnational perspective on the Romance-speaking world of the past and present. This broad perspective is notably different from our specialized programs in French, Spanish, and Italian.</p> <p>The RMST course code will be used for all courses taught in English across our department, as an easy way to differentiate them from other literature courses taught in</p>



	<p>Spanish, French or Italian. This proposal is for RMST 222 (3) Introduction to Hispanic Cultures.</p> <p>Currently, FHIS offers a number of language courses that are inaccessible for students who have not already reached an advanced level of proficiency in the language. With RMST 222 our department hopes to appeal to students who do not have advanced proficiency in Spanish, but who are interested in learning about Spanish literature and reading literary works selected outside the corpus of English literature.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

RMST 374 (3) Mapping Gendered Spaces in Hispanic Literature and Culture

<p>Category: 1 Faculty: Arts</p> <p>Department: French, Hispanic and Italian Studies</p> <p>Faculty Approval Date: March 16, 2023</p> <p>Effective Session (W or S): W</p> <p>Effective Academic Year: 2023</p>	<p>Date: Received Nov. 24, 2022</p> <p>Contact Person: Brianne Orr-Alvarez (Course Author), Jungbee Lee (Curriculum Staff Support), Joël Castonguay-Bélanger (Dept Head)</p> <p>Phone:</p> <p>Email: brianne.orr@ubc.ca, fhis.curriculum@ubc.ca, joel.cb@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RMST 374 (3) Mapping Gendered Spaces in Hispanic Literature and Culture</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/course.s.cfm?page=name&code=RMST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p>



<p>Examines selected topics in gender and sexuality in diverse time periods, geographical contexts, and literary genres in Spain and Latin America.</p>	<p>Rationale for Proposed Change: The Department of French, Hispanic, and Italian Studies (FHIS) is in the process of redesigning the curriculum in the Romance Studies (RMST) program. We are proposing new courses that intend to provide a broad cultural and transnational perspective on the Romance-speaking world of past and present. This broad perspective is notably different from our specialized programs in French, Spanish, and Italian.</p> <p>The RMST course code will be used for 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. This proposal is for RMST 374 (3) Mapping Gendered Spaces in Hispanic Literature and Culture.</p> <p>Currently, FHIS offers a number of language courses that are inaccessible for students who have not already reached an advanced level of proficiency in the language. With RMST 374 our department hopes to appeal to students who do not have advanced proficiency in Spanish, but who are interested in learning about Spanish literature and reading literary works selected outside the corpus of English literature.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
---------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*RMST 375 (3) The Caribbean: Frontiers of the Romance World*

<p>Category: 1 Faculty: Arts Department: French, Hispanic and Italian Studies Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: Received Nov. 24, 2022 Contact Person: Ramón A. Victoriano-Martínez (Course Author), Jungbee Lee (Curriculum Staff Support), Joël Castonguay-Bélanger (Dept Head) Phone: Email: fhis.curriculum@ubc.ca arturo.victoriano@ubc.ca, joel.cb@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RMST 375 (3) The Caribbean: Frontiers of the Romance World</p> <p>Literature and culture from the island of Hispaniola (Haiti, Dominican Republic) and the French Caribbean from a comparative perspective.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=RMST</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: The Department of French, Hispanic, and Italian Studies (FHIS) is in the process of redesigning the curriculum in the Romance Studies (RMST) program. We are proposing new courses that intend to provide a broad cultural and transnational perspective on the Romance-speaking world of past and present. This broad perspective is notably different from our specialized programs in French, Spanish, and Italian.</p> <p>The RMST course code will be used for 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. This proposal is for RMST 375 (3) The Caribbean: Frontiers of the Romance World</p> <p>Currently, FHIS offers a number of language 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, offer little room to study literary works from a comparative perspective and see beyond the distinction of their national origin. With RMST 375, our department hopes to appeal to students who do not necessarily have advanced proficiency in all the Romance</p>



	<p>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>RMST 375 intends to fill this gap by proposing a comparative study of representative works of literature from the island of Hispaniola in their English translation. The island of Hispaniola was the first settlement of European colonization in the Americas. In the 17th century due to a set of decisions by the Spanish crown and as a result of a series of wars between Spain and France the island was divided in two distinct colonies, one Spanish, one French. This history gave way to Dominican Republic and Haiti as two independent nations. For their part the islands of Martinique and Guadeloupe were colonized by the French in the 17th century and were converted in Overseas Departments of the French Republic in 1946. At the end of this course, students will understand the way these political and historical issues as well aspects of race, gender and sexuality came to be represented in the literature and culture of what has been called the Romance Languages Caribbean. RMST 375 will offer students the opportunity to develop their critical thinking through the study of literature and cultural production from outside the corpus of English literature and situated in the margins and frontiers of the Romance World.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

*RMST 376 (3) Genre Adaptations in the Hispanic World*

<p>Category: 1 Faculty: Arts Department: French, Hispanic and Italian Studies Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: Received Nov. 24, 2022 Contact Person: Brianne Orr-Alvarez (Course Author), Jungbee Lee (Curriculum Staff Support), Joël Castonguay-Bélanger (Dept Head) Phone: Email: brianne.orr@ubc.ca, fhis.curriculum@ubc.ca, joel.cb@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RMST 376 (3) Genre Adaptations in the Hispanic World</p> <p>Examines adaptations of works from the Hispanic World into various literary and cultural genres (including literature to film, novel to graphic novel), considering the historical and cultural context, themes, and narrative perspectives.</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: The Department of French, Hispanic, and Italian Studies (FHIS) is in the process of redesigning the curriculum in the Romance Studies (RMST) program. We are proposing new courses that intend to provide a broad cultural and transnational perspective on the Romance-speaking world of the past and present. This broad perspective is notably different from our specialized programs in French, Spanish, and Italian.</p> <p>The RMST course code will be used for 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. This proposal is for RMST 376 (3) Genre Transgressions in the Hispanic World.</p> <p>Currently, FHIS offers a number of language courses that are inaccessible for students who have not already reached an advanced level of proficiency in the language. Currently, FHIS offers 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. With RMST 376 our department hopes to appeal to students who do not have advanced</p>



	<p>proficiency in Spanish, but who are interested in learning about Spanish literary and cultural tropes and reading literary works selected outside the corpus of English literature.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

RMST 395 (3-6) Special Topics Abroad

<p>Category: 1 Faculty: Arts Department: FHIS Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: January 24, 2023 Contact Person: Joël Castonguay-Belanger (Course author), Jungbee Lee (Curriculum support) Phone: 604 822 2879 Email: joel.cb@ubc.ca and fhis.curriculum@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RMST 395 (3-6) Special Topics Abroad</p> <p>Study of Romance language literature, history, culture, or communities in an authentic context. Topics and locations may vary. Consult Department for current offerings.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=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 Special Topics course is being submitted without a sample syllabus as per the policy described on p.29 of the recently updated (version 15, Jul 11, 2022) curriculum guidelines for Special Topics/ Directed Study Courses.</i></p> <p>Rationale for Proposed Change: This proposed 300-level Special Topics course will enable the Romance Studies undergraduate program to 1) pilot new and topical content courses abroad independently of their location</p>



	<p>2) allow students to more easily distinguish between courses offered on campus and courses offered abroad 3) allow students to enrich their degree and preparation for future career pathways by taking a course designed to offer a cultural and linguistic immersion in an authentic context 4) align all of our programs with a common number to identify such courses. We plan to offer this course in the summer time and will work with UBC related offices for liability issues and any other required processes.</p> <p>As we have seen student demand for experiences abroad increase over the years, and in response to the upcoming change in Arts breadth requirements, this course will offer Arts students an additional opportunity to fulfil their language requirement, as well as upper-level requirements, while enriching their UBC degree with the opportunity to experience Romance languages and cultures abroad.</p> <p>While it is already possible to offer a Global Seminar under any of our course codes, it can be misleading to students to understand how one course can offer the same learning outcomes when offered in a classroom, on the UBC campus, and in an authentic cultural and linguistic context abroad. In addition, certain topics that can only be offered abroad are difficult if not impossible to fit into our current course codes since their content is too specific to the variable and immediate context in which they ought to be taught. This new code intends to remedy this issue by making it clear that this course is taking place abroad and designed around experiential learning outcomes, while maintaining the flexibility to pilot new and topical content courses abroad independently of their location.</p> <p>The creation of RMST 395 Special Topics Abroad will enable the course topics and locations to vary from year to year, and offer the possibility for the Romance Studies program to offer authentic academic, cultural and linguistic experiences in places such as Spain, France, Italy, Morocco, Mexico, etc. without having to create a specific code for each location.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>We plan to include the specific topic of study as a subtitle in the schedule entry every time the course is offered. This course will be advertised through Go Global as well as our usual communication channels (website, email, social media, etc.).</p> <p>Regardless of topic and location, the courses will emphasize fundamental learning outcomes in Romance Studies such as: 1) development of linguistic proficiency and cultural exposure 2) interpretation and contextualization of cultural objects in their authentic context 3) critical thinking in context 4) production of evidence-based argumentation disseminated through written and/or digital media.</p> <p>Since RMST 395 will be offered in multiple terms by various faculty, across a wide range of topics and in different locations, it is appropriate for students to take it multiple times during their undergraduate career. A variable credit range of 3-6 will allow for students to be able to take this special topic course up to two times. The addition of this course will not negatively impact the overall degree requirements for students enrolled in the Romance Studies Major or Minor. Conversely, it will allow students to enrich and diversify their degree by adding the experience of a cultural and linguistic immersion abroad and building on the skills that they are normally asked to learn in a classroom, and study through texts, images and objects which can only deliver a distant and mediated form of learning. 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)</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>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<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.)
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SPAN (Spanish): Department of French, Hispanic and Italian Studies (FHIS)

SPAN 395 (3-6) Special Topics Abroad

Category: 1 Faculty: Arts Department: French, Hispanic and Italian Studies Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: January 24, 2023 Contact Person: Joël Castonguay-Belanger (Course author), Jungbee Lee (Curriculum support) Phone: 604 822 2879 Email: joel.cb@ubc.ca and fhis.curriculum@ubc.ca
Proposed Calendar Entry: SPAN 395 (3-6) Special Topics Abroad Study of Hispanic literature, history, culture, or communities in an authentic context. Topics and locations may vary. Consult Department for current offerings. Recommendation: CEFR A2 Spanish proficiency level	URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=SPAN Present Calendar Entry: None Type of Action: New Course <i>Note: This Category 1 proposal for a new Special Topics course is being submitted without a sample syllabus as per the policy described on p.29 of the recently updated (version 15, Jul 11, 2022) curriculum guidelines for Special Topics/ Directed Study Courses.</i> Rationale for Proposed Change: This proposed 300-level Special Topics course will enable the Spanish undergraduate program to 1) pilot new and topical content courses abroad independently of their location 2) allow students to more easily distinguish between courses offered on campus and courses offered abroad 3) allow students to enrich their degree and preparation for future career pathways by taking a course designed to offer a cultural and linguistic immersion in an authentic context 4) align all of our programs with a common number to identify such courses. We plan to offer this course in the summer time and will work with UBC related offices for liability issues and any other required processes.



	<p>As we have seen student demand for experiences abroad increase over the years, and in response to the upcoming change in Arts breadth requirement, this course will offer Arts students an additional opportunity to fulfil their language requirement as well as upper-level requirements, while enriching their UBC degree with the opportunity to experience Hispanic language and culture abroad.</p> <p>While it is already possible to offer a Global Seminar under any of our course codes, it can be misleading to students to understand how one course can offer the same learning outcomes when offered in a classroom, on the UBC campus, and in an authentic cultural and linguistic context abroad. In addition, certain topics that can only be offered abroad are difficult if not impossible to fit into our current course codes since their content is too specific to the variable and immediate context in which they ought to be taught. This new code intends to remedy this issue by making it clear that this course is taking place abroad and designed around experiential learning outcomes, while maintaining the flexibility to pilot new and topical content courses abroad independently of their location.</p> <p>The creation of SPAN 395 Special Topics Abroad will enable the course topics and locations to vary from year to year, and offer the possibility for the Spanish program to offer authentic academic, cultural and linguistic experiences in places such as Ecuador, Spain, Bolivia, Mexico, Dominican Republic, etc. without having to create a specific code for each location.</p> <p>We plan to include the specific topic of study as a subtitle in the schedule entry every time the course is offered. This course will be advertised through Go Global as well as our usual communication channels (website, email, social media, etc.).</p> <p>Regardless of topic and location, the courses will emphasize fundamental learning outcomes in Hispanic Studies such as: 1) development of linguistic proficiency and cultural exposure 2) interpretation and contextualization of cultural objects in their authentic context 3) critical</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>thinking in context 4) production of evidence-based argumentation disseminated through written and/or digital media.</p> <p>Since SPAN 395 will be offered in multiple terms by various faculty, across a wide range of topics and in different locations, it is appropriate for students to take it multiple times during their undergraduate career. A variable credit range of 3-6 will allow for students to be able to take this special topic course up to two times. The addition of this course will not negatively impact the overall degree requirements for students enrolled in the Spanish Major or Minor. Conversely, it will allow students to enrich and diversify their degree by adding the experience of a cultural and linguistic immersion abroad and building on the skills that they are normally asked to learn in a classroom, and study through texts, images and objects which can only deliver a distant and mediated form of learning. 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)</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>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

WRDS (Writing, Research, and Discourse Studies): School of Journalism, Writing, and Media

WRDS 200 (3) Writing and Communication Foundations

Category: 1 Faculty: Arts Department: School of Journalism, Writing, and Media (JWAM) Faculty Approval Date: March 16, 2023	Date: January 6, 2023 Contact Person: Dr. Rebecca Carruthers Den Hoed (WRDS Curriculum Chair); Dr. Kamal Al-Solaylee
---------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------



Effective Session (W or S): W Effective Academic Year: 2023	Phone: n/a Email: rebecca.carruthersdenhoed@ubc.ca ; kamal.alsolaylee@ubc.ca
Proposed Calendar Entry: WRDS 200 (3) Writing and Communication Foundations Key principles of writing and communication and issues currently debated in the field of Writing Studies. The role of writing and communication in making knowledge, constructing identity, and exercising power. Restricted to students with second year standing or above.	URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=WRDS Present Calendar Entry: n/a Type of Action: New Course <i>Note: This proposal is accompanied by a Category 1 proposal for a Minor in Writing and Communication.</i> Rationale for Proposed Change: In 2020, Writing, Research, and Discourse Studies (WRDS) joined with the School of Journalism (JRNL) to form the School of Journalism, Writing, and Media (JWAM). In the context of this exciting merger, the School of Journalism, Writing, and Media is developing new courses and a new Minor in Writing and Communication that speak to the range of writing practices students engage with at UBC and beyond — in primarily academic, professional, and public contexts — to make knowledge, share knowledge, and mobilize knowledge as action and social change. WRDS 200 is the foundations course in the proposed Minor in Writing and Communication from the Writing, Research, and Discourse Studies (WRDS) unit in the School of Journalism, Writing and Media. WRDS 200 introduces students to key approaches to writing and communication (taken up and elaborated in subsequent upper-level WRDS courses) to generate interest in the Minor and to help already-interested students prepare for upper-level courses required to complete the Minor. WRDS 200 helps students orient themselves within Writing and Communication as a field (generally) and the Minor in Writing and Communication (specifically). The course introduces students to threshold concepts in the field — key principles, ideas, and claims that represent foundational knowledge in the field — and to methods of analysis widely used in the field to study writing



	<p>and communication practices within and across different cultural, academic, and professional contexts. The course offers students opportunities to apply newly learned concepts and approaches to analyze a variety of relevant writing- and communication-related case studies, some of them chosen by the students themselves.</p> <p><u>In accordance with UBC's Strategic Plan</u>, this course promotes inclusive excellence (strategy 4) by exploring and celebrating diverse writing practices and exploring the connections between writing and issues of equity, diversity, and inclusion; the course fosters interdisciplinary education (strategy 14) by bringing together an interdisciplinary cohort of students to explore writing and communication issues across cultural, academic, and professional contexts.</p> <p><u>In accordance with UBC's Indigenous Strategic Plan</u>, this course includes a dedicated Module exploring the role of writing and communication practices in processes of colonization, decolonization, Indigenization, and reconciliation. As the foundations course in the proposed Minor in Writing and Communication, WRDS 200 introduces students to the role of writing and communication in the construction of identity, ideology, and knowledge and in the exercise of power (including practices of marginalization, exclusion, and oppression). Rather than subsume discussions of Indigenous knowledge, culture, colonization, and reconciliation under these broader topics (identity, ideology, knowledge), WRDS 200 dedicates one Module to writing and communication in relation to "Indigenous ways of knowing, culture, histories, experiences and worldviews" in the course (Goal 4) and the course endeavors to make time and space to "facilitate open dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights" (Goal 2). This commitment to making time and space in the course to discuss writing and communication practices in the context of colonization, decolonization, Indigenization, and reconciliation is "built in" to the course (via the course learning outcomes) to ensure its longevity.</p> <p>A NOTE ON PREREQUISITES: The proposed course is open to all students with second year standing or above. This is meant to</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>scaffold students successfully into the Minor, while ensuring the course remains accessible to students from across faculties/programs.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

WRDS 400 (3) Writing and Communication Capstone

<p>Category: 1 Faculty: Arts Department: School of Journalism, Writing, and Media (JWAM) Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: January 6, 2023 Contact Person: Dr. Rebecca Carruthers Den Hoed (WRDS Curriculum Chair); Dr. Kamal Al-Solaylee Phone: n/a Email: rebecca.carruthersdenhoed@ubc.ca; kamal.alsolaylee@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>WRDS 400 (3) Writing and Communication Capstone Critical assessment of approaches to writing and communication. Key principles of the field applied to public and professional domains relevant to students' future work, studies, service, or work. Restricted to students enrolled in the Minor in Writing and Communication.</p> <p><i>Prerequisites:</i> WRDS 200 and 6 credits of WRDS courses at the 300-or 400-level</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=WRDS</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p><i>Note: This proposal is accompanied by a Category 1 proposal for a Minor in Writing and Communication.</i></p> <p>Rationale for Proposed Change: In 2020, Writing, Research, and Discourse Studies (WRDS) joined with the School of Journalism (JRNL) to form the School of Journalism, Writing, and Media (JWAM). In the context of this exciting merger, the School of Journalism, Writing, and Media is developing new courses and a new Minor</p>



	<p>in Writing and Communication that speak to the range of writing practices students engage with at UBC and beyond — in primarily academic, professional, and public contexts — to make knowledge; to share knowledge; and to mobilize knowledge as action and social change.</p> <p>WRDS 400 is the capstone course in the proposed Minor in Writing and Communication from the Writing, Research, and Discourse Studies (WRDS) within the School of Journalism, Writing, and Media (JWAM). WRDS 400 asks students to reflect on key writing and communication principles and approaches they have studied in the Minor and to analyze their previous work in light of those principles. In that process, students produce a writing portfolio, which collects, analyzes, and synthesizes their own writing completed to date in the Minor. WRDS 400 then guides students in the completion of a capstone project — which centres around designing and producing an original text — in which students identify and reflect on the opportunities and challenges of participating in and transforming writing and communication practices in a field, career, or vocation related to their own interests. Students have the opportunity to share their capstone project — the original text they have produced — in a showcase at the end of term. The course gives students a chance to reflect on their learning journey in the Minor in Writing and Communication and to chart a path for themselves — as writers and communicators — in a field or domain relevant to their interests..</p> <p><u>In accordance with UBC’s Strategic Plan</u>, this course</p> <ul style="list-style-type: none"> • explores diverse writing practices and the connections between writing and issues of equity, diversity, and inclusion to promote inclusive excellence (strategy 4), • is organized around student-centered learning outcomes to engage student curiosity, initiative, and individualized learning (strategy 12), • culminates in a capstone project that asks students to engage in practical learning (strategy 13) and deepen the relevance of their undergraduate work to practice in their chosen field (strategy 16), and
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<ul style="list-style-type: none"> • fosters interdisciplinary education by inviting students from across campus to reflect on the writing practices they have encountered in different programs of study (strategy 14). <p><u>In accordance with UBC's Indigenous Strategic Plan</u>, this course begins with a Module in which students revisit key principles and issues in the field of writing and communication — including the role of writing and communication practices in processes of colonization, decolonization, Indigenization, and reconciliation (first introduced in WRDS 200). If they choose to do so, students can re-engage with these issues in the remainder of the course: in their writing portfolio and/or capstone project. The course is designed to re-ignite discussions about the role of writing and communication in processes of colonization, decolonization, Indigenization, and reconciliation — early in the course — and support students who choose to focus on these issues in their subsequent assignments. Time and space will be made in the course to foster discussion about “Indigenous ways of knowing, culture, histories, experiences and worldviews” (Goal 4) and to “facilitate open dialogue about truth, reconciliation and the recognition of Indigenous peoples’ human rights” (Goal 2). Engagement with writing and communication practices in the context of colonization, Indigenization, and reconciliation is “built in” to the course (via course learning outcomes).</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



WRDS 450 (3) Writing Practices for Publics & Publications

<p>Category: 1 Faculty: Arts Department: School of Journalism, Writing, and Media Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November 21, 2022 Contact Person: Dr. Alexis McGee (Course author) and Dr. Rebecca Carruthers Den Hoed (WRDS Curriculum Committee Chair) Phone: n/a Email: rebecca.carruthersdenhoed@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>WRDS 450 (3) Writing Practices for Publics & Publications</p> <p>Writing processes and strategies conducive to developing larger, long-term research projects into genres of writing intended to publicly engage with scholars, activists, and intellectuals. Restricted to students with third year standing or above.</p> <p><i>Prerequisites:</i> 3 credits from one of WRDS 150, WRDS 350, ENGL 100, SCIE 113, SCIE 300, CHEM 300, APSC 176, LFS 150, FRST 150, COMM 196, Arts One, ASTU 100, ASTU 101.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=WRDS</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p><i>Note: This proposal is accompanied by a Category 1 proposal for a Minor in Writing and Communication.</i></p> <p>Rationale for Proposed Change:</p> <p>In 2020, Writing, Research, and Discourse Studies (WRDS) joined with the School of Journalism (JRNL) to form the School of Journalism, Writing, and Media (JWAM). In the context of this exciting merger, the School of Journalism, Writing, and Media is developing new courses and a new Minor in Writing and Communication that speak to the range of writing practices students engage with at UBC and beyond — in primarily academic, professional, and public contexts — to make knowledge, share knowledge, and mobilize knowledge as action and social change.</p> <p>This proposal is for WRDS 450: Writing Practices for Publics & Publications. This course will be listed as an option in the Minor and will complement current WRDS course offerings that focus on writing, research, and knowledge production (WRDS 150 Writing and Research in the Disciplines; WRDS 350 Knowledge-making in the Disciplines; WRDS 250 Evaluating Knowledge Production and Mobilization; WRDS 360 Knowledge Popularization: Research Writing in New Media).</p> <p>WRDS 450 will offer students from across the disciplines an opportunity to extend their</p>



	<p>understanding of writing, communication, research, and knowledge-making practices. WRDS 450 helps students turn previously developed research projects into polished, public-facing genres for communicating research (e.g., research publications, conference papers, scholarship applications, research/grant proposals); WRDS 450 also helps students working on honours theses projects by providing sustained, intensive feedback on the writing process such as organization, cohesion, argumentation, revision, and editing. The course offers students with a wide range of previous research experience (ranging from little to substantial) the chance to develop more nuanced approaches to navigating, analyzing, evaluating and applying writing strategies suitable for public-facing research writing genres.</p> <p>WRDS 450 also provides students with an opportunity to analyze and critically evaluate scholarly modes of communication, including public-facing genres. WRDS 450 explores the importance of analyzing and evaluating public venues for scholarly communication; engaging in genre-specific, discipline-specific, and situation-specific writing; and developing sustainable, ethical, and effective professional writing practices. This course also considers questions of historical inequality and social hierarchy in the production, mobilization, and evaluation of knowledge.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</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: Forestry Department: Forest Resources Management Faculty Approval Date: May 5, 2022 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: April 2022 Contact Person: Dr. Chunping Dai Phone: 604 827 6047 Email: chunping.dai@ubc.ca</p>
<p>Proposed Calendar Entry: FOPE 511 (3) Wood Properties and Products Manufacturing processes, applications and supply chains of solid wood, composite, and engineered wood products; pulp and paper, bio-based materials and bioenergy.</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: In response to interest/demand by industry and prospective students, the Faculty of Forestry proposes the creation of a slate of new courses for our existing Online Graduate Certificate in Forest Management and Conservation. This program is aimed at working professionals currently employed in or pursuing careers in forestry-related, conservation, or natural resource management jobs. The proposed courses focus on intensively managed plantation forests, wood products, and the financial and business aspects of the forest industry. The course is intended for students with limited or no prior knowledge regarding wood products. (Syllabus attached.)</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Education Department: ECED Faculty Approval Date: November 17, 2022 Effective Session (W or S): W Effective Academic Year: 2023-2024	Date: September 29, 2022 Contact Person: Laurie Ford Phone: 2-0091 Email: laurie.ford@ubc.ca
Proposed Calendar Entry: ECED 532 (3) Sociocultural Perspectives in Early Childhood Education <i>Pass/Fail. This course is not eligible for Credit/D/Fail grading.</i>	URL: None at present- new course Present Calendar Entry: None at present- new course Type of Action: Create a new course, ECED 532 (3): Sociocultural Perspectives in Early Childhood Education. Rationale for Proposed Change: The proposed new course has been offered a number of times as a special topic course under the generic course number ECED 585 (Advanced Seminar on Research in Early Childhood Education). It will be advantageous for program graduates to have their transcripts reflect that topics related to sociocultural perspectives in early childhood education have been part of their graduate program. The proposed new course content responds to a growing recognition of the importance of early childhood education (ECE) as reflected in major changes in approached to early childhood education at the local, national, and international levels. These changes resulted in the need for advanced coursework on sociocultural perspectives in ECE, especially in relation to broader social justice and ecological issues. The course takes a critical lens in the exploration conceptions of early childhood education through a sociocultural lens including



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>systems theory, global perspectives on early learning, community perspective, children's funds of knowledge, cultural practices, language, assessment, and ethical considerations. A sample syllabus and schedule for the proposed new course is attached.</p> <p>X Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: N/A</p> <p>XX Pass/Fail or Honours/Pass/Fail grading</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Category: (1)

Faculty: Applied Science Department: MEL and MHLP Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: January 9, 2023 Contact Person: Clement Yim Phone (604) 822-9014 Email: clement.yim@ubc.ca
Proposed Calendar Entry: APPP 511 (1.5-3) Topics in Engineering for Technical Leaders Restricted to students in: <i>M.E.L. This course is not eligible for Credit/D/Fail grading.</i>	URL: N/A Present Calendar Entry: N/A Type of Action: new course Rationale for Proposed Change: <p>The Master of Engineering Leadership (M.E.L.) degree has 8 technical specialization which are related to various engineering industries. The degree requires 30 credits to graduate, which consists of 12-15 credits of 'Platform' courses and 15-18 credits of 'Pillar' courses. The Platform courses focus on the professional skills required for an experienced graduate to be an effective professional leader. The Platform courses are foundational to all specializations. The Pillar courses are applicable to the equivalent technical specialization a student decides to enroll in.</p> <p>The need to address special topics in engineering leadership across our 8 M.E.L. specializations has arisen. Currently, there is no technical, Pillar special topics course for the M.E.L. degree that would allow for the piloting of new courses or to offer courses that address short-term needs and opportunities that may span across multiple M.E.L. specializations. While there is the APPP 510 – Topics in Engineering and Health Leadership course, this is intended to be used for Platform special topics, not for technical, Pillar special topics. Having this kind of flexibility in the Pillar portion of the program has the capacity to improve student experience and address current and special topics as they arise due to changes in technologies and industries or due to new expertise in UBC.</p> <p>Through version codes, we will also be able to pilot new courses if the need arises. Having variable value credit assignment allows flexibility to match the special topic or version to an appropriate credit level.</p> <p>Proposed topics for an initial version of this course includes:</p> <ul style="list-style-type: none"> • Engineering Management Systems



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science and Medicine Department: Biomedical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November 3, 2022 Contact Person: Kelly White Phone: Email: kelly.white@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BMEG 521 (3) Linear Systems in Optics Linear system theory and Fourier Optics, applications in optics including wave propagation and image quality assessment. Credit will be granted for only one of BMEG 421 or BMEG 521. ELEC 221 recommended. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>BMEG 591B has been piloted in 2021W and will be offered a second time in 2022W. This course fits well within the list of technical elective course options available to graduate students. The new course number will be BMEG 521. This course will be co-located with the undergraduate version, BMEG 421, if approved by Senate.</p> <p>The main difference between the graduate and undergraduate versions of these courses is the seminar presentation. Graduate students are required to perform comprehensive literature reviews of the most up-to-date journal articles related to the theoretical concepts covered in class and applications in optical imaging fields to prepare seminar presentations. The preparation for the seminar presentation would allow the graduate students to explore current trends and further applications of linear systems in optics.</p> <p>X Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F: Engineering programs are regulated by the Canadian Engineering Accreditation Board, which prevents us from using this grading model.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science and Medicine Department: Biomedical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November 3, 2022 Contact Person: Kelly White Phone: Email: kelly.white@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BMEG 522 (3) Modern Biomedical Optical Imaging Advanced multimodal optical imaging concepts, fundamental optics, optical OCT theories, advanced modern OCT technologies, and OCT application in clinical medicine and biomedical engineering. Credit will be granted for only one of BMEG 422 or BMEG 522. BMEG 421 or courses with MATLAB recommended. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: Modern Biomedical Optical Imaging has been piloted twice, and is being offered a third time in 2022W. This course is co-located with an Undergraduate level course (BMEG 422), if that course is approved by Senate, and fits well within offerings of elective courses available to Graduate students. The new course code will be BMEG 522.</p> <p>BMEG 522 is the practical application of optical imaging in biomedical engineering. There are few optics-related courses at our university, so all of the students registering for this course need to learn the fundamental of physical optics and also practice simulation problems during the class regardless they are undergrad or grad students.</p> <p>The main difference between the graduate and undergraduate versions of these courses is the seminar presentation. Since graduate students have more research experience than undergraduate, they can do more comprehensive literature reviews of recent optical imaging technologies and prepare seminar presentations based on the reviews. In preparing this seminar</p>

	presentation, they would explore current trends and more applications of optical imaging techniques in biomedical engineering.
--	--------------------------------------------------------------------------------------------------------------------------------



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science and Medicine Department: Biomedical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November 3, 2022 Contact Person: Kelly White Phone: Email: kelly.white@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BMEG 523 (3) Clinical Informatics Fundamental concepts in clinical information systems, decision support, and mobile health. Application of information engineering to health care, including the management and use of patient health and well-being information. Credit will be granted for only one of BMEG 423 or BMEG 523. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>BMEG 591D has been piloted twice, and is being offered in 2022W for a third time. This course is co-located with an Undergraduate level course and sees good uptake by BMEG students. It fits well within the list of elective courses offered to BMEG Graduate students. The new course number will be BMEG 523. Due to additional learning objectives and individual assignments (such as: designing quiz and class discussion questions or critically appraising recent clinical informatics papers; leading and participating in journal club discussion) graduate students engage with the material at a deeper level and are assessed at a more rigorous grading scale than those students taking BMEG 423.</p> <p style="text-align: right;"> Pass/Fail or Honours/Pass/Fail grading </p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science and Medicine Department: Biomedical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November 3, 2022 Contact Person: Kelly White Phone: Email: kelly.white@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BMEG 524 (3) Genome Informatics Principles and best practices in analyzing genomics data. Genome architecture, mappability, repeat elements, ChIP-seq, open chromatin, histone modifications, single cell technologies, genome wide association studies, statistical analyses, computational analysis, data processing. Credit will be granted for only one of BMEG 424 or BMEG 524. BMEG 310 or equivalent recommended. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>BMEG 591E has been piloted twice, and is being offered a third time in 2022W. This course is co-located with an undergraduate BMEG course and sees good uptake among BMEG students. It fits well within the list of elective courses offered to Graduate students. The new course number will be BMEG 524.</p> <p>A key difference of this course compared to the undergraduate version of Genome Informatics is the expectations for higher rigor on the scientific interpretations of data analysis in both projects and assignments. Since graduate students have had more exposure to scientific analyses and publications, we expect them to have greater insight into the analyses they perform, the interpretations of results, including statistics and their meaning, and a greater ability to detect the limitations of the published studies they analyze. It is also common for the final project for graduate students to be closely allied to their research projects, and therefore we expect them to have a deeper knowledge of the subject matter and context surrounding it.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: Civil Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: January 17, 2023 Contact Person: P. Adebar Phone: 604-822-6820 Email: adebar@civil.ubc.ca
Proposed Calendar Entry: CIVL 585 (3) Pedestrian and Bicycle Transportation Design Design of transportation facilities for people walking, cycling, or rolling on non- or lightly-motorized vehicles (active travellers). Geometry and traffic controls for sidewalks, bike lanes, shared streets, and off-street paths. Traveller and contextual factors influencing facility use and performance, including safety, comfort, accessibility, and equity. Credit will be given for one of CIVL 585 or PLAN 548L. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0].	URL: n/a Present Calendar Entry: N/A Type of Action: New Course Rationale: This course will replace a topics course that has been offered since 2019 (except 2021, when the instructor was on sabbatical). This course has been popular among graduate students studying Transportation Engineering. This course will complement our other offerings in the transportation specialization within Civil Engineering. As society moves towards a more sustainable vision of cities, it is important for new transportation engineers to have a fundamental knowledge of design with vulnerable road users in mind. This course addresses a currently underserved portion of the graduate curriculum. There is demand for design of these facilities from practicing engineers and this course will prepare our students to meet that demand. PLAN 548L is a very similar course offered to Planning students by the same Instructor that teaches CIVL 585 and therefore the credit exclusion statement is required.



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: Electrical and Computer Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: January 20, 2023 Contact Person: Nick Jaeger Phone: Email: nickj@ece.ubc.ca
Proposed Calendar Entry: EECE 595 (1-6) Electrical and Computer Engineering Seminar	Present Calendar Entry: Type of Action: New Course Rationale for Proposed Change: This course is being created to support the department's colloquium series and to provide graduate students and senior undergraduate students with opportunities to interact with invited speakers. This course is being set up as a variable credit course so that students can repeat this course in multiple terms. <div style="text-align: center;"> X Not available for Cr/D/F grading (undergraduate courses only) </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> Pass/Fail or Honours/Pass/Fail grading </div>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): S Effective Academic Year: 2023</p>	<p>Date: January 30, 2023 Contact Person: Dr. Tony Hodgson Phone: (604) 822-3240 Email: ahodgson@mech.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MECH 556 (3) Research Writing</p> <p>Equivalency: MECH 500X, MECH 500A, MECH 550U. Credit will be granted for only one of MECH 498 or MECH 556.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This grad course has been running under a temporary number with strong enrolment for 5 consecutive years. Graduate students in Mechanical Engineering currently receive no formal instruction in academic writing and communication. Students may have received instruction in technical or professional communication during their undergraduate degree, but academic communication genres differ significantly from these other forms of communication. Academic genres such as literature reviews, research papers, and conference presentations have distinct conventions and students only learn these through the process of publication trial and error or through informal guidance from their research supervisors.</p> <p>There is currently no other course of this kind at the graduate level in Applied Science, and courses outside Applied Science are generally not focused on the unique features and conventions of research genres in applied science specifically, which can differ from those of research genres in the hard sciences and differ greatly from those of non-technical research genres.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): S Effective Academic Year: 2023	Date: January 30, 2023 Contact Person: Dr. Tony Hodgson Phone: (604) 822-3240 Email: ahodgson@mech.ubc.ca
Proposed Calendar Entry: MECH 557 (1) Research Skills for Engineers	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This course is designed for thesis-based graduate students pursuing their first post-graduate degree in Canada. It explicitly teaches what has traditionally been informally taught to varying degrees, putting all students on an equal footing to start their program and ensuring a comprehensive introduction to research skills.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): S Effective Academic Year: 2023	Date: January 30, 2023 Contact Person: Dr. Tony Hodgson Phone: (604) 822-3240 Email: ahodgson@mech.ubc.ca
Proposed Calendar Entry: MECH 558 (1) Professional Responsibility for Engineers	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This course is designed for new graduate students. It introduces key values of the Department and University, and the BC and Canadian context of engineering projects from an equity, diversity, inclusion and Indigeneity lens, and introduces essential graduate competencies such as sustainability and engineering and society, which students can use to frame the remainder of their studies and research and/or projects.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: March 2, 2023 Effective Session (W or S): S Effective Academic Year: 2023	Date: January 30, 2023 Contact Person: Dr. Tony Hodgson Phone: (604) 822-3240 Email: ahodgson@mech.ubc.ca
Proposed Calendar Entry: MECH 559 (2) Engineering Project Management	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This course is designed for project-based graduate students who will be expected to apply the full cycle of project management during their project. It uses examples from professional engineering practice to introduce the knowledge, skills, tools and techniques used in and required for modern industry.

<p>Category: 1 Faculty: Arts Department: School of Information Faculty Approval Date: March 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: Received Dec. 9, 2022 Contact Person: Luanne Sinnamon (Course Author), Richard Arias-Hernandez (iSchool Curriculum Chair) Phone: 604-822-0825 Email: luanne.sinnamon@ubc.ca, richard.arias@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LIBR 598 (3) Program Synthesis Portfolio</p> <p>For students enrolled in the M.L.I.S. program with a minimum of 36 credits</p> <p>For students enrolled in the M.A.S./M.L.I.S. dual program with a minimum of 69 credits</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=LIBR</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This is a new course intended to serve both as a reflection and learning opportunity for students and as an end-of-program assessment. The portfolio will be designed around the MLIS Program Learning Outcomes (PLOs) (https://ischool.ubc.ca/about/about-the-ischool/graduate-competencies/) and will provide a framework for students to reflect upon and provide evidence of their achievements with respect to each of the stated PLOs. This form of assessment is a requirement of the accrediting body for the MLIS (the American Library Association) and a summative portfolio is a common requirement in other accredited MLIS programs throughout North America. The UBC MLIS program does not have an end-of-program assessment framework in place currently, so this course is an important addition.</p> <p>The course will be taken by students in their final Winter Term in the program and, in addition to the contributions to program assessment, will offer a valuable opportunity for students to further develop career-oriented skills and knowledge as they prepare to graduate.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: March 7, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: January 13 th , 2023 Contact Person: Sheri Andrews-Key Phone: 778-444-8604 Email: sheri.andrews-key@ubc.ca
Proposed Calendar Entry: FRST 593 (3) Climate Adaptation in Socio-Ecological Systems Theory and evolution of adaptation at different scales in organizations and resource management systems, utilizing existing case studies, examining opportunities and barriers to adaptation, considering strategies and practices to manage climate impacts and risks.	URL: Present Calendar Entry: Type of Action: New Course Rationale for Proposed Change: This course has been offered as a “Special Topics” graduate course as FRST 507c for Fall 2021 and 2021. Student interest is high enough that we would like to offer this as a standalone course.



UBC Curriculum Proposal Form Changes to FRST 595

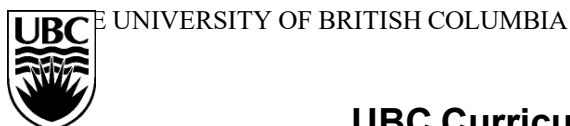
Category: (1)

Faculty: Faculty of Forestry Department: Department of Forest Resources Management Faculty Approval Date: March 7, 2023 Effective Session (W or S): Winter Effective Academic Year: 2023	Date: March 24, 2023 Contact Person: Lorien Nesbitt Phone: 604-822-3482 Email: lorien.nesbitt@ubc.ca
Proposed Calendar Entry: FRST 595 (3) Transformative Environmental Research Scholarly foundations of and emerging approaches for engaging creatively and critically in environmental research that recognizes (and potentially addresses) issues of power, difference, and complexity, transforming both the researcher and the research discipline.	URL: N/A Present Calendar Entry: None Type of Action: New course Rationale for Proposed Change: Academic scholarship operates within and contributes to structures of power and difference within societies around the world and within environmental research. Reflexive and relational theory and practice offer researchers the opportunity to examine their role(s) within these complex structures and the tools to engage in transformative research in their discipline. This course is designed for graduate students in research-based degrees who are keen to stretch their thinking (and/or deepen their knowledge) about the foundations and emerging directions of scholarship and practice for transformative research. The course is organized to expose students to scholarship that analyzes and addresses issues of complexity, scale, relationality, and power in research on “the environment” and support them in applying these theories and practices to enable transformation of themselves and their discipline through their own scholarship. Students will engage in collaborative peer-learning throughout the term and students from diverse backgrounds and disciplines are welcome in the course, including both social and natural scientists.



THE UNIVERSITY OF BRITISH COLUMBIA

	<input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) Rationale for not being available for Cr/D/F: N/A <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.)
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: APSC Department: CHBE Faculty Approval Date: March 2, 2023 Effective Session (W or S): W Effective Academic Year: 2023W	Date: December 1, 2022 Contact Person: Simcha Srebnik Phone: 778-712-9100 Email: ssrebnik@mail.ubc.ca
Proposed Calendar Entry: CHBE 578 (3) Polymer Science and Processing Polymer chemistry, polymer properties, polymer processing and technological applications. Credit will be granted for only one of CHBE 478 or CHBE 578. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0]	URL: n/a Present Calendar Entry: n/a Type of Action: Create new course. Rationale for Proposed Change: The polymer industry employs a large number of Chemical and Biological Engineers. The addition of this course provides the opportunity for graduate students to be exposed to this technology, better preparing them for industry. Such a course is not available in the current graduate chemical engineering curriculum.



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Education Department: Language and Literacy Education Faculty Approval Date: March 7, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: October 25, 2022 Contact Person: Kedrick James and Derek Gladwin Phone: 604-362-2295 Email: kedrick.james@ubc.ca derek.gladwin@ubc.ca
Proposed Calendar Entry: LLED 505 (3) Environmental Literacy <i>This course is not eligible for Credit/D/Fail grading.</i>	URL: N/A Present Calendar Entry: N/A Type of Action: New Course Rationale for Proposed Change: This is new course that supports the UBC and Faculty of Education commitment to the Climate Emergency declaration and role in doing so through environmental and sustainability education. This course has been taught as a pilot twice over two years. It was initially funded by the UBC Sustainability Initiative as a pilot co-taught and co-designed course project involving both instructors (who were UBC Sustainability Fellows at the time). This graduate course, the first of its kind in LLED, provides an overview of the research, theories and practices in environmental literacy education, while also taking into account decolonizing approaches to address the climate and nature emergency.
	<div style="border: 1px solid black; display: inline-block; padding: 2px 5px; margin-bottom: 5px;">X</div> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) 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



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>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

Category: 1

Faculty: Forestry Dept: Forest Resources Management Faculty Approval Date: March 7, 2023 Effective Session: W Effective Academic Year: 2023	Date: Feb. 1, 2023 Contact Person: Jorma Neuvonen Phone: 604-822-2807 Email: Jorma.neuvonen@ubc.ca
Proposed Calendar Entry: FCOR 510 (1.5) – Professional Communication	URL: Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: Course-Based Masters students in the Faculty of Forestry currently spend most of their program focused within their programs unique and narrow focus. This course is part of a re-organization of professional-skills courses that will now bring students together from the Faculty's four CBMs (MUFL, MIF, MGEM, MSFM). This course will focus on professional communication in the field of forestry. In addition to typical topics (e.g., audience, choice of medium), there will be emphasis on positionality, power, and bias and how these factors must be considered in a professional natural resource management context.

UBC Curriculum Proposal Form

Category: 1

Faculty: Forestry Dept: Forest Resources Management Faculty Approval Date: March 7, 2023 Effective Session: W Effective Academic Year: 2023	Date: Feb. 1, 2023 Contact Person: Jorma Neuvonen Phone: 604-822-2807 Email: Jorma.neuvonen@ubc.ca
Proposed Calendar Entry: FCOR 511 (1.5) Working with Diverse Knowledge Systems in Sustainable Natural Resources Management	URL: Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: This is part of a re-organization of professional-skills courses for the Faculty of Forestry's Course-Based Masters students. There is presently little interaction among students in the different program. This course will bring together students from four CBMs (MUFL, MGEM, MIF, MSFM) to foster broader student collaboration and expose students to broader perspectives. The focus of this course is exploring different knowledge systems (western, local, and Indigenous), as students engaged in forestry and natural resources. Natural resource management has historically been dominated by a western knowledge systems, which is inappropriate especially when this has ignored local and Indigenous knowledge. This course will be offered as a hybrid course, with MUFL students attending virtually and MGEM, MIF and MSFM attending in-person.



<p>Category: 1 Faculty: Arts Department: School of Public Policy and Global Affairs (SPPGA) Faculty Approval Date: March 16, 2023 Effective Session (W): W Effective Academic Year: 2023</p>	<p>Date: 9-Feb-2023 Contact Person: Andrea Reynolds Phone: 604-822-0830 Email: andrea.reynolds@ubc.ca</p>
<p>Calendar navigation: Homepage Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies Degree Programs Public Policy and Global Affairs</p> <p>Proposed Calendar Entry:</p> <p>Public Policy and Global Affairs</p> <p>[...]</p> <p>Program Overview The Master of Public Policy and Global Affairs (M.P.P.G.A.) is a professional degree program in global public policy that provides students the inter-disciplinary skills and substantive knowledge necessary to deal with complex problems of the 21st century across local, national, and global contexts. The program typically takes 20 months to complete.</p> <p>The M.P.P.G.A. program offers the acquisition of multi-disciplinary policy analysis skills through a sequence of core courses, plus concentrated study in one of three streams: Development and Social Change; Resources, Energy, and Sustainability; and Global Governance and Security. The program takes advantage of UBC's strengths in these areas and its substantial faculty and program resources concerning contemporary Asia. Students will have opportunities for field-based learning and a client-based policy project. The program is delivered by the UBC School of Public Policy and Global Affairs (SPPGA).</p> <p>Admission Requirements All applicants must meet the admission requirements of the Faculty of Graduate and Postdoctoral Studies. Normally, 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:</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1557#21631</p> <p>Present Calendar Entry:</p> <p>Public Policy and Global Affairs</p> <p>[...]</p> <p>Program Overview The Master of Public Policy and Global Affairs (M.P.P.G.A.) is a professional degree program in global public policy that provides students the inter-disciplinary skills and substantive knowledge necessary to deal with complex problems of the 21st century across local, national, and global contexts. The program typically takes 20 months to complete. Students who apply and are accepted for the accelerated option of the program can complete in 16 months. The accelerated option may not be offered for every admissions cycle as it is contingent on demand. Students who apply to the accelerated option can indicate on their application whether they wish to be considered for the regular 20-month program should the accelerated option not go ahead or they do not meet the additional professional experience requirements. If the accelerated option does not go ahead, a student who has applied to the accelerated option and has indicated that they do not wish to be considered for the 20-month program will be refunded their application fee. Students are not permitted to switch between the accelerated and regular tuition schedules after the initial payment of the tuition fees in the first term of the program.</p> <p>The M.P.P.G.A. program offers the acquisition of multi-disciplinary policy analysis skills through a sequence of core courses, plus</p>



<ul style="list-style-type: none"> • A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses. • Academic standing with at least 12 credits of third- or fourth-year level courses in the A grade range (80% or higher at UBC). • Alternatively, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in the M.P.P.G.A. program, may be granted admission on the recommendation of the M.P.P.G.A. Director and approval of the Dean of the Faculty of Graduate and Postdoctoral Studies. <p>All applicants offered admission to the M.P.P.G.A. program must demonstrate knowledge of microeconomics, macroeconomics, and statistics prior to the commencement of studies. See the program website for additional information and applicable deadlines.</p> <p>Applicants with a degree from a university outside Canada in which English is not the language of instruction must present evidence of competency prior to an offer of admission. Test scores within 24 months of application must meet the following standards:</p> <ul style="list-style-type: none"> • TOEFL: 600 (paper version), 100 (internet version) - with no component score lower than 22, or • IELTS: minimum overall band score of 7.0 with no other component lower than 7.0, or • MELAB: minimum overall score 81. <p>Applicants will be evaluated on the following components of their applications:</p> <ul style="list-style-type: none"> • academic transcripts • application statements • three required letters of reference • an acceptable English test score, where applicable 	<p>concentrated study in one of three streams: Development and Social Change; Resources, Energy, and Sustainability; and Global Governance and Security. The program takes advantage of UBC's strengths in these areas and its substantial faculty and program resources concerning contemporary Asia. Students will have opportunities for field-based learning and a client-based policy project. The program is delivered by the UBC School of Public Policy and Global Affairs (SPPGA).</p> <p>Admission Requirements</p> <p>All applicants must meet the admission requirements of the Faculty of Graduate and Postdoctoral Studies. Normally, 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:</p> <ul style="list-style-type: none"> • A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses. • Academic standing with at least 12 credits of third- or fourth-year level courses in the A grade range (80% or higher at UBC). • Alternatively, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in the M.P.P.G.A. program, may be granted admission on the recommendation of the M.P.P.G.A. Director and approval of the Dean of the Faculty of Graduate and Postdoctoral Studies. <p>All applicants offered admission to the M.P.P.G.A. program must demonstrate knowledge of microeconomics, macroeconomics, and statistics prior to the commencement of studies. See the program website for additional information and applicable deadlines.</p> <p>Applicants with a degree from a university outside Canada in which English is not the</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>Relevant professional experience (generally at least two years) and proficiency in a second or third language relevant to the student's planned program of study will be considered.</p> <p>Applicants may be invited for an interview at the discretion of the selection committee. Meeting the minimum academic requirements does not guarantee admission in the event that the number of applicants exceeds the number of available spaces.</p> <p>Transfer Credit Transfer credit cannot be applied towards the 24 core curriculum credits. Up to 6 credits may be applied towards the 15 elective credits. In order to be eligible for transfer, the credits:</p> <ul style="list-style-type: none"> • must be completed with a minimum B+ standing (74% UBC-equivalency) • must be graduate courses (500–600 level UBC equivalent) • must not have been counted toward the completion of another degree or program • must have been completed no more than five years prior to the time the student commences the M.P.P.G.A. program • cannot be used as a basis for admission to the M.P.P.G.A. program. <p>Students participating in MPPGA approved exchanges can apply up to 12 credits from exchange towards their MPPGA elective requirements provided they meet the Transfer Credit Requirements of the Faculty of Graduate and Postdoctoral Studies and with approval of the MPPGA Graduate Director.</p> <p>Decisions concerning transfer credit are made by the M.P.P.G.A. Graduate Director and the Faculty of Graduate and Postdoctoral Studies.</p> <p>Program Requirements The M.P.P.G.A. program requires completion of 48 credits including a minimum of 27 500-level core required course credits from within the program, 15 elective credits across three streams, and a 6-credit global policy project.</p>	<p>language of instruction must present evidence of competency prior to an offer of admission. Test scores within 24 months of application must meet the following standards:</p> <ul style="list-style-type: none"> • TOEFL: 600 (paper version), 100 (internet version) - with no component score lower than 22, or • IELTS: minimum overall band score of 7.0 with no other component lower than 7.0, or • MELAB: minimum overall score 81. <p>Applicants will be evaluated on the following components of their applications:</p> <ul style="list-style-type: none"> • academic transcripts • application statements • three required letters of reference • an acceptable English test score, where applicable <p>Relevant professional experience (generally at least two years) and proficiency in a second or third language relevant to the student's planned program of study will be considered.</p> <p>Applicants wishing to complete the accelerated version of the program must demonstrate additional years of professional experience as outlined on the MPPGA website.</p> <p>Applicants may be invited for an interview at the discretion of the selection committee. Meeting the minimum academic requirements does not guarantee admission in the event that the number of applicants exceeds the number of available spaces.</p> <p>Transfer Credit Transfer credit cannot be applied towards the 24 core curriculum credits. Up to 6 credits may be applied towards the 15 elective credits. In order to be eligible for transfer, the credits:</p> <ul style="list-style-type: none"> • must be completed with a minimum B+ standing (76% UBC-equivalency) • must be graduate courses (500–600 level UBC equivalent) • must not have been counted toward the completion of another degree or program • must have been completed no more than five years prior to the time the
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



<p>With permission, three elective credits may be taken outside the program. Language courses do not count for credit towards the M.P.P.G.A. degree. With permission, only three credits of senior-level undergraduate courses may be taken for credit towards the M.P.P.G.A. degree.</p> <p>[...]</p>	<p>student commences the M.P.P.G.A. program</p> <ul style="list-style-type: none"> cannot be used as a basis for admission to the M.P.P.G.A. program. <p>Students participating in MPPGA approved exchanges can apply up to 12 credits from exchange towards their MPPGA elective requirements provided they meet the Transfer Credit Requirements of the Faculty of Graduate and Postdoctoral Studies and with approval of the MPPGA Graduate Director.</p> <p>Decisions concerning transfer credit are made by the M.P.P.G.A. Graduate Director and the Faculty of Graduate and Postdoctoral Studies.</p> <p>Program Requirements</p> <p>The M.P.P.G.A. program requires completion of 48.5 credits including a minimum of 27.5 500-level core required course credits from within the program, 15 elective credits across three streams, and a 6-credit global policy project. With permission, three elective credits may be taken outside the program. Language courses do not count for credit towards the M.P.P.G.A. degree. With permission, only three credits of senior-level undergraduate courses may be taken for credit towards the M.P.P.G.A. degree.</p> <p>[...]</p> <p>Type of Action:</p> <ul style="list-style-type: none"> Remove the accelerated 16-month program option and have just one 20-month program option Revise the transfer credit standing from 76% to 74% Revise the program credit requirements from 48.5 credits to 48 credits by reducing the minimum 27.5 500-level core required course credits to 27 credits <p><i>Note: This proposal is accompanied by a Category 2 proposal requesting to change the credit value of PPGA 514, as mentioned in the Rationale.</i></p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



	<p>Rationale for Proposed Change:</p> <p>We offered our 16-month accelerated option as an option for admission in 2021 and 2022W. In those years, we had just 11 and 12 applications each with only 4 and 7 qualified ones. We could not run a cohort of this size so did not run the program in any year. Because of the low demand, we decided to stop offering it as an option for admission since we were never able to run the program.</p> <p>We are adjusting the overall degree credits to accommodate two particular changes: removing PPGA 511 (1.5) Leadership for Policy Professionals as a required course and increasing the required credits for PPGA 514 (2) Research Design and Qualitative Methods from 2 to 3. The program currently requires 48.5 credits, and specifically 27.5 core 500-level credits. We are requesting to remove one 1.5 credit 500-level course and add 1 credit to an existing 500-level course, therefore removing 0.5 credits to make the required credits 48. And making the required core 500-level courses 27.</p> <p>We want to remove PPGA 511 as we found that the content was difficult to design to suit the varied professional backgrounds of the students. Having this as required in the second year was also overloading the students as they worked on their final projects and complicated administration of exchange and co-op opportunities.</p> <p>We want to shift PPGA 514 to three required credits from 2 so that we can go more in depth with the content. The instructors and students have already commented that the workload is high for a 2-credit course and that they cannot go as in depth as needed. We have submitted a category two change form to make the course 1.5 to 3 credits in the event that we wish to require students to complete two 1.5 credit versions that into different levels of depth on different methods.</p> <p>Lastly, we wish to correct the % grade for transfer credit to match the graduate and post-doctoral studies %:</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



THE UNIVERSITY OF BRITISH COLUMBIA

	https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,1529
--	---------------------------------------------------------------------------------------------------------------------------------------------------------



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: Anesthesiology, Pharmacology and Therapeutics Faculty Approval Date: 02/23/23 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: December 12, 2022 Contact Person: Andrew Horne Phone: (604) 822-9500 Email: andrew.horne@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PCTH 301 (3) Introduction to Pharmacology</p> <p>Fundamental concepts of drug-receptor interactions in the context of autonomic, autacoid, and psychoactive pharmacology. [3-0-0]</p> <p>Prerequisite: either CAPS 205 and CAPS 206 or CAPS 301 as a co-requisite.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action:</p> <ul style="list-style-type: none"> • Creating a new course <p>Rationale for Proposed Change:</p> <ul style="list-style-type: none"> • We are splitting PCTH 300 into two courses: PCTH 301 and PCTH 303 • Our currently offered 6-credit upper level PCTH 300 course is challenging for students outside of the BSc Pharmacology major to fit into their schedules as an elective course. This modification of format, separating the course material at a natural dividing point into an “introductory principles course” and an “approaches to treatment course” will make the material more accessible for students in relevant programs to take for their upper-level electives, either as just the introductory course or both courses spread across different years of their programs. This also helps streamline administration of this material by allowing for the possibility of different directors for each course. The syllabus for the original course (PCTH 300) and the first of the two new 3-credit courses



(PCTH 301) are attached to this request to demonstrate identical material coverage.

- For PCTH 301, pre-requisites have been streamlined to reflect the requirement of an introductory understanding of physiology, which itself requires the necessary background material in biology, chemistry, and physics.

☐

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

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

Rationale for not being available for

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

☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**

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



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: Anesthesiology, Pharmacology and Therapeutics Faculty Approval Date: 02/23/2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: December 6, 2022 Contact Person: Andrew Horne Phone: (604) 822-9500 Email: andrew.horne@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PCTH 303 (3) Pharmacology in Health and Disease</p> <p>Pharmacological modulation of physiological systems in health and disease. [3-0-0]</p> <p>Prerequisite: either PCTH 301 or CAPS 301 as a co-requisite.</p>	<p>URL: (URL from the current web Calendar – not the draft calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.)</p> <p>Present Calendar Entry:</p> <p>Type of Action:</p> <ul style="list-style-type: none"> • Creating a new course <p>Rationale for Proposed Change:</p> <ul style="list-style-type: none"> • We are splitting PCTH 300 into two courses: PCTH 301 and PCTH 303 • Our currently offered 6-credit upper level PCTH 300 course is challenging for students outside of the BSc Pharmacology major to fit into their schedules as an elective course. This modification of format, separating the course material at a natural dividing point into an “introductory principles course” and an “approaches to treatment course” will make the material more accessible for students in relevant programs to take for their upper-level electives, either as just the introductory course or both courses spread across different years of their programs. This also helps streamline administration of this material by allowing for the possibility of different directors for



each course. The syllabus for the original course (PCTH 300) and the second of two new 3-credit courses (PCTH 303) are attached to this request to demonstrate identical material coverage.

- The proposed pre-requisites for PCTH 301 as well as the foundational material obtained within this course will be necessary for PCTH 303, so we have specified the pre-requisite accordingly.

☐

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

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

Rationale for not being available for

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

☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**

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



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Pharmaceutical Sciences Department: n/a Faculty Approval Date: 26 April 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: March 2023 Contact Person: Lynda Eccott Phone: 604-822-0733 Email: Lynda.eccott@ubc.ca
Proposed Calendar Entry: PHAR 431 (3) Functional Foods Functional food concepts related to efficacy and safety; examples of bioactive component-disease relationships; natural health products; approval of functional food and health claims; the importance of clinical studies in support of efficacy for health claims; market determinants of functional foods. Credit will be granted for only one of PHAR 431 or FNH 402. <i>This course is not eligible for Credit/D/Fail grading.</i> Prerequisite: Fourth-year standing or permission of the instructor. Equivalency: FNH 402.	URL: PHAR Present Calendar Entry: N/A Type of Action: New Course (co-located) Rationale for Proposed Change: The BPSc program offers PHAR elective courses in a breadth of relevant topic areas to the Pharmaceutical Sciences. Currently, a content gap in the curriculum has been identified as there are no 400-level courses offered which would provide students content and perspectives in the area of nutritional sciences. Exposure to topics covered in this course will offer students with knowledge that is applicable to several areas of the Pharmaceutical Sciences, such as Nutraceuticals. Instead of development of an entirely new course within the Faculty, the PHAR course will be co-located with an already existing FNH 402 course in the Faculty of Land and Food Systems. <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 5px; margin-right: 10px;">X</div> <div> Not available for Cr/D/F grading (undergraduate courses only) </div> </div> Rationale for not being available for Cr/D/F: The Bachelor of Pharmaceutical Sciences (B.P.Sc.) program has a prescribed curriculum for all four program years and requires students in the program to complete all courses applied towards degree completion under the percentage-graded scheme. Hence, students within the BPSc program are not permitted to take any course credits under the Credit/D/Fail grading scheme. <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading </div>

Category: (1)

Date: March 2, 2023

Contact Person: Norm Hutchinson

Phone: 604-822-8188

Effective Date for Change: 23S

Present Calendar Entry:

Biological, cultural, and societal significance of staple crops selected as foods, medicines or raw materials by different societies, and their pivotal role in the rise and fall of past and present civilizations. [3-0-1]

Pre-requisite: A minimum of 3rd year standing.

Action: Create new course.

Rationale: In the 21st century, plant sciences have a central role in Society. The development of medicinal plant products has encouraged ethnobotanical endeavours. The destruction of the rain forest has spurred efforts to catalog the plant biodiversity, and efforts to feed the growing population have positioned plant scientist at the forefront of genetic engineering with the creation of transgenic crops. However, in recent years botany courses has seen a decline in enrollment, and some courses have even disappeared from the curriculum.

I have prepared BIOL 303 Green Planet: Biology and History of plants that changed civilizations (hereafter, Green Planet) in an effort to offset this trend and spark a renewed interest in plant sciences. Green planet targets a broad audience as it uses multidisciplinary approaches that highlight the importance of botanical principles in the advance of ancient and modern societies, and incorporates relevant botanical knowledge that relates with the students' daily experiences.

The curriculum design and activities in Green Planet are designed to:

	<p>1) Instill a profound curiosity and sense of wonder about how plants function.</p> <p>2) Promote students to think critically about the validity of scientific claims in a complex environment, where sources of information often provide contradicting or misleading evidence.</p> <p>3) Highlight how plants are linked intrinsically to societal advancement and can inspire solutions to global problems.</p> <p>Green Planet covers basic principles of botany, which provide a strong foundation for Biology students taking the course for Life Sciences credit. Green Planet also covers topics such as plant physiology, and wood processing that are relevant for students in Forestry, and discusses human nutrition and agricultural practices that are relevant for students in Land and Food Systems. These students could take the course to fulfill general elective requirements for their respective programs. Lastly, Green Planet places a strong emphasis on the historical, economic, and social implications of plants and plant products, which are relevant students in Arts interested in History, Politics, and Anthropology. These students could take the course as a means to fulfill the Science breadth requirement for their program.</p> <p>The course format will be two lectures of 1.5 hours duration each per week.</p> <p>The course will also offer a 1 h weekly optional tutorial aimed at facilitating the coordination and discussion of small group activities (e.g. Data and literature reviews, logistics of the group assignments, feedback of infographics).</p> <p>Supporting Documents: SCI-22-2-BIOL 303</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Category: (1)

Faculty: Science Department: Botany & Zoology Faculty Approval Date: March 2, 2023	Date: March 2, 2023 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 23S Proposed Calendar Entry: BIOL 311 (3) Experimental Methods in Animal Behaviour Designing, conducting, and analyzing studies of animal behaviour, with an emphasis on field-based methods. Students conduct capstone research projects. Please consult the Faculty of Science Credit Exclusion Lists: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,414 . [1-4-0] Prerequisite: BIOL 300 or STAT 200 Corequisite: BIOL 310	Present Calendar Entry: Action: Create new course. Rationale: Animal Behaviour (BIOL 310) is a popular undergraduate course that is currently heavily lecture based with a small tutorial component. BIOL 310 is a 3-credit course, but the inclusion of the current tutorials leads to a heavy workload for the students, while also not giving the students sufficient hands-on experience. The proposed course is an intensive laboratory course that will complement the material that students learn in BIOL 310 while expanding the opportunities for students to design and conduct their own animal behaviour research. This course will introduce students to the diversity of methods that exist to study animal behaviour and students will get hands-on experience using many of these methods to answer their own questions through both guided outdoor labs and through computer-based labs that utilize existing databases. Students will gain experience observing animals and using the scientific method to answer questions about the behaviours they observe. Students will gain experience reading,

	<p>understanding, and thinking critically about the primary scientific literature. Students will also learn to communicate scientific results to their fellow animal behaviourists.</p> <p>Students will also develop their research skills. They will gain experience going through all stages of the scientific process. Labs and assessments give students repeated practice designing research questions and conducting analyses to answer them. Students will then apply the skills they have gained in their capstone research project.</p> <p>This lab course will qualify as a Biology Lab Selection for the Biology Specializations. This course will complement the lecture material that is covered in BIOL 310. Interested students will have an opportunity to deepen their knowledge of animal behaviour methods and to gain experience carrying out directed research projects.</p> <p>Supporting Documents: SCI-22-2-BIOL 311</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Category: (1)

<p>Category: (1) Faculty: Science Department: Botany and Zoology Faculty Approval Date: March 2, 2023</p>	<p>Date: March 2, 2023 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 23S Proposed Calendar Entry:</p> <p>BIOL 348 (3) Biology of Cannabis</p> <p>Biological aspects of cannabis, including structure and function, photosynthesis, plant growth, specialized metabolites, neuroscience and the human endocannabinoid system, and applications for human use in medicine, consumer products and textiles. [3-0-0]</p> <p>Pre-requisite: A minimum of 3rd year standing.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: The adult use of cannabis became legal in Canada in 2018. Since then, cannabis has become more socially acceptable and increasingly integrated into mainstream cultural, social, health, and economic institutions. As such, students will likely be coming into contact with cannabis at some point and will need to make informed decisions about how they choose to engage with it. This will require that they better understand the science behind cannabis and human applications of cannabis, and also that they know how to access reliable information about it.</p> <p>Given its social relevance, cannabis provides a useful case study for learning about plant and human biology in a way that is interesting, relatable, and applicable. This course will explore fundamental biological concepts that underlie the cannabis plant and the various human uses of cannabis. It will also allow students to develop skills in critical thinking, writing, information literacy, and scientific inquiry. To increase the relevance of the course, we will intentionally use local examples and integrate real world situations into the</p>

	<p>curriculum, especially those centered in British Columbia.</p> <p>The three credit BIOL 348 course will be open to both Biology major and non-major students. It will provide Biology students a relevant and applicable course they can take for Life Sciences credit, and will provide students from other Faculties a means to fulfill Science breadth requirements for their program. Having a broad student audience will also benefit the course, as it will allow for the integration of diverse perspectives and strengths that students from different disciplines will bring to the course.</p> <p>Supporting Documents: SCI-22-2-BIOL 348</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Category: (1)

<p>Category: (1) Faculty: Science Department: Botany and Zoology Faculty Approval Date: March 2, 2023</p>	<p>Date: March 2, 2023 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 23S Proposed Calendar Entry:</p> <p>BIOL 488 (1-6) Topics in Biology</p> <p>Selected topics in a specific area within Biology. May be taken more than once for credit with permission of the Department.</p> <p>Prerequisite: Third year standing in a Life Science specialization.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: The purpose of this course is to allow faculty members in the Department of Botany and Zoology and visiting professors to offer a course on selected topics in their area of expertise. It may also be used as a way to evaluate interest in a course that we are thinking of creating. In each instance of offering, this course will be offered as a 3-credit course. Students can complete this course to meet 3 credits of Life Science credit requirements in Biology.</p> <p>Supporting Documents: SCI-22-2-BIOL 488</p>

Category: (1)

8

ENGINEERING PHYSICS

Category: (1)

Faculty: Science Department: Physics & Astronomy Faculty Approval Date: March 2, 2023	Date: March 2, 2023 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 23S Proposed Calendar Entry: ENPH 257 (2) Heat and Thermodynamics Thermometry, thermal properties of matter; heat transfer by conduction; convection and radiation; kinetic theory of gases and gas laws; heat engines; refrigeration; change of state; first and second laws of thermodynamics. [2-0-0] Prerequisite: Either (a) SCIE 001 or (b) one of MATH 200, MATH 217, MATH 226, MATH 254, MATH 255; and either (a) all of PHYS 108, PHYS 109 or (b) one of PHYS 102, PHYS 153 or (c) all of PHYS 157, PHYS 158, PHYS 159 or (d) all of PHYS 118, PHYS 119 or (e) all of PHYS 108, PHYS 119.	Present Calendar Entry: ENPH 257 (2) Heat and Thermodynamics Thermometry, thermal properties of matter; heat transfer by conduction; convection and radiation; kinetic theory of gases and gas laws; heat engines; refrigeration; change of state; first and second laws of thermodynamics. [1-3-1] Prerequisite: Either (a) SCIE 001 or (b) one of MATH 200, MATH 217, MATH 226, MATH 254, MATH 255; and either (a) all of PHYS 108, PHYS 109 or (b) one of PHYS 102, PHYS 153 or (c) all of PHYS 157, PHYS 158, PHYS 159 or (d) all of PHYS 118, PHYS 119 or (e) all of PHYS 108, PHYS 119. Action: Vector change. Rationale: We are modifying ENPH 257 to strengthen the instruction of basic thermodynamics, as need for upper level physics courses. As such, we are removing the measurement lab, which was felt by faculty and students to be ineffective and replacing it with additional lecture content. This will bring ENPH 257 closer in line with PHYS 203, the physics thermodynamics course. Supporting Documents: SCI-22-2-ENPH 257

	<p>(Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F):</p> <p>This course is a requirement of the Integrated Sciences specialization and therefore cannot be available for Cr/D/F</p> <p><input checked="" type="checkbox"/> Pass/Fail or Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p> <p>The course will be graded Pass/Fail</p> <p>Supporting Documents: SCI-22-2-ISCI 400</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

NEUROSCIENCE

Category: (1)

<p>Faculty: Science Department: Psychology, Zoology, Cellular, Anatomical & Physiological Sciences Faculty Approval Date: March 2, 2023</p>	<p>Date: March 2, 2023 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 23S Proposed Calendar Entry:</p> <p>NSCI 140 (3) The Learning Brain</p> <p>Applications and implications of neuroscience for society and the individual, with a focus on neuroplasticity and neuroeducation. [3-0-0]</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: This new 3-credit first-year science-credit course will be open to all UBC students and provide them with an introduction to the field of neuroscience, with special emphasis on neuroplasticity, neuroeducation, and brain function more generally. Students will apply what they learn to their own lives—as lifelong learners and as members of a dynamic society.</p> <p>Supporting Documents: SCI-22-2-NSCI 140</p>

Category: (1)

<p>Category: (1) Faculty: Science Department: Psychology, Zoology, Cellular, Anatomical & Physiological Sciences Faculty Approval Date: March 2, 2023</p>	<p>Date: March 2, 2023 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 23S Proposed Calendar Entry:</p> <p>NSCI 303 (3) Foundations of Computational Neuroscience</p> <p>Foundations of computational neuroscience: neural modelling, simple neural networks, models of Hebbian learning, models of learning, clustering and classification. [3-0-0]</p> <p>Prerequisite: NSCI 201 and one of DSCI 100, CPSC 103, CPSC 110.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: This new 3-credit third-year core course is part of the Neuroscience specialization and will provide students in the specialization with an introduction to the field of computational neuroscience.</p> <p>Supporting Documents: SCI-22-2-NSCI 303</p>

Category: (1)

<p>Category: (1) Faculty: Science Department: Psychology, Zoology, Cellular, Anatomical & Physiological Sciences Faculty Approval Date: March 2, 2023</p>	<p>Date: March 2, 2023 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 23S Proposed Calendar Entry:</p> <p>NSCI 486 (1-6) Advanced Topics in Behavioural and Cognitive Neuroscience</p> <p>Selected topics in Behavioural and Cognitive Neuroscience. May be taken more than once for credit with permission of the program.</p> <p>Prerequisite: Third-year standing in a Neuroscience specialization.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: The purpose of this senior undergraduate course is to allow faculty members with expertise in behavioural and cognitive neuroscience, to offer a course on selected topics in their area of expertise. Students will be able to count this course, when offered, towards their degree requirements.</p> <p>The variable credit value (i.e., 1-6) is there to accommodate topics courses that might require more or less of a workload than that of a 3-credit course.</p> <p>Supporting Documents: SCI-22-2-NSCI 486</p>

Category: (1)

<p>Category: 22-2 Faculty: Science Department: Psychology, Zoology, Cellular, Anatomical & Physiological Sciences Faculty Approval Date: March 2, 2023</p>	<p>Date: March 2, 2023 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>Effective Date for Change: 23S Proposed Calendar Entry:</p> <p>NSCI 487 (1-6) Advanced Topics in Cellular and Molecular Neuroscience</p> <p>Selected topics in Cellular and Molecular Neuroscience. May be taken more than once for credit with permission of the program.</p> <p>Prerequisite: Third-year standing in a Neuroscience specialization.</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: The purpose of this senior undergraduate course is to allow faculty members with expertise in cellular and molecular neuroscience, to offer a course on selected topics in their area of expertise. Students will be able to count this course, when offered, towards their degree requirements.</p> <p>The variable credit value (i.e., 1-6) is there to accommodate topics courses that might require more or less of a workload than that of a 3-credit course.</p> <p>Supporting Documents: SCI-22-2-NSCI 487</p>

Faculty: Science
Department: Physics & Astronomy
Faculty Approval Date: March 2, 2023

Date: March 2, 2023
Contact Person: Norm Hutchinson
Phone: 604-822-8188
Email: norm@cs.ubc.ca

PHYS 310 (3) Machine Learning for Physics and Astronomy Data Analysis

Fundamental principles and applications of data-centric research techniques in Physics and Astronomy. Topics include algorithms for data structuring, dimensionality reduction, linear regression and classification, artificial neural nets, convolutional neural nets, unsupervised learning. [1-4-0]

Prerequisites: (a) One of MATH 152, MATH 221, MATH 223; and (b): One of MATH 200, MATH 217, MATH 226, MATH 253, MATH 254; and (c): One of BIOL 300, STAT 200, STAT 203, STAT 241, STAT 251, MATH 318; and (d): One of PHYS 210, CPSC 103, CPSC 110, APSC 160, EOSC 211; and (e): One of PHYS 108, PHYS 118, PHYS 158, SCIE 001

Present Calendar Entry:

Action: Create new course.

Rationale: Machine learning (ML) and data analysis are becoming increasingly important in many areas of Physics and Astronomy. Researchers frequently encounter observational and simulated data that are suitable for analysis with ML and deep learning tools. These methods are now used routinely alongside traditional numerical analysis of linear algebra and differential equations. Introducing undergraduate physics students to the fundamental concepts of data-driven inference and making them appreciate the strength and weaknesses of different algorithms stimulates critical thinking and builds much sought-after transferable skills. This course is unique in providing a Physics and Astronomy specific perspective on analyzing and interpreting scientific datasets curated by several PHAS research faculty.

Supporting Documents: SCI-22-2-PHYS 310

SCIENCE

Category: (1)

[illegible]

Category: (1)

18

CELLULAR, ANATOMICAL & PHYSIOLOGICAL SCIENCES

Category (1)

<p>Faculty: Science Department: Cellular, Anatomical & Physiological Sciences Faculty Approval Date: March 2, 2023</p>	<p>Date: March 2, 2023 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>**Effective Date for Change: 24S**</p> <p>Proposed Calendar Entry:</p> <p>Cellular and Physiological Sciences</p> <p>The Department of Cellular and Physiological Sciences offers opportunities for study leading to doctoral, master's, and bachelor's degrees. For information on advanced degrees, see graduate Cell and Developmental Biology. For further information on other courses within the Department, see the Faculty of Medicine.</p> <p>There are two undergraduate specializations in Cellular, Anatomical and Physiological Sciences (CAPS): Major and Honours.</p> <p>Admission to the Cellular, Anatomical and Physiological Sciences B.Sc. Specializations</p> <p>Students may apply to enter either the Major or Honours specialization at the end of first year through the common application which is administered by the Office of the Dean of Science. If admitted for second year, students must follow the program of study and meet the academic standards below.</p> <p>Admission into the Honours specialization requires a minimum academic average of 80% with a minimum of 70% in the communications courses. Students in the Honours Specialization must maintain an annual academic average of 80%. Those who do not meet the requirements to continue in the Honours specialization will be enrolled in the Major.</p> <p>CAPS Major students interested in transferring into the Honours specialization after year 2 may apply to the Department, if they have met the academic requirements. See</p>	<p>https://www.calendar.ubc.ca/vancouver/proof/edit/index.cfm?tree=12,215,410,435</p> <p>Present Calendar Entry:</p> <p>Cellular and Physiological Sciences</p> <p>The Department of Cellular and Physiological Sciences offers opportunities for study leading to doctoral, master's, and bachelor's degrees. For information on advanced degrees, see graduate Cell and Developmental Biology. For further information on other courses within the Department, see the Faculty of Medicine.</p> <p>Completion of first year specialization requirements and the second year organic chemistry requirement are prerequisites to all CAPS courses</p> <p>Admission to the Honours Cellular, Anatomical and Physiological Sciences B.Sc. Specialization</p> <p>Students may apply to enter the specialization at the end of first year through the common application which is administered by the Office of the Dean of Science. If admitted for second year, students must follow the program of study and meet the academic standards below</p> <p>Students must apply in person to the Department for admission into the specialization no later than March 31 prior to the third year in their B.Sc. program.</p> <p>Application forms are available on the Cellular and Physiological Sciences website.</p> <p>The academic standards for Year 2 CAPS students to continue to Year 3 are:</p> <p>(1) complete all required first and second year courses;</p> <p>(2) achieve a cumulative 80% average;</p>

here [link to <https://cps.med.ubc.ca/undergraduate/>] for details.

Non-CAPS students interested in transferring into the CAPS specializations after year 2 may apply to the Department. Acceptance is contingent on space availability. See here [link to <https://cps.med.ubc.ca/undergraduate/>] for details.

Permission of the Department of Cellular and Physiological Sciences is required to alter the progression throughout the specialization.

Students wishing to undertake directed studies at the undergraduate (CAPS 448) level must seek departmental approval prior to registration.

Cooperative Education Option
...

Specializations

Major (XXXX): Cellular, Anatomical and Physiological Sciences (CAPS)

First Year

Communications Requirement ¹	6
BIOL 112 ²	3
BIOL 121 ²	3
CHEM 121 ³ or 141 or 111	4
CHEM 123	4
MATH 100 ⁴	3
MATH 101	3
PHYS 100-level beyond PHYS 100 ⁵	3
Total Credits	29

Second Year

~~(3) a minimum grade of 80% in the required biology and chemistry courses;~~
~~(4) a minimum of 70% in Communications courses; and,~~
~~(5) complete at least 33 credits in winter session of second year.~~

~~Other students who have met these requirements may also apply for entry in third year.~~

~~Students should note that required courses must be taken in the year in which they appear in the program (e.g., BIOC 301 and 302 will be taken in the third year of a student's program, MICB 202 in the second year, etc.).~~

Permission of the Department of Cellular and Physiological Sciences is required to alter the progression throughout the specialization.

Students wishing to undertake directed studies at the undergraduate (CAPS 448) level must seek departmental approval prior to registration.

Cooperative Education Option
...

BIOL 200	3	
BIOL 234	3	
BIOL 201 or BIOG 202	3	
BIOL 300 or STAT 200	3	
CAPS 205	3	
CAPS 206	3	
CHEM 233 and CHEM 235 (or CHEM 203)	4	
CHEM 205⁶	3	
Electives^{7,8}	6	
Total Credits	31	
Third Year		
BIOC 302	3	
CAPS 303	3	
CAPS 305	3	
CAPS 306	3	
CAPS 310	3	
CAPS 391	3	
Electives^{7,8}	12	
Total Credits	30	
Fourth Year		
Three of the following: CAPS		
420, 421, 422, 424, 426, 427, 431 or 448	9	
Electives^{7,8}	21	
Total Credits	30	
Credits for Degree	120	
¹ A total of 6 credits of coursework is required to meet the Communication Requirement. For a full list of acceptable courses see the Communications Requirement.		
² Students without one of B.C. High School Biology 11 or Biology 12 (or their equivalents) must take BIOL 111 before taking BIOL 112 or 121. Students without Chemistry 12 must take CHEM 100, CHEM 110 or CHEM 111 before taking BIOL 112.		
³ Students without B.C. High School Chemistry 12 (or its equivalent) must write the UBC Chemistry Basic Skills Test and may be required to take CHEM 100.		

⁴ Students may take MATH 120, 180 or 184 (4 credits) instead of MATH 100 (3) and reduce the number of required elective credits by 1 credit. Students may take MATH 110 (6) instead of MATH 100 and reduce the number of required elective credits by 3 credits.

⁵ Students without B.C. High School Physics 12 (or its equivalent) must take PHYS 100 before any other PHYS courses.

⁶ Students may take CHEM 211 (4) in lieu of CHEM 205 (3), and reduce the number of required elective credits by 1 credit.

⁷ The schedule for electives is a suggestion. Students are free to take any number of electives, in any year, as long as the total number of electives required for the specialization is achieved.

⁸ Elective credits together with required courses must fulfill the Faculty of Science's:

a) Foundational Requirement; [Link to: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1465#18450>]

b) Laboratory Science Requirement; [Link to:

<https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1465#18467>]

c) Science Breadth Requirement; [Link to: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1663#25998>]

d) Science and Arts Requirements; [Link to: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1464#18439>]

e) Upper-level Requirement; [Link to: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1466#18447>]

f) General Degree Requirements. [Link to: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,408#18798>]

Honours (3221): Cellular, Anatomical and Physiological Sciences (CAPS)

...

Honours Specialization

Honours (3221): Cellular, Anatomical and Physiological Sciences (CAPS)

...

	<p>Action:</p> <ol style="list-style-type: none"> 1. Creating the Major specialization and adding a statement indicating that there are now 2 specializations. 2. Add an “s” to specialization in the Admission title. 3. Add “either the Honours or Major” to the admissions paragraph. 4. Add statements concerning admission requirements to the Honours specialization, requirements for maintaining enrollment in the Honours specialization and the consequence for failing to maintain the academic standard required of Honours students. 5. Add information for CAPS Major students who wish to transfer into the Honours specialization after year 2. 6. Add information for non-CAPS students who wish to transfer into a CAPS specialization after year 2. 7. Delete the statements about students applying in person by March 31, and deleted former academic requirements for the Honours specialization. 8. Language changes to the paragraph concerning required courses taken in the year in which they appear in the calendar. 9. The subtitle “Specializations” was added. 10. The title, graduation requirements and footnotes for the Major specialization were added. <p>Rationale:</p> <ol style="list-style-type: none"> 1. Currently, UBC and the Department of Cellular and Physiological Sciences (CPS) only offer an Honours degree in Cellular, Anatomical and Physiological Sciences (CAPS). Most research-intensive Universities in North America offer a Major option in a comparable program of study. Not all students interested in studying in this field want or need an Honours program of study.
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Students in the Faculty of Science who had indicated their wish to enter the CAPS Honours specialization in year 3, but failed to maintain the academic standards, often had difficulty finding another Major because the seats were filled. The proposed Major and renewed Honours specializations both begin in 2nd year, solving this problem. Those who do not maintain the grades required for the Honours specialization will be enrolled in the Major.

There are no other undergraduate programs of study at UBC that focus on human physiology and the mechanisms of disease. Student feedback has indicated their desire for a Major specialization in CAPS. The development of a Major in CAPS was one of the recommendations made in our most recent external program review.

2. Was not previously included since previously there was only 1 specialization. This will make it more clear to the students.

3. Now that there are 2 specializations and since the application process for both specializations is the same it makes sense to have the admission described in one place and pluralize the word 'specialization'.

4. This clarifies the requirements for admission into, and continuation in, the Honours specialization and it clarifies the consequences of failing to meet those requirements.

5 and 6. These actions clarify how students in the CAPS Major can transfer into the Honours, and how non-CAPS students can transfer into either of the specializations.

7. This is no longer appropriate.

8. The deleted example courses are no longer required by either specialization. They have been replaced by courses that are required.

9. There are now two specializations.

10. This is required text.

	Supporting Documents: SCI-22-2-Major (XXXX); Cellular, Anatomical & Physiological Sciences (CAPS)
--	--------------------------------------------------------------------------------------------------------------



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Science Department: Cellular, Anatomical & Physiological Sciences Faculty Approval Date: March 2, 2023</p>	<p>Date: March 2, 2023 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca</p>
<p>** Effective Date for Change: 24S **</p> <p>Proposed Calendar Entry:</p> <p>Cellular and Physiological Sciences</p> <p>The Department of Cellular and Physiological Sciences offers opportunities for study leading to doctoral, master's, and bachelor's degrees. For information on advanced degrees, see graduate Cell and Developmental Biology. For further information on other courses within the Department, see the Faculty of Medicine.</p> <p>There are two undergraduate specializations in Cellular, Anatomical and Physiological Sciences (CAPS): Major and Honours.</p> <p>Admission to the Cellular, Anatomical and Physiological Sciences B.Sc. Specializations</p> <p>Students may apply to enter either the Major or Honours specialization at the end of first year through the common application which is administered by the Office of the Dean of Science. If admitted for second year, students must follow the program of study and meet the academic standards below.</p> <p>Admission into the Honours specialization requires a minimum academic average of 80% with a minimum of 70% in the communications courses. Students in the Honours Specialization must maintain an annual academic average of 80%. Those who do not meet the requirements to continue in the Honours specialization will be enrolled in the Major.</p>	<p>https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,435</p> <p>Present Calendar Entry:</p> <p>Cellular and Physiological Sciences</p> <p>The Department of Cellular and Physiological Sciences offers opportunities for study leading to doctoral, master's, and bachelor's degrees. For information on advanced degrees, see graduate Cell and Developmental Biology. For further information on other courses within the Department, see the Faculty of Medicine.</p> <p>Completion of first year specialization requirements and the second year organic chemistry requirement are prerequisites to all CAPS courses</p> <p>Admission to the Honours Cellular, Anatomical and Physiological Sciences B.Sc. Specialization</p> <p>Students may apply to enter the specialization at the end of first year through the common application which is administered by the Office of the Dean of Science. If admitted for second year, students must follow the program of study and meet the academic standards below</p> <p>Students must apply in person to the Department for admission into the specialization no later than March 31 prior to the third year in their B.Sc. program.</p> <p>Application forms are available on the Cellular and Physiological Sciences website.</p>



CAPS Major students interested in transferring into the Honours specialization after year 2 may apply to the Department, if they have met the academic requirements. See [here](https://cps.med.ubc.ca/undergraduate/) [link to <https://cps.med.ubc.ca/undergraduate/>] for details.

Non-CAPS students interested in transferring into the CAPS specializations after year 2 may apply to the Department. Acceptance is contingent on space availability. See [here](https://cps.med.ubc.ca/undergraduate/) [link to <https://cps.med.ubc.ca/undergraduate/>] for details.

Permission of the Department of Cellular and Physiological Sciences is required to alter the progression throughout the specialization.

Students wishing to undertake directed studies at the undergraduate (CAPS 448) level must seek departmental approval prior to registration.

Cooperative Education Option

...

Specializations

Major (XXXX): Cellular, Anatomical and Physiological Sciences (CAPS)

First Year

Communications Requirement ¹	6
BIOL 112 ²	3
BIOL 121 ²	3
CHEM 121 ³ or 141 or 111	4
CHEM 123	4

~~The academic standards for Year 2 CAPS students to continue to Year 3 are:~~

- ~~(1) complete all required first and second year courses;~~
- ~~(2) achieve a cumulative 80% average;~~
- ~~(3) a minimum grade of 80% in the required biology and chemistry courses;~~
- ~~(4) a minimum of 70% in Communications courses; and,~~
- ~~(5) complete at least 33 credits in winter session of second year.~~

~~Other students who have met these requirements may also apply for entry in third year.~~

~~Students should note that required courses must be taken in the year in which they appear in the program (e.g., BIOC 301 and 302 will be taken in the third year of a student's program, MICB 202 in the second year, etc.).~~

Permission of the Department of Cellular and Physiological Sciences is required to alter the progression throughout the specialization.

Students wishing to undertake directed studies at the undergraduate (CAPS 448) level must seek departmental approval prior to registration.

Cooperative Education Option

...



THE UNIVERSITY OF BRITISH COLUMBIA

MATH 100⁴	3	
MATH 101	3	
PHYS 100-level beyond PHYS 100⁵	3	
Total Credits	29	
Second Year		
BIOL 200	3	
BIOL 234	3	
BIOL 201 or BIOG 202	3	
BIOL 300 or STAT 200	3	
CAPS 205	3	
CAPS 206	3	
CHEM 233 and CHEM 235 (or CHEM 203)	4	
CHEM 205⁶	3	
Electives^{7,8}	6	
Total Credits	31	
Third Year		
BIOG 302	3	
CAPS 303	3	
CAPS 305	3	
CAPS 306	3	
CAPS 310	3	
CAPS 391	3	
Electives^{7,8}	12	
Total Credits	30	
Fourth Year		
Three of the following: CAPS 420, 421, 422, 424, 426, 427, 431 or 448		
	9	
Electives^{7,8}	21	
Total Credits	30	
Credits for Degree	120	
¹ A total of 6 credits of coursework is required to meet the Communication Requirement. For a full list of acceptable courses see the Communications Requirement.		
² Students without one of B.C. High School Biology 11 or Biology 12 (or their equivalents)		



must take BIOL 111 before taking BIOL 112 or 121. Students without Chemistry 12 must take CHEM 100, CHEM 110 or CHEM 111 before taking BIOL 112.

³ Students without B.C. High School Chemistry 12 (or its equivalent) must write the UBC Chemistry Basic Skills Test and may be required to take CHEM 100.

⁴ Students may take MATH 120, 180 or 184 (4 credits) instead of MATH 100 (3) and reduce the number of required elective credits by 1 credit. Students may take MATH 110 (6) instead of MATH 100 and reduce the number of required elective credits by 3 credits.

⁵ Students without B.C. High School Physics 12 (or its equivalent) must take PHYS 100 before any other PHYS courses.

⁶ Students may take CHEM 211 (4) in lieu of CHEM 205 (3), and reduce the number of required elective credits by 1 credit.

⁷ The schedule for electives is a suggestion. Students are free to take any number of electives, in any year, as long as the total number of electives required for the specialization is achieved.

⁸ Elective credits together with required courses must fulfill the Faculty of Science's:

- a) Foundational Requirement; [Link to: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1465#18450>]
- b) Laboratory Science Requirement; [Link to: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1465#18467>]
- c) Science Breadth Requirement; [Link to: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1663#25998>]
- d) Science and Arts Requirements; [Link to: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1464#18439>]



e) ~~Upper Level Requirement~~; [Link to: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1466#18447>]
f) General Degree Requirements. [Link to: <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,408#18798>]

Honours (3221): Cellular, Anatomical and Physiological Sciences (CAPS)

...

~~Honours Specialization~~

Honours (3221): Cellular, Anatomical and Physiological Sciences (CAPS)

...

Action:

1. Creating the Major specialization and adding a statement indicating that there are now 2 specializations.
2. Add an “s” to specialization in the Admission title.
3. Add “either the Honours or Major” to the admissions paragraph.
4. Add statements concerning admission requirements to the Honours specialization, requirements for maintaining enrollment in the Honours specialization and the consequence for failing to maintain the academic standard required of Honours students.
5. Add information for CAPS Major students who wish to transfer into the Honours specialization after year 2.
6. Add information for non-CAPS students who wish to transfer into a CAPS specialization after year 2.
7. Delete the statements about students applying in person by March 31, and deleted former academic requirements for the Honours specialization.



8. Language changes to the paragraph concerning required courses taken in the year in which they appear in the calendar.

9. The subtitle “Specializations” was added.

10. The title, graduation requirements and footnotes for the Major specialization were added.

Rationale:

1. Currently, UBC and the Department of Cellular and Physiological Sciences (CPS) only offer an Honours degree in Cellular, Anatomical and Physiological Sciences (CAPS). Most research-intensive Universities in North America offer a Major option in a comparable program of study. Not all students interested in studying in this field want or need an Honours program of study.

Students in the Faculty of Science who had indicated their wish to enter the CAPS Honours specialization in year 3, but failed to maintain the academic standards, often had difficulty finding another Major because the seats were filled. The proposed Major and renewed Honours specializations both begin in 2nd year, solving this problem. Those who do not maintain the grades required for the Honours specialization will be enrolled in the Major.

There are no other undergraduate programs of study at UBC that focus on human physiology and the mechanisms of disease. Student feedback has indicated their desire for a Major specialization in CAPS. The development of a Major in CAPS was one of the recommendations made in our most recent external program review.

2. Was not previously included since previously there was only 1 specialization. This will make it more clear to the students.

3. Now that there are 2 specializations and since the application process for both specializations is



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>the same it makes sense to have the admission described in one place and pluralize the word 'specialization'.</p> <p>4. This clarifies the requirements for admission into, and continuation in, the Honours specialization and it clarifies the consequences of failing to meet those requirements.</p> <p>5 and 6. These actions clarify how students in the CAPS Major can transfer into the Honours, and how non-CAPS students can transfer into either of the specializations.</p> <p>7. This is no longer appropriate.</p> <p>8. The deleted example courses are no longer required by either specialization. They have been replaced by courses that are required.</p> <p>9. There are now two specializations.</p> <p>10. This is required text.</p> <p>Supporting Documents: SCI-22-2-Major (XXXX): Cellular, Anatomical & Physiological Sciences (CAPS)</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

EXECUTIVE SUMMARY

The credential awarded will be the Bachelor of Science in Cellular, Anatomical and Physiological Sciences (CAPS). The specialization will be offered and administered by the Faculty of Science at the Vancouver Campus of UBC, launching September 2024. Completion of the proposed 120 credits requires 4 years of full-time study, plus an optional co-op placement. The department currently offers a 132 credit Honours CAPS B.Sc. to a small number of students.

External Department reviews of the Department of Cellular and Physiological Sciences (CPS) have strongly recommended that we add a 120 credit Major option in human health and disease open to a larger number of students. A broad survey of undergraduate students in the Faculty of Science, and of CAPS undergraduates and alumni, agreed with the external reviews: 75% of the respondents strongly agreed/supported the Major with 372/495 indicating they were very likely or likely to have applied to this option. Our industry surveys also indicated a demand for graduates in this field, and the Federal Government has identified Health and Biosciences as a key economic sector for growth¹.

Our department has therefore developed a Major specialization with input from research and education stream Faculty, and from students and industry. Courses include traditional, online and “mixed” instruction, active learning and laboratory work, and students will work independently and in collaborative groups. Course progression is spiraled and concepts are scaffolded to prepare graduates for research- and non-research-based careers. The knowledge and skills of our graduating students will be defined by our programmatic outcomes.

Program Learning Outcomes

At the successful completion of this program, students will be able to:

1. Select and defend the use of different model systems² and technical approaches to investigate the mechanistic basis of human health and disease.
2. Distill salient points from the literature and assimilate them into a conceptual framework to identify gaps in our knowledge regarding human health and disease.
3. Formulate hypotheses and scientific questions based on current knowledge gaps and design experiments to prove or disprove those hypotheses.
4. Collect, analyse and interpret data from biological systems using quantitative and qualitative techniques.
5. Effectively communicate scientific ideas, procedures, and discoveries relevant to human health and disease, in written and verbal formats to diverse audiences.
6. Incorporate considerations of sex, gender and ethnicity into all levels of inquiry.

[1] <https://www.ic.gc.ca/eic/site/098.nsf/eng/00025.html>

[2] Model systems includes but is not limited to in silico, acellular, subcellular and cellular (primary and immortalised cells, yeast) systems, tissues (organoids, and human), invertebrates (eg Drosophila, and C. elegans) and vertebrates (eg Xenopus, zebrafish, rodents).

The program aligns with UBC’s mandate and strategic plan, engaging with nine of the plan’s strategies, all of its themes and core areas as well as five goals of the Indigenous Strategic Plan.

Institutional Contact

Edwin D. Moore, Ph.D., University of British Columbia, Faculty of Medicine, edwin.moore@ubc.ca, 604-738-8434

APPENDIX A: Appendix to the Executive Summary

Budget and Funding

The signed Budgetary Impact Form is included in the proposal package.

The budget is based on the tuition allocation model. At steady state with 120 students in each of 2nd, 3rd and 4th years, the program will return \$89,000 and will remain profitable thereafter.

Space and other Requirements

Rooms 3017, 3025, 3027 and 3029 are assigned to CPS in the new BioSciences building, and house the undergraduate laboratories and the preparation area. Lecture space will be assigned by UBC Central.

Library

The new courses and resources for this program have been reviewed by the library and the signed Library consultation form is included in the proposal package. The Library will purchase one print copy of the newest Canadian edition of Human physiology: from cells to systems (5th edition, 2021).

1. Introduction

Separate Departments of Physiology and Anatomy were established in the Faculty of Medicine in 1950 to teach these basic sciences to medical undergraduates. The Department of Physiology offered an Honours B.Sc., through the Faculty of Science beginning in the early 1950s, while the Department of Anatomy offered courses in human anatomy and histology but never developed a formal undergraduate degree program. Recognizing the potential for synergy, the departments merged in 2004 forming the Department of Cellular and Physiological Sciences (CPS). This has created a vibrant and multi-disciplinary research community with expertise in the fundamental mechanisms regulating human health through development and aging, and the mechanisms of disease, including but not limited to, neurodegeneration, diabetes, cardiac disease, and cancer; the leading causes of morbidity and mortality in the Western world. With this renewed focus, we are now eager to renew and expand our educational mission, and our long standing collaboration between the Faculties of Science and Medicine, by adding a Major CAPS specialization.

Through the Faculty of Science, CPS currently offers an exclusive and highly competitive Honours specialization in Cellular, Anatomical and Physiological Sciences (CAPS). The desire for a CAPS Major is shared by many students. A survey of undergraduates in the Faculty of Science¹, and of CAPS undergraduates and alumni, indicated that 75% (372/495) were either very likely or likely to have selected a CAPS Major had it been available. Key themes in favour of the program, gleaned from the qualitative answers, included support for greater accessibility (more people being able to participate in the CAPS program), greater flexibility for students in terms of academic options, and a large percentage of personal interest in the program from survey respondents. The survey highlighted that the Major would fill an academic gap since those interested in the topic do not select CAPS because as an Honours program there was a low probability of acceptance.

The proposed Major is unique in integrating multiple disciplines, previously taught separately, with relevance to research approaches in human health and disease. These primarily include our department's historical focus on cell biology, anatomy and physiology, but now also incorporate those aspects of molecular biology, genetics and computational biology that are increasingly being used to perform research in the area of human health and disease. Where offered at other institutions as a Major, similar programs have been hugely popular. At the University of Arizona, the BSc in Health Sciences with a Major in Physiology and Medical Sciences is the second most popular undergraduate major with almost 2000 registrants. At the University of Colorado Boulder, the BA in Integrative Physiology is the largest undergraduate major.

The department is therefore proposing to expand its course offerings and add a new CAPS Major specialization.

¹ See Section 2.2.2

2. Program Rationale and Description

2.1. Introduction

Currently, the Faculty of Science/CPS cooperation only offers an Honours degree in CAPS. This is an unusual situation. Most research-intensive universities in North America offer a Major option in a comparable program. Not all students interested in studying in this field want or need an Honours program. Students who want to study CAPS but are not admitted to the highly competitive Honours specialization are left with no CAPS option. Student feedback has indicated their desire for a Major specialization. The survey of undergraduates in the Faculty of Science², and CAPS undergraduates and alumni, completed in December 2019, indicates a much greater demand for the subject that can only be met with the addition of a Major. Of the 495 participants, 74% strongly agreed/supported the proposed new Major; 264 current undergrads and 108 alumni were very likely and likely to have selected the CAPS Major.

Students in the Faculty of Science apply to enter a specialization at the end of first year through the common application administered by the office of the Dean of Science. The proposed Major will also begin in the second year, as does the Honours.

The development of the Major is a high priority for the Department. It has been recommended in successive department reviews, with the latest recommending: “That CPS and University commit to the development and implementation of a CAPS Major program. This would give greater exposure of the discipline amongst the undergraduate students and recognition of other possible graduate career choices.”

2.2. Market Analysis

2.2.1. Market Demand Approach

The demand for the program was primarily demonstrated by

1. Survey of 597 UBC Science students and alumni
2. Survey of Industry partners
3. Published market data

2.2.2. Market Insights

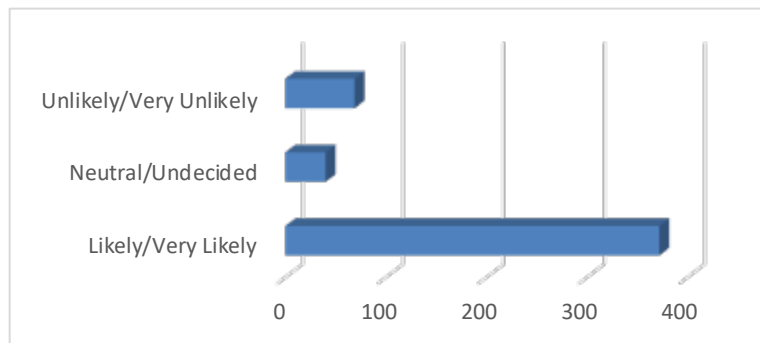
Student Survey

The majority of the responses to the survey came from (then) current students (68%) and alumni (27%) and from programs in Biology (34%), Integrated science (13%), Kinesiology (11%), Microbiology & Immunology (11%), Honours CAPS (10%), Biochemistry (8%), and Pharmacology (6%).

The majority of respondents (74%) strongly agreed/supported the proposal to offer a Major. Only 3% of respondents disagreed. Those who disagreed cited the prestige and competitiveness of the Honours specialization in their explanation of why they preferred an Honours to a Major. The survey, however,

² See section 2.2.2

did not make it clear that the Honours specialization would still be an option for students, so that may be a factor affecting the results. In response to the question, “How likely is it that you would have chosen to major in Cellular and Physiological Sciences had the option been available to you?”, the 481 responses we received were divided into three categories.



The overwhelming majority of the respondents, 372 (77.3%), were either likely or very likely to have selected CAPS as a major. This demand exceeds by ~15X the number of students in the Honours specialization (~25).

Many of the respondents (50%) reference the theme of accessibility and opined that a Major program would make CAPS courses and content available to a wider student population:

“Currently CAPS has become this exclusive program, but all students should deserve to major in physiology if it interests them!”

“Be more open and accepting to other students. Less competitive and cutthroat program,”

Several students specifically indicated that they would have taken the Major if it was available:

“Didn't apply to CAPs honours program as thought it was too competitive, if there was a mainstream CAPs major, would have definitely applied!”

“CAPS honours program offers and focuses on human anatomy courses that no other major does. It would be a great idea for more people to access information on these topics”

Industry Survey

A survey which sought to understand the skills and knowledge in demand by industry for graduates of a program like the proposed program was sent to and completed by the following industry partners:

Pascal St-Pierre, Carl Zeiss Canada - Research Microscopy Solution Division - Account Manager

Fayeza Islam, Senior Research Associate, STEMCELL Technologies

Amanda Pisio, EY, Senior Consultant

James Boone, Olympus Canada, Sales Consultant

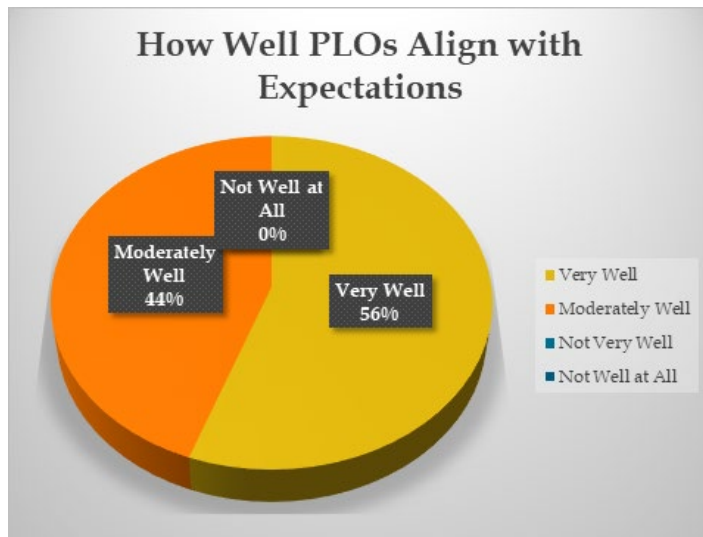
Ursula Neumann, Pawsperty Biotechnologies, Scientist

Chiara Toselli, Pavestep, Head of Marketing & Sales

Aruna Somasiri, Wax-it Histology Services, President and CEO

Sherry Zhao, Mitacs, BC Team Lead

When respondents were asked how well the program learning outcomes aligned with their expectations in terms of what entry level applicants should have in order to be successful in industries such as theirs, all respondents indicated that the program aligned either well or moderately well with their expectations.



When asked what specific technical skills they wanted graduates to have, the following were listed by respondents:

- Sterile Technique
- Relevant cell-based assays and technologies
- 2D and 3D *in vitro* models
- Basic laboratory skills
- Computational skills such as MATLAB and R.
- Experience in industrial laboratory settings

One respondent focused on the importance of all students getting multiple and diverse industry laboratory experiences. This was supported by a respondent referencing basic lab techniques. One respondent spoke of soft skills being more important than technical skills. This was supported by two respondents who referenced presentation, problem-solving, communication and team-work skills. One respondent focused on meshing statistical analysis and experimental design. This was supported by another respondent who spoke of the importance of Big Data.

In response, our curriculum includes these skills and experiences in modern laboratory courses (CAPS 303, 431, 427, 448 and 449), provides a lecture course on research technologies (CAPS 310), and offers a cooperative educational option.

2.2.3. Potential Sectors of Employment for Graduates

Our industry respondents provided a list of jobs that would be available to new graduates, with a BSc, from the proposed CAPS Major specialization. These do not all have National Occupation Codes (NOC) but were categorized as:

Lab-based: primarily performing duties in wet-lab environments

Other research-based: performing duties that engage closely with the research and science of the business, while not conducting lab-activities themselves

Non-research-based: duties are not directly engaged in the research activities but enhanced by an understanding of the research activities.

Lab-based	Other research-based	Non-research-based
Research/Lab Technician/Associate/Assistant Lab Coordinator/Manager Scientific Core Directors and specialists	Data Analyst Research Review Officer R&D Program Associate Process Development Associate Quality Control Analyst	Product Specialist/Manager Marketing & Sales (inside/outside) Customer Service Representative Scientific Recruiter Business Consultant Business Development Specialist Content Writer

The government of British Columbia estimates the following new labour demands for 2021-2031: ([British Columbia Labour Market Outlook: 2021 Edition](#))

NOC 1221 Project Manager: Administrative Officers 18,930

NOC 2121 Biology and related scientists: 1,080

NOC 4161 Natural and applied science policy researchers, consultants and program officers 1,390

NOC 4012 Post secondary teaching and research assistants 450

NOC 4021 College and other vocational instructors 5,260

NOC 2221 Biological technologists and technicians 430

NOC 4161 Natural and applied sciences policy and researchers, consultants and program officers: 320

Since these estimates appeared, the government and the private sector have made announcements that will add to the total number of jobs that will be created. These investments are based on the fact that BC is home to Canada's fastest growing life sciences sector, with more than 2,000 companies employing 17,000 people. These include Canada's largest biotech company, STEMCELL Technologies, Canada's largest medical device company, Starfish Medical; and Canada's next three largest biotech companies, AbCellera Biologics, Aurinia Pharmaceuticals, and Zymeworks Inc. ([New life sciences investment helps build stronger B.C. | BC Gov News](#))

Government:

[New life sciences investment helps build stronger B.C. | BC Gov News](#)

"As announced in Budget 2022 and aligned with the StrongerBC Economic Plan commitment to position the province as a hub for life sciences and biomanufacturing, the Province is providing nearly \$195 million in grant funding to Michael Smith Health Research BC (Health Research BC) and Genome BC."

(https://news.gov.bc.ca/files/StrongerBC_Economic_Plan_2022.pdf)

“As outlined as a key new action in the StrongerBC Economic Plan, B.C. will launch a Life Sciences and Biomanufacturing Strategy to position the province as a worldwide life sciences hub by nurturing new talent, developing new lab space, leveraging the research capacities of B.C.’s post-secondary sector and supporting employment across the sector.”

Industry:

“[B.C. biotech suddenly a hot real estate play - Western Investor](#)”

“Vancouver-based AbCellera Biologics Inc. broke ground last year on a new campus in the city’s Mount Pleasant neighbourhood, encompassing two buildings totalling nearly 400,000 square feet. Another 130,000-square-foot bio-manufacturing facility is being built about three kilometres to the east – an effort estimated to cost up to \$250 million.” It will employ an estimated 1,000 people in the next 6 years, up from 200 today.

Precision Nanosystems Inc (PNI) is building a \$50 million bio-manufacturing facility in Vancouver’s False Creek Flats.

([B.C.'s booming bio-economy built on decades of innovation - BIV Magazine](#))

2.3. Program Description and Specifications

The 120 credit program will enroll up to 120 talented international and domestic students annually. The specialization can be completed in 4 full-time academic years (8 semesters) plus an optional 12 or 16 month co-op placement for those who are accepted into the co-op program. The co-op is expected to delay graduation by 1 year.

The curriculum is spiraled in order to reinforce and add complexity to topics as well as scaffolded to ensure contextual understanding and improve student academic independence over time. The program is grounded in cell biological, anatomical and physiological aspects of human health and disease, but integrates aspects of genetics, molecular biology and computational approaches where they are pertinent to modern research methodologies as applied to human health, disease and therapeutics. In second year core CAPS courses, students will be able to describe foundational principles that survey cellular and physiological systems in humans. These will be complemented with required courses in genetics, molecular biology and biochemistry to provide students a foundation for our third year offerings. In the third year, our core CAPS courses provide deeper insight into:

- (i) How multiple organ systems are integrated to generate coherent physiological responses to daily stressors as well as chronic disease states (CAPS 305);
- (ii) How disease states can arise from aberration in genetic, molecular and cellular systems at the cellular level (CAPS 306);
- (iii) Modern technologies used to advance our understanding of normal and disease states as well as the model systems (invertebrate to human) used to advance knowledge in this area (CAPS 310); and
- (iv) Provide a detailed understanding of human anatomy (CAPS 391).

Fourth year comprises a selection of lecture and lab courses in which students can choose to specialize in a range of integrated physiological systems and/or cellular level analyses of common and rare human

conditions. The courses include both classical, and new, model systems used to enhance our understanding of human disease and the development of new therapeutics.

Modern biomedical research increasingly requires the routine application of computational skills in programming environments such as R. As described by our industry consults, these are increasingly becoming core competencies in the life sciences; not only in the growing field of bioinformatics, but also in basic research, biomedical industry and clinical practice. Therefore, to prepare our students for this new reality, it is necessary to incorporate instruction in the practical use of these skill sets as it pertains to our core lecture and lab-based courses. First, we will provide core bioinformatics and R skills starting in the third year lab, mostly focusing on applications commonly used across biomedical fields. We have developed classes in bioinformatics and R over multiple years in our current CAPS 303 and CAPS 431 lab courses, and now have a well-developed set of 'workshop'-style student experiences to provide hands-on learning with real-life, practical applications. These skills will be reinforced and applied in lecture-based courses emphasizing the analysis, interpretation and application of omics- and computationally-derived data.

2.3.1. Mission

Educating students to design, conduct and communicate life science research, from the molecular to organismal level, for the advancement of human health and treatment of disease.

2.3.2. Goals of the Proposed Program

The program will:

- (i) Provide a comprehensive overview of systems biology, from sub-cellular events to whole body physiology, with a strong focus on the human condition throughout life.
- (ii) Examine the molecular and cellular mechanisms, as well as the genetic basis, of human health and disease.
- (iii) Examine the anatomical and physiological mechanisms of human health and disease.
- (iv) Examine the use of experimentally tractable model systems (invertebrate to human) in research addressing human health, disease and therapy development.
- (v) Emphasize experiential learning, scientific reasoning, experimental design and the use of informatics and computational approaches.

We endeavour to produce graduates who can navigate the increasingly complex web of information to develop questions and hypotheses that will drive scientific exploration and identify areas for therapeutic intervention. These are critical skills that apply to every area of human health and disease.

2.3.3 Program Learning Outcomes

At the successful completion of this program students will be able to:

1. Select and defend the use of different model systems³ and technical approaches to investigate the mechanistic basis of human health and disease.

³ Model systems includes but is not limited to *in silico*, acellular, subcellular and cellular (primary and immortalised cells, yeast) systems, tissues (organoids, and human), invertebrates (eg *D. melanogaster*, *C. elegans*, *H. medicinalis*) and vertebrates (eg *Xenopus*, zebrafish, rodents).

2. Distill salient information from the literature and identify gaps in our knowledge regarding human health and disease.
3. Formulate research questions and hypotheses, and design experiments, to address current knowledge gaps.
4. Collect, analyze and interpret data using quantitative and computational techniques.
5. Effectively communicate scientific ideas, procedures, and discoveries relevant to human health and disease to specialist and non-specialist audiences.
6. Incorporate factors⁴, such as biological sex, into all levels of inquiry where appropriate.

2.3.4. Program Degree Description and Requirements

Consistent with other specializations in the Faculty of Science, the new Major specialization will begin in the second year of undergraduate studies after students have completed their first year. The required CAPS courses are designed as an integrated series of laboratory and classroom experiences that will spiral and scaffold the curriculum from second through fourth year. This pedagogy provides a superior learning experience as topics are revisited throughout the three years and progress logically from the simple to the complex and provide support for increasing learner independence. New CAPS specific courses ensure that the curriculum is integrated and focused on progressively building and assessing the knowledge and skills most relevant to the study of human health and disease that is central in the CAPS program.

Seven new courses have been developed for the Major. Five will be mandatory for all students (CAPS 205, 206, 305, 306 and 310) and 2 are constrained electives (CAPS 427, 431) included in a list of eight fourth year courses from which students choose a minimum of three. Two new introductory, compulsory courses will teach the fundamentals and core principles of human systems biology (CAPS 205 and 206, *Fundamentals of Physiology in Human Health and Disease, Parts I and II*). The third year builds on this foundation. In the new CAPS 305 (*Integrated Human Health and Disease*), students will learn how the body's systems interact to produce an integrated response to stressors and chronic conditions. The learners explore the pathophysiological mechanisms that manifest when these homeostatic stress adaptations fail, and will learn how inter-individual variability, including sex differences, affect the mechanisms of disease. In CAPS 306, *Molecular and Cellular Mechanisms of Human Health and Disease*, students explore the cellular and molecular basis of health and disease, with an introduction to therapeutic approaches. The new CAPS 310, *Modern Biomedical Research Techniques and their Application* will teach the principles, operations and limitations of the rapidly advancing field of laboratory technologies; material that is essential for interpreting the scientific literature, public-domain datasets and also for designing experiments in the modern research environment.

The specialization requires the completion of 120 credits including the following courses and credits:

Year 1 (29 Cr)	
BIOL 112	Biology of the Cell (3 Cr)
BIOL 121	Genetics, Evolution and Ecology (3 Cr)
CHEM 121 or 141 (or CHEM 111)	Structure and Bonding in Chemistry (4 Cr)
CHEM 123	Thermodynamics, Kinetics and Organic Chemistry (4 Cr)

⁴ Factors broadly include but are not limited to gender, genetic diversity, ethnicity, age, environment and behaviour.

PHYS 100-level beyond PHYS 100	(3 Cr)
MATH 100	Differential Calculus with Applications (3 Cr)
MATH 101	Integral Calculus with Applications (3)
	Communications (6 Cr)
Year 2 (31 Cr)	
CAPS 205 (new)	Fundamentals of Physiology in Human Health and Disease I (3 Cr)
CAPS 206 (new)	Fundamentals of Physiology in Human Health and Disease II (3 Cr)
BIOL 200	Fundamentals of Cell Biology (3 Cr)
BIOL 234	Fundamentals of Genetics (3 Cr)
BIOL 201 or BIOC 202	Introduction to (Medical) Biochemistry (3 Cr)
BIOL 300 or STAT 200	Introductory Statistics or Biostatistics (3 Cr)
CHEM 233 and 235 (or CHEM 203)	Organic Chemistry (4 Cr)
CHEM 205 or 211	Physical Chemistry (3 Cr) or Introduction to Chemical Analysis (4 Cr)
	Electives (6 Cr)
Year 3 (30 Cr)	
CAPS 303	Laboratory in Human Physiology (3 Cr)
CAPS 305 (new)	Integrated Human Health and Disease (3 Cr)
CAPS 306 (new)	Molecular and cellular mechanisms of Human health and disease (3 Cr)
CAPS 310 (new)	Modern Biomedical Research Techniques and their Application (3 Cr)
CAPS 391	Introduction to Gross Human Anatomy (3 Cr)
BIOC 302	General Biochemistry (3 Cr)
	Electives (12 Cr)
Year 4 (30 Cr)	
Choose 3 of the following (9 Cr):	
CAPS 420 (new)	Human Disease Modeling and Therapeutics (3 Cr)
CAPS 421	Cell Biology and Human Disease (3 Cr)
CAPS 422	Systems Physiology in Human Health and Disease (3 Cr)
CAPS 424	Endocrinology and Metabolism in Human Health and Disease (3 Cr)
CAPS 426	Nervous System Function in Human Health and Disease (3 Cr)
CAPS 427 (lab) (new)	Gross Human Anatomy Lab (3 Cr)
CAPS 431 (lab)	Advanced Laboratory in Human Health and Disease (3 Cr)

CAPS 448 (lab)	Directed Studies - Research Labs (3 Cr)
	Electives (21 Cr)

Honours Note:

Adjustments to the Honours program are made so that students in the Honours specialization have the same requirements as the Major specialization plus an additional 6 credits of electives and CAPS 449 (Honours thesis) for 132 credits total.

Co-op Option:

Students in the Major specialization can apply to take a co-op term in third and fourth year in any manner that suits their schedule and meets the requirements of the co-op program

(<https://coop.ubc.ca/program/science>).

2.3.5. Admission Requirements

The CAPS Major will admit students through the UBC Science coordinated admissions process for second-year specializations. All Combined Majors, and a few second-year declarable Honours and Combined Honours specializations can be applied to via this application.

Students are placed into their first-choice specialization, as they meet prerequisites, in order based on their grade average, as long as there is still room in that specialization. Applicants are ranked by their most recent winter session average or admission average (for transfer students). If a student meets the admission requirements, they will be placed in their top choice that still has space in it.

2.3.6. Program Management and Assessment

Specializations offered by the Department of Cellular and Physiological Sciences in the Faculty of Medicine are offered through the Faculty of Science (FoS). This has been a partnership since the 1950s, when the Department of Physiology (as it was known then) developed an Honours program.

There are monthly meetings of department heads/representatives with the FoS Dean and Associate Deans to discuss teaching-related issues; CPS, as well as other Faculty of Medicine departments with specializations offered by FoS, is invited to attend. This acquaints individuals and helps form a supportive community.

Program management is coordinated through the department teaching committee, co-led by one member from each of the educational leadership and research streams. The committee membership will include a student representative, selected by the students, to advocate on their behalf. Each year of the undergraduate specialization will have a designated advisor from the educational leadership stream. We will support and encourage the establishment of an undergraduate wing of the Cellular and Physiological Sciences Graduate Society, [CPhysG](#), and invite student representatives onto both the teaching committee and also the Respect, Equity, Diversity and Inclusion committee ([REDI Committee](#)) to provide input into our decisions. Senior students will also be invited to provide peer mentorship to juniors, which will help to build a sense of community and, in conjunction with committee membership, provide leadership opportunities.

CAPS students will be periodically surveyed to determine their long-term goals and career aspirations. Formative assessments of the program will be acquired through the bi-annual student assessment of teaching. A summative evaluation will be conducted by a questionnaire given to the graduating class at the end of their final term in the specialization. The teaching committee will coordinate and compile the summative and formative evaluations, enabling them to identify gaps in the curriculum, and in the curriculum spiral, and ensure the program achieves its learning outcomes.

Markers of program success will include high matriculation rates, and placement of graduating students into employment or into further educational opportunities. Additional markers will include positive feedback of teaching from the program questionnaires, active student engagement with the committees and also with mentorship opportunities.

2.4. Contribution to UBC Mandate and Strategic Plans

UBC Strategic Plan

The development of the specialization has been the result of a collaboration between the department's educational leadership and research faculty in consultation with current and former students and industry. Our program design has been informed by evidence-based pedagogies to meet the needs of students, the University and the nation. In doing so, we align and engage with nine of the strategic plan's strategies, and all of its themes and core areas.

The new specialization aligns with all five strategies of **core area 3, Transformative Learning**.

Our curriculum spirals from second through fourth year, emphasizing key concepts throughout but with increasing levels of complexity, using evidence-informed pedagogies that engage student curiosity and initiative, and are intended to bring the students progressively closer to achieving well-defined course- and program-level learning outcomes (**strategies 11-Educational Renewal and 12-Program Redesign**). The foundation courses, CAPS 205 and CAPS 206, impart broad knowledge of the core concepts of homeostasis, the relationship of structure to function, physiological adaptation to stress and its dysregulation in disease; concepts that are reinforced throughout the remainder of the curriculum. In the third-year, CAPS 305 explores neurohumoral regulation across multiple organ systems reinforcing that homeostasis, and its dysregulation, are the results of cross-signaling and the integrated output from multiple systems operating in concert. Sex-based differences in disease susceptibility and responses are emphasized. CAPS 306, *The Molecular and Cellular Mechanisms of Human Health and Disease*, explores cellular and intracellular processes implicated in disease, from conception to adulthood.

This multidisciplinary course (CAPS 306) provides students well-designed opportunities to tackle new and larger issues by integrating concepts from second-year courses; cell biology, genetics, biochemistry and chemistry (**strategy 14-Interdisciplinary Education**). Together with CAPS 305, students engage a broad perspective of human health and disease, from molecules to systems, mirroring the research activities in our laboratories. In our market survey from 2019, comparing 11 Canadian and 6 U.S. related undergraduate programs, physiology is most often a program that is separate to anatomy or cell biology. Our program combines these disciplines with CAPS 391 and CAPS 427, reinforcing the foundational principle that structure and function are inseparable from the micro- to the macro-scopic, and are critical in combination when considering advances in the field of human health and disease.

Practical learning (**strategy 13**) formally begins with CAPS 303, where students learn a variety of techniques in physiology that will then be applied practically as a research project proposal that the

students' design, conduct, analyze and interpret the results and submit a written report. Each project must be of their own design, but supported and approved by the course coordinator. This same experiential learning is also incorporated into CAPS 427, CAPS 431 and CAPS 448 and targets the critically important scientific skills of hypothesis generation, experimental design, data analysis and writing. It also targets project management, identified by our industry survey as an important workplace skill. In fourth year, multiple courses enable students to explore areas of particular interest, but all of them promote experiential learning through one or more of; laboratory exercises, debates, oral and poster presentations, and/or written reports. Experiential learning can also be enhanced by the cooperative education option through CAPS 389, 399, 489 and 499. CAPS 449 continues to be offered as a requirement of the Honours specialization, providing a rigorous individual research experience. These aspects of our program also align with **core area 2, Research Excellence**, and **target strategy 8, Broadening Student Access to Research and Enhancing Their Research Experience**.

Strategy 15-Student Experience, is addressed in our specialization through opportunities for students to engage with their peers and the program/department as a whole. Throughout specialization development, we have involved past and present students through surveys, discussions and by employing students to assist in curriculum development and design. Student engagement will continue to be a central component of the specialization. To ensure they are engaged, feel supported, and feel part of the program, we will begin each academic year with a Departmental Welcome Event; a gathering to welcome the students, introduce them to faculty and teaching assistants and ensure they know their faculty advisor; one member of the educational leadership stream for each of years 2, 3 and 4. The Welcome Event will include an open Q+A forum to provide opportunities for student questions and concerns to be answered, as well as poster presentations from graduate students and postdoctoral fellows, which will encourage students to mingle, to ask questions, and to encourage interest in research opportunities. We will encourage the development of an undergraduate wing of the Cellular and Physiological Sciences Graduate Society, [CPhysG](#), to provide a greater sense of community, to develop connections and to advocate on the undergraduates behalf. A representative of the students' choice will become a voting member of the Department's monthly teaching committee meetings. We will encourage senior students to mentor the juniors which will contribute to building a supportive, engaging, environment and sense of community.

The department and specialization also align with **core area 1, People and Places, strategy 4; Inclusive Excellence to Create Tomorrow's Leaders**. The CPS department has a particularly strong committee, [REDI](#), with a mandate to advocate for respect, equity, diversity and inclusion in all of our activities. The committee's recommendations for [teaching](#), [research](#), [awards](#) and [hiring](#) were adopted with the unanimous support of our faculty members. REDI committee members will have poster presentations at the annual welcoming gatherings to ensure the students are aware of, and engaged with, their responsibility to ensure that everyone is treated with dignity and respect. There is student membership on our REDI committee, and the undergraduates will elect their representative to sit on this important committee.

The leadership opportunities on departmental committees, the REDI activities and the program scaffolding are designed to work together to encourage independent thinking, to encourage the students to take learning into their own hands, which provides the tools to become life-long learners and the skills required of tomorrow's leaders.

There is an enormous gap in the training and availability of Indigenous health care providers, particularly from the Inuit community and from those with status, that must be addressed. We have therefore begun

a collaboration with the director of UBC's undergraduate medical education admissions committee and with the leaders of UBC's [Indigenous Pathway](#). The purpose is to provide Indigenous students with a direct pathway from high school, through a B.Sc. and into medical school. We wish to specifically inspire and provide a path to Indigenous students who are called to healing, but face significant barriers in overcoming obstacles on the road to achieving that dream. Promising discussions have just begun, but there is great enthusiasm and the will to succeed from all partners. Future discussions are being planned, and must include other Indigenous leaders and elders. While these activities are directed to UBC's **Indigenous Strategic Plan**, discussed below, there is significant overlap with **Shaping UBC's Next Century**, specifically:

Core area 1, people and places, strategy 4 inclusive excellence to create tomorrow's leaders;
Core area 2, strategy 10 welcoming the participation of members of historically excluded groups;

Core area 3, strategy 15 enhancing the student experience, making them feel engaged and supported; and

Core area 4, strategy 17 Indigenous Engagement.

UBC Indigenous Strategic Plan (ISP)

The Department of Cellular and Physiological Sciences recognizes that it operates on the traditional, unceded and ancestral territories of the the xwməθkwəy̓əm (Musqueam,) Sk̓wxwú7mesh (Squamish), and səliłwətał (Tseil-Waututh) Nations, and that many of our graduates will build their careers and lives on the traditional territories of other Indigenous peoples. The program, therefore, has a responsibility toward reconciliation and toward its own decolonization and Indigenization.

The department recognizes that reconciliation and decolonization are ongoing and evolving processes that require us to continually reflect, evaluate and refocus our efforts, and that the points described herein serve as starting points on a developing journey of learning and action.

Our most significant first step on this path is a collaboration with the [Indigenous Pathway](#) and with UBC Medical School admissions, the goal of which is to provide Indigenous students a direct pathway from high school, through a B.Sc. and into medical school. We wish to address the enormous gap in the training and availability of Indigenous health care providers, particularly from the Inuit community and from those with status.

The next step is to invite additional Indigenous leaders and communities to join the collaboration. We will approach other health care disciplines (physical and occupational therapy, midwifery and dentistry) to gauge their interest in developing similar pathways for Indigenous students, since those who begin the Indigenous Pathway in the CAPS program may prefer to contribute to healing in other professions or to have alternate career path endpoints. We envision offering a bridge to 1st year undergraduate studies by repurposing CAPS 210 for Indigenous high school seniors⁵. This would serve to both enhance their knowledge in the realm of human health and disease, and to inspire confidence in pursuing postgraduate health education. Throughout the program, we aim to collaborate with the MDUP Indigenous Pathway to provide ongoing support, mentorship, and practical health care experiences.

This process will take time, as we must ensure that the correct individuals are in the collaboration, and

⁵ This re-envisioning is still in the planning stages and therefore not yet part of this current proposal.

an authentic educational experience is developed. Reserved seats are being requested from the Faculty of Science for a cohort of Indigenous students in our specialization.

We are now actively reaching out to additional UBC stakeholders and seeking their involvement. Our next meeting is scheduled for late Feb, early March, 2023, after the next round of MD Undergraduate Program admission interviews has concluded.

Additionally, all department members have read the ISP, and we plan the following steps:

- a) Land acknowledgements will be included as part of all course syllabi
- b) Students will be given an opportunity to do their own land acknowledgements when they make presentations to the class, and resources will be made available to students that will provide further context and information about appropriate land acknowledgements
- c) Instructors will be encouraged to participate in the [UBC Indigenous Initiatives Design Series](#) available through CTLT, to explore ways in which they and their courses might better engage with Indigenous topics, pedagogies, knowledge, and people
- d) Begin to decolonize the curriculum by removing eponyms (e.g. anatomical nomenclature like the 'Loop of Henle')
- e) Instructors will be encouraged to share their own ancestry as part of course introductions.

2.5. Relationship to Established Programs

2.5.1. The University of British Columbia

The Major specialization is closely related to our Honours specialization with students taking the same courses. Honours students are required to complete an additional twelve credits, six of which are for a thesis-based research project. There are no other B.Sc. programs at UBC that examine the basis of human health and disease, integrating anatomy, cell biology and physiology with molecular genetics and bioinformatics into a single program. In addition to the required Biology courses, other offerings from the departments of Biology, Microbiology & Immunology, and Pharmacology will be attractive electives for our students.

Our graduates will have the foundational knowledge to apply for any graduate program in the health sciences anywhere in Canada or the world.

2.6. Target Students

Any UBC Science student with an interest in human health and disease. We have asked the Faculty of Science to reserve seats for an Indigenous Pathway cohort.

2.6.1. Enrolment Predictions and Capacity

The Major and Honours specializations in CAPS combined will have an enrollment maximum of 120 at steady state. The Honours is expected to have about 25 students, if current demand is sustained. No additional students are being admitted to UBC for the Major specialization.

2.6.2. Tuition Rationale

Standard tuition model, consistent with other Faculty of Science undergraduate programs.

2.6.3. Scholarships

There are no undergraduate scholarships specific to CAPS students at this time.

2.6.4. Opportunities for Further Study

Graduates of our program will be well-prepared to pursue further graduate studies, professional studies, certificate programs, or entry into relevant business school programs.

2.7 Program Strengths

- A new specialization whose philosophy is centred on student learning rather than faculty teaching.
- The new Major specialization provides a unique educational experience in biomedical sciences focused on human health and disease, with re-imagined and renewed course material that integrates the disciplines of anatomy, cell biology and physiology with other fields such as molecular genetics and informatics that are revolutionizing modern day approaches to biomedicine and spurring the emergence of personalized medicine.
- The Major is focussed on Programmatic Outcomes informed by the identified needs of research, and related career pathways.
- Education Leadership (EL) faculty that have experience in designing, teaching, and evaluation of foundational sciences in health education, and the Scholarship of Teaching & Learning (SOTL) who are successfully applying their practice in several health-related contexts.
- EL faculty have established themselves as international leaders who have had impact in teaching internationally.
- Faculty have won numerous prestigious awards for teaching, adjudicated by both students and faculty.
- Strong collaborations between EL and Research stream faculty in designing, developing and evaluating the curriculum.
- Research faculty who develop content, mentor students, and teach are world leaders in foundational and applied research. For example, in 2021, the research faculty in CPS attracted a combined \$ 8,922,527.32 in research funds from national and international competitive sources ([CPS 2021 Competitive Funding](#)).
- Our research faculty labs offer undergraduates access to research experiences in the Directed Studies course, summer placements and co-op positions with cutting edge research using modern techniques and laboratory equipment.
- State of the art laboratory teaching environment in the new BioSciences laboratories.
- The department hosts the Gross Anatomy Lab, UBC's Body Donation Program and Virtual Histology Bank; resources for studying human anatomy and histology that are unique in the province. These will provide outstanding experiential learning, unique to our undergraduate specializations.

3. Program Resources

3.1. Program Funding and Budget

The signed Budgetary Impact Form is included in the proposal package.

The budget is based on the tuition allocation model. At steady state with 120 students in each of 2nd, 3rd and 4th years, the program will return \$89,000 and will remain profitable thereafter. The detailed budget is appended.

3.2. Space Requirements

The CAPS specialization has dedicated modern undergraduate laboratory facilities in the newly renovated BioSciences building. This consists of three interconnected teaching labs, and a central lab prep area. These teaching laboratories were designed by us with the development of the Major in mind. Lecture space will be assigned by UBC Central.

3.3. Library Resources

The program and its new courses were reviewed and approved by the library. The Library will purchase one print copy of the newest Canadian edition of Human physiology: from cells to systems (5th edition, 2021).

3.4. Qualified Faculty

The department has 34 members: 22 in the research stream, 9 in the educational leadership (EL) stream and 3 lecturers. Our educational leaders are recognized internationally for their innovative use of technology to enhance the learning experience, and for their expertise in managing group learning. This record of excellence is acknowledged: We are the only department in the Faculty of Medicine with three Professors of Teaching, and we are home to thirteen faculty members who have won the UBC Killam Teaching Prize, six in the last seven years, and we are the home of a National 3M Teaching Fellowship awardee.

The co-chairs of our Teaching Committee have exceptional expertise, which they have applied to this specialization. Dr. Mason (EL faculty) was the Associate Director of curriculum for the MD undergraduate program and oversaw the design and implementation of a new scaffolded and spiraled curriculum. Once his term ended, he applied that pedagogical expertise to oversee these elements within our proposed Major specialization. Dr. Allan (research faculty) has drawn on the research expertise in the department to help design a curriculum that integrates modern pedagogy with our research excellence. The collaboration between the EL and research streams is a strength and one that will continue into the future.



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

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

17 May 2023

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Annual Report on Matters of Delegated Authority (information)

Per Vancouver Senate Rules and Procedures 29 (b), Senate has delegated to the Senate Curriculum Committee to approve changes to existing courses or programs, that, in the view of the Committee are minor or editorial in nature. From May 2022 until April 2023, the Committee has approved 2,833 proposals under delegated authority including:

- 276 Revised Programs
- 2,495 Revised Courses
- 5 New Courses
- 57 Deleted Courses

This is a realized increase of 2,009 proposals over the same period last year.

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee



17 May 2023

To: Vancouver Senate

From: Senate Library Committee

Re: Annual Report 2022/23 (information)

During the 2022/23 academic year the Committee met eight times. Both during and outside of those meetings, the Committee devoted its energy to advising and assisting the University Librarian in developing a general program of library services for all the interests of the University, with a special focus this year being given to the Library's External Review. I offer sincere thanks to each member of the Committee for their thoughtful, dedicated work.

At each meeting, the Committee received extensive briefings from the University Librarian, colleagues from the Library, and members of the UBC community, and shared their expertise and advice. As a result of their participation in the Committee, members supported the Library in the following areas:

- The Library's Annual Report to Senate
- Library Collections Budget and Strategies, guest presenter Sheldon Armstrong, Associate University Librarian for Collections
- Library Services and Hours, guest presenter Julie Mitchell, Associate University Librarian for Teaching, Learning and Engagement and Director, IKBLC
- New and Proposed Technology for the Library, guest presenter Allan Bell, Associate University Librarian, Digital Programs and Services
- Library Team, Collections and Services, guest presenter Paula Farrar, Head, Music, Art and Architecture Library
- New Exhibits and Collections, guest presenters Claire Malek, Chung/Lind Archivist, and Krisztina Laszlo, Archivist, Rare Books and Special Collections
- The Triennial Review

The Committee would like to thank all those who shared their expertise over the course of the year.



THE UNIVERSITY OF BRITISH COLUMBIA

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

Phone 604 822 5239
Fax 604 822 5945
Email vancouver.senate@ubc.ca
senate.ubc.ca

We look forward to the University Librarian, Dr. Susan Parker, presenting a comprehensive overview of the UBC Library in her Annual Report to Senate in Fall 2023.

Respectfully submitted,

Dr. Shigenori Matsui
Chair, Senate Library Committee



17 May 2023

From: Senate Nominating Committee

To: Vancouver Senate

Re: Advisory Committee for the Selection of an Associate Vice-President, Health

Following a broad call for nominations, the Senate Nominating Committee is pleased to recommend that Senate resolve as follows:

That Sally Thorne and Kamil Kanji be appointed to an Advisory Committee for the Selection of an Associate Vice-President, Health.



5 May 2023

To: Senate

From: Nominating Committee

Re: Committee Appointments

The Nominating Committee is pleased to recommend student committee assignments to Senate as recommended by the students to the Committee:

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

That Holly Patraschuk, Kareem Habib and Kamil Kanji be appointed to the Senate Academic Policy Committee until 31 March 2024 and thereafter until replaced;

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

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

That Davey Li, Kareem Hassib, Joseph Al Rahmani, and Sultana Razia be appointed to the Senate Committee on Appeals on Academic Standing until 31 March 2024 and thereafter until replaced;

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

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

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

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



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

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

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

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

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

Respectfully submitted,

Dr Paul Harrison, Chair
Senate Nominating Committee



17 May 2023

To: Vancouver Senate

From: Senate Nominating Committee

Re: Draft Conflict of Interest Guidelines – Review and Referral to Council of Senates

The attached document– *Conflict of Interest Guidelines for the Okanagan and Vancouver Senates*– is a draft policy addressing conflicts of interest on the part of members of Senate and of Senate committees. Ensuring that conflicts of interest are disclosed and appropriately managed is a fundamental aspect of good governance and is important for maintaining confidence and trust in UBC and its decision-making bodies.

The draft *Guidelines* were presented for discussion to both the Okanagan and Vancouver Senates at their March meetings. As a result of these discussions several further revisions have been made to the *Guidelines*:

- The first bulleted paragraph following Section 4.2 has been struck out. This paragraph is repetitive of content which is stated in more plain language elsewhere in the draft.
- A new paragraph has been added to Section 5.3 to make it clear that COI disclosures submitted under the *Guidelines* are entirely separate from and unrelated to COI disclosures which Senators may be required to submit under other UBC policies.
- Section 6 has been re-written to more clearly articulate the potential consequences for failure to comply with a direction issued under the *Guidelines*. The “letter of reprimand” has been reframed as a “letter of caution” to avoid unintended disciplinary connotations. The text also makes explicit that in the case of noncompliance the Nominating Committee may pursue any remedy provided under *Robert’s Rules of Order*.

The Nominating Committee has reviewed the revised draft and is pleased to recommend the following:

Motion

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

For the Committee,

Paul Harrison, Chair

Senate Nominating Committee

DRAFT: CONFLICT OF INTEREST GUIDELINES FOR THE OKANAGAN AND VANCOUVER SENATES

1. Introduction and Purpose

The academic governance of the *University* is vested with the Senates and the Council of Senates. The powers and duties of the Senates are set out in the *University Act*.

It is expected and assumed that *members* of the Senates and of Senate committees will perform their duties to the Senates in good faith and in the best interests of the *University*. These *Guidelines* clarify what is expected of *members* with respect to identifying, reporting and managing conflicts of interest that arise in connection with the business of the Senates and their committees.

2. Application

The *Guidelines* apply to all *members* of the following:

- Okanagan Senate and its committees
- Vancouver Senate and its committees

3. Definitions

For the purposes of these *Guidelines*, the following definitions are used throughout:

Guidelines shall mean these Conflict of Interest Guidelines, as amended, supplemented, revised or restated from time to time.

Member shall mean a *member*, either elected or ex officio, of the Okanagan Senate, the Vancouver Senate, or a committee established by either the Okanagan Senate or Vancouver Senate.

Okanagan Senate shall mean the Senate of the Okanagan Campus of the *University*.

Private interest shall mean anything of personal benefit to the *member* or a person with whom the *member* has a close personal relationship, and shall include benefits of a financial or professional nature which fall outside the scope of the *member's* role at the *University*, as well as private duties owed to outside parties.

Secretary shall mean the Registrar, as outlined in the *University Act*.

Vancouver Senate shall mean the Senate of the Vancouver Campus of the *University*.

University shall mean the University of British Columbia.

University Act shall mean the law titled as such in the Province of British Columbia with the citation Revised Statutes of British Columbia 1996, chapter 468 and its successor legislation.

4. Conflict of Interest

4.1. Definition

A conflict of interest arises when the *private interest* of a *member* conflicts with the objective exercise or proper discharge of the *member's* duties to the Senate, including the duty to act with honesty, integrity and good faith in support of the *University's* fundamental academic mission.

It is important to note that the existence of a conflict of interest neither requires nor implies wrongdoing on the part of the *member*. The core matter of a conflict is the incompatibility between the pursuit of a *member's private interest* and the performance of that *member's* duties to the *University*.

These *Guidelines* are applicable to both **actual** and **perceived** conflicts of interest. An **actual conflict of interest** has the meaning set out in the preceding paragraphs. A **perceived conflict of interest** refers to a situation where a reasonable, well-informed and impartial observer would tend to believe that a conflict of interest exists. As an institution which strives to maintain public confidence and trust by embracing the highest ethical standards, the *University* must address both actual and perceived conflicts of interest as equally significant matters.

4.2. Examples of Conflict of Interest

The existence of a conflict of interest is often obvious and immediately recognizable, but some situations will give rise to ambiguity and uncertainty. To assist those with responsibilities under these *Guidelines* in recognizing conflicts of interest, the following are examples of situations that are likely to entail a conflict:

- ~~where a *member's* personal and/or professional dealings with one or more parties involved in the Senate's or Senate Committee's deliberations are such that the *member's* ability to discharge their duties in an objective and impartial manner may reasonably be called into question;~~
- where a *member* participates in the Senate's or a Senate Committee's deliberations on a matter that directly impacts the *member's private interest*;
- where a *member* accepts a private gift that would not have been offered if not for their role as a *member*;
- where a *member* by virtue of their role as a *member* gains access to confidential information pertaining to the *member's private interest*;
- where a *member* is called to sit in judgment of a matter involving a person with whom the *member* has a close personal relationship.

5. Dealing with Conflict of Interest

The Nominating Committee Chair, and the Nominating Committee of each Senate are responsible for interpreting and applying these *Guidelines* on behalf of the respective Senate.

5.1. Duty to Avoid or Manage

Members are responsible for recognizing conflicts of interest and avoiding or managing conflicts of interest in a manner that is consistent with the *member's* duty to act in the best interest of the *University* and in accordance with requirements set out in these *Guidelines*.

5.2. Duty to Disclose

All *members* have an ongoing duty to disclose both actual and perceived conflicts of interest as soon as they arise and, whenever possible, before the Senate or Senate Committees deal with the matter at issue.

In cases where a *member's* appointment to a particular Senate Committee can reasonably be expected to give rise to actual or perceived conflicts of interest, the *member* has a duty to disclose the circumstances prior to appointment to that Committee.

Members should make their disclosure to the *Secretary* and the Nominating Committee Chair.

In the event the Chair of the Nominating Committee has a possible conflict pertaining to the *member* or the contents of the *member's* disclosure, the Chair shall inform the *Secretary* and be recused from any further involvement in the matter. In such cases the responsibilities of the Chair shall be assumed by the Vice-Chair of the Nominating Committee.

5.3. Submitting a Conflict of Interest Disclosure Statement

The *Secretary* shall provide a standard form Conflict of Interest Disclosure Statement (Disclosure Statement) for use by *members* in disclosing conflicts pursuant to these *Guidelines*.

Every *member* who is a Convocation Senator must complete a Disclosure Statement upon their initial appointment and update the Disclosure Statement at any time they become aware of new or additional relevant information, or as required by changed circumstances.

All other *members* may submit a Disclosure Statement or updated Disclosure Statement at any time and as required under Section 5.2.

Disclosures submitted under these *Guidelines* are separate from and additional to any

conflict of interest disclosures submitted by *members* under other *University* policies.

Disclosures submitted under these *Guidelines* are separate from and additional to any conflict of interest disclosures submitted by *members* under other *University* policies.

Disclosure Statements are filed with the *Secretary*, who will retain the records at the Office of the Senate and provide copies to the Chair of the Nominating Committee.

5.4. Reporting an Undisclosed Conflict of Interest

It is the responsibility of *members* who are aware of an unreported actual or perceived conflict of interest on the part of a fellow *member* to raise the matter for clarification, first individually with the *member* in question and, if unresolved, in writing to the *Secretary* and Nominating Committee Chair.

Repeatedly raising questions of possible conflicts of interest that are without merit shall be considered contrary to the spirit and intent of these *Guidelines*. The Nominating Chair shall take reasonable steps to ensure that *members* do not persist in raising meritless inquiries.

5.5. Conflicts Related to Senate and Senate Committee Agenda Items

The *Secretary* will assist *members* in identifying conflicts of interest by reviewing the subject matter of the Senate or Senate committee agendas for possible conflicts of interest for individual *members*. If the *Secretary* has reason to believe that an agenda item could result in a conflict of interest for a *member*, the *Secretary* will alert the *member* in writing, copying the Chair of the Nominating Committee, and provide the *member* an opportunity to submit a disclosure pursuant to Section 5.3.

Where a *member* has a conflict of interest in respect of an agenda item, the *member*:

- a. shall abstain from any discussions or votes concerning such matter that may occur during a Senate or Senate Committee meeting;
- b. shall be counted in the quorum for a meeting at which the *member* attends, notwithstanding that the *member* is absented while any matter is considered in respect of which a conflict of interest exists for that *member*.

If a *member* declares a conflict of interest, a summary of the disclosure will be recorded in the minutes of the meeting, as well as any restrictions on the *member's* participation.

Where a conflict of interest is discovered after consideration of a matter, the conflict must be brought to the attention of the Nominating Committee through the *Secretary*, and appropriately recorded at the first opportunity. If the Nominating Committee determines that the *member's* involvement has, or could be perceived to have, influenced the decision, the Senate or Senate committee must re-examine the matter and may rescind, vary or confirm its decision.

5.6. Responding to a Conflict of Interest Disclosure Statement or Report

When the *Secretary* and Nominating Committee Chair become aware of a conflict on the part of a *member*, whether as a result of that *member's* Disclosure Statement or a report submitted pursuant to Section 5.4, the following steps will be taken.

- a. In straight-forward cases, the Nominating Committee Chair will review the circumstances and provide the *member* with advice on whether an actual or perceived conflict exists and, if so, the steps required to manage the conflict. In all such cases, the Nominating Committee Chair will inform the Nominating Committee of the issue raised and how it was managed.
- b. In cases where it is not clear whether there is a conflict or how it should be managed, the Nominating Committee Chair will refer the matter to the Nominating Committee, which will review the circumstances and determine by majority vote if a conflict exists and, if so, the steps required to manage the conflict. If the *member* is a member of the Nominating Committee, the *member* shall be absent from the discussion and shall not vote on the issue.
- c. The Nominating Committee will advise the Senate *in camera* of each case under subsection (b) and how the conflict has been addressed.

Members must comply with any direction provided by the Nominating Committee Chair or the Nominating Committee to undertake a specified action to manage a conflict of interest.

5.7. Confidentiality

Except where disclosure of such information is authorized or required by law or these *Guidelines*, any information disclosed by any person pursuant to these *Guidelines* will be held in confidence and will only be available to those persons who need to have access to the information in order to carry out their roles under this these *Guidelines*, for the purposes of this these *Guidelines*.

6. Failure to Comply

Where the Nominating Committee determines that a *member* has failed to comply with these *Guidelines*, the Committee shall consider the extent to which these *Guidelines* have been breached and the need for redress and decide on an appropriate course of action, which may include:

- ~~issuing an oral or written reprimand to the *member*;~~
- ~~requesting the *member* to take appropriate corrective action;~~
- ~~requesting that the Senate pass a motion of reprimand or censure.~~

In the case of an infraction which is judged to be minor and correctible, the Nominating Committee shall issue a confidential letter of caution to the *member*. The letter of caution shall outline to the *member* the nature of the infraction, including any relevant actions or omissions, and any corrective action required.

In the case an infraction which is judged to be more serious, or where the *member* has previously received a letter of caution, the Nominating Committee shall recommend to the Senate via an *in camera* report that it adopt an appropriate remedy provided under the current edition of *Roberts Rules of Order Newly Revised*.

7. Reporting Responsibility

7.1. Nominating Committee

The Nominating Committee has specific responsibilities set out in these *Guidelines*, which include the interpretation and application of provisions regarding conflicts of interest and to receive information provided by the *Secretary* or Nominating Committee Chair in respect of conflicts of interest. The Nominating Committee is responsible for reporting to the Senate regularly on the handling of conflict of interest issues, as well as providing an annual report as set out below in section 7.2, Annual Reporting.

7.2. Annual Reporting

The Agenda Committee is responsible for reviewing these *Guidelines* from time to time and recommending to Senate any changes, as necessary.

The Nominating Committee must provide to Senate an annual anonymized summary of conflict of interest disclosures and the actions taken in response.

DRAFT: CONFLICT OF INTEREST GUIDELINES FOR THE OKANAGAN AND VANCOUVER SENATES

1. Introduction and Purpose

The academic governance of the *University* is vested with the Senates and the Council of Senates. The powers and duties of the Senates are set out in the *University Act*.

It is expected and assumed that *members* of the Senates and of Senate committees will perform their duties to the Senates in good faith and in the best interests of the *University*. These *Guidelines* clarify what is expected of *members* with respect to identifying, reporting and managing conflicts of interest that arise in connection with the business of the Senates and their committees.

2. Application

The *Guidelines* apply to all *members* of the following:

- Okanagan Senate and its committees
- Vancouver Senate and its committees

3. Definitions

For the purposes of these *Guidelines*, the following definitions are used throughout:

Guidelines shall mean these Conflict of Interest Guidelines, as amended, supplemented, revised or restated from time to time.

Member shall mean a *member*, either elected or ex officio, of the Okanagan Senate, the Vancouver Senate, or a committee established by either the Okanagan Senate or Vancouver Senate.

Okanagan Senate shall mean the Senate of the Okanagan Campus of the *University*.

Private interest shall mean anything of personal benefit to the *member* or a person with whom the *member* has a close personal relationship, and shall include benefits of a financial or professional nature which fall outside the scope of the *member's* role at the *University*, as well as private duties owed to outside parties.

Secretary shall mean the Registrar, as outlined in the *University Act*.

Vancouver Senate shall mean the Senate of the Vancouver Campus of the *University*.

University shall mean the University of British Columbia.

University Act shall mean the law titled as such in the Province of British Columbia with the citation Revised Statutes of British Columbia 1996, chapter 468 and its successor legislation.

4. Conflict of Interest

4.1. Definition

A conflict of interest arises when the *private interest* of a *member* conflicts with the objective exercise or proper discharge of the *member's* duties to the Senate, including the duty to act with honesty, integrity and good faith in support of the *University's* fundamental academic mission.

It is important to note that the existence of a conflict of interest neither requires nor implies wrongdoing on the part of the *member*. The core matter of a conflict is the incompatibility between the pursuit of a *member's private interest* and the performance of that *member's* duties to the *University*.

These *Guidelines* are applicable to both **actual** and **perceived** conflicts of interest. An **actual conflict of interest** has the meaning set out in the preceding paragraphs. A **perceived conflict of interest** refers to a situation where a reasonable, well-informed and impartial observer would tend to believe that a conflict of interest exists. As an institution which strives to maintain public confidence and trust by embracing the highest ethical standards, the *University* must address both actual and perceived conflicts of interest as equally significant matters.

4.2. Examples of Conflict of Interest

The existence of a conflict of interest is often obvious and immediately recognizable, but some situations will give rise to ambiguity and uncertainty. To assist those with responsibilities under these *Guidelines* in recognizing conflicts of interest, the following are examples of situations that are likely to entail a conflict:

- where a *member* participates in the Senate's or a Senate Committee's deliberations on a matter that directly impacts the *member's private interest*;
- where a *member* accepts a private gift that would not have been offered if not for their role as a *member*;
- where a *member* by virtue of their role as a *member* gains access to confidential information pertaining to the *member's private interest*;
- where a *member* is called to sit in judgment of a matter involving a person with whom the *member* has a close personal relationship.

5. Dealing with Conflict of Interest

The Nominating Committee Chair, and the Nominating Committee of each Senate are responsible for interpreting and applying these *Guidelines* on behalf of the respective Senate.

5.1. Duty to Avoid or Manage

Members are responsible for recognizing conflicts of interest and avoiding or managing conflicts of interest in a manner that is consistent with the *member's* duty to act in the best interest of the *University* and in accordance with requirements set out in these *Guidelines*.

5.2. Duty to Disclose

All *members* have an ongoing duty to disclose both actual and perceived conflicts of interest as soon as they arise and, whenever possible, before the Senate or Senate Committees deal with the matter at issue.

In cases where a *member's* appointment to a particular Senate Committee can reasonably be expected to give rise to actual or perceived conflicts of interest, the *member* has a duty to disclose the circumstances prior to appointment to that Committee.

Members should make their disclosure to the *Secretary* and the Nominating Committee Chair.

In the event the Chair of the Nominating Committee has a possible conflict pertaining to the *member* or the contents of the *member's* disclosure, the Chair shall inform the *Secretary* and be recused from any further involvement in the matter. In such cases the responsibilities of the Chair shall be assumed by the Vice-Chair of the Nominating Committee.

5.3. Submitting a Conflict of Interest Disclosure Statement

The *Secretary* shall provide a standard form Conflict of Interest Disclosure Statement (Disclosure Statement) for use by *members* in disclosing conflicts pursuant to these *Guidelines*.

Every *member* who is a Convocation Senator must complete a Disclosure Statement upon their initial appointment and update the Disclosure Statement at any time they become aware of new or additional relevant information, or as required by changed circumstances.

All other *members* may submit a Disclosure Statement or updated Disclosure Statement at any time and as required under Section 5.2.

Disclosures submitted under these *Guidelines* are separate from and additional to any conflict of interest disclosures submitted by *members* under other *University* policies.

Disclosure Statements are filed with the *Secretary*, who will retain the records at the Office of the Senate and provide copies to the Chair of the Nominating Committee.

5.4. Reporting an Undisclosed Conflict of Interest

It is the responsibility of *members* who are aware of an unreported actual or perceived conflict of interest on the part of a fellow *member* to raise the matter for clarification, first individually with the *member* in question and, if unresolved, in writing to the *Secretary* and Nominating Committee Chair.

Repeatedly raising questions of possible conflicts of interest that are without merit shall be considered contrary to the spirit and intent of these *Guidelines*. The Nominating Chair shall take reasonable steps to ensure that *members* do not persist in raising meritless inquiries.

5.5. Conflicts Related to Senate and Senate Committee Agenda Items

The *Secretary* will assist *members* in identifying conflicts of interest by reviewing the subject matter of the Senate or Senate committee agendas for possible conflicts of interest for individual *members*. If the *Secretary* has reason to believe that an agenda item could result in a conflict of interest for a *member*, the *Secretary* will alert the *member* in writing, copying the Chair of the Nominating Committee, and provide the *member* an opportunity to submit a disclosure pursuant to Section 5.3.

Where a *member* has a conflict of interest in respect of an agenda item, the *member*:

- a. shall abstain from any discussions or votes concerning such matter that may occur during a Senate or Senate Committee meeting;
- b. shall be counted in the quorum for a meeting at which the *member* attends, notwithstanding that the *member* is absented while any matter is considered in respect of which a conflict of interest exists for that *member*.

If a *member* declares a conflict of interest, a summary of the disclosure will be recorded in the minutes of the meeting, as well as any restrictions on the *member's* participation.

Where a conflict of interest is discovered after consideration of a matter, the conflict must be brought to the attention of the Nominating Committee through the *Secretary*, and appropriately recorded at the first opportunity. If the Nominating Committee determines that the *member's* involvement has, or could be perceived to have, influenced the decision, the Senate or Senate committee must re-examine the matter and may rescind, vary or confirm its decision.

5.6. Responding to a Conflict of Interest Disclosure Statement or Report

When the *Secretary* and Nominating Committee Chair become aware of a conflict on the part of a *member*, whether as a result of that *member's* Disclosure Statement or a report submitted pursuant to Section 5.4, the following steps will be taken.

- a. In straight-forward cases, the Nominating Committee Chair will review the circumstances and provide the *member* with advice on whether an actual or perceived conflict exists and, if so, the steps required to manage the conflict. In all such cases, the Nominating Committee Chair will inform the Nominating Committee of the issue raised and how it was managed.
- b. In cases where it is not clear whether there is a conflict or how it should be managed, the Nominating Committee Chair will refer the matter to the Nominating Committee, which will review the circumstances and determine by majority vote if a conflict exists and, if so, the steps required to manage the conflict. If the *member* is a member of the Nominating Committee, the *member* shall be absent from the discussion and shall not vote on the issue.
- c. The Nominating Committee will advise the Senate *in camera* of each case under subsection (b) and how the conflict has been addressed.

Members must comply with any direction provided by the Nominating Committee Chair or the Nominating Committee to undertake a specified action to manage a conflict of interest.

5.7. Confidentiality

Except where disclosure of such information is authorized or required by law or these *Guidelines*, any information disclosed by any person pursuant to these *Guidelines* will be held in confidence and will only be available to those persons who need to have access to the information in order to carry out their roles under this these *Guidelines*, for the purposes of this these *Guidelines*.

6. Failure to Comply

Where the Nominating Committee determines that a *member* has failed to comply with these *Guidelines*, the Committee shall consider the extent to which these *Guidelines* have been breached and the need for redress and decide on an appropriate course of action.

In the case of an infraction which is judged to be minor and correctible, the Nominating Committee shall issue a confidential letter of caution to the *member*. The letter of caution shall outline to the *member* the nature of the infraction, including any relevant actions or omissions, and any corrective action required.

In the case an infraction which is judged to be more serious, or where the *member* has previously received a letter of caution, the Nominating Committee shall recommend to the Senate via an *in camera* report that it adopt an appropriate remedy provided under the current edition of *Roberts Rules of Order Newly Revised*.

7. Reporting Responsibility

7.1. Nominating Committee

The Nominating Committee has specific responsibilities set out in these *Guidelines*, which include the interpretation and application of provisions regarding conflicts of interest and to receive information provided by the *Secretary* or Nominating Committee Chair in respect of conflicts of interest. The Nominating Committee is responsible for reporting to the Senate regularly on the handling of conflict of interest issues, as well as providing an annual report as set out below in section 7.2, Annual Reporting.

7.2. Annual Reporting

The Agenda Committee is responsible for reviewing these *Guidelines* from time to time and recommending to Senate any changes, as necessary.

The Nominating Committee must provide to Senate an annual anonymized summary of conflict of interest disclosures and the actions taken in response.

Senate Conflict of Interest Guidelines – Answers to Questions You May Have

- Q** Why is this intended to be a Council of Senates policy?
- A** Council policies provide the maximum level of coordination between both Senates as neither Senate can unilaterally opt out. It was felt that in matters of public trust and confidence in the ethical standards of the Senates it would be highly undesirable to allow any possibility of the two Senates adopting divergent standards.
- Q** Will the Guidelines prevent members of university constituencies from voting on matters that concern those constituencies? (E.g., will students be prohibited from voting on issues concerning students? Will faculty members be prohibited from voting on proposals concerning their faculties?)
- A** No. The Guidelines will not prevent anyone from exercising their legitimate right to participate in senate proceedings. The Guidelines do not recognize the above-mentioned cases as examples of a COI. The Guidelines are concerned with conflicts arising from personal interests, where the term “personal interest” is defined to exclude interests connected with a person’s role at UBC. For example, a faculty member may have an interest in a proposal concerning the curriculum of their home department, but this is not a “personal interest” under the Guidelines. It is an interest germane to the role of a UBC faculty member, and not a COI.
- Q** Will the Guidelines prevent me from taking part in a discussion because I have a known opinion about the subject, or because I know and work alongside the people involved?
- A** No. The Guidelines provide that a COI may exist when a person’s ability to exercise their duties to Senate impartially could be reasonably called into question. Impartial doesn’t mean indifferent, it means free of personal interests that could be seen to affect one’s judgment in a manner that would be unethical. The Guidelines are concerned with situations where it would be *reasonable* to question the person’s judgement, not situations where it would be *unreasonable* to do so.
- Q** Faculty members already submit annual COI disclosures under Board of Governors Policy SC3 - Conflict of Interest and Conflict of Commitment. Would the *Guidelines* overlap or conflict with Policy SC3?
- A** There will be no overlap or conflict between the *Guidelines* and Policy SC3. The principle of bicameralism requires that both the Senate and Board have the power to independently control their own processes and procedures. SC3 is a policy of the Board and is therefore inapplicable to the Senate. Faculty members who are Senators should not be using their annual SC3 COI declaration to disclose issues pertaining to Senate, and unit heads who receive such disclosures

have no authority under SC3 to interfere with a faculty member's participation in Senate.

Q Who is required to submit a COI disclosure under the *Guidelines*?

A Under Section 5.3, all Senators must submit a COI disclosure statement as and when needed. Convocation Senators are additionally required to complete a COI disclosure statement upon initial election to Senate.

Q Why are only convocation Senators required to submit a disclosure upon election?

A As members of the broader community, convocation Senators are more likely to be involved in personal affairs that could lead to COIs. Examples:

1. Convocation senator who is employed by another academic institution;
2. Convocation senator who sits on the board of an organization wishing to affiliate with UBC.

Q Regarding Section 6 - "Failure to Comply":

a) Who is responsible for investigating possible breaches of the *Guidelines*?

A The Nominating Committee is responsible for making a determination that the *Guidelines* have been breached, and for informing itself of any facts it deems necessary to make such a determination. The Nominating Committee will not conduct formal investigations, but its inquiries will be guided by the principles of procedural fairness and parliamentary procedure.

b) What are the employment or HR implications of a Section 6 letter of caution?

A The COI Guidelines are concerned with the Senate's internal processes and procedures, not with any person's employment relationship with UBC. A letter of caution issued under the Guidelines is therefore not "disciplinary" in the sense in which the word is used in an employment or HR context. It should also be noted that the Senate has adopted Robert's Rules of Order (RORR) as its parliamentary authority and the current edition of RROR already allows an assembly to take any number of actions against a member for breach of rules or policy, ranging from a motion of censure or reprimand to expulsion from the assembly. Even if Section 6 were removed from the *Guidelines* all of these remedies for indiscipline would still be available.

c) What is the Section 6 appeal process?

A No appeal process is currently envisioned. The Nominating Committee's decisions are not subject to appeal, though a vote by the full Senate would be required for any measure exceeding a letter of caution.

d) If a student Senator is subject to a letter of caution, will this be noted on their academic transcript or lead to a non-academic misconduct disciplinary process?

A No and no.



17 May 2023

To: Senate

From: Nominating Committee

Re: 2020-2023 Triennial Review Report

Background

In accordance with its terms of reference, toward the end of each triennium the Nominating Committee solicits comments from senators, senate committees, and members of the campus community on Senate's operations. For the current review, broad feedback was welcomed, but the following questions were offered to focus comments on tangible areas for improvement:

- 1) Are the current delineations of Senate and BOG responsibilities sufficiently clear? Are these delineations followed effectively and consistently in practice?
- 2) Do the current size and composition of Senate effectively support its function as the academic governance body of the campus?
- 3) How could Senate better ensure that its decisions (e.g., policies) are implemented across the campus community?
- 4) Are there actions that Senate could take to address barriers (conscious or unconscious) to participation in Senate that members of the UBC Vancouver community might face?
- 5) Have you experienced any tensions as a senator while attempting to advance the best interest of the University as a whole, knowing that you were elected by a constituent group? Do you have any advice in this regard for other senators?
- 6) Do the Rules and Procedures of Senate effectively support Senate's academic governance function on behalf of the University?
- 7) Do the Senate committees on which you have served have appropriate mandates, terms of reference, sizes and compositions to enable them to contribute to Senate's role in the academic governance of the campus? [You may wish to discuss in committee and have the chair submit a joint response.]
- 8) Are the committees on which you serve well supported by the Senate Secretariat? Do you feel that the Senate as a whole has sufficient resources to fulfill its mandate?
- 9) Do Senate meetings include an appropriate mix of discussion and votes on reports from committees and discussion of broad issues of academic governance that transcend individual committee mandates?
- 10) Recently, Senate has used a multi-access (hybrid) format for meetings.
 - a) Does the multi-access meeting format facilitate the kind of debate and discussion that you expect at Senate?
 - b) Does the meeting format support your personal/familial needs?



- 11) Please comment on the type and amount of work expected of you as a senator compared with your expectations when you sought election. Was any orientation provided to you after you were elected sufficient to prepare you? What further information or training would have helped?
- 12) Do you understand the role of the Council of Senates? Do you have any feedback on that part of the Senate system?
- 13) Do you have any other comments or suggestions?

Submissions were received from seven senators, seven standing committees of Senate, and five university administration units. Some respondents made more than one suggestion and some ideas were common to more than one respondent. Not unexpectedly, there was almost no input concerning the Council of Senates.

The ideas were organized into 42 proposals for change which were then considered by the Nominating Committee. The Committee appreciates all of the submissions, although some reflected a lack of knowledge of changes that have already been implemented in response to the most recent triennial review (in 2020) and the recommendations of an ad hoc committee of Senate (also in 2020) that reviewed the student appeals procedures (see the accompanying response to the ad hoc Senate committee's report). The lack of effective means of informing the community about Senate's activities is one of the broad issues that was raised in the current review and should, in the opinion of the Nominating Committee, be taken up during an external review along with several of the other submitted suggestions.

Some suggestions, if endorsed by Senate, will be relatively easy to implement. Others, however, would put an extra burden on the already stretched human resources in the office of Senate and Curriculum Services. Proposals in the latter category include reviewing and revising both the Senate website and the Academic Calendar and exploring the use of new communication channels to disseminate knowledge of the work of Senate in the wider UBC community. Senate and Curriculum Services staff have not been idle in seeking ways to improve support for Senate, but limited resources have hindered advances. Because achieving such improvements will require additional resources, most are not included as separate recommendations in this report. Instead, some are used to support a recommendation that the budget for the unit be increased. This is not a new suggestion, but past pleas have not resulted in the desired response from the University and so we repeat it.

Not all of the recommendations in this report have the full endorsement of the Nominating Committee. Even when all members agreed that a submission addressed a real issue, in some cases there was either disagreement on the efficacy of a proposed solution or a sense that the proposal would cause greater problems than the status quo. When concerns were widely held, the submission was not included.

The Senate Nominating Committee recommends that Senate resolve as follows:

That Senate approves the recommendation in Part 1 (External Review) of this report;

That Senate approves the recommendations in Part 2 (Committee Membership and Terms



of Reference Amendments) of this report;

That Senate approves the recommendations in Part 3 (Orientation and Training of Senators) of this report;

That Senate approves the recommendations in Part 4 (Rules and Procedures of Senate) of this report;

That Senate approves the recommendations in Part 5 (Senate Scheduling and Meeting Format) of this report;

That Senate approves the recommendations in Part 6 (Relationship with the Board of Governors) of this report; and

That Senate approves the recommendations in Part 7 (Recommendations to Officers of the University) of this report.

Part 1: External Review

A. Recommendation: External Review of Senate

That the Senate support in principle that a review or reviews of the operations of the Vancouver Senate be arranged for the 2023-2026 triennium, with such terms of reference and other details to be recommended by the Senate Nominating Committee, after consultation with the Secretary, to the Senate no later than December 2023.

An external review was recommended in the previous triennial review and the proposal was endorsed by Senate. There has not been a review of Senate since 2005 when an Ad Hoc Committee of Senate reported out. The pandemic severely limited the ability of the Secretary and the Nominating Committee to implement the recommendation before the end of the current triennium. Finding willing reviewers proved exceedingly difficult; the Senate Office staff were below their normal complement for much of the triennium and still were supporting a full range of standing committees, ad hoc committees and Senate meetings; in-person meetings were either prohibited or severely restricted; and UBC students, faculty, and staff had to apply their time and talents in new and creative ways just to maintain the required activities of learning and research. Many of those limiting factors have now diminished in impact and therefore it is an opportune time to resume planning for an external review.

The Committee is aware that this may be a costly exercise for the University and work will be required to properly scope and cost out such an exercise and seek approval for the required additional expenditure which was not allocated in the recently completed budgeting process for 2023-24.

Throughout this triennial review, a number of topics arose that the Nominating Committee would suggest be considered in an external review. With the general aim of reviewing the structure, operations and resourcing of the Senate in relation to its role in academic governance,



topics might include:

- Opportunities to increase the effectiveness of Senate in the bicameral governance of UBC
- The involvement of Senate in strategic planning at the university-level
- Senate's rules, procedures and policies in relation to issues of accessibility, inclusivity, health and wellness, and procedural fairness, including the operation of appeals and quasi-judicial tribunals
- Means of communicating with members of the various estates that form the membership of Senate (i.e., faculty, students, members of the convocation, administrators and others), both to ensure awareness of Senate's work and decision and to encourage future direct participation on Senate
- Means of overcoming barriers to the participation in Senate, including issues of equity, diversity, and inclusion
- Mechanisms for implementation and timely review of Senate decisions and policies
- Orientation and training for senators to their role in Senate and on committees, and opportunities for further training as needed
- Senate's committee structure, selection and training of chairs and vice-chairs
- Scheduling of meetings of Senate and its committees
- Resourcing and staffing of the office of Senate and Curriculum Services

Part 2: Committee Membership and Terms of Reference Amendments

A. Recommendation: Name and Terms of Reference of the Senate Committee on Student Appeals on Academic Discipline

That the name of the Committee be changed from the "Senate Committee on Student Appeals on Academic Discipline" to the "Senate Committee on Student Appeals of Discipline" and the Terms of Reference be amended to read "To hear and determine final appeals by students in matters of discipline."

As of August 1, 2019, the Committee is responsible for hearing appeals of the President's decisions based on reports from the President's Advisory Committee on Student Discipline or the President's UBC Vancouver Non-Academic Misconduct Committee or an Investigation Report under Board of Governors Policy SC17 Sexual Assault and Other Sexual Misconduct. Deleting the word "academic" from the name of the Committee would more accurately represent its role.

If the motion is approved, a change to the Rules and Procedures of Senate would be made; specifically, Rule 29.d. concerning delegation of Senate's authority to this Committee would be changed to read "Student Appeals of Discipline (to hear final appeals of discipline)".

B. Recommendation: Senate Admissions Committee Terms of Reference

That Senate refer to the Council of Senates a request to review the authority delegated by the Council of Senates to the Senate Admissions Committee as reflected in the terms of



reference of the Admissions Committee, i.e., to “To review and approve the terms of affiliation relating to student mobility with other universities, colleges, or other institutions of learning, and to modify or terminate the affiliation, in accordance with the policy of the Council of Senates” in order to clarify the scope of the authority both of the Committee and of the Vancouver Senate.

The Admissions Committee seeks to clarify the extent of its authority for review of new proposals and renewal of existing programs. Recently when the Committee was asked to present an affiliation agreement for renewal despite their being no student mobility component, aspects outside the assumed purview of the Committee were questioned.

C. Recommendation: Terms of Reference of all Standing Committees of Senate

That each standing committee be directed to consider how best to engage with the Indigenous Strategic Plan within the committee’s area of responsibility and propose revisions to its terms of reference in support of such activities as appropriate and that each committee report to the Nominating Committee by November 2023, and

That the Nominating Committee report to Senate by January 2024 on progress made on these recommendations.

The proposal retains the essence of a submission to the Triennial Review in the hopes that it will prove effective in achieving the goal.

D. Recommendation: Membership of the Senate Awards Committee

That the membership for the Senate Awards Committee be amended to change the titles of four ex officio members as follows:

‘Director, International Recruitment and Awards’ to ‘Director, International Recruitment, Scholarships and Awards’;

‘Dean, Faculty of Graduate and Postdoctoral Studies’ to ‘Dean and Vice-Provost, Faculty of Graduate and Postdoctoral Studies’;

‘Associate Director, Awards, Development and Alumni Engagement (non-voting) to

‘Senior Director, Awards, Development and Alumni Engagement (non-voting)’; and

‘Registrar’ to ‘Registrar or designate of the Registrar (non-voting)’.

The proposal updates the titles of the ex officio positions.

E. Recommendation: Membership of the Senate Admissions Committee

That the membership for the Senate Admissions Committee be amended to change ‘An associate vice-president academic, as designated by the Academic Vice-President (non-voting)’ to ‘An associate vice-president academic, as designated by the Academic Vice-President (voting)’.

The Admissions Committee argued that the AVP brings a great deal of subject matter expertise and enabling them to vote on most matters would be appropriate. It was also noted that this type



of ex officio member is typically a voting member on other committees.

It was noted that the Admissions Committee has nine senators and numerous ex-officio members (Chancellor, President, Registrar (voting), an AVP Academic, Chair of the Curriculum Committee (voting), Head of unit responsible for undergraduate admissions (designated by the Registrar) (voting), and one Assistant or Associate Dean from each Faculty (voting). Some members of the Nominating Committee felt that there was a sufficient number of knowledgeable ex-officio voting members.

F. Recommendation: Membership of the Senate Teaching and Learning Committee

That the membership for the Senate Teaching and Learning Committee be amended to change one ex officio member from

‘One representative from among the University’s 3M National Teaching Fellows’ to ‘One representative from among the University’s 3M National Teaching Fellows or winners of the West Coast Teaching Excellence Award (British Columbia Teaching & Learning Council)’.

Since 2012 when the ex officio position was added, other prestigious awards for excellence in teaching have been instituted. The Teaching and Learning Committee feels that adding winners of the West Coast Teaching Excellence Award, a recently established honour, will expand the pool of worthy UBC faculty eligible to serve on the Committee.

Part 3 Orientation and Training of Senators

A. Recommendation: Robust Orientation and Training for Senators

That a tailored orientation program be available to all senators upon assuming office that includes, among other topics, Senate’s legislated authority and place in the bicameral governance of UBC; its membership, structure, rules and procedures and the ways individual senators can contribute to advancing Senate’s business; the standing committee structure; opportunities to serve on non-Senate advisory committees; principles of administrative justice; and conflict of interest; and

That training specific to members of the committees that hear student appeals of admission, academic standing and discipline be available to all new members that includes, among other topics, UBC policies on admissions, on academic standing and advancement and on student conduct and academic honesty, and on the role of an appellate body, the legal principles that should underpin the appeal process and their decisions, and trauma-informed principles of inquiry, as appropriate.

The call for a more comprehensive orientation and training program has been made repeatedly over many years with the goal of ensuring that senators are prepared for their various roles on Senate. The Senate Office has been investigating opportunities for programs tailored to the needs of UBC senators. A major limiting factor to date has been a lack of money in the unit’s budget to fund training activities.



B. Recommendation: Orientation to Standing Committee Business

That chairs of each standing committee with support of the Senate and Curriculum Services unit provide to new committee members an overview of the committee's recent deliberations and decisions and a look ahead at upcoming agenda matters.

New members of committees will be more effective if they learn early on what the committee's work entails and how they can contribute.

C. Recommendation: Volunteer Mentoring of Prospective Senators

That senators consider offering to mentor students, faculty, or alumni who express an interest in the work of Senate and that the Senate Office maintain a list of mentors on the Senate website.

The majority of members of UBC do not know what the Senate is or does. Such lack of knowledge may deter individuals from considering seeking election to Senate. On a purely volunteer basis, senators could offer to communicate with interested members of the community through remote or in-person means to answer questions and share experiences as senators. To facilitate connections, the Senate Office would need to establish a list of volunteer mentors and communicate the opportunity to the UBC community.

Part 4 Amendments to the Rules and Procedures of Senate

A. Recommendation: Delegated Authority of the Admissions Committee

That the Rules and Procedures of Senate be amended as follows:

Add to section 29.a.

"and to approve changes to existing admission matters that, in the view of the committee are minor or editorial in nature".

The amended section would read (bolding added here only to identify the new material):
Admissions Committee (to approve admissions matters in the summer months on the recommendation of the faculties and schools for implementation the following September, with the proviso that the matter must be ratified by Senate that September; to hear final appeals on applications for admission and re-admission to programs; and to approve changes to existing admission matters that, in the view of the committee are minor or editorial in nature).

B. Recommendation: Deadline for Submission of Materials for Senate Agendas

That Senate authorize the Senate Office to decline to accept agenda items and supporting material submitted later than two days before a scheduled meeting of the Agenda Committee.



The dates for both Senate and Agenda Committee meetings are published and are designed to ensure that material for Senate meetings can be published at least 10 days in advance. Senate staff need time to assemble the agenda for the Agenda Committee which often has been asked to approve agenda items without seeing any documentation.

C. Recommendation: Reconfigure the Senate Academic Building Needs Committee

That Senate approve in principle the reconfiguration of the Academic Building Needs Committee upon a model similar to that of the Okanagan Senate's Academic Building and Resources Committee;

That the reconfigured committee have responsibility for fulfilling the Senate's consultative role in both the University budgeting process as well as the management of the University's real property, and that its membership be identical to that of the Council of Senates Vancouver Budget Subcommittee;

That the Nominating Committee be directed to devise a new name and terms of reference for the reconfigured committee and present these to Senate along with any necessary amendments to the Rules and Procedures by November 2023.

In recent years, much of the work that the Academic Building Needs Committee conducted has been through participation in PPAC (Property Planning Advisory Committee), but members of the Senate committee have commented that there was often insufficient material for them to consider. At the same time, the Senate Budget (Sub)Committee also at times has too little material to warrant meeting. Funding of academic buildings is of importance to the Budget Committee and the two committees at times receive the same presentations from administration units. The Okanagan Senate has a successful model that combines the roles of two Vancouver committees into one Academic Building Needs and Resources committee, which is in essence what is being proposed for Vancouver. The Budget Committee is a subcommittee of the Council of Senates Budget Committee and as such will remain a Vancouver committee while taking on the additional responsibility for reviewing academic building needs.

D. Recommendation: Addition of a Member to Senate

That the Rules and Procedures of Senate be amended as follows:

Add to section 5.

"e. The Vice-President Research and Innovation."

The University Act 35.1 (2) (k) gives Senate the power to add additional members as long as the balance between the numbers of student and faculty senators is not altered. Senate has only recently acknowledged its role in the research enterprise of UBC with the creation of the standing committee on Research and Scholarship. Senate often hears of initiatives that involve the creation of faculty chairs in specific research disciplines and new research collaborations. The Vice-President Academic is already a member of Senate. It is time that the VPR&I was also a member.

E. Recommendation: Consider a Return to In-person Senate Meetings



That the Agenda Committee investigate the possible effects on attendance at Senate if Rule 10 of the Rules and Procedures of Senate be amended to require in-person attendance (except for workplace accommodation) and bring a recommendation to Senate by November 2023.

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. The majority of senators continue to attend remotely. Many senators have commented that the intellectual and personal interactions among senators is limited when there is an on-line option for attendance at Senate meetings. Other aspects of academic life have mostly returned to the in-person mode.

F. Recommendation: Consider Establishing a Senate Committee on Inclusive Excellence

That the Nominating Committee be charged with leading a discussion of the value that a new committee could play in ensuring that University initiatives in the areas of equity, diversity, and inclusion are reflected appropriately in Senate’s work, and that the Nominating Committee bring a recommendation to Senate by February 2024.

A similar proposal was discussed before and during the last Triennial Review, but no consensus was reached.

Part 5: Senate Scheduling and Meeting Format

A. Recommendation: Re-institute the Periodic Call for Items of Broad Academic Interest

That the Senate Office communicate widely the opportunity for senators and others to suggest items of broad academic interest that can be presented to Senate for discussion, usually after preparation under the auspices of a standing committee.

When the opportunity was made available some years ago, a few suggestions were received that resulted in engaging presentations to Senate. Several respondents to the Triennial Review process commented that they would value a time during Senate meetings to discuss and debate issues that transcend the normal business brought to Senate by committees and members of the administration.

B. Recommendation: Consider Instituting a Consent Agenda for Senate

That the Senate Agenda Committee investigate the potential for the institution of a



‘consent agenda’ to facilitate the consideration of routine Senate business and provide more time on Senate agendas for the inclusion of topics of broad academic interest, and report to Senate with a recommendation by January 2024.

Many senators have commented that too much time during Senate meetings is devoted to routine, noncontroversial items and not enough time can be given to issues of broad academic interest. With a consent agenda, items of a routine nature that the Agenda Committee believes to be noncontroversial can be grouped and presented with one motion to adopt. To be effective, a consent agenda assumes that senators read the docket in advance, formulate any questions they may have, and that committee chairs are informed in advance so that they can make arrangements for the proponents of items to attend. Members may ask questions for clarification about items on a consent agenda after the motion to approve is moved and seconded, but if a senator is determined to vote against an item, another motion can be made to divide the consent agenda and deal with the item in question separately.

C. Recommendation: Time of Senate Meetings

That the Agenda Committee explore alternate times for Senate to meet and report to Senate with a recommendation by November 2023.

Although early evening meetings starting at 6 p.m. accommodate the personal and familial needs of some senators, for others the meeting time extends their work day, delays their departure from campus, or in other ways is a burden. The Okanagan Senate meets in the late afternoon and anecdotal feedback is favourable. The issue is complex; already some student and faculty senators are challenged to attend meetings during regular working/learning hours because of their commitments to courses and therefore moving Senate meetings into regular teaching time may exacerbate the situation.

Part 6: Relationship with the Board of Governors

A. Recommendation: Improve Senate’s Knowledge of the Board of Governors

That Senate seek approval of the Board of Governors to designate an observer to attend meetings of the Board and that Senate encourage the Board to designate an observer at Senate meetings.

As two major arms of UBC governance, Senate and the Board of Governors have distinct responsibilities over some matters and shared responsibility over others, but the dividing lines are not always apparent to the uninformed. Exchanging observers could increase knowledge and a sense of shared responsibility.

Part 7: Recommendations to Officers of the University

A. Recommendation: Institute an In-person Welcome Event for Senators

That Senate request that the President as chair of Senate arrange an opportunity for



senators to gather without an agenda at the start of each fall term.

Many senators feel the loss of opportunities for in-person, informal exchange of ideas that has accompanied the change to on-line Senate meetings during the Covid-19 pandemic. Time both before and after Senate meetings can allow for the serendipitous exchange of ideas and opinions in an informal setting. With the return of the option to attend in-person, the majority of senators are still attending on-line. Even if Senate eventually returns to meeting fully in-person, many senators would benefit from a chance to meet informally before the main work of Senate begins each fall.

B. Recommendation: Institute a Formal Recognition for Departing Senators

That Senate request that the President as chair of Senate arrange for a formal letter of appreciation for service to Senate for all senators who are not returning to office.

In times past when Senate meetings were only in-person, departing senators were acknowledged in person during their last Senate meeting and given a certificate of appreciation. Departing student senators do get a certificate but all senators should be so acknowledged. If Senate eventually returns to meeting fully in-person, the public acknowledgement may be easily resumed. Regardless, to ensure that departing senators know that their contributions were valued, all should receive a tangible token of appreciation.

C. Recommendation: Senate Office Budget

That the President and Provost work with the Registrar to increase the budget of the Office of Senate and Curriculum Services to enable the unit to more effectively support the work of Senate in the bicameral governance of UBC.

Senate does not normally make direct recommendations on budgetary matters, but the situation is and has been for many years that the immediate needs and aspirations of senators cannot be met with the current complement of staff in the Office of Senate and Curriculum Services. Three years ago, as one way of responding to the acknowledged underfunding of the Office of Senate and Curriculum Services, the last Triennial Review report included the recommendation that “*the Council of Senates amend the terms of reference for the Council Budget Committee to add to its terms of reference ‘To review the annual budget submission for the Office of Senate and Curriculum Services and make whatever recommendations it sees fit to any office or officer of the University’*”. No such action has been taken. Indeed, the Council of Senates has not engaged with the issue. That recommendation remains a decision of this Senate and needs to be addressed, but further action is needed now.

It is widely understood by senators that the work of both the Okanagan and Vancouver Senates, their standing committees, *ad hoc* committees and occasional working groups as well as the Council of Senates is made possible only through extraordinary efforts by the dedicated and talented group of professionals in the office of Senate and Curriculum Services. Senators are ambitious and wish to bring positive change to academic governance at UBC. The resources of Senate and Curriculum Services are inadequate to enable senators to succeed in all their



endeavours; see the list below of recommendations submitted to the current Triennial Review process that will require additional staff. In recent years, some of the most experienced staff have been seconded to other critical University initiatives; others have been left vacant through temporary leaves and, while some positions have been backfilled, not all have been. This Triennial Review report includes a proposal to effectively eliminate one standing committee; if approved, the change would bring a slight lightening of the workload, but the relief would be far from that needed to achieve the goals of other recommendation as well as the proposals in the list below. In addition, at least one recommendation (4.C. concerning enhanced orientation and training for senators) will require additional funds to pay for services from outside the unit. Without additional resources, the unit will not be able to support the goals of Senate.

[From the previous Triennial Review report] “The Nominating Committee would note that presently, the Senate Office budget is considered by the University as a subset of the Enrolment Services budget under the vice-presidents academic on both campuses. In the past, this has resulted in budget cuts demanded by senior administrators curtailing the ability of the Senate to do its work due to either staff layoffs or substantial cuts to non-salary expenses, generally to provide funding for other initiatives...The Nominating Committee feels that Senate itself must have more direct input into the process for determining the financial resources need to support Senate’s work, and that the Council Budget Committee, in the course of its legislated duty to “assist in the preparation of the University budget” is the best placed to do so.”

Additional duties and responsibilities suggested as being appropriate for the office of Senate and Curriculum Services by respondents to the Triennial Review questionnaire:

- To review and revise the Senate website to include information for community members such as the authority and role of Senate in UBC governance, examples of the topics addressed by the various standing committees, the impact of Senate decisions on the campus community, the opportunities to serve UBC as a senator, and the responsibilities of office.
- To review and revise the UBC Vancouver Calendar to ensure that the information adheres to principles of accessibility, inclusivity, health and wellbeing as well as procedural fairness.
- To work with the Senate Agenda Committee to consult senators on the potential for using tools in addition to email and the web for communicating the work of Senate both to senators and to other members of UBC.
- To create a registry of Senate resolutions and policies that assigns responsibility for ensuring compliance by the appropriate part(s) of UBC, records progress, and ensures timely review of policies by the appropriate committee.
- To ensure that minutes of Senate and Committee meetings are posted on the web within one week of their approval by the appropriate body.

D. Recommendation: Student Senator Transition Dates

That the terms of office for student Senators be changed to begin on 1 May of each year rather than the current 1 April of each year.



The same recommendation was included in the last Triennial Review report. There appear to be no impediments to the change in either the *University Act* or the *Rules and Procedures of Senate*. Student senators feel that they can be more effective in their roles if they can serve to the end of winter session, allowing incoming student senators to take office at the May meeting of Senate with the summer months available for initial orientation and training.



17 May 2023

To: Senate

From: Nominating Committee

Re: Appeal Structures and Procedures

Background

Concerns were raised at the March 2019 meeting of the Senate related to processes of the University's appellate committees, specifically the Senate Committee on Appeals on Academic Standing and the Senate Committee on Student Appeals on Academic Discipline. These concerns included appeal processes, student membership on the committees, education and orientation, diversity and inclusivity, and scheduling of hearings. To undertake a detailed review of appeals committee structures and procedures, the Senate struck the Ad Hoc Committee to Review Student Appeal Procedures and Structures. The Committee made its final report to Senate in May 2021, and was subsequently discharged.

The terms of reference for the Ad Hoc Committee were as follows:

- 1) To review the policies and procedures for appeals of academic and non-academic discipline, academic standing, and admissions with particular attention to:
 - the means whereby appeal panel members gain knowledge of principles of administrative justice, procedural fairness and issues of equity as they relate to appeals;
 - the composition of the committees (both the absolute and relative numbers of students, faculty, and convocation members), including but not limited to the desire to constitute hearing panels with a diversity of members;
 - the procedures followed before, during and after an appeal is considered, and the time allowed for each step;
 - the infrastructural support provided to the Senate Office and the Appeals Committees, including:
 - support to appellants throughout the appeal process, from learning about the grounds for appeal and appropriately preparing an appeal through to receiving an understanding the decision;
 - the support provided for the wellbeing of both appellants and appeal panel members.
- 2) To submit a report to the Senate Nominating Committee by April 15, 2021 with recommendations with a view to ensuring fairness and transparency of process,

specifically:

- recommendations for changes, as appropriate, to the committees' compositions, policies and procedures;
- recommendations for changes, as appropriate, to the infrastructural support provided for the appeals processes by the Senior Administration through the Senate Office; and
- any recommendations deemed appropriate for matters to be subject to a further, external review

The Senate has three committees which consider appeals: the Committee on Appeals on Academic Standing, the Committee on Student Appeals on Academic Discipline, and the Admissions Committee. References in the Ad Hoc committee's report to "Appeals Committees" refer to the first two bodies. Given the differences in structure and process used for consideration of appeals by applicants to the University versus appeals for current and former students related to matters of academic standing and academic discipline, the report included specific reference and recommendations for the Admissions Committee.

The report included recommendations related to the following:

- Training for members of the appeals committees
- Composition of appeals committees and panels
- Resources for appellants
- Committee functioning
- Faculty-level review and appeal processes
- Implementation of the Ad Hoc Committee's recommendations

This report, in response to the Ad Hoc Committee's report to Senate, sets out the recommendations in each of the above listed areas and includes the Appeals Committees response to those recommendations.

Training

The Ad Hoc Committee's recommendations related to training were as follows:

- 1.1 Enhancements are needed to the training regimen offered to members of Appeals Committees. In particular, the Ad Hoc Committee believes that sufficient mandatory training opportunities must be offered so as to make it reasonable to have all members of Appeals Committees attend a full training workshop prior to hearing a matter.
- 1.2 While Admissions Committee members should not be required to attend the same training regimen as offered to the Appeals Committees, all senators should be welcome and encouraged to attend, including members of the Admissions Committee.
- 1.3 The Ad Hoc Committee has noted that varying amounts of training have been offered to appeals committee members over the past decade. The Ad Hoc Committee believes that

to properly address the amount of training material needed by Appeals Committee members, an in-depth two-day training course (or its equivalent) should be offered at least annually for all Appeals Committee members; in year 1 of the triennium this should occur in the fall, and in years 1, 2 & 3 in the spring, to allow participation and proper training for student senators for their following year-long term on the Senate.

- 1.4 In addition to the detailed introductory training offered in S 1.3 above, additional in-service training should be offered at least once per term to allow for detailed focus on issues and application for matters both generally and as arise from time to time at each committee. If necessary, additional training should be organized on specific matters prior to a hearing if an appeals committee feels this is needed to adjudicate a matter under appeal.
- 1.5 In addition to the current focus on administrative law and procedural fairness, both annual and in-service training should be expanded, as appropriate for each Appeals Committee, to include trauma-informed approaches, student mental health issues, sexual assault, cultural competency, anti-bias, principles of equity and inclusion, and more practical information such as practice and conduct at hearings and the roles of committee/panel chairs, members, and staff.
- 1.6 In addition to the annual and in-service training recommended above, specialized mandatory training for Appeals Committee chairs and vice-chairs should be developed, especially in regard to procedures and the writing of reasons. This should be supplemented, where possible, with one-on-one coaching and mentorship from previous chairs. The Ad Hoc Committee suggests that this should be at least two half-days near the start of their terms of office and additionally as required.
- 1.7 Recognizing that the aforementioned training may be less relevant for the Admissions Committee given their paper hearing format, the Ad Hoc Committee recommends that the Admissions Committee should develop its own robust and effective training regimen that is made available to its members annually and on an as-needed basis. Training should also include current information about admissions procedures generally at the University and for specific programs as needed.
- 1.8 Where possible, on-line and printed training resources should also be made available both for review and to benefit those who cannot attend in-person sessions.
- 1.9 Hearing, procedural, and reporting templates should be maintained for chairs and vice-chairs of Appeals Committees and of the Admissions Committee to assist with both the conduct of hearings and reporting of decisions and reasons for decisions.

With respect to training, the Appeals Committees fully support the Ad-Hoc Committee's recommendations regarding the need for comprehensive training for members of Appeals Committees. The Committees have, in the past, received training on the fundamentals of administrative law from external legal counsel and via the Secretariat. In addition to the

fundamentals, these sessions also focused on specific considerations for both academic standing and discipline appeals.

The Appeals Committees recognize that the frequency and type of training has varied in the past, and are working to regularize training and orientation. The Senate Secretariat is currently working with instructors from the British Columbia Council of Administrative Tribunals (BCCAT) to develop specialized training for members of the Appeals Committees, specifically in the following areas:

- *Foundations of Administrative Justice: Practice and Procedures for Post-Secondary Educational Institutions* - This course covers topics such as administrative law and principles of natural justice, how to conduct fair hearings and evaluate evidence, writing clear, well-reasoned decisions and ethical and professional responsibilities for decision makers.
- *Inclusive Adjudication and Understanding Bias* – This course is designed to engage participants in discussions about implicit bias and intercultural competencies that can impact decision making. It will aide participants in identifying their own implicit biases and how to disrupt them, and understand the meaning and relevance of “intercultural competence” and its potential impact on decision making.
- *Advanced Hearing Skills Workshop* – This workshop outlines how adjudicators can conduct a fair and organized hearing, best practices for interactions with parties, including witnesses and advocate/legal counsel. Adjudicators receive training on how to deal with unexpected issues, difficult witness with professional and fairness. organized hearing room leads to an organized proceeding.

It is anticipated that the training in these areas will be delivered over 8-10 hours, over two days. The sessions will be held in late-September, early October, once the membership of Senate committees for the 2023-2026 triennium are approved at the September 2023 meeting of the Senate. This comprehensive training will be delivered once per triennium for faculty and convocation senators, and annually for student senators (as they are appointed for one-year terms). Orientation for student senators would be held as soon as possible after their appointment to the Appeals Committees.

In addition to training via the BCCAT, the Senate Secretariat has made a request to the UBC Sexual Violence Prevention and Response Office (SVPRO) for a workshop/training for the Appeals Committees to be better informed about trauma-informed approaches, supporting survivors and UBC’s Sexual Misconduct Policy (SC-17).

The Appeals Committees recognize that the training required by committee members will vary; members who have served on an appeals committee for one or more triennia may not require as comprehensive training as new members. Returning senators may only require a short refresher at the start of the triennium or at the start of the academic year.

There is some training that is broadly applicable to all committees which consider student appeals, such as the fundamentals of administrative law and procedural fairness. Given the varied mandates of the Appeals Committees, more tailored orientation would be beneficial as the

Academic Standing and Student Discipline appeals committees have different needs. For example, it is necessary for the Academic Standing Appeals Committee to understand the academic regulations and policies of Faculties while training in Policy SC-17 is pertinent to the Student Discipline Appeals Committee. As per the Ad Hoc Committee recommendation, if necessary, additional training will be organized on specific matters prior to a hearing if an appeals committee feels that it is needed to adjudicate a matter under appeal.

The Appeals Committees note that one of the most effective ways to orient and train new committee members is via attendance at a hearing as an observer; in the past 12 months, several incoming student senators have attended a hearing and committee deliberations as observers only, without any participation in the hearing process, including the committee's *in-camera* discussions to arrive at its decision. The student senators who participated as observers prior to adjudicating their first appeal have reported that it is a very effective component of orientation and training.

Appeals Committees and Panels

- 2.1 The Ad Hoc Committee does not believe that the UBC Vancouver Appeals Committees should be joined (such as they are at the Okanagan campus) given the differences in the jurisdictions between the two campuses and the mandates and relative differences in scale between the campuses.
- 2.2 The Ad Hoc Committee believes that the current compositions, sizes, and quorums of the Appeals Committees and the Admissions Committee are appropriate.
- 2.3 The Ad Hoc Committee notes that the full membership of appeals committees is generally not present for every appeal. Instead, a quorum (or just above a quorum) of an appeals committee is convened as a panel to consider matters and that panel may not have the same diversity of members as the full committee. To encourage a diversity of backgrounds on appeals panels while ensuring timely consideration of appeals, every Appeals Committee panel should have a breadth of senate membership. In particular, the composition of each panel should include at least one student, one faculty member, and one convocation senator.
- 2.4 Currently, senators who act on student academic standing or discipline matters at the faculty level (for example deans, associate deans academic, or associate deans students) are excluded from membership on the Appeals Committees in practice in order to avoid potential conflicts of interest. This restriction should be codified.
- 2.5 The Ad Hoc Committee notes that presently, Appeals Committee chairs and vice-chairs are generally elected triennially, and that these persons can have a large impact on both the processes and the conduct of matters before the Appeals Committees. As the Appeals Committees generally only meet for hearings or for training, they do not have regular opportunities for reflection on how they are functioning as committees. To ensure that these officers have the support and confidence of their committees, the Ad Hoc Committee recommends that this be changed to an annual (re)election for chairs

and vice-chairs of each committee.

- 2.6 When considering an admissions appeal, the Admissions Committee should not be chaired by someone with a current faculty appointment or staff position in that faculty, or a student registered in that faculty.
- 2.7 The Admissions Committee Terms of Reference state that “Assistant or Associate Deans are to recuse themselves from the hearing of student appeals if the faculty decision under appeal is one of their own faculty”. The Ad Hoc Committee believes “...and be absent from all committee discussions of the case” should be added to the Admissions Committee terms of reference, to clarify that mere abstention on voting is not sufficient to constitute recusal.
- 2.8 The Ad Hoc Committee notes that there is an inconsistency in the *University Act* between the wording of various disciplinary powers due to a legislative amendment 40 years prior. As under S. 61 any matter of student discipline is subject to appeal to the Senate rather than just academic discipline, the Ad Hoc Committee believes that the name of the “Committee on Student Appeals on Academic Discipline” should be changed to “Committee on Appeals of Student Discipline”.

With respect to the composition of Appeals Committees and Panels, both Committees agree that the current size, composition and quorum of the Appeals Committee and the Admissions Committee are appropriate.

The Committees recognize the important contribution made by all members, faculty, students and convocation representatives. The practice of the Secretariat has long been to ensure that there is student representation at every appeal hearing. While exceptions to this rule have needed to be made due to scheduling constraints, they have been rare. One of the challenges historically has been variable member engagement with the Appeals Committees, thereby placing much of the workload on a handful of committee members. Since the expansion of the Appeals Committees, it has become easier to reach quorum and allow the Secretariat to ensure that a member from each representative group is part of the hearing panel.

The Committees support the recommendation that any senator who currently acts on student academic or discipline matters at the faculty level (e.g., deans, associate deans academic, or associate deans students) be excluded from membership on the Appeals Committees to avoid any conflict of interest. The Appeals Committee notes that this has long been the practice, and supports the codification of this recommendation in the rules and procedures of the Appeals Committees.

The Appeals Committees agree with the Ad-Hoc Committee’s recommendation that when considering an admissions appeal, the Admissions Committee should not be chaired by someone with a current faculty appointment in that Faculty, whenever possible. The Committees do not feel that this restriction should be extended to staff or students from that Faculty if they have had no prior involvement with the decision under appeal, or are not involved in any admissions-related processes at the Faculty.

The vast majority of admissions appeals are considered in the summer months, and are time sensitive. Applicants need to know the outcome in order to make decisions for the upcoming academic year. The Admissions Committee has been able to reach more timely decisions since its quorum for appeals consideration was lowered from five (5) to three (3) members of Committee who are also members of Senate. Given the size of the Committee and when it does the bulk of its appeals adjudication, it is not feasible to institute a rule that prohibits staff or student member from participating in the consideration of appeals for admission to a program in their Faculty. It is not uncommon for there to be only three (3) senators to be available for a given meeting. The proposed recommendation could significantly delay timely decisions on admission appeal, thereby making it more difficult for appellants to plan for their studies.

With respect to the role of associate deans in the appeals adjudication process, it is noted that current terms of reference of the Admissions Committee require assistant and associate deans to recuse themselves from hearing an appeal if the decision under appeal is one of their own faculty. While not codified, the requirement for an assistant or associate dean to have no part in the discussion of an appeal from their own faculty has been a long-standing practice of the Committee. The Appeals Committee supports the codification of that associate and assistant deans be absent from all discussions of the case.

With respect to academic standing and discipline appeals, the Secretariat will continue to ensure student involvement in appeals. However, it is important to recognize the impact that additional constraints on panel composition would have on members and on the timeliness of hearings. Mandating greater student involvement by requiring multiple students at each hearing, or that students from specific constituencies be involved in certain appeals may increase the demands placed on student members. It may also make it more difficult to schedule hearings, leading to delays for student appellants who may be pursuing time-sensitive appeals.

It is fully recognized that diversity in any decision-making body, including adjudicative bodies like the appeals committees, is important. Both Committees hear appeals in panels of five or more, and the composition of each panel is considered when scheduling hearings. However, the ability of the Secretariat to ensure diverse hearing panels is constrained by the composition of the Committee and, in turn, that of Senate. Ultimately, the composition of the Committee is determined by the Senate Nominating Committee (and Senate), which must balance the importance of diversity on these Committees with the importance of diversity on others, alongside other considerations including member preferences.

The Appeals Committees do not support the recommendation that chairs and vice-chairs be elected or re-elected on an annual basis. The experience and expertise required to chair complex academic standing and discipline appeals matters takes time to develop and an annual change in leadership of the Committees would very likely compromise their ability to adjudicate appeals fairly and effectively. Chairs and vice-chairs should hold the position for the duration of their prescribed term as members of Senate. If any member of an Appeals Committee raises a concern regarding the functioning of the committee, the respective committee shall convene a meeting of the committee as a whole to discuss issues related to the leadership and functioning of the committee.

The Appeals Committees support the Ad-Hoc Committee's recommendation that the 'Committee on Student Appeals on Academic Discipline' be renamed (to indicate that the committee considers matters of academic and non-academic discipline) as the 'Committee on Appeals of Student Discipline.'

Resources for Appellants

- 3.1 The Ad Hoc Committee believes that appellants and potential appellants need better guidance on appeals matters. The Ad Hoc Committee recognizes that there may be legal and ethical considerations around anyone employed by the University providing advice that may influence appellant positions in appeals matters, but also recognizes the need of appellants to have better advice. The Ad Hoc Committee recommends that the Nominating Committee should develop further mechanisms to provide this advice in consultation with the Registrar and the Appeals Committees, perhaps using former members of the Appeals Committees as a resource.
- 3.2 While recognizing the need for specific language in appeals regulations, the Ad Hoc Committee proposes that plain language explanations of the appeals process and the individual steps and procedures for an appeal should be developed to describe and educate appellants, respondents, and committee members of appeals processes. These should be made available online generally and to potential appellants.
- 3.3 All faculty-level final decisions on matters of academic standing must include language noting both that finality at the faculty level as well as the Senate appeals process and resources available to students.

In its initial correspondence with the appellant regarding the processes and timelines, the Secretariat provides information regarding campus resources available to students engaged in appeals processes. While recognizing that the Secretariat's role is to facilitate the appeal process and remain impartial, it is noted that, in most cases, appellants require more support and guidance throughout the appeal process than the respondent Faculty. The Secretariat routinely offers to meet with potential appellants, usually via Zoom, but in-person meetings are possible at the request of the appellant. It is also noted that very few appellants accept the Secretariat staff's offer to meet and respond to any questions they may have. The Secretariat also offers to meet with appellants once a hearing date is confirmed to discuss hearing processes and expectations, and to address any questions or concerns they may have, though again, few appellants opt to engage with the Secretariat in advance of the hearing of their appeal.

The Appeals Committees support the recommendation that a plain language explanation of the appeals process, the individual steps and procedures for an appeal be developed to educate appellants and respondent faculty be developed and be made available online. Some components of this recommendation are already in practice by the Secretariat. For example, there is additional detail/information provided when communicating with appellants regarding what is required to be included in their statement of appeal. For disciplinary appeals, the Secretariat's communication with the appellant includes plain language explanations and examples of the

grounds for appeal and associated standards of review. The Appeals Committees recognize that more formal documentation can be developed to better support appellants and respondents. The Appeals Committees did not feel that such resources are required for committee members as the proposed changes in training and orientation should provide requisite plain language information.

Currently, a majority of faculty-level final decisions on matters of academic standing confirm the finality of the decision and that it can be appealed to the Senate Committee on Appeals on Academic Standing and include a link to the Senate Committee's terms of reference, procedures and regulations as published in the University Calendar. This comes as a result of the Academic Standing Appeals Committee regularly emphasizing in its annual report to Senate the importance of confirming its final decision and any available appeal processes. The Appeals Committees agree that final decisions must include language regarding the finality of the decision and available appeal mechanisms. The Appeals Committees felt that the Secretariat should continue its practice of including links to resources for appellants, and that such resources and supports are best developed and offered by organizations such as the AMS Advocacy Office and the Office of the Ombudsperson for Students.

The Secretariat recognizes the difficulty some students have in navigating appeal processes and provide guidance to the extent possible. Appellants are referred to the AMS Advocacy Office and the Ombudsperson. However, given the relationship between the Secretariat and the Committees, it would be inappropriate to provide strategic advice on an appellant's submissions. Despite the guidance offered by the Senate Secretariat and the referrals to external support services, many students proceed through the appeal process without assistance.

Additional support for students involved in appeal processes is best provided by other units within the University or by student government. However, there are steps the Secretariat can take to provide greater support for students, including the creation of templates for required documents to provide guidance regarding expected format and content and the production of a companion document to the appeal rules that would translate the rules into plain language. While there are some limits to the support the Secretariat can provide to appellants, there is regular outreach to appellants, and opportunities to meet with the Secretariat, though few students chose to exercise this option.

Committee Functioning

- 4.1 Greater clarity is needed regarding the roles of a panel chair, panel members, and panel secretary in the drafting and review of reasons for decisions for each of the appeals committees and for the admissions committee.
- 4.2 Mechanisms must be created to ensure more timely consideration of appeals by Appeals Committees, including availability and completion of training of Appeals Committee members, and availability of appellants, respondents, and witnesses.
- 4.3 The Ad Hoc Committee believes that timely hearing of appeals is a crucial aspect of fairness, and to that end, that a hearing must normally be scheduled to occur within

three months of the filing of an appeal. If an appeal is not heard within three months of it being filed, an appellant should be allowed to file a petition to the Appeals Committee asking for a summary judgment in their favour, and this should normally be allowed except in cases where the delay is due wholly or in part on the actions, lack of actions, or availability on behalf of the appellant (including but not limited to any counsel or witnesses they may have). When considering such a petition, the Committee shall consider submissions from the Registrar as to the scheduling of the matter.

- 4.4 The Ad Hoc Committee believes that “blended” hearings where some persons are in attendance in person and some remotely are not advantageous to committee functioning. The Ad Hoc Committee suggests that should the Registrar or the Chair permit an appellant to attend remotely, the hearing should be conducted entirely remotely.
- 4.5 Specific language should be added to appeals regulations reminding all attending, either in person or remotely, of the confidentiality of proceedings and the absolute prohibition of audio, visual or other recording or broadcasting of hearings. Presently, while confidentiality is stated in the rules, there is no explicit reference to a prohibition on recordings or broadcasting. This prohibition should also be restated by the chair at the start of each hearing.
- 4.6 The Ad Hoc Committee believes that the Appeals Committees rules should specify timelines for the distribution of reasons for decisions to appellants and respondents. The Ad Hoc Committee suggests that reasons for decision should take no more than two months from the conclusion of the hearing to be finalized and distributed to the parties.
- 4.7 The Ad Hoc Committee recognizes that proceedings may require a language competency level beyond that normally used by students. There should be no prejudice against an appellant hiring professional translators if needed. Notice of the use of a translator must be given the Committee and the respondent at least fourteen (14) days prior to the hearing. The Committee or the respondent may elect to provide their own translators should an appellant use a translator.
- 4.8 The Ad Hoc Committee supports and encourages the Agenda and Nominating committees’ efforts to develop a Code of Conduct and Conflict of Interest regulations for the Senate. When such a Code is developed, the Ad Hoc Committee recommends that it explicitly covers the Appeals Committees and the Admissions Committee, in addition to regular Senate business.
- 4.9 The Ad Hoc Committee has noted instances before the Committee on Student Appeals of Academic Discipline where it has been clear that the respondent faculty does not support either the recommendation made to, or the decision made by, the President. To address this, the Ad Hoc Committee believes that the Committee on Student Appeals of Academic Discipline’s rules should be amended to have the

respondent on each matter be a person designated by the President, rather than assuming that it will be the initiating faculty for academic matters, and further that should the faculty not be a respondent, that it be allowed to make submissions to the Committee on Student Appeals of Academic Discipline on the matter at hand.

- 4.10 The Ad Hoc Committee has noted that the Committee on Student Appeals of Academic Discipline has referenced in several decisions that it is unable to substitute its own judgment under two of the six possible grounds for an appeal currently established. The Ad Hoc Committee agrees that there may be times that sending a matter back for a reconsideration is the most reasonable or correct course of action, and even that this may be the most frequent remedy for issues earlier in a process, but would recommend that these limitations be removed and that the Committee on Student Appeals of Academic Discipline always be able to substitute its judgment where it would find that appropriate, except under the ground “The student has material evidence that was not reasonably available at the time of the President's Committee hearing”.

The Appeals Committees find that the roles of the panel chair, panel members and the Secretariat are sufficiently clear in the overall appeals process. In accordance with fundamental principles of administrative law, fairness does not require that the panel chair, panel members and the Secretariat explicitly clarify their respective roles in the drafting and review of the reasons for decision. Members of the Secretariat are most often best placed to support Appeals Committees in the drafting of reasons for decision.

In the last year, the Appeals Committees have revised their scheduling practices. The Secretariat canvasses Committee members for their availability for 1-2 hearings per month. Dates for which the Committees have reached quorum are the held and the Secretariat works with the parties to find an available date that works for the appellant and the respondent Faculty. The time between an appellant filing an appeal and the hearing has been significantly reduced for both Appeals Committees. In most cases, the appeals process is extended due to requests for extension from the parties to file documents, or the appellant or respondent being unavailable to attend a hearing. The Appeals Committees note that requests for extensions are normally made by appellants rather than the respondent Faculty, and all reasonable requests are granted.

The Committees agree that hybrid hearings are not effective and may compromise committee functioning. Since 2021, the Committees have met solely online, though the option for students to ask for in-person only hearing has been available.

Presently, confidentiality is stated in the rules and prohibition on recordings or broadcasting is stated in the Chair's opening remarks at the outset of the hearing. The Appeals Committee agrees with the recommendation that specific language should be added to appeals regulations reminding all attending, either in person or remotely, of the confidentiality of proceedings and the absolute prohibition of audio, visual or other recording or broadcasting of hearings.

With respect to language competency for students to fully participate in the hearing, the Appeals Committees have always permitted parties to bring translators, as needed. There is no prejudice

against an appellant hiring professional translators as needed.

The Ad-Hoc Committee's recommendations specific to the Committee on Student Appeals on Academic Discipline note that there are cases where the respondent Faculty does not support the President's disciplinary decision, but is asked to defend that decision before the Committee. In such instances, and in cases where the Faculty agrees with the terms of the discipline imposed by the President, Faculty representatives have expressed frustration in the past that they are required to respond to an appeal against a decision they did not make. Under the Committee's current processes, both the initiating Faculty and representatives of the Office of the University Counsel are invited to make submissions in response to a disciplinary appeal, though the latter primarily participates in appeals for non-academic discipline. The Appeals Committees will take the Ad-Hoc Committees recommendation on this matter, along with its recommendation regarding the current limitations on the remedies the Committee can grant, under advisement for further consideration.

The Appeals Committees note that all appellants (for appeals on academic standing, academic and non-academic discipline and admission) receive a final decision with 24-48 hours of the hearing. The Ad-Hoc Committee's recommendations specify that reasons for decision be distributed to appellants and respondents within two months from the conclusion of the hearing. The Appeals Committees, with the support of the Secretariat, agrees with the spirit of this recommendation and endeavors to issues reasons as soon as practicable. It is not always possible for reasons to be issued within the specified timeline for several reasons, including the number of appeals in progress before the Appeals Committee and capacity within the Secretariat. Depending on the complexity of the case and the capacity of the Secretariat, reasons can take several months to draft and finalize.

Finally, the Appeals Committees note the recommendation regarding the development of a Code of Conduct and Conflict of Interest regulations. Conflict of Interest Guidelines have been developed and are currently before Senate for consideration.

Faculty-Level Processes

5.1 Noting the importance of a final decision from a faculty to the Senate appeals process, the Ad Hoc Committee recommends that each faculty examine their internal appeal procedures with the goal of having written and transparent policies available to students which describe the process to appeal within the faculty, and when and how a final decision will be made.

5.2 The Ad Hoc Committee has noted that in some instances, internal faculty processes have taken over a year to provide students with responses to appeals to a dean. The Committee recognizes that each case may be different and some may take more time than others to adjudicate; however, as noted above, a timely consideration of matters is an important aspect of fairness. In the past, the Committee on Appeals on Academic Standing has been willing to consider matters in the absence of a final decision of a faculty where it felt that the faculty had not made a timely decision. The Ad Hoc Committee believes that this practice should be codified and that the Registrar should

be enabled to accept a notice of appeal where a faculty has not provided a student with a timely final decision.

While the Appeals Committees agree with the recommendations issued in the Ad-hoc Committee's report, they do not have purview to determine Faculty-level processes. The Committees regularly emphasized in several past annual reports the critical importance of due process in all matters related to student assessment and of dealing with issues and student appeal inquiries in a timely manner. The Academic Standing Appeals Committee in particular, has routinely highlighted the need for Faculties to notify students of the right to appeal to the Senate Committee when issuing final decisions on matters of academic standing. The Committee has also recommended that Faculties ensure that their Advising Offices are fully informed as to the appeals process and that students are informed as to their right to appeal to the Senate Committee when provided with a final decision letter from the Faculty. Further, the Senate staff have worked with associate deans to assist in developing faculty-level appeal procedures that are fair, transparent, and procedurally sound. The Senate Committees and the Secretariat will continue to work with Faculties to support the development of review and appeal processes for fair and proper decision making by the Faculty.

Implementation

- 6.1 The Ad Hoc Committee realizes that some of the above recommendations, in particular those regarding more robust training, will require a substantial investment in both staff time and financial resources from the University. The Ad Hoc Committee is also aware that training has been an area cut from the Senate budget in the past when faced with "across the board" reductions to the Senate budget as an alternative to terminating staff. The Ad Hoc Committee believes that quasi-judicial matters must be properly supported by the University and thus recommends that the Registrar must make budget submissions to enable the recommendations of this report, and should those recommendations not be accepted by either the central administration or the Board of Governors, this must be brought to the attention of the Senate. The Ad Hoc Committee believes that such investment is crucial to establishing fair and just procedures for appellants and that such investment will help avoid the possibility of more expensive remedies subsequently.
- 6.2 The Ad Hoc Committee recommends that the Senate Nominating Committee be responsible for the implementation of this report, and in particular, the transmittal of various recommendations to relevant parties and the monitoring of actions taken in response. The Nominating Committee should report back regularly to Senate on implementation and provide a final report to Senate by April 2022 noting which recommendations have been acted upon and which have not. If a recommendation is not acted upon, reasons should be sought from the relevant decision maker to be shared with the Senate.

As per the Appeals Committees' response to recommendations related to training, the Secretariat will endeavor to deliver the requisite training to the Appeals Committees and to members of the Admissions Committee in September 2023. The hope is that additional funding for subsequent

regularized triennial and annual training sessions will be budgeted for and secured in the near future. It is anticipated that future annual budgeting for the Senate Office will include sufficient funding to ensure that the Secretariat can facilitated the delivery of the training and orientation contemplated by the Ad-Hoc Committee.

In the 2023-2026 Senate triennium, the Nominating Committee will continue to monitor the implementation of the Ad-Hoc Committee's recommendations as outlined in the Appeals Committees' response. With this report, the Nominating Committee meets its reporting responsibility and will continue to report back to Senate to provide an update on the progress the Appeals Committees have made with respect to the implementation of the Ad-Hoc Committee's recommendations.

Respectfully submitted,

Dr Paul Harrison, Chair
Senate Nominating Committee



5 May 2023

To: Vancouver Senate

From: Committee on Student Appeals on Academic Discipline

Re: **Annual Report to Senate (1 May 2022 – 30 April 2023) (information)**

Members of the Committee:

Dr. Abby Collier (Chair)
Emmanuel Cantiller (Student)
Dr. Andrea Dulay
Dr. Sue Grayston
Dr. Alison Greig
Dr. Paul Harrison
Dr. Susan Parker
Ryan Sissons (Student)
Mike Stewart
George Tsiakos
Keanna Yu (Student)
Chancellor (ex-officio)
Registrar (ex-officio) (non-voting)

The Senate Committee on Student Appeals on Academic Discipline is a standing committee of the Vancouver Senate established under section 37(1)(v) of the *University Act*, R.S.B.C. 1996, c. 468. The Senate Committee is the “standing committee of final appeal for students in matters of academic discipline.” Under section 61(1) of the *Act*, the “president has power to suspend a student and to deal summarily with any matter of student discipline.” Under section 61(2), the President “must promptly report the action to the standing committee established under section 37(1)(v) with a statement of his or her reasons.” Under section 61(3), the “action of the president is final and subject in all cases to an appeal to the senate.”

Student discipline is governed by the Academic Regulations section of the UBC Calendar. The rules and procedures of the Senate Committee on Student Appeals on Academic Discipline can be found at <https://senate.ubc.ca/vancouver/rules/discipline>.

Appeals Heard:

During the period from 1 May 2022 to 30 April 2023, the Senate Committee heard four (4) appeals involving students disciplined by the President upon the recommendation of the President’s Advisory Committee on Student Discipline. Three appeals were dismissed, and one appeal was allowed in-part. The misconduct, the disciplinary actions taken by the President, the nature of the appeals and the decisions of the Senate Committee are outlined below for each case.



In addition to the 4 appeals heard by the Committee, in the past year 2 students inquired about the appeal process but did not submit a formal statement of appeal, and 2 students withdrew their appeals prior to hearing by the Committee. There are 2 appeals in progress, expected to be heard in the coming weeks.

26 October 2022 – Appeal Allowed in-part

The student was disciplined for academic misconduct for collaborating with another student during final examinations in two courses. The discipline imposed by the President was a mark of zero in the course and suspension from the University for a period of twelve (12) months, and a notation of academic misconduct entered on the student's transcript.

The student raised four (4) grounds of appeal:

1. The President incorrectly determined that the conduct of the student, either admitted or as found by the President, constitutes misconduct or the President incorrectly applied a University policy or procedure decision (see UBC Calendar, Student Conduct and Discipline, Appeals, section 11.8(1)).

Where the appeal is under paragraph 11.8(1), the standard of review is correctness. The Senate Committee may reverse or vary the President's decision or substitute its own decision if it disagrees with the President's determination or application of a university policy or procedure.

2. The Senate Committee did not disagree with the President's determination or application of a university policy or procedure. In the view of the Senate Committee, the student's appeal on this ground was primarily a dispute with respect to findings of fact made by the President's Committee in its report which were open to the President's Committee to make. The Senate Committee found that the President was correct to apply discipline upon the student for their admitted academic misconduct in the course (see UBC Calendar, Student Conduct and Discipline, Appeals, section 11.8(5)).

The reasons for decision of the President, including findings of fact made by the President's Committee that are accepted by the President, were insufficient.

Where the appeal is under paragraph 11.8(5), the appropriate standard of review is whether a reasonable person, knowledgeable about the facts, would conclude that the President's reasons, including the President's Committee's Report as accepted by the President, do not contain all material evidence, reasoned findings of fact and assessments of credibility, and a conclusion supported by the evidence as to whether misconduct was committed. If the Senate Committee finds this to be the case, it will refer the matter back to the President's Committee for a re-hearing, or with the consent of the student and the party defending the appeal, the Senate Committee may substitute its own decision.

The Committee found that there was insufficient evidence in the President's Committee's report to say with certainty that the student had committed academic misconduct in one of the two courses in question.



3. The President's assessment of the evidence, including any findings of fact made by the President's Committee that are accepted by the President, is unreasonable in that there was no evidence which, if believed, was capable of supporting the President's assessment of the evidence decision (see UBC Calendar, Student Conduct and Discipline, Appeals, section 11.8(6)).

Where the appeal is under paragraph 11.8(6), the appropriate standard of review is reasonableness. The Senate Committee may substitute its own decision only if the assessment of the evidence, factual inferences or assessment of credibility of the student or other witnesses made by the President, or the assessment of the evidence, factual inferences or assessment of credibility of the student or other witnesses made in the President's Committee's report and accepted by the President, is unreasonable.

The Committee found that the President's assessment of the evidence, and that of the President's Advisory Committee on Student Discipline, was not unreasonable.

4. The discipline imposed by the President was excessive.

For an appeal under section 11.8(7), the appropriate standard is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the exercise of the President's discretion with respect to the academic discipline imposed is unreasonable.

The Senate Committee found that the exercise of the President's discretion with respect to the academic discipline imposed on you was not unreasonable.

7 December 2022 – Appeal Dismissed

The student was disciplined for two separate acts of academic misconduct by collaborating with another student during the final examination for a course, and submitting two assignments that were copied from sources without proper attribution or citations. The discipline imposed by the President was a mark of zero in the course and suspension from the University for a period of 12 months, and a notation of academic misconduct entered on the student's transcript.

The student raised one ground of appeal; that the discipline imposed by the President was excessive, as per 11.8(7).

For an appeal under section 11.8(7), the appropriate standard is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the exercise of the President's discretion with respect to the academic discipline imposed is unreasonable.

The Senate Committee considered all of the evidence provided by the student, at the hearing and in their written submissions, and found that the academic discipline imposed on the student was not unreasonable. The Committee found no grounds on which to overturn the President's decision.



16 December 2022 – Appeal Dismissed

The student was disciplined for committing academic misconduct for submitting tutorial assignments containing inappropriate material without proper attribution, in direct contravention of course requirements. The discipline imposed by the President was a mark of zero in the course and suspension from the University for a period of 4 months, and a notation of academic misconduct entered on the student's transcript.

The student raised one ground of appeal; that the procedure of the President's Committee was unfair or operated unfairly, in that there as bias or lack of independence in the President's Committee, or the President's Committee procedures were unfairly applied or breached.

Where the appeal is under paragraph 11.8(5), the appropriate standard of review is whether a reasonable person, knowledgeable about the facts, would conclude that the President's reasons, including the President's Committee's Report as accepted by the President, do not contain all material evidence, reasoned findings of fact and assessments of credibility, and a conclusion supported by the evidence as to whether misconduct was committed. If the Senate Committee were to find this to be the case, it would refer the matter back to the President's Committee for a re-hearing, or with the consent of the student and the party defending the appeal, the Senate Committee may substitute its own decision.

The Committee found that the procedures of the President's Committee operated unfairly, in that there as no bias or lack of independence in the President's Committee, nor the President's Committee procedures were unfairly applied or breached. The Committee found no grounds on which to overturn the President's decision.

11 January 2023 – Appeal Dismissed

The student was disciplined for committing non-academic misconduct for violating the Student Code of Conduct by submitting false information, specifically section 4.2.6, which states "*No student shall knowingly furnish false information to any person or office acting on behalf of the University, or forge, alter or misuse any University document, record or instrument of identification, or knowingly furnish false information to any person regarding their standing, status, or academic record at the University.*" The student received a letter of reprimand, was subject to probation for the duration of their studies until graduation during which they must maintain good conduct. A notation of non-academic misconduct was also entered on their transcript, to be removed one year after graduation from the University.

The student raised two grounds of appeal:

1. The procedure of the President's Committee was unfair or operated unfairly, in that there was bias or a lack of independence in the President's Committee, or the President's Committee's procedures were unfairly applied or breached.

Where the appeal is under paragraph 11.8(4), the appropriate standard of review is whether a reasonable person, knowledgeable about the facts, would perceive the breach of the University's



procedures or the manner in which the University's procedures were applied to have rendered the disciplinary process at or before the President's Committee to be unfair, and that unfairness was not cured by the President's Committee or the President. If the Senate Committee finds this to be the case, it will refer the matter back to the President's Committee for a re-hearing, or with the consent of the student and the party defending the appeal, the Senate Committee may substitute its own decision.

The Committee did not accept the student's argument that the President's Committee operated unfairly and that there was bias or lack of independence in the President's Committee, or the President's Committee's procedures were unfairly applied or breached.

2. The discipline imposed by the President was excessive.

For an appeal under section 11.8(7), the appropriate standard is reasonableness. The Senate Committee may reverse or vary the President's decision or substitute its own decision only if the exercise of the President's discretion with respect to the academic discipline imposed is unreasonable.

The Senate Committee considered all of the evidence provided by the parties, at the hearing and in their written submissions, and found that the academic discipline imposed on the student was not unreasonable. The Committee found no grounds on which to overturn the President's decision.

Respectfully submitted,

Abby Collier, Chair
Senate Committee on Student Appeals on Academic Discipline



17 May 2023

To: Vancouver Senate

From: Senate Tributes Committee

Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

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

Respectfully submitted,

Dr. John Gilbert, Chair
Senate Tributes Committee

Emeritus Recommendations May 2023

Last Name	First Name	Rank/Title	Faculty	Emeritus Title
Albon	Simon	Professor of Teaching	Pharmaceutical Sciences	Professor of Teaching Emeritus of Pharmaceutical Sciences
Anderson	Ann	Professor	Education	Professor Emeritus of Curriculum and Pedagogy
Anstee	Richard	Professor	Science	Professor Emeritus of Mathematics
Backman	Catherine	Professor (tenure)	Medicine	Professor Emeritus of Occupational Science and Occupational Therapy
Bartlett	Karen	Professor (tenure)	Medicine	Professor Emeritus of Population and Public Health
Bhargava	Vijay	Professor	Applied Science	Professor Emeritus of Electrical and Computer Engineering
Blair	Geoff	Clinical Professor	Medicine	Clinical Professor Emeritus of Surgery
Brinton	Laurel	Professor (tenure)	Arts	Professor Emeritus of English Language and Literatures
Burgess	Michael	Professor (tenure)	Medicine	Professor Emeritus of Population and Public Health
Clarke	Tony	Professor	Education	Professor Emeritus of Curriculum and Pedagogy
Cousland	Robert	Professor (tenure)	Arts	Professor Emeritus of Ancient, Mediterranean, and Near Eastern Studies
Daniel	Skarliki	Professor (tenure)	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration
Doudet	Doris	Professor (tenure)	Medicine	Professor Emeritus of Medicine
Du	Caigan	Associate Professor (grant tenure)	Medicine	Associate Professor Emeritus of Urologic Sciences
Duranti	Luciana	Professor (tenure)	Arts	Professor Emeritus of the School of Information
Edelstein-Keshet	Leah	Professor	Science	Professor Emeritus of Mathematics
Ellis	Simon	Associate Professor	Forestry	Associate Professor Emeritus of Wood Science
Evans	Paul	Professor (tenure)	Arts	Professor Emeritus of Public Policy and Global Affairs
Francois	Roger	Professor	Science	Professor Emeritus of Earth, Ocean and Atmospheric Sciences
French	Willian	Associate Professor (tenure)	Arts	Associate Professor Emeritus of History
George	Ellen	Librarian (Confirmed)	Library	*Librarian Emeritus
Ghoussoub	Nassif	Professor	Science	Professor Emeritus of Mathematics
Gillen	David	Professor (tenure)	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration
Granot	Frieda	Professor (tenure)	Commerce and Business Administration	Professor Emeritus of Commerce and Business Administration
Guy	Robert	Professor	Forestry	Professor Emeritus of Forest and Conservation Sciences
Henry	Annette	Professor	Education	Professor Emeritus of Language and Literacy Education
Hollingshead	Susan	Associate Professor – Teaching	Science	Associate Professor of Teaching Emeritus of Earth, Ocean and Atmospheric Sciences
Hubball	Harry	Professor	Education	Professor Emeritus of Curriculum and Pedagogy
Hudson	Nicholas	Professor (tenure)	Arts	Professor Emeritus of English Language and Literatures
Isaacson	Michael	Professor	Applied Science	Professor Emeritus of Civil Engineering
Ishiyama	Ishu	Asso. Prof.	Education	Associate Professor Emeritus of Educational and Counselling Psychology and Special Education
Javidan	Manouchehr	Clinical Professor	Medicine	Clinical Professor Emeritus of Medicine
Johnson	Greg	Associate Professor of Teaching (tenure)	Applied Science	Associate Professor or Teaching Emeritus of Architecture and Landscape Architecture
Klinkenberg	Brian	Professor (tenure)	Arts	Professor Emeritus of Geography
Lee	Insun	Associate Professor of Teaching	Arts	Associate Professor of Teaching Emeritus of Asian Studies
LeMay	Valerie	Professor	Forestry	Professor Emeritus of Forest Resources Management
Ling	Victor	Professor (tenure)	Medicine	Professor Emeritus of Pathology and Laboratory Medicine
MacPhee	Maura	Professor	Applied Science	Professor Emeritus of Nursing
Marshall	Sheila	Professor (tenure)	Arts	Professor Emeritus of Social Work
Matthews	Jaymie	Professor	Science	Professor Emeritus of Physics and Astronomy
McCormick	Thomas	Professor (tenure)	Sauder School of Business	Professor Emeritus of Commerce and Business Administration
McKendry	Ian	Professor (tenure)	Arts	Professor Emeritus of Geography
McTavish	Marianne	Professor of Teaching	Education	Professor of Teaching Emeritus of Language and Literacy Education
Moore	Robert Daniel	Professor (tenure)	Arts	Professor Emeritus of Geography
Morrison	Alexander Bruce	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Medicine
Nosco	Peter	Professor (tenure)	Arts	Professor Emeritus of Asian Studies
Orians	Kirstin	Associate Professor	Science	Associate Professor Emeritus of Earth, Ocean and Atmospheric Sciences
Peterson	Glen	Professor (tenure)	Arts	Professor Emeritus of History
Ratner	Pam	Professor	Applied Science	Professor Emeritus of Nursing

Regehr	Glenn	Professor (tenure)	Medicine	Professor Emeritus of Surgery
Richard	Kopak	Associate Professor of Teaching (tenure)	Arts	Associate Professor of Teaching Emeritus of the School of Information
Richardson	John	Professor	Forestry	Professor Emeritus of Forest and Conservation Sciences
Road	Jeremy	Professor (tenure)	Medicine	Professor Emeritus of Medicine
Rocheleau	Alain-Michel	Assistant Professor (tenure)	Arts	Professor Emeritus of French, Hispanic, and Italian Studies
Roeder	John	Professor (tenure)	Arts	Professor Emeritus of Music
Ross	Becki	Professor (tenure)	Arts	Professor Emeritus of Sociology
Sandercock	Leonie	Professor	Applied Science	Professor Emeritus of Community and Regional Planning
Sarra	Janis	Professor(tenure)	Law	Professor Emeritus of Law
Segal	Judy	Professor (tenure)	Arts	Professor Emeritus of English Language and Literatures
Sirluck	Katherine	Associate Professor of Teaching	Arts	Associate Professor of Teaching Emeritus of English Language and Literatures
Thorne	Sally	Professor	Applied Science	Professor Emeritus of Nursing
Tupper	Allan	Professor (tenure)	Arts	Professor Emeritus of Political Science
Van der Loos	Machiel (Mike)	Associate Professor	Applied Science	Associate Professor Emeritus of Mechanical Engineering
Walter	Pierre	Professor	Education	Professor Emeritus of Educational Studies
Watts	Susan	Lecturer	Forestry	Lecturer Emeritus of Forestry
Withers	Stephen	Professor	Science	Professor Emeritus of Conservation Sciences
Zhang	Yuelin	Professor	Science	Professor Emeritus of Botany

*Retirement date changed from 2022 to 2023.



17 May 2023

To: Vancouver Senate

From: Rella Ng, Associate Vice-President Enrolment Services & Registrar

Re: Update to Winter Session Term 1 of the 2023/24 Academic Year (information)

The Vancouver Senate approved term dates for the 2023/24 academic year at its 18 January 2023 meeting. At that time, the Registrar noted the University had not received direction from the Province regarding whether the National Day for Truth and Reconciliation would be observed as a statutory holiday, and therefore the day was counted as a teaching day. The Registrar confirmed that if the National Day for Truth and Reconciliation is observed as a statutory holiday and teaching days are adjusted accordingly, the academic year would still meet the minimum number of teaching days, as required by Senate Policy V-125: *Term and Formal Examination Scheduling*.

Following are Winter Session Term 1 dates that were approved in January:

Winter Session Term 1

Term 1 begins	Tuesday, September 5, 2023
Mid-term break	November 13-15, 2023*
Last day of Term 1 classes	Thursday, December 7, 2023
First day of exams for Term 1	Monday, December 11, 2023
Last day of exams for Term 1	Friday, December 22, 2023
Number of Teaching Days	63

Subsequent to the January meeting, the Province introduced legislation to recognize the National Day for Truth and Reconciliation as a statutory holiday. As a result, the number of teaching days in Winter Session Term 1 have been adjusted as follows:

Winter Session Term 1

Term 1 begins	Tuesday, September 5, 2023
Mid-term break	November 13-15, 2023*
Last day of Term 1 classes	Thursday, December 7, 2023
First day of exams for Term 1	Monday, December 11, 2023
Last day of exams for Term 1	Friday, December 22, 2023
Number of Teaching Days	62



The possibility of an ongoing statutory holiday was considered when Senate Policy V-125 was revised in 2020. The Senate approved the observance of the National Day for Truth and Reconciliation in 2021 and 2022.

Furthermore, at its 19 April 2023 meeting, the Vancouver Senate passed a motion to designate Thursday 12 October 2023 as a “Make-up Monday” for purposes of academic scheduling. Classes normally scheduled for this day (i.e., Thursday classes) are cancelled, and replaced by the classes that are normally scheduled for Monday. This adjustment was made as a result Mondays being disproportionately affected by statutory holidays that fall on/are observed on a Monday in Term 1 of the 2023W Session.



17 May 2023

To: Vancouver Senate

From: Rella Ng, Registrar

Re: 2023-2026 Triennial Election Results

Set out below is the fourth set of election results for the 2023-2026 triennium.

Faculty-Specific Representatives to Senate

Further to the second call for nominations for faculty members of the Vancouver Campus to fill the remaining positions for representatives of each of the Faculties on the Vancouver Campus on the Vancouver Senate issued on 13 March 2023, two (2) valid nominations were received for the one (1) remaining Faculty of Dentistry position. An election was held 11-24 April 2023.

Pursuant to Section 16 of the *University Act*, the following faculty member is elected as representative of the Faculties on the Vancouver Senate for a term beginning on 1 September 2023 and ending 31 August 2026 and thereafter until a successor is elected:

Faculty Dentistry

- **Chris Overall, Professor**

Further to the third call for nominations for faculty members of the Vancouver Campus to fill the remaining positions for representatives of each of the Faculties on the Vancouver Campus on the Vancouver Senate issued on 6 April 2023, five (5) valid nominations were received. Therefore, pursuant to Section 15 of the *University Act*, the following faculty members are acclaimed as elected as representatives of the Faculties on the Vancouver Campus on the Vancouver Senate for terms beginning on 1 September 2023 and ending 31 August 2026 and thereafter until successors are elected:

Faculty of Graduate and Postdoctoral Studies

- **HsingChi von Bergmann, Professor**

Faculty of Medicine

- **Bruce Forster, Professor**
- **Wendy Norman, Professor**

Faculty of Pharmaceutical Sciences

- **Fawziah Lalji, Professor**
- **Ingrid Price, Associate Professor of Teaching**

A fourth call for nominations for the remaining positions was issued on 4 May 2023.



Convocation Representatives to Senate

Further to the second call for nominations for Convocation members to fill the two (2) remaining positions for representatives of the Convocation on the Vancouver Senate issued on 13 March 2023, four (4) valid nominations were received. An election was held 17 April-1 May 2023.

Pursuant to Section 16 of the *University Act*, the following persons are elected as representatives of the Convocation on the Vancouver Senate for terms beginning on 1 September 2023 and ending 31 August 2026 and thereafter until successors are elected:

- **Kevin Doering**
- **Richard Spencer**



17 May 2023

To: Vancouver Senate

From: Rella Ng, Registrar

Re: 2023 Vancouver Student Senate and Board of Governors Elections

Set out below is the second set of election results for the 2023 Student Senate and Board of Governors Elections conducted by AMS Elections.

Student Representative of a Faculty to the Senate

Pursuant to Section 15 of the *University Act*, the following student is acclaimed as elected as representative of the Faculties on the Vancouver Senate for a term ending 31 March 2024 and thereafter until a successor is elected:

- Amy Wang, Faculty of Medicine