



Vancouver Senate

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

WEDNESDAY, 19 APRIL 2023

6:00 P.M.

LSC 1003 AND VIA ZOOM

1. Call to Order and Territorial Acknowledgement – Dr Deborah Buszard

2. Senate Membership – Ms Rella Ng (information)

a. Student Members

Terms 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

A call for nominations to fill the remaining vacancies will be issued shortly.

b. Nominating Committee – Student Members

This is 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 to amandeep.breen@ubc.ca. If more than two students are nominated, an election will be held in advance of the May meeting of Senate in accordance with Rule 26 (f) of the Rules and Procedures of Senate.

**c. Nominating Committee – Faculty Representative and Convocation Member**

This is 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 to amandeep.breen@ubc.ca. If more than two nominations are received, an election will be held in advance of the May meeting of Senate in accordance with Rule 26 (f) of the Rules and Procedures of Senate.

d. Vice-Chair of Senate

This is a call for nominations for Vice-Chair of Senate for a term of no more than one (1) year pursuant to Section 37(1)(a) of the University Act. Any senators interested should email their intent to stand for election and submit a short statement of interest to amandeep.breen@ubc.ca by 12 noon on 30 April 2023. Should there be more than one candidate, an election will be held in advance of the May meeting of the Senate.

3. **Minutes of the Meeting of 15 March 2023 – Dr Deborah Buszard (approval)** (docket pages 5-28)
4. **Business Arising from the Minutes – Dr Deborah Buszard (information)**
5. **Remarks from the Chair and Related Questions – Dr Deborah Buszard (information)**
6. **Report from the Presidential Search Committee – Dr Robert Kozak (information)**
7. **From the Board of Governors – Dr Deborah Buszard**

Confirmation that materials from the following meetings as approved by the Senate were subsequently approved by the Board of Governors, as required under the *University Act* (information)

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)

8. Candidate for a Degree – Dr Deborah Buszard

The Chair of Senate calls for the following motion:

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.

(2/3 majority required)

9. Academic Policy Committee – Dr Kin Lo (approval)

Term Scheduling for 2023 Winter Session Term 1 (docket pages 29-31)



10. Admissions Committee – Prof. Carol Jaeger (approval)

Renewal of Memorandum of Understanding – UBC Peter A. Allard School of Law and Chulalongkorn University (Thailand) Faculty of Law (docket pages 32-37)

11. Awards Committee –Dr Sally Thorne (approval)

New Awards and Changes to Existing Awards (docket pages 38-45)

12. Joint Report of the Admissions and Curriculum Committees – Dr Claudia Krebs (approval)

Graduate Diploma in Pharmacy Leadership (docket pages 46-96)

13. Curriculum Committee – Dr Claudia Krebs (approval)

- a. Curriculum Proposals (docket pages 97-199)
- b. Policy V-129: *Non-Credit Credentials* (docket pages 200-209)

14. Nominating Committee – Dr Paul Harrison (approval)

- a. Appointments to the President’s Academic Advisory Committee on a UBC Institute for Advanced Study (docket page 210)
- b. Appointments to the President’s Academic Advisory Committee on Wall Research Awards and Wall Research Fellowships (docket page 210)

15. Tributes Committee – Dr John Gilbert (approval)

UBC Academic Dress – Indigenous Students (docket pages 211-219)

16. Report from the Provost (information)

2023-2024 Budget Presentation – with Vice-President | Finance and Operations, Frank Laezza (docket pages 220-264)

17. Report from the Registrar (information)

- a. 2023-2026 Triennial Election Results (docket pages 265-266)
- b. 2023 Vancouver Student Senate and Board of Governors Elections (docket pages 267-268)

18. Other Business

19. Adjournment



VANCOUVER SENATE

MINUTES OF 15 MARCH 2023

DRAFT

Attendance

Present: President D. Buszard (Chair), E. Bhangu (Vice-Chair), R. Ng (Secretary), M. Amirsharafi, F. Andrew, M. Aronson, G. Averill, S. Bates, J. Bulkan, L. Burr, E. Cantiller, V. Chitnev, M. Coughtrie, D. Dahl, J. Dierkes, P. Englezos, G. Faulkner, A. Fisher, N. Ford, S. Forwell, S. Gopalakrishnan, R. Hajizadeh, J. Hare, P. Harrison, A.J. Hendry, A. Ivanov, C. Jaeger, X.T. Jiang, K. Kanji, D. Kelleher, K. Khosla, R. Kozak, C. Krebs, V. Li, K. Lo, C. Marshall, S. Matsui, C. Menzies, S. Nicolaou, J. Olson, S. Parker, H. Petraschuk, S. Pelech, N. Pindell, S. Porter, I. Price, A. Scott, L. Shpeller, A. Singh, S. Singh, R. Sissons, K. Smith, R. Spencer, Jac. Stewart, Jam. Stewart, M. Stewart, M. Tan, S. Thorne, G. Tsiakos, G. Turcotte, H. von Bergmann, R. Yada, G. Yee, K. Yu, H. Zerriffi

Regrets: R. Boushel, A. Collier, C. Crowston, A. Dulay, B. Fischer, J. Fox, J. Gilbert, C. Godwin, S. Grayston, A. Greig, J. Greenman, S. Kenston, M. Kuus, H. Leong, M. MacDougall, M. MacPhee, B. Nguyen, S. Point, L. Stothers, R. Topping, A. Uzama, A. Zhao

Clerk: J. Iverson

Guests: R. Ahmed, S. Burk, C. Fay, L. Moss, G. Murphy, J. Proft, M. Quayle, D. Shorthouse, J. Wagemakers

Call to Order

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

Following a request from the Ubysey newspaper, the Registrar sought the consent of senators and participants in the meeting room to be photographed. With the exception of Professor Buszard, who requested not to be photographed, senators and participants in the room expressed their consent.



The Chair welcomed incoming Vice-President, Finance and Operations, Frank Laezza, and acknowledged Yale Loh and John Metras for serving as Interim Vice-President, Finance and Interim Vice-President, Operations, respectively, over the past several months.

Finally, the President reminded senators that the current senate triennial will end on August 31 and encouraged current senators to consider putting their names forward again and/or to encourage their colleagues to do so. It was noted that serving on Senate is a valuable contribution to the governance of the university and Professor Buszard expressed her appreciation for senators' dedication and service.

Report from the Presidential Search Committee

On behalf of the Chancellor and Chair of the Presidential Search Committee, Dr Kozak presented an update following three recent meetings held by the Committee on February 24, February 28 and March 7, 2023. Some of the key objectives of the Committee's work to date have included building up their knowledge of equity, diversity, inclusion, Indigeneity, and the issues and barriers that members of the IBPOC community face in their advancement in the academy and in university systems generally. It was also noted the Committee seeks to deepen its understanding of the role of the University President.

To address the Committee's objectives, the Committee has received a number of presentations from individuals, who are working to advance equity, diversity and inclusion across UBC, as well as community members who are implementing the Indigenous Strategic Plan. In addition, the Committee has engaged with current and former presidents of Canadian public universities and members of the President's executive team for their views on the role of the University President and the challenges and opportunities facing the University's next President.

The Committee has also reviewed the substantial community feedback received from the UBC Presidential Search survey and four virtual forums held in February 2023. Dr Kozak further noted the Committee has invited Dr Arig al Shaibah, Associate Vice-President, Equity and Inclusion, to attend all Committee meetings as a confidential, non-voting advisor to the Committee and acknowledged her willingness to support the Committee in this capacity.

Finally, Dr Kozak advised that advertisements for the role of President and Vice-Chancellor are being distributed through a variety of channels including the University's website and Boyden Executive Search, a consultant assisting the Committee in the Presidential search. It was also noted if you have suggestions for potential candidates, please email Brent Cameron of Boyden Executive Search at ubcpresident@boyden.com.



Academic Policy Committee

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

POLICY V-131: FEE-BASED DIGITAL LEARNING TOOLS USED FOR ASSESSMENT

Kin Lo Laia Shpeller	}	<i>That Senate approve Policy V-131: Fee-Based Digital Learning Tools Used for Assessment.”</i>
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Professor Lo recognized Senator Bates’ contributions to the development of the policy.

Senator Menzies asked for clarification of the composition of the Indigenous Working Group that was engaged in the development of the policy.

Professor Lo invited the Senate Clerk to provide information.

The Senate Clerk advised the Indigenous Strategic Indigenous Strategic Plan Executive Advisory Committee (ISPEAC) was engaged in the development of the policy.

Dr. Hare further noted ISPEAC was formulated from a prior Indigenous Working Group and that there have been various formations of Indigenous Committees prior to the Indigenous Strategic Plan.

Senator Bhangu expressed her support for the policy and further added the policy is aligned with the Student Affordability Task Force recommendations that have been endorsed by the Board of Governors.

Senator Santokh Singh asked if there are other ways to reduce the costs for students, including but not limited to publicly funded universities working as a consortium.

Senator Bates responded that this policy is one way that the University can support reducing the overall cost of education for students. He noted it is a challenge to work with publishers as a consortium of universities, since there is no financial incentive for publishers to do so. Another recommendation under the broad umbrella of cost of education is to engage publishers individually to determine ways of reducing costs through different models of subscription for resources rather than each student paying for a single term. Those discussions are ongoing.

Senator Santokh Singh further asked if the University academic community could internally produce the materials to reduce the costs for students.



Professor Lo commented that the preamble to the policy addresses this question. In particular, by the beginning of the 2028/29 academic year, Senate expects that such costs for students will be eliminated, through continued development and adoption of Open Educational Resources (OERs) or by absorbing costs centrally and/or within Faculties.

Senator Bates elaborated that OERs, which include open textbooks and open assessments (for instance, question banks and the development of question banks), are nearly at the end of a four-year funding program. There is a budget request to secure funding for an additional four years scheduled for approval by the Board of Governors at an upcoming March 2023 meeting.

Senator Harrison emphasized that the most important point of policy is the stated purpose and goals. Senate expects students will not be paying for these resources in 5 years. Senator Harrison requested that in future, Senate receive reports from the Vice-Provost on steps taken toward the goal to eliminate financial barriers to ensure students are not imperiled and that senators need to ensure that happens.

Senator T. Marshall concurred with Senator Harrison's comments.

Senator Parker emphasized the robust investment that has been made and expressed a hope that financial incentives will continue to be made for faculty members to create open learning resources of all kinds. Senator Parker added that once open learning resources are created, the materials are available from the Library's website, and are accessible worldwide. This is a benefit realized during the pandemic. Funding comes from a partnership primarily between the AMS, UBC Library and CTLT. Senator Parker recommended to all faculty members check Library resources to determine if the resources they need are already available through the library.

Senator Yee expressed her endorsement of this policy as it will make education more accessible. She asked how accountability for implementation and enforcement will be supported and how to create knowledge of the policy in the broader academic community.

Professor Lo advised should this policy be endorsed, he would expect there would be a meeting later in the summer with the Associate Deans that would provide a template for reporting of exceptions. This will operate much like the syllabus policy, whereby students can raise issues with deans and heads should they see a deviation from the policy.

Senator Menzies expressed support for the digital assessment policy as presented, noting that in less cash-rich disciplines of the University, there is a dissimilar level of funding



to develop open access resources. It was further noted to consider the consequences of the reliance on open access resources, including the faculty creating the academic knowledge.

Senator Stewart spoke in support of the policy and that OER fund allocation should be expanded. She noted that most funding is for course materials, but not usually assessment. To complete a proper assessment, projects need to be larger and require additional investments.

Senator Price asked how it is decided that digital or learning assessment tools are valid, and asked whether there is a need to make a case for why students have to pay in the first place and for faculty to justify exceptions.

Professor Lo responded that the onus is on instructors to make decisions in the best interest of students. In terms of exceptions, he intends to discuss with Associate Deans what will be required for justifying exceptions in their annual reporting.

Senator Bates elaborated that the choice for tools is the instructor's to make. The policy intends to limit the cost and degree to which tools are outsourced in support of reducing costs for students over a fixed time period.

Senator Burr asked why instructors do not create their own assessment tool.

Professor Lo advised in many cases, fee-based assessment tools are of a higher quality and there are economies of scale realized across many different universities offering similar courses.

Senator Spencer commented that the objective of ensuring resources are not something students have to pay for is not necessarily the same as making resources free. This is an opportunity to use information technology (IT) to realize savings in labour costs. Senator Spencer opined that universities are generally behind the times in terms of looking for ways to use IT more effectively and economically.

Approved

**Admissions Committee**

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

BACHELOR OF MEDIA STUDIES – ADMISSION FROM POST-SECONDARY STUDY

Professor Jaeger advised that the proposal will increase the number of seats for the Bachelor of Media Studies program by 20 (through a transfer pathway) to increase intake into program by 50%.

Carol Jaeger	}	<i>That Senate approve the revised admission requirements for the Bachelor of Media Studies, effective for the 2023 Winter Session and thereafter.</i>
Claudia Krebs		

Approved

Awards Committee

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

NEW AWARDS AND CHANGES TO EXISTING AWARDS

Sally Thorne	}	<i>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.</i>
Paul Harrison		

Approved

Curriculum Committee

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

CURRICULUM PROPOSALS



Dr Krebs noted an amendment to remove the CAPS courses from the Department of Cellular and Physiological Sciences from consideration. The Department will make revise and resubmit these courses to the Committee in the coming weeks.

Claudia Krebs
 Laia Shpeller

} *That the Senate approve the new courses, new program, revised courses, and revised programs brought forward by the Faculties of Commerce and Business Administration, Graduate and Postdoctoral Studies (Applied Science, Arts, Forestry, and Medicine), and Pharmaceutical Sciences.*

Approved

Nominating Committee

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

CONFLICT OF INTEREST GUIDELINES

Senator Harrison stated that the memo from the Committee sets out the rationale for the draft conflict of interest (COI) guidelines for the Okanagan and Vancouver Senates. Unlike most governance bodies, Senate does not have COI guidelines. It was noted occasionally senators have questions concerning whether they, or, their colleagues have a potential conflict between their non-Senate activities and their work with Senate. Currently, there is no clear process to pursue questions and situations are reviewed in an ad hoc manner. While the proposed COI guidelines are established in a manner similar to a policy, the guidelines are not a policy yet. Senator Harrison noted that that intent of the discussion today is for the Nominating Committee to receive feedback from the Senate. Senators can also provide comments to the Secretariat or the Committee chair.

The Chair spoke in support of the proposed guidelines, and thanked the Committee for its work.

Dean Coughtrie expressed his appreciation for the guidelines and asked if the Committee had considered the current COI declarations required by faculty members.



Senator Harrison responded that the Committee is aware of the annual COI declarations, and noted that faculty members who serve on Senate would not be required to make a secondary declaration. He noted that some senators, who are not faculty members (convocation and students), are not currently required to complete a COI declaration.

Dean Coughtrie suggested the guidelines be clarified and the existing COI process ought to be modified to acknowledge the Senate declaration. If/when a conflict arises, it is then clear that a COI has been declared and already covered under the University's process.

Senator Lo commented that section 5.3 of the proposed guidelines states every member who is a Convocation Senator must complete a disclosure statement. The reason is that some Senators are alumni with employment that is separate from the University's faculty declaration. He added that the annual disclosure is not able to capture the individual instances/items of business that come to Senate and may result in a conflict, so additional disclosures are required in those circumstances.

Senator Menzies commented that he is required to complete a COI declaration as a Board of Governors member and that he is receptive to the completion of different COI declarations. While he is concerned with provisions related to conduct or policing behaviour, he is generally supportive of COI declarations where Senate responsibilities create a conflict.

Senator Pratap-Singh suggested the proposed guidelines further elaborate on examples of what constitutes professional (and private) conflicts arising from a senator's business relationship with a company/organization and/or a student in a project in the senator's professional/faculty role (and private capacity). He also asked that the guidelines outline how to resolve conflicts and whether to recuse oneself from a matter and voting when a conflict arises.

Senator Harrison responded that the definition of private interest, included in section 4.2 of the proposed guidelines, was an attempt to cover the issues raised by Senator Pratap-Singh. If a senator, or, someone close to them could benefit in some way from a decision the senator is making, that is an example of a conflict that would be captured by the proposed guidelines. The proposed steps in disclosing and following up on a disclosure of a potential conflict are an attempt to make it clear what ought to happen. For example, a member on a committee should, if they recognize a conflict, recuse themselves from the discussion. If a committee member participates in a discussion and subsequently discloses a conflict, then steps will need to be taken to determine if their involvement impacted the outcome of the committee's work.



Senator Singh suggested Senate members' responsibilities can be sufficiently covered under the existing annual faculty COI declaration.

Senator Harrison responded that the proposed guidelines are intended to address the work a senator may perform on a committee, or, reviewing an item on an agenda that raises a potential conflict. It was noted a senator cannot anticipate such issues in the annual declaration. It was emphasized that sections 5.2 and 5.3 of the proposed guidelines do not require an annual separate declaration for a faculty member who is a senator: the guidelines are more specific to their role as a senator than as a faculty member could anticipate annually when contemplating their service duties.

Senator Singh stated that an annual COI declaration, augmented by the reporting of any emergent conflict of interest on an ad hoc basis with the University, should be sufficient.

Senator Yee concurred with Senator Menzies comment regarding separate disclosures and stated that the guidelines require an implementation procedure (including but not limited to displaying a flowchart) for how to handle COI's to mitigate disparities. She added that it would be beneficial for the Senate Secretariat to have additional support to resource COI, noting that the Board of Governors Office has a legal advisor for COI matters.

Senator Burr asked if the Nominating Committee considered the inclusion of student senators in section 5.3 of the proposed guidelines.

Senator Harrison responded a decision was made to include convocation senators as they have varied backgrounds and noted that the inclusion of student senators has been considered. He added that Committee can reconsider the matter, noting that section 5.2 of the proposed guidelines requires all members of Senate to disclose conflicts of interest as soon as they arise and, whenever possible, before the Senate or Senate Committees to deal with the matter at issue.

Senator Olson commented that it must be clear who will be responsible for conducting the investigation for a COI allegation against a senator. He noted that the use of a letter of reprimand is not the standard, normally letters of expectation or letters of discipline are applied. What the role of the Faculty Association would be if a letter of reprimand is issued also needs to be considered, along with whether it would be part of a faculty members permanent file, and possible appeals processes.

The President and Senator Harrison thanks senators for the discussion, noting that the feedback received is helpful.



Research and Scholarship Committee

The Chair of the Senate Curriculum Research and Scholarship Committee, Dr Guy Faulkner, presented.

DISESTABLISHMENT OF THE DRUG RESEARCH INSTITUTE

The proposal from the Faculty of Pharmaceutical Sciences for the disestablishment of the Drug Research Institute (DRI), originally established in 2007, was no longer relevant. The Committee came to the view that the DRI is dormant and the disestablishment would have no material impact on faculty, staff or students.

Senator Pelech commented that the disestablishment of DRI serves as a lesson for future projects.

Guy Faulkner	}	<i>That Senate approve and recommend to the Board of Governors for approval the disestablishment of the Drug Research Institute</i>
Romina Hajizadeh		

Approved

Reports from the Provost

The Vice-President Academic and Provost, Dr Gage Averill, presented.

ESTABLISHMENT OF THE FRED KAISER CHAIR IN POWER CONSERVATION AND SUSTAINABILITY

Gage Averill	}	<i>That Senate approve the establishment of the Fred Kaiser Chair in Power Conservation and Sustainability within the Faculty of Applied Science.</i>
James Olson		

Approved



CAMPUS VISION 2050

The Provost asked that Senate recognize the presenters, Ms. Joanne Proft and Chris Fay from Campus and Community Planning.

Ms Proft focused on a few of the key outcomes of the engagement process with the community to date. She noted over the past year, there has been significant engagement on the development of the 30-year vision and its key enabling policies, the Housing Action Plan and Land Use Plan (LUP), with the latest broad public engagement extending between January and February of this year. Results of broad public engagement on the draft materials with the Board will be shared later in March. Following the Board meeting, Campus and Community Planning will continue with targeted engagement over the next month to incorporate the extensive feedback to continue to align with other processes, such as the Academic Futures work and engagement with the Musqueam community. Final versions of these document will be presented to the Board of Governors in June for endorsement, and referral of the LUP to a public hearing in the fall. Following provincial approval of the LUP, engagement will commence on the 10-Year Campus Plan, future Neighbourhood Plans and more detailed plans for implementing the vision.

Ms Proft noted that with Campus Vision 2050 (Vision) Campus and Community Planning attempts to engage in different ways, using a variety of approaches to go where people are at, and with a specific emphasis on reaching under-represented communities. It was noted there have been approximate 9,000 touchpoints through the past two rounds of engagement, almost evenly divided between deep and broader forms of engagement. Campus and Community Planning is engaging deeply with Musqueam through a co-developed engagement process and ongoing relationship agreement discussions.

It was noted that the six big ideas form the back bone of the Vision and there is significant support for each of them, with varying levels of where they could be strengthened, which Campus and Community Planning are working at addressing over the coming month in revising the Vision. These were presented in order of strongest support, rather than in order of priority, which for the Vision, appear with Learning City and Affordability at the top. On the Connected campus, it was noted the strong support for a SkyTrain connection, better on-campus connectivity with a strong interest in seeing campus made more accessible, more pedestrian and cyclist friendly, while also addressing traffic congestion.

For Community of Communities, there was strong support for more amenities tailored to the local needs of individual communities (for instance, affordable grocery, on-campus spaces for commuting students, child-care and community gathering spaces). It was also noted there is significant interest in restorative and resilient landscapes. As with all community planning



processes, there are often tensions between growth and ecology and green space, around heights and forms of development and retaining the unique natural characteristics and ecological value of the campus.

For the Learning City, feedback included a desire to expand further support for academic excellence in providing flexible teaching, learning and research spaces that are adaptive to future needs, including infrastructure and technology. The importance of preserving green academic land and leveraging campus as a living lab to test and innovate solutions to global challenges was also cited.

It was noted there was broad consensus that housing affordability is an enormous challenge UBC should be taking a leadership role on, though there was less agreement on the proposed approach for UBC to deliver more housing. Ms. Profit invited Mr. Fay to elaborate on the key policy directions in the draft Housing Action Plan.

Mr. Fay advised during the engagement process, students, faculty and students cited housing affordability as an important theme to support the University's academic mission. The Director, Strategic Policy, noted Campus and Community Planning integrated an update of the University's HAP in the Vision process. The HAP is a policy of UBC's Board of Governors concerning how the University uses its land and its financial resources for neighbourhood development to support housing affordability on campus. The HAP was first approved in 2012 with 5-year updates.

The HAP policies focus on four areas including more rental choice, attainable ownership, student housing opportunities and coordinated implementation. It was noted there is currently a commitment in the HAP for 30% of all neighbourhood growth be comprised of rental housing and are awaiting direction from the Board to explore additional rental housing. Mr. Fay advised UBC has a rent geared to income program for low-income staff (currently up to 100 spaces) that has been redesigned, including increasing the income eligibilities and increasing spaces to enable affordable housing for child-care, custodial and food services staff, who help support the operations of the University.

Mr. Fay also noted there is an interest in home ownership by faculty. There is the prescribed interest rate loan program that includes a fixed annual fund of \$15M with a goal to increase funding, in support of the recruitment and retention of faculty members and tenure-track faculty. Along with attempting to introduce an on-campus home ownership program, it was noted there are some legal and tax barriers and the University is exploring partners such as BC Housing enable the on-campus ownership program.



It was noted student housing opportunities are being expanded by at least 3,300 new student housing beds in the next 10 years, along with replacing 1,000 beds in Vanier buildings to address seismic risks. UBC already has the most volume of student housing within Canada and has among the most student housing in North America. There are also affordability and advocacy commitments with the provincial government to enable future growth.

Mr. Fay further noted there is a coordinated implementation including program changes to improve access for IBPOC groups and people with disabilities, along with ensuring regular HAP reviews to adjust UBC's approach over time.

Finally, Mr. Fay reiterated next steps that include revising the draft 30-Year Vision, HAP and LUP to reflect feedback and clarify targets for affordable housing, climate action, and open space, and managing the impacts of growth in support of presenting the draft 30-Year Vision, draft HAP and draft LUP amendments for approval in-principle to the Board in June 2023. The LUP is what enables growth on-campus which if referred to a public hearing in September 2023 would then proceed to the provincial government for approval.

Senator Menzies asked with respect to the ongoing relationship agreement with Musqueam, when Senate can expect to will be involved in those aspects that fall under the Senate's purview. Senator Menzies also asked with respect to the idea of affordable ownership; he noted that at a recent University Neighbourhoods Association meeting, a presenter spoke about shared equity home ownership as a possibility and had shared that while this ownership model may be viable in the US, there are Canadian tax law obstacles.

Mr. Fay responded that the ongoing relationship agreement with Musqueam is broad and responded that the participants involved in the ongoing relationship agreement conversation have an opportunity to have more engagement with the Senate. He stated that he will coordinate with the Senate Secretariat to bring the discussion back to this forum. With respect to the shared equity home ownership model, Mr Fay shared that there are two barriers: any shared equity is a taxable benefit in Canada (unlike US universities) and there is a legal barrier to UBC building and selling homes to its community. The legal barrier requires a change in provincial legislation, which UBC is advocating. This does not solve the shared equity taxable benefit issue.

Senator Singh commented that as a plant biologist, he is concerned about adequate greenspace and asked how the ideas presented are impacting the landscape at UBC.

Ms. Proft responded that the larger objective is to preserve green academic areas. With new development, there is a goal to limit the development footprint through compact development, which requires a trade-off of having taller buildings instead of mid-rise buildings to preserve



greenspace. LUP has targets around the amount of open space and is completing work to set baselines and targets.

Senator Ford asked how remote work has been factored in the utilization of buildings.

Ms Proft responded the impacts of the pandemic and changing work patterns on space utilization are evolving and that the Academic Futures work will also inform the response to Senator Ford's question. The growth projections are not a commitment to growth, but rather to adapt to whatever trajectory the campus takes, respective of the Academic Futures work and other factors.

Senator Pelech expressed his concerns with respect to an absence of engagement with industry and with the high density of buildings, noting environmental concerns, greater impacts on routes to the University and challenges for students to navigate the campus as the campus size expands. He further noted the importance of an internal transit system to support the UBC community.

Senator Pratap-Singh asked whether grocery stores and other 24/7 amenities would be factored in when considering the needs of the community.

The President noted that the Campus Vision discussion will be brought back to Senate and noted that the time allocated for this time had elapsed.

Senator Kanji highlighted the absence of an academic focus in the Campus Vision process. He asked what synergy exists between the Campus Vision and Academic Futures processes.

In response to Senator Ford's question, the Provost noted that approximately 40% of administrative staff have opted-in to some degree of remote work, which will impact the growth of new academic spaces. He added that there are seismic and maintenance issues to consider. The Provost stated that with respect to Senator Pelech's question about plans for industry engagement, there are industry partnerships emerging, particularly with respect to bio-engineering and bio-manufacturing. The Provost further noted there are synergies between the Campus Vision and Academic Futures work, such as the flexible learning initiative from ten years ago which assisted in preparing for remote work and online learning.

ACADEMIC FUTURES

Moura Quayle, Vice-Provost and Associate Vice-President, Academic Affairs, presented.



Dr Quayle noted that the main focus of Campus Vision 2050 is imagining the physical infrastructure needs of the campus over the next 30 years. To complement this process, an Academic Futures project was launched to consider the academic implications in teaching, learning and research in the future. There are several key considerations with respect to how the institution develops a flexible and adaptable framework to guide its academic aspirations over the next 30 years. The project intends to tackle questions and issues such as what kinds of growth and change are required, adaptation to changing modes of thinking and operation, consideration of the types of spaces required for transformed teaching, learning and research, the change necessary to meet innovative pedagogical and research requirements, consideration of how technology can enable the learning and research environment and finally, how the University can leverage its growing regional presence?

Dr Quayle's the outlined eight guiding principles to guide the thinking, discussions and decisions for the Academic Futures process. As a designer and planner, Dr Quayle commented that she is often concerned about physical planning getting ahead of academic planning. With Campus Vision 2050 underway, it is imperative that implications for teaching, learning and research inform the direction of the 30-year plan and eventually the 10-year campus plan. She noted that Academic Futures is a process and, in a sense, a think-piece for UBC's future, and not a finalized plan. It is distinct in approach with respect to thinking through the University's academic future than approaches taken in the past.

Dr Quayle commented that academic planning often does not address what an organization like UBC chooses *not to do* and why. Early considerations in the Academic Futures process included contemplation of assumptions as a useful context for thinking ahead. She noted that the project is grounded in principles and we hope to continually test ideas as to the directions we should be taking. While this is perhaps a different approach than the past, Professor Quayle opined that these times call for different ways of thinking and doing.

The co-design team, with feedback from partners in planning, have developed the problem statement: how might we co-steward the academic future of UBC Vancouver campus to continue to be distinctive and transformative in the next 10 to 30 years? The draft principles were noted, and it is anticipated that the co-design team will continue to receive input on improving them.

Dr Quayle stated that the presentation has been shared with several Senate Committees including the Research and Scholarship, Teaching & Learning, and Curriculum, and the Student Caucus and Committee of Dean. There is additional upcoming discussion with Associate Deans, Faculty and Academic, as well as Heads and Directors, in the coming month. Several other groups such as Human Resources have also been engaged with regard to the future of work.



The Provost noted a need to discuss this process with UBC Okanagan to align and support innovation on both campuses.

GLOBAL PARTNERSHIPS AND AFFILIATIONS WITH INSTITUTES OF LEARNING

The Provost asked that Senate recognize Dr. Rumea Ahmed, Vice-Provost, International, *pro tem*, to present.

Dr Ahmed noted the VP International Office services six broad tranches of global partnerships all subject to policy Council of Senates policy C-2 regarding other institutions of learning. These include statements of collaboration, which are non-binding statements of intent for two institutions of higher-learning to engage with one another; memorandums of understanding, which can have binding language within it about processes that the two universities will undertake; student mobility agreements that facilitate exchange, subject to policy SC12 concerning safety abroad; Vancouver summer programs specific partnerships; consortium partnerships; joint degree and dual degree programs; and contribution agreements, whereby a government or an institution provides funding for scholarships.

Dr Ahmed noted that there are approximately 450 of such partnerships and a third of these agreements are due for renewal in any given year and the remaining partnerships are active. It was noted of the partnerships in our systems, many exist in spreadsheets, Word documents and, in some instances, by word of mouth. Dr Ahmed noted that there has not been a unified system to track such partnerships, and added that his office is currently working on a CRM with Salesforce, anticipated in the summer of 2023.

Dr Rumea noted that there is an absence of a comprehensive strategy for developing global partnerships. At the same time of launching a CRM to track current global partnerships, there is also a consultation underway with faculties to develop a more mindful approach to ask faculties (Vancouver and Okanagan campuses) about the current global partnerships they are engaged in, what Faculties are seeking in a global partner or partnership, what are its principles and ethics when considering engaging in a global partnership, and what concerns it has or may have when contemplating an affiliation with a particular group. To facilitate these discussions, a standing bi-monthly roundtable has been formulated, comprised of participants from Office of the University Counsel, the partnerships team, and faculties. Finally, it was noted there is a plan for VP International to provide a Global Partnerships update to the Senate in the Fall 2023.

Senator Menzies asked if the consultation process with faculties involves Deans and will the Deans include their faculty councils?



Dr. Ahmed responded that the consultation process will be iterative with an anticipated initial consultation with the Deans' offices. Following feedback from the Deans and launch of the CRM, Dr. Ahmed foresees broader consultation once accurate data is gathered.

The President welcomed further discussion as the process develops.

Report from the Registrar

The Registrar, Ms Rella Ng, presented.

2023-2023 TRIENNIAL ELECTION RESULTS

The Registrar directed senators to docket pages 204-205, referencing the second set of election results for the 2023-2026 triennium. It was noted that a number of vacancies remain and a second call for nominations for outstanding faculty and convocation representatives was issued earlier this week.

Other Business

IN CAMERA – Candidate for a Degree

Adjournment

Seeing no other business, the meeting was adjourned at 8:28 p.m.

APPEDIX A: AWARDS REPORT

NEW AWARDS – ENDOWED

Dr. Kenneth Wilson Family Memorial Award in Immunotherapy

Awards totalling \$4,000 have been made available through an endowment established by Dr. Kenneth S. Wilson for outstanding students taking their Faculty of Science Co-op placement at the Deeley Research Centre in Victoria, BC with an interest in immunotherapy research. Dr. Wilson emigrated to Saskatoon in 1977 where he began his career in medical oncology. He joined BC Cancer Agency in Victoria in 1980 and was appointed Clinical Professor of Medicine at UBC in 2006. He witnessed major advances in immunotherapy from early non-specific stimulants to specific checkpoint inhibitors which have transformed the prognosis in many solid cancers. The award is made on the recommendation of the Faculty of Science. (First award available for the 2023/2024 winter session).

Madison Group Award in Mathematics, Environment and Ecology

Awards totalling \$3,500 have been made available through an endowment established by Madison Group in memory of Sam Y. Joe (1949–2021) for outstanding second-, third- and fourth-year undergraduate students and graduate students studying mathematics. Preference will be given to students who demonstrate an interest in environment and/or ecology. Sam (B.Com. 1973) had a successful business career as one of the four founding shareholders for Madison Group. He loved fishing, prawning and crabbing, and upon retirement he could be found indulging in these passions. Sam also enjoyed spending time on Keats Island with family and friends. The awards are made on the recommendation of the Department of Mathematics 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).

Myrtle Rae Forberg Siebert Centennial Scholars Award

Renewable entrance awards totalling \$3,500 have been made available through an endowment established by Myrtle Rae Forberg Siebert for outstanding domestic students entering directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Preference will be given to students from rural communities in British Columbia and/or students who are the first in their family to attend university. Subject to continued good academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). Myrtle Rae Forberg Siebert (B.H.E. 1959) began her schooling on a floathouse tied to the shore off Port Neville, BC where she was taught by her mother through correspondence school. After graduating from a small rural high school, Myrtle earned a four-year UBC scholarship that changed her life. Myrtle established this award to encourage students who may never have thought that university was an option for them. The awards are made on the

recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2023/2024 winter session).

Dr. Ken Denike Award in Transportation Studies

A \$3,500 award has been made available through an endowment established by Dr. Luigi G. (Joe) Sulmona (B.A. 1986, M.A. 1992, Ph.D. 2012) and friends in honour of Dr. Ken Denike (B.Sc. 1963, M.Sc. 1966, Ph.D.) for undergraduate students in any faculty who demonstrate an interest in the fields related to urban and global transportation, connectivity and mobility, and a commitment to furthering interdisciplinary inquiry related to these themes. Dr. Denike, Assistant Professor Emeritus in UBC's Department of Geography, was granted his Ph.D. from the University of Pennsylvania in 1973 and since has made a notable contribution to the teaching and research of spatial analysis, urban organization and theory, urban planning, transportation, and disease studies. He played a central role in establishing the Vancouver Coastal Health district as a key director on the inaugural board. The award is made on the recommendation of an Adjudication Committee led by the Department of Geography. (First award available for the 2022/2023 winter session).

John & Gilberte Thompson Bursary in Commerce

Bursaries totalling \$5,200 have been made available through an endowment established by the estate of John Woodburn Thompson (1939–2020) for undergraduate students in the UBC Sauder School of Business. After graduating, John (B.Com. 1963) went on to have a career as an accountant and later an investment advisor for a private company. Both John and his wife Gilberte were long-time residents of Kitsilano and supported many different charities in Vancouver, BC. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

NEW AWARDS – ANNUAL

Robert Watson Memorial Bursary in Law

Bursaries totalling \$3,000 have been made available annually in memory of Robert “Bob” Watson (1948–2021) for second- or third-year J.D. students in the Peter A. Allard School of Law. Robert (B.A. 1971, LL.B. 1974) was born and raised in Nanaimo, BC and articulated at Owen Bird Law Corp. before being called to the Bar in British Columbia in 1975. In 1984, he was a founding Partner of Watson Goepel LLP and was the firm's first Managing Partner until 2006. Those who worked with Robert commended him for his leadership and mentorship, and believe his hardworking attitude played a pivotal role in the growth and success of Watson Goepel LLP. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

7338 - Clay Gillespie Rogers Group Financial Bursary

Rational for Proposed Changes

The donor approached the Awards team to change the name of the fund and of the bursary due to an organizational name change. The name of the fund has been changed, as approved by the Board of Governors on 1 December 2021.

Current Award Title: Clay Gillespie Rogers Group Financial Bursary

Current Award Description

Bursaries totalling \$5100 have been endowed by Clay Gillespie of Rogers Group Financial to assist undergraduate students in need of financial support while enrolled at UBC. In adjudicating eligibility, consideration may be given to candidates' active participation in campus-related extra-curricular activities, including UBC Athletics Programs.

Proposed Award Title: Clay Gillespie Rogers Group Financial **RGF Integrated Wealth Management** Bursary

Proposed Award Description

Bursaries totalling ~~\$5100~~ **\$5,800** have been endowed by Clay Gillespie of ~~Rogers Group Financial~~ **RGF Integrated Wealth Management** to assist undergraduate students in need of financial support while enrolled at UBC. In adjudicating eligibility, consideration may be given to candidate's active participation in campus-related extra-curricular activities, including UBC Athletics programs. **The bursaries are adjudicated by Enrolment Services.**



APPENDIX B: CURRICULUM REPORT

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

New program

Master of Business Administration > Climate Career Track

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New course

CPEN 534 (3) Trade-offs in Designing Computer Systems

Arts

New courses

ASIA 551 (3-18) Topics in Asian Religions; **ASIA 552 (3-18)** Topics in Asian Visual and Material Culture; **CRWR 523 (3-6)** Thinking and Writing Through Art; **CRWR 531 (3)** Advanced Comedic Forms; **HIST 525 (3)** Professional Development for Historians; **LING 560 (3)** Managing and Preserving Linguistic Data

Revised program

Master of Social Work

Forestry

New course

FRST 575 (3) Indigenous Ecologies

Medicine

New courses

SPPH 548 (3) Knowledge to Action in Population Health; **SPPH 564 (3)** Advanced Topics in Occupational and Environmental Health

Revised course

MEDI 590 (3) Molecular Regulation of Cell Growth and Differentiation

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

Revised courses

CAPS 210 (3) Human Health Literacy; **CAPS 422 (3)** Systems Physiology in Human Health and Disease; **CAPS 424 (3)** Endocrinology and Metabolism in Human Health and Disease

FACULTY OF PHARMACEUTICAL SCIENCES

Revised program

Bachelor of Pharmaceutical Sciences > Academic Recognition, Promotion, and Continuation



19 April 2023

To: Vancouver Senate

From: Senate Academic Policy Committee (the "Committee")

Re: Term scheduling for 2023W1

Motion: *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.*

Senate Policy V-125.1 provides the guiding framework for the scheduling of term dates and the period for formal examinations. This policy was last revised and approved in May 2020, taking effect in the 2021 Winter Session. In line with the policy, the Registrar presented the Academic Year 2023-2024 Term Dates, which Senate approved in the meeting of 18 January 2023. The following is the excerpt for Term 1 dates:

Key dates for the 2023/24 **Winter Session** are 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	63

*Inclusive of Remembrance Day (November 11) statutory holiday observed in British Columbia (on November 13).

Subsequently, the province introduced legislation to recognize the National Day for Truth and Reconciliation (NDFTR) as a statutory holiday. For 2023, September 30 falls on a Saturday, resulting on the statutory holiday being observed on the Monday, October 2.

After reviewing the layout of the entire Term 1, it has become evident that there will be a significant imbalance in the numbers of days available for classes on each weekday. Specifically, the numbers teaching days on each weekday are as follows:



Day	Dates	No. of Teaching Days
Monday	Sep 11, 18, 25; Oct 16, 23, 30; Nov 6, 20, 28; Dec 4	10
Tuesday	Sep 12, 19, 26; Oct 3, 10, 17, 24, 31; Nov 7, 21, 28; Dec 5	12
Wednesday	Sep 6, 13, 20, 27; Oct 4, 11, 18, 25; Nov 1, 8, 22, 29; Dec 6	13
Thursday	Sep 7, 14, 21, 28; Oct 5, 12, 19, 26; Nov 2, 9, 16, 23, 30; Dec 7	14
Friday	Sep 8, 15, 22, 29; Oct 6, 13, 20, 27; Nov 3, 10, 17, 24; Dec 1	13
	Total	62

In short, while the term has a nominal length of 13 weeks and 2 days, Mondays are disproportionately affected by the holidays that fall on that day or are observed on that day (Labour Day, NDFTR, Thanksgiving, Remembrance Day).

Without any adjustment, courses that are scheduled on Mondays will have a deficit in hours. For some of the most common scheduling patterns, the following are the number of hours for selected class scheduling patterns:

Class pattern	No. of Classes	Nominal class length (hours)	Total hours
Monday	10	3	30
M W	23	1.5	34.5
M F	23	1.5	34.5
W F	26	1.5	39
T Th	26*	1.5	39
M W F	36	1	36

*Excludes Imagine Day because courses that meet more than once per week are cancelled on that day.

The imbalance 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 but with common assessments such as midterm exams. The problem is especially acute in the first half of the term: by end of the 6th week (Oct. 13), there will have been only 3 Monday class sessions, compared with 5 on Tuesdays, and 6 in the other 3 days.

For comparison, this imbalance issue did not arise in the past two years because the holidays with fixed dates (NDFTR, Remembrance Day) fell on a Thursday or Friday. (September 30 and November 11 are 42 days or exactly 6 weeks apart, so they always fall on the same day of the week in any year.) In conjunction with Remembrance Day, the midterm break was scheduled in the latter part of the week. The result was relatively balanced numbers for each weekday.



Day	Number of teaching days					
	2021W1	2022W1	2023W1	2024W1*	2025W1*	2026W1**
Monday	12	12	10	10	11	12
Tuesday	13	13	12	12	11	12
Wednesday	12	13	13	13	13	11
Thursday	12	12	14	14	14	12
Friday	12	12	13	13	13	12
Total	61	62	62	62	62	59

*Counts based on dates from the 2020 Report of the Academic Year Working Group that resulted in the current version of Policy V-125.1.

**Projected based on current policy.

Other universities have “make-up” or “deemed” Mondays. For example, the University of Toronto has a “Make-up Day” on the day after the end of the Fall Term to compensate for Thanksgiving Monday. Simon Fraser University recently designated Tuesday, October 10, 2023 as a “Deemed Monday.”

The Committee considered the day of the week for a make-up day, as well as how early or late in the term it should be scheduled. As can be seen in the table above, UBC Vancouver has a surplus of Thursdays (14) relative to a nominal 13-week semester, making it the ideal day of the week to use to make up for a shortage of Mondays. In addition, most of the missed Mondays occur in the first half of the term, so the make-up day needs to be schedule in that half of the term for the most beneficial effect.

Note that this issue will persist into 2024W1, as shown in the table above. Furthermore, the occurrence is not rare—in every cycle of 5-6 years, there will be a sequence of 2 or 3 consecutive years with a shortage of Mondays, whenever September 30 and November 11 fall on Saturdays, Sundays, or Mondays. The next recurrence is 2028, 2029, and 2030. The Committee will review Policy V-125.1 in the coming year to provide a long-term solution, and consider other issues connected to the policy (for example, the insufficient number of teaching days in 2026W1).

Respectfully submitted,
 Dr. Kin Lo, Chair
 Senate Academic Policy Committee



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19 April 2023

To: Vancouver Senate

From: Senate Admissions Committee

Re: Renewal of Memorandum of Understanding – UBC Peter A. Allard School of Law and Chulalongkorn University (Thailand) Faculty of Law

Renewal of Memorandum of Understanding – UBC Peter A. Allard School of Law and Chulalongkorn University (Thailand) Faculty of Law (approval)

The Committee has reviewed and recommends to Senate for approval the renewal of Memorandum of Understanding between the University of British Columbia Peter A. Allard School of Law and Chulalongkorn University Faculty of Law, which outlines the terms under which UBC and Chulalongkorn agree to provide collaborative teaching and supervisory activities and to encourage cooperation and collaboration between the two institutions.

Motion: 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).”

Respectfully submitted,

Prof. Carol Jaeger
Chair, Senate Admissions Committee

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)

WHEREAS CU Law and Allard Law (collectively referred to as “the Partners”) have worked together in partnership to deliver the graduate program with specialization in Business Law at the Faculty of Law, Chulalongkorn University, leading to a Master of Laws degree (hereinafter the “LL.M. (Business Law) Program”); and

WHEREAS CU Law desires to continue academic collaboration with the Allard School of Law in relation to the LL.M. (Business Law) Program and other academic affairs; and

WHEREAS Allard Law desires to continue collaborating with CU Law in the LL.M. (Business Law) Program, and to work with CU Law in exploring other opportunities for academic collaboration at both undergraduate and postgraduate levels;

NOW therefore the Partners have agreed to collaborate as follows:-

1. Scope of collaboration

The Partners agree to collaborate in following matters:

1.1 CU Law may invite faculty members from Allard Law to instruct in courses offered by the LL.M. (Business Law) Program;

1.2 In addition to the LL.M. (Business Law) Program, CU Law may invite faculty members from Allard Law to instruct in courses, which are taught in English, in other undergraduate and postgraduate programs offered at CU Law; and

1.3 CU Law may invite faculty members from Allard Law to propose courses that they would teach in the LL.M. (Business Law) Program or other programs at CU Law. The decision about whether to offer a proposed course would be the sole discretion of CU Law.

1.4 CU Law and Allard Law may work together to explore further academic collaboration such as joint or dual degree program which shall be mutually agreed upon and subject to a separate written agreement.

2. Honorarium and expenses

2.1 Subject to sub-section 2.2, CU Law agrees to provide honorarium, round trip traveling expenses, and accommodation to a faculty member of Allard Law who visits Thailand for a purpose of the collaboration as set forth in Clause 1 (hereinafter referred to as the “Visiting Professors”); and

2.2 Details and conditions of honorarium and expenses payment shall be done in accordance with the Annex I.

3. LL.M. (Business Law) Program Student visits

3.1 CU Law may provide students in the LL.M. (Business Law) Program with the opportunity to visit UBC as part of an annual tour. All costs associated with such visit shall be the responsibility of CU Law; and

3.2 Allard Law will collaborate with CU Law in arranging academic programming for the LL.M. (Business Law) Program students during their one or two day visit to UBC Law.

4. Student Exchanges

4.1 Allard Law and CU Law will explore the possibility of establishing a student exchange program for students from undergraduate and postgraduate programs from both Partners.

4.2 Rights and duties between Allard Law and CU Law governing the student program in 4.1 shall be subject to a separate written agreement.

5. Awards

5.1 In order to encourage CU Law students to consider graduate-level study at Allard Law, Allard Law will make available a total of two (2) \$1000 CDN prizes during the term of the agreement for CU Law graduates who apply for and receive offers of admission from Allard Law in one of the LL.M. degree programs at Allard Law, specifically the LL.M. Common Law, the LL.M. Tax, and the LL.M degree programs.

5.2 CU Law graduates will be required to meet all degree program entrance requirements including grade-point thresholds and English language competency requirements. Offers of admission to the graduate programs will be at the sole discretion of Allard Law and the Faculty of Graduate + Post-Doctoral Studies at UBC.

6. Other provisions

The name, coat of arms, crest, trademarks and logos of each Party are the intellectual property of that university and shall not be used without that university's express written permission for each specific usage.

7. Effective Date, Term, Extension, Modification, and Termination

7.1 In recognition of the MOU between the Partners signed in 2019, this MOU becomes effective on January 1, 2023, for a period of five years. It shall be reviewed and upon mutual agreement may be extended for an additional term with the length specified in the renewal agreement.

7.2 This agreement may be modified by mutual written consent.

7.3 Each Party may withdraw from this MOU by giving notice to the other Party no later than a period of 1 year before the beginning of the following academic year.

Faculty of Law, Chulalongkorn University	Peter A. Allard School of Law, The University of British Columbia, Canada
------------------------------------------	---------------------------------------------------------------------------

Dean _____ Date _____	Dean _____ Date _____
-----------------------	-----------------------

ANNEX I

CU Law agrees to provide honorarium, accommodation, and round-trip traveling expenses with details and conditions as follows:

Honorarium

5,500 USD Honorarium, which includes per diem, will be paid to Visiting Professor at the end of the course, in the specified currency as follows: CAD or THB

Accommodation

Accommodation will be offered by the CU Law, at least at the Sasa International House on the Chulalongkorn University campus. If any other accommodation in Bangkok is preferred, CU Law will be responsible only for the cost at the same rate charged by the offered accommodation for the authorized period of stay, as follows:

Visiting Professors:

For the entire period of teaching at CU Law, plus up to 6 extra days (but being no more than 3 days before the beginning or 3 days after the ending date of teaching), with a maximum stay of 35 days. Upon written request by a visiting professor, CU Law may, if the circumstances warrant, authorize a stay for an additional period of time.

Traveling Expenses

Airline reservations and initial payment for flights to Bangkok in furtherance of scheduled activities under this MOU are the responsibility of the traveler and/or the respective university. In an effort to keep airfares at a reasonable price and to expedite reimbursement upon arrival in Bangkok, reservations should be made well in advance of the actual travel dates and the possibility of discounted airfares explored. To assist in this process, before final payment is made the traveler should notify CU Law by email or otherwise of the specific flight details of the intended purchase (i.e., dates, airline(s), flight numbers, and price).

CU Law shall endeavor, within 7 business days of receipt of such notification, to respond and approve the intended purchase, request further information or clarification, or indicate a specific agency through which the same or similar flights can be purchased for a lesser amount. Failure to submit flight details in advance for approval by the Program may delay prompt reimbursement by CU Law if the amount appears to be more than could reasonably have been paid for the same or similar flights from the traveler's originating location.

The round-trip traveling expenses, from the country wherein the partner institutions are situated to Bangkok, will be reimbursed no later than 7 days after the presentation of a receipt for airfare payment and a copy of the ticket, payable in the currency appearing on the receipt under the following conditions:

Visiting Professors: Economy Class airfare

In specific cases, traveling from a country which is not Canada may be allowed if advanced notice is given by the traveler and approval is given by CU Law. An upgrade to a higher class of service is allowed at the traveler's own expense. CU Law will reimburse only up to the available airfare for the authorized class of service.

If specially requested, honorarium and/or traveling expenses can be paid in Thai baht calculated by using the average exchange rate announced by the Bank of Thailand on the first day of being on duty at CU Law.



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19 April 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 17 awards, including 4 new endowed awards, 10 new annual award, and 3 revised awards.

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

Respectfully submitted,

Dr. Sally Thorne
Chair, Senate Awards Committee

March 27, 2023

From: Daniel Galpin, Senior Director, Awards Development

To: Senate Awards Committee, Vancouver

Re: Awards recommended for acceptance by the Senate Committee

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. A \$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. (1941- 2022) for a students entering the J.D. Program who are in need of financial assistance and have 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.



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19 April 2023

To: Vancouver Senate

From: Senate Admissions and Curriculum Committees

Re: Graduate Diploma in Pharmacy Leadership Joint Admissions and Curriculum Proposal (approval)

The Senate Admissions Committee and Senate Curriculum Committee have reviewed and recommend to Senate for approval the new Graduate Diploma in Pharmacy Leadership, and its related revised courses and program deletion of the Master of Pharmacy Leadership degree. This will be the first pharmacy-specific leadership program in Canada. It has been created in response to demand from pharmacists and industry, and will replace the Master of Pharmacy Leadership. The Committees deem this proposal as ready for approval.

Motion: 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.

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee

Prof. Carol Jaeger
Chair, Senate Admissions Committee



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FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Pharmaceutical Sciences

Delete program

Master of Pharmacy Leadership

New program

Graduate Diploma in Pharmacy Leadership

Revised courses

PHRM 520 (3) Leadership and Organizational Behaviour; **PHRM 521 (3)** Evidence-Informed Decision-Making in Healthcare; **PHRM 522 (6)** Contemporary Leadership Issues in Pharmacy; **PHRM 523 (3)** Leadership in Pharmacy Education; **PHRM 524 (3)** Pharmacy Leadership Seminar

Executive Summary

Purpose of the Proposed Program

UBC's Faculty of Pharmaceutical Sciences proposes to offer a new professional Graduate Diploma in Pharmacy Leadership (GDPL) program. The GDPL is an advanced program at the graduate level that builds upon entry-to-practice degree programs (Bachelor of Science in Pharmacy offered at UBC between 1946 and 2014, and Doctor of Pharmacy offered at UBC since 2015). This program will grant a Graduate Diploma in Pharmacy Leadership (GDPL) credential. Unique features include its curricular focus on leadership, its mostly online structure, and its applicability to many pharmacy career paths.

With innovative curriculum collaborations and contributions from the UBC Sauder School of Business, the GDPL program will graduate a new type of leader. Advancements in the profession and new innovative models of care have heightened the demand for pharmacists with leadership skills. This new program is expected to attract pharmacists with leadership aspirations in their early to mid-career, who are ready to advance their skills in administrative, managerial, corporate, public health, primary care, regulatory, or government roles. The GDPL is Canada's only educational path designed specifically for pharmacists to become leaders.

The GDPL is designed to be completed in 12 months. The curriculum aligns with the Government of British Columbia's and UBC's strategic priorities, and will be delivered online with synchronous and asynchronous components, making it accessible and flexible for working pharmacists who live and practice across urban and rural areas. Only a small portion will be conducted in-person during Program Orientation at the UBC Vancouver campus. With a total of 18 credits, the curriculum includes five courses providing students a unique opportunity to achieve the program objectives defined below.

Key Objectives and Outcomes

The Graduate Diploma in Pharmacy Leadership (GDPL) degree will enable students to:

1. Apply principles of organizational behaviour and change management to the critique of existing leadership and practice models.
2. Apply best practices and latest thinking, to current leadership issues, challenges, and opportunities confronting pharmacy.
3. Apply the evidence supporting pharmacy decision- and policy-making to the design, development, and implementation of good healthcare policy.
4. Apply specific models of communication and principles of conflict management to effectively lead in challenging circumstances.
5. Interpret and apply best practices and pedagogical principles to lead and educate diverse audiences.
6. Enhance and support leadership development in the self and in others that leverages individual strengths, values, and roles.

The GDPL program will equip pharmacists for roles demanding strong leadership, organizational behavior knowledge, and policy decision-making skills in healthcare, corporate, regulatory, and academic organizations. A wide range of employers are searching for pharmacists with a broad perspective of the healthcare system and a solid understanding of how pharmacy connects with it. Leadership roles that graduates may be hired into include Director of Pharmacy Services, Director of Business Development, Director of Digital Pharmacy, Registrar of the College of Pharmacists of BC, or Manager of Managed Care Initiatives, among others.

Institution, Program, and Credential Identification

Institution

University of British Columbia (UBC)

Program Title

Graduate Diploma in Pharmacy Leadership (GDPL)

Credential

Graduate Diploma in Pharmacy Leadership (GDPL)

* Credential is new to the institution.

Rationale

Within UBC and across Canada, the entry-level credential for the profession of pharmacy has shifted from a Bachelor of Science in Pharmacy (B.Sc. Pharm) to a new Doctor of Pharmacy (PharmD) degree. The first UBC PharmD graduates in 2019 were equipped with enhanced clinical skills to meet patients' health-related needs. This change coincided with the closure of the UBC Graduate PharmD program in 2018, a clinically focused program that provided some aspects of leadership training to pharmacists.

In the past, pharmacists in leadership roles who sought additional credentials beyond their entry-to-practice degree have chosen to pursue non-pharmacy-specific Master of Business Administration (MBA) or Master of Health Administration (MHA) degrees. There is no pharmacy-specific educational path in Canada for pharmacists to become professional leaders. Respondents to our market survey identified a demand for pharmacy leaders with a clear understanding of how pharmacy connects with the rest of the healthcare system. Stakeholders preferred the focus of the proposed GDPL curriculum over that of MBA or MHA curricula, particularly with the GDPL's focus on leadership, healthcare policy decision-making, and the interprofessional nature of the delivery of several courses.

Consultations

From 2018-2020 the Faculty undertook extensive consultation with students, alumni and industry to understand interest in, and demand for, a potential new program offering. During those consultations, consultees identified a demand for pharmacy leaders with a clear understanding of how pharmacy connects with the rest of the healthcare system.

Originally positioned as a master's level credential, the Faculty has taken into consideration feedback received from the Degree Quality Assessment Board and is now proposing a graduate Diploma-level program. A variety of consultants on the proposal identified a preference for the proposed curriculum embedded in the GDPL, over that of a Master of Business Administration or a Master of Health Administration, particularly with the proposed focus on leadership and healthcare policy decision-making.

This initial two-year period of comprehensive market engagement and research process explored prospective student interest in and demand for programming in this topic, and the Faculty engaged deeply with stakeholders representing the wide range of domains in the profession. The new courses that make up the GDPL were

created based on significant input of stakeholders, potential future employers, working pharmacists, and senior PharmD students.

These consultations revealed that although historically, advanced credentials have not been required to assume leadership roles in pharmacy, such leaders reached those roles after many years of experience in the profession. However, early/mid-career pharmacists entering administrative, managerial, corporate, public health, primary care, regulatory, or government roles, or those aspiring to become leaders in the profession, business ownership, or other managerial activities need the skills that a program like the GDPL would offer them today.

Consultation and stakeholder engagement included:

- Town Halls and in-person meetings with several groups representing pharmacy's diverse domains and interests;
- The creation of a Development Task Force in 2018. Its members included faculty leaders, students, and representatives from every sector of pharmacy practice;
- A series of further consultations with pharmacy managers, practicing pharmacists, senior pharmacy students, and a sampling of local and national potential employers.

Institutional Contact

Contact Person: Patricia Gerber

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Program Description

Program Goals and Contribution to Institution Mandate

An expansion of pharmacist roles and an advancement in pharmacy practice in the past few years has significantly changed the pharmacy education landscape. These advancements and new opportunities combined with complexities in the healthcare system provide a strong impetus for a graduate-level program focused on graduating pharmacist leaders for this new landscape. The curriculum will deliver an advanced level of professional development for working pharmacists.

The GDPL program directly contributes to the following three themes and core areas highlighted in UBC's Strategic Plan 2018-2028: (1) Transformative Learning; (2) People and Place; and (3) Local and Global Engagement. In addition, the program addresses the following two themes from the Faculty of Pharmaceutical Sciences' Strategic Plan Catalyst for Change 2023-2026: (1) People and Place; (2) Education; and (3) Practice. The GDPL program's contribution to each theme is described below.

The program constitutes exciting **graduate and post-graduate program development**¹ for the Pharmaceutical Sciences Faculty, and contributes to novel education for UBC, addressing the need for practical learning with

¹ Catalyst for Change 2023-2026, 6.2 Education (https://pharmsci.ubc.ca/sites/default/files/2023-01/catalyst_2.0_strategic_plan_2023-2026_ubcps.pdf)

unique experiential opportunities. The program strengthens **educational innovation and evolution**², leveraging the breadth and depth of **research resources and infrastructure**³. **Inclusion**⁴ will be achieved through curricular integration of Indigenous voices, scholars, knowledge, perspectives and worldviews. **Collaboration**⁵ with the Faculty of Pharmaceutical Sciences and the Sauder School of Business in the development of this advanced level pharmacy practice program will challenge students in an environment that models interprofessionalism. This is also at the heart of the BC Government's mandate to establish a more **robust team-based approach**⁶ to the delivery of healthcare. Opportunities for **industry and sector engagement**⁷ via internships will strengthen relationships across the life sciences community.

The program will attract diverse practicing pharmacists passionate about leadership and professional advancement who will benefit from the unique online, flexible program design. Graduates will be equipped to succeed in and shape the **new models of care**⁸ and healthcare innovations, providing them with tools, concepts, and skills to align with **diverse career trajectories**⁹, and to meet the changing needs of employers across the sector. The development of the GDPL is timely, and its alignment with strategic priorities of the UBC and Faculty of Pharmaceutical Sciences Strategic Plans will drive both its implementation and success.

Target Student Audience

The expanding scope of pharmacy practice calls for pharmacists who are progressive, visionary, and equipped with a skill set that allows them to confidently lead within an evolving healthcare system. The dynamic and demanding labour market, the need to continue to enhance and evolve the healthcare system, and the need to further the profession, all require market-ready leaders who cannot wait years to gain experience to be effective in leadership roles. The GDPL will provide graduates with the skills to meet this ever-present need for professional leaders.

The GDPL will be highly competitive, attracting practicing pharmacists who are keen to propel the profession and their careers forward in leadership roles. The program will admit 30-40 students in each admission cycle.

² Catalyst for Change 2023-2026, 6.2 Education (https://pharmsci.ubc.ca/sites/default/files/2023-01/catatlyst_2.0_strategic_plan_2023-2026_ubcps.pdf)

³ Catalyst for Change 2023-2026, 6.3 Research (https://pharmsci.ubc.ca/sites/default/files/2023-01/catatlyst_2.0_strategic_plan_2023-2026_ubcps.pdf)

⁴ Catalyst for Change 2023-2026, 5.2 Our commitments (https://pharmsci.ubc.ca/sites/default/files/2023-01/catatlyst_2.0_strategic_plan_2023-2026_ubcps.pdf)

⁵ Catalyst for Change 2023-2026, 5.2 Our commitments (https://pharmsci.ubc.ca/sites/default/files/2023-01/catatlyst_2.0_strategic_plan_2023-2026_ubcps.pdf)

⁶ BC Government Primary Health Care Strategy <https://news.gov.bc.ca/releases/2018PREM0034-001010>

⁷ Catalyst for Change 2023-2026, 6.3 Research (https://pharmsci.ubc.ca/sites/default/files/2023-01/catatlyst_2.0_strategic_plan_2023-2026_ubcps.pdf)

⁸ Catalyst for Change 2023-2026, 6.4 Practice (https://pharmsci.ubc.ca/sites/default/files/2023-01/catatlyst_2.0_strategic_plan_2023-2026_ubcps.pdf)

⁹ Catalyst for Change 2023-2026, 6.2 Education (https://pharmsci.ubc.ca/sites/default/files/2023-01/catatlyst_2.0_strategic_plan_2023-2026_ubcps.pdf)

Comparison with Other Institutions

Although we did not find diploma programs with a similar focus, we identified two certificate programs that are similar in nature but quite distinct from the GDPL, with differences in purpose, content, structure, and flexibility. The two programs are:

1. The Health Leadership Advanced Certificate program offered by the British Columbia Institute of Technology's Health Care Management department: This program is a part-time, advanced certificate program completed over 2 years in the interactive online learning format. The program is for individuals who work in health professional and related health sector occupations. Students can take courses as they need or complete the full certificate. The program includes a Capstone project completed in the workplace. The certificate requires 24 credits for completion.
2. Pharmacy Leadership Graduate Certificate offered by University of Cincinnati James L. Winkle College of Pharmacy: This program helps prepare pharmacists for advancement in their careers as leaders and managers in the pharmacy field. The online learning format allows students to access program content on their own time and at their own pace allowing for a more flexible approach to teaching and learning. The program is typically completed in 2 semesters or less than 1 year based on taking 2 courses per semester, which is the average pace. The certificate requires 15 credits for completion.

Student Time Commitment

The GDPL is a flexible pharmacy leadership program with a curriculum that emphasizes competencies necessary for decision-making roles in the healthcare sector, including curriculum content on economics, equity, and political considerations in policymaking. It is designed to be completed in 12 months. The majority of coursework will be completed online, with only a brief in-person component at the outset of the program.

Labor Market Demand and Employment Opportunities

The program is designed to meet the profession's need for pharmacists equipped for roles demanding strong leadership, organizational behaviour knowledge, and policy decision-making skills in healthcare, corporate, regulatory, and academic organizations.

In recent years, regulators and government have increased pharmacists' scope to meet patients' health-related needs. Advancements in the profession, new innovations, and models of care have heightened the demand for pharmacists with leadership skills specific to the profession. There is no Canadian educational path designed specifically for pharmacists to become leaders, yet the profession is primed for this new type of leader who is equipped to facilitate collaborative practice, lead public health initiatives and healthcare policy decision-making.

Curriculum

Courses & Credits	Course Title	Offering Faculty/Unit	Academic Term
PHRM 520 (3)	Leadership & Organizational Behaviour	Sauder School of Business, Pharmaceutical Sciences	Winter Term 1
PHRM 521 (3)	Evidence-Informed Decision-Making in Healthcare	Pharmaceutical Sciences	Winter Term 1
PHRM 522 (6)	Contemporary Leadership Issues in Pharmacy	Pharmaceutical Sciences	Winter Term 2
PHRM 523 (3)	Leadership in Pharmacy Education	Pharmaceutical Sciences	Summer Term 1
PHRM 524 (3)	Pharmacy Leadership Seminar	Pharmaceutical Sciences	Summer Term 2

Course Descriptions

The Faculty has discussed course development with an Elder with extensive experience as facilitator within health education settings who is interested in engaging with GDPL students. Included in the following course descriptions are components which help the GDPL meet the goals of the Indigenous Strategic Plan, Goal 4, Action 16 “Ensure all academic programs, undergraduate and graduate, 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.”

PHRM 520 Leadership & Organizational Behaviour

This is a mandatory course in the Graduate Diploma in Pharmacy Leadership Program (GDPL) taken by all students at the start of their program in 4 intensive days during the orientation to the Program in September and one full-day summative experience the following August.

Taught by an expert in the UBC Sauder School of Business, the course focuses on developing skills for leading oneself and others in team-based organizational environments by leveraging fundamental OB principles and best-practices. Via structured and applied learning strategies and activities, learners will be immersed in an exploration of their abilities to lead themselves and others, enhance their understanding of human behaviour in organizational settings, and become more positive and effective change agents in their work environment.

Indigenization and Decolonization component PHRM 520

The course provides students with tools and skills needed to become impactful leaders in the workplace and within the healthcare system. Discussions focused on the following topics will include examples, cases, and emphasis on engagement with all populations, including Indigenous peoples: perceptions and biases, leading change, navigating diversity, ethical decision-making, and team-based decision-making. The Elder will contribute to the planning for activities aimed at imparting on students the ability to apply appropriate models of communication and identify barriers to collaborative practice and means of addressing them. Group presentations of case analysis and negotiation simulations will include examples from Indigenous populations.

PHRM 521 Evidence-Informed Decision-Making in Healthcare

Increasingly, pharmacy leaders interact with policies that require a solid understanding of the processes and best practices involved in drug and clinical service policy decision-making, and of the interprofessional perspectives implicated in these decisions. Policies involving drugs and/or pharmacy services are developed, implemented, evaluated, and revised in the Canadian health care system in many contexts, including:

- Organizations that provide decision-makers with policy recommendations [e.g., the Canadian Agency for Drugs and Technologies in Health (CADTH)]
- Provincial regulators (e.g., the College of Pharmacists of BC)
- Public drug plans (e.g., BC PharmaCare)
- Public organizations that make drug use policies and pharmacy services delivery and staffing decisions (e.g., Health Authorities, including First Nations Health Authority)
- Private health insurance companies
- Private pharmacy businesses
- Private pharmacy organizations such as corporate pharmacies

Indigenization and Decolonization component, PHRM 521

The course will incorporate a critical thinking practice of reviewing policies and procedures with the aim of uncovering systemic racism and unconscious bias.

PHRM 522 Contemporary Leadership Issues in Pharmacy

In healthcare leadership roles, pharmacists are expected to demonstrate the ability to work in teams to accomplish common goals, manage conflicts, and resolve challenges collaboratively. This course focuses on contemporary pharmacy contexts, issues, and challenges faced by professional leaders, explored and resolved by students in teams. It integrates theoretical and practical learning through online discussions led by content experts. Class discussions focus on leadership best practices, current challenges, latest thinking, and leadership opportunities confronting pharmacy.

Indigenization and Decolonization component, PHRM 522

Class discussions focused on leadership best practices, current challenges, latest thinking, and leadership opportunities confronting pharmacy as they relate to Indigenous populations/contexts will be vetted by the Elder and/or colleagues from the First Nation Health Authority as content-expert facilitators. Upon conclusion of these discussions, students will be assigned a group activity such as a debate or analysis of a case-study pertaining to the topic, which in the case of Indigenous-focused topics covered in the course, will have the Elder and/or colleagues from the First Nation Health Authority invited to the student presentations.

PHRM 523 Leadership in Pharmacy Education

Regardless of practice setting, pharmacists who are seen as leaders in the profession engage in teaching and developing skills in others. Advocating for the profession, engaging in staff or faculty development and/or mentorship, developing patient education initiatives and opportunities, contributing to student learning via classroom or practice-based teaching, and developing academic programming, all require pharmacy leaders to effectively convey ideas, evidence, and/or policy. Leaders in Pharmacy engage in developing skills in others and in effectively conveying ideas, evidence, and policy, and in developing, implementing, and evaluating educational materials, resources, and programs. In addition, leadership is vital in academic settings. Academic

Leadership refers to leadership that spans roles focused on governance, operations, and advancement of academic programming. Academic leaders possess unique knowledge and skills required to advance the institution's vision and mission, deliver on a passion of teaching and learning, develop and enhance educational programs, provide guidance around academic policies and conduct, and lead educational teamwork. This course is designed to provide a solid foundation in the skills of teaching, curriculum design, and the scholarship of teaching and learning, required to lead in academic settings and enhance development in others.

Indigenization and Decolonization component, PHRM 523

The course prepares students for educational roles where, as pharmacy leaders they will need to apply relevant and effective communication strategies to support learning for diverse audiences including Indigenous populations. In addition, this course will also impart on students the ability to implement strategies for creating equitable and inclusive classrooms as it pertains to marginalized groups. In consultation with the Elder, the Course Coordinator will integrate activities where students will develop educational materials consistent with Indigenous best practices.

PHRM 524 Pharmacy Leadership Seminar

To be successful leaders in any healthcare setting, pharmacists need to drive people to a common goal. This not only requires a thorough understanding of the self but also of leadership practices and behaviours in others. Careful analysis of and reflection about others' leadership styles, practices, successes and failures can enhance a leader's ability to prepare for, react to, and thrive in challenging, dynamic environments. In this 3-credit online course, students will research and critically appraise the leadership styles, behaviours, frameworks, principles, and practices of contemporary leaders in Pharmacy, and to present a 30-minute seminar on the findings.

The selection of the pharmacy leader will be up to the student, in consultation with their Faculty Advisor and the Course Coordinator. The seminar presentation will consist of a critical analysis of the selected pharmacy leader's behaviours, actions, styles, including evidence of successes and setbacks, followed by "take-home" tips and recommendations for effective leadership resulting from the learning about that leader. Examples of steps students may take to research, analyse, and synthesize the information to be presented may include delving into the literature, conducting interviews with pharmacy leaders, observing leaders' behaviours, engaging with leaders' work environments, analyzing evidence of work done, etc.

Indigenization and Decolonization component, PHRM 524

Students will be invited to learn from Indigenous healthcare leaders by conducting interviews, observing leaders' behaviours, engaging with leaders' work environments, and analyzing evidence of work done. Students may wish to focus their research on a range of aspects of the selected individual's leadership, such as leading during times of uncertainty, communicating a shared vision, encouraging inclusivity, and overcoming barriers to change. A sample seminar focused on an indigenous leader will be developed as a guide for students as they embark on this assignment.

Program Consultations and Evaluation

During the 2018-2020 consultation period, the development team consulted with a wide range of stakeholders who strongly support programming in this area. To re-substantiate demand and the need for a program like the GDPL, the Faculty re-engaged with a number of original stakeholders in February 2023. These consultations demonstrated continued, unequivocal support for the GDPL program and proposed curriculum. The Faculty consulted the following individuals:

- Mr. Walton Pang, Director, Specialty Medicines, BC Ministry of Health
- Dr. Dana Cole, Regional Director, Pharmacy Services Northern Health Authority; Chair, BC Health Authorities Directors of Pharmacy Group
- Dr. Mona Kwong, Director, BC Centre for Substance Use Clinical Addiction Pharmacy Fellowship; Clinical Pharmacist Infinity Medical Specialists Clinic, Inc.; Owner, Pharmasave Howe Street
- Dr. Sean Spina, President, Canadian Society of Hospital Pharmacists
- Mr. Gary Jung, Manager, Professional Services and Managed Care, Save On Foods
- Ms. Suzanne Solven, Registrar and CEO, College of Pharmacists of BC

During these conversations, stakeholders re-iterated:

- The GDPL presents an exciting opportunity for pharmacists and they anticipate high demand as there are many pharmacists who wish to advance their leadership skills, who have recently stepped into leadership roles, or who wish to become leaders in the profession, but who may be unable to commit to the time or expense of a full master's program.
 - With program delivery being primarily online, it is anticipated that the GDPL will be appealing to those with young families and accessible to those working in rural and remote communities who may otherwise be unable to relocate to Vancouver.
- Strong support for the proposed learning outcomes and curriculum.
- DPL graduates will be desirable applicants for and capable to fulfill leadership roles in a variety of pharmacy care settings.
- The GDPL will provide career advancement opportunities in leadership roles similar to a Residency – one can learn it 'on the job' over 20 years of practice or gain market-ready skills in 12 months.
- The program meets a significant need – employers do not have the bandwidth to do hands-on, on the job training and engaging them in longitudinal 'shadowing' of senior leaders is not feasible.
- Enthusiasm from the employer's viewpoint to support staff enrolling in the GDPL.
 - The proposed tuition would help employers support more students taking the GDPL vs. supporting only one employee completing a higher priced master's program.
 - Many referenced the availability of employer-based initiatives that support staff development.
- Opportunity to explore micro-credentialing of individual GDPL courses which have the potential to be repackaged as Continuing Education credits for working pharmacists.

A strong letter of support was received from the Registrar and CEO, College of Pharmacists of BC.

StudentAid BC Eligibility

Not eligible.

Program Policies and Procedures

Students registered in the graduate diploma program will be held to the same policies, procedures, and [Academic Regulations](#) of non-thesis master's degrees administered by the UBC Faculty of Graduate and Postdoctoral Studies.

Admission and Transfer

The Faculty will select for admission those students who not only demonstrate academic potential, but who also most aptly display a motivation to become leaders in the profession.

Applicants to the GDPL program are expected to meet the [standards for admission to master's-level degrees administered by the Faculty of Graduate and Postdoctoral Studies](#). In addition to the requirements of the Faculty of Graduate and Postdoctoral Studies, to be considered for admission to the GDPL, applicants must:

- Be a graduate of an accredited pharmacy program
- Be licensed or eligible for licensure as a pharmacist in their jurisdiction

Enrolment in the GDPL is expected to be highly competitive. Satisfying the minimum entrance requirements will not guarantee admission, but rather ensures eligibility for selection. Selection will be at the discretion of the Faculty of Pharmaceutical Sciences. Completion of a Pharmacy Residency Program will be considered an asset, not a requirement.

Additional criteria considered in the selection process for admission to the GDPL will include a supplemental application form, a personal statement and a curriculum vitae. Selected applicants will be invited to participate in an online interview.

Since there are no similar programs in the province, students will be unable to transfer to or from other post-secondary institutions.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Pharmaceutical Sciences Department: n/a Faculty Approval Date: 6 March 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: 9 Feb 2023 Contact Person: Patricia Gerber Phone: 604-813-5390 Email: patricia.gerber@ubc.ca</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>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>URL: 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> <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>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>



Rationale for Proposed Change:

This new page creates a landing site for Graduate Diploma programs.

UBC's Faculty of Pharmaceutical Sciences proposes to offer a new professional Graduate Diploma in Pharmacy Leadership (GDPL) program. The GDPL is an advanced program at the graduate level that builds upon entry-to-practice degree programs (Bachelor of Science in Pharmacy offered at UBC between 1946 and 2014, and Doctor of Pharmacy offered at UBC since 2015). This program will grant a Graduate Diploma in Pharmacy Leadership credential. Unique features include its curricular focus on leadership, its mostly online structure, and its applicability to many pharmacy career paths.

With innovative curriculum collaborations and contributions from the UBC Sauder School of Business, the GDPL program will graduate a new type of leader. Advancements in the profession and new innovative models of care have heightened the demand for pharmacists with leadership skills. This new program is expected to attract pharmacists with leadership aspirations in their early to mid-career, who are ready to advance their skills in administrative, managerial, corporate, public health, primary care, regulatory, or government roles. The GDPL is Canada's only educational path designed specifically for pharmacists to become leaders.

The GDPL is designed to be completed in 12 months. The curriculum aligns with the Government of British Columbia's and UBC's strategic priorities, and will be delivered online with synchronous and asynchronous components, making it accessible and flexible for working pharmacists who live and practice across urban and rural areas. Only a small portion will be conducted in-person during Program Orientation at the UBC Vancouver campus. With a total of 18 credits, the curriculum includes five courses providing students a unique opportunity to achieve the program objectives defined below.

Key Objectives and Outcomes

The Graduate Diploma in Pharmacy Leadership credential will enable students to:

1. Apply principles of organizational behaviour and change management to the critique of existing leadership and practice models.



	<ol style="list-style-type: none"> 2. Apply best practices and latest thinking, to current leadership issues, challenges, and opportunities confronting pharmacy. 3. Apply the evidence supporting pharmacy decision- and policy-making to the design, development, and implementation of good healthcare policy. 4. Apply specific models of communication and principles of conflict management to effectively lead in challenging circumstances. 5. Interpret and apply best practices and pedagogical principles to lead and educate diverse audiences. 6. Enhance and support leadership development in the self and in others that leverages individual strengths, values, and roles. <p>The GDPL program will equip pharmacists for roles demanding strong leadership, organizational behavior knowledge, and policy decision-making skills in healthcare, corporate, regulatory, and academic organizations. A wide range of employers are searching for pharmacists with a broad perspective of the healthcare system and a solid understanding of how pharmacy connects with it. Leadership roles that graduates may be hired into include Director of Pharmacy Services, Director of Business Development, Director of Digital Pharmacy, Manager of Managed Care Initiatives, or leadership and administrative positions within the College of Pharmacists of BC, among others.</p>
<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Colleges, and Schools > The Faculty of Graduate and Postdoctoral Studies > Diploma Programs</p> <p>Diploma Programs</p> <p>Contents</p> <p>Pharmacy Leadership</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=NEWPAGE</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new page.</p> <p>Rationale for Proposed Change: The UBC Faculty of Pharmaceutical Sciences is proposing a Graduate Diploma in Pharmacy Leadership (GDPL) program designed to meet the profession's need for pharmacists equipped for roles demanding strong leadership, organizational behaviour knowledge, and policy decision-making skills in healthcare, corporate, regulatory, and academic organizations. Over recent years, regulators</p>



	<p>and government have increased the scope of what pharmacists can do to meet patients' health-related needs. Advancements in the profession, new innovations, and models of care have heightened the demand for pharmacists with leadership skills specific to the profession.</p>
<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Colleges, and Schools > The Faculty of Graduate and Postdoctoral Studies > Diploma Programs > Pharmacy Leadership</p> <p>Pharmacy Leadership</p> <p>Credential offered: G.D.P.L.</p> <p><u>Program Overview</u></p> <p>The Graduate Diploma in Pharmacy Leadership (G.D.P.L.) is designed to meet the profession's need for pharmacists equipped for roles demanding strong leadership, organizational behaviour knowledge, and policy decision-making skills in healthcare, corporate, regulatory, and academic organizations.</p> <p><u>Admission Requirements</u></p> <p>The Faculty will select for admission those students who not only demonstrate academic potential, but who also most aptly display a motivation to become leaders in the profession. Applicants to the G.D.P.L. program are expected to meet the <u>standards for admission to master's-level degrees administered by the Faculty of Graduate and Postdoctoral Studies</u> <link to: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,340,182>. In addition to the requirements of the Faculty of Graduate and Postdoctoral Studies, to be considered for admission to the G.D.P.L., applicants must:</p> <ul style="list-style-type: none"> ▪ Be a graduate of an accredited pharmacy program ▪ Be licensed or eligible for licensure as a pharmacist in their jurisdiction <p>Enrolment in the G.D.P.L. is expected to be highly competitive. Satisfying the minimum entrance requirements will not guarantee admission, but rather</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=NEWPAGE</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new page.</p> <p>Rationale for Proposed Change: The UBC Faculty of Pharmaceutical Sciences is proposing a Graduate Diploma in Pharmacy Leadership (GDPL) program designed to meet the profession's need for pharmacists equipped for roles demanding strong leadership, organizational behaviour knowledge, and policy decision-making skills in healthcare, corporate, regulatory, and academic organizations. Over recent years, regulators and government have increased the scope of what pharmacists can do to meet patients' health-related needs. Advancements in the profession, new innovations, and models of care have heightened the demand for pharmacists with leadership skills specific to the profession.</p> <p>Note: the Faculty's GDPL website will go-live post-program approval.</p>



ensures eligibility for selection. Selection will be at the discretion of the Faculty of Pharmaceutical Sciences. Completion of a Pharmacy Residency Program will be considered an asset, not a requirement.

Additional criteria considered in the selection process for admission to the G.D.P.L. will include a supplemental application form, a personal statement and a curriculum vitae. Selected applicants will be invited to participate in an online interview.

Academic Regulations

Students registered in the G.D.P.L. program will be held to the [Academic Regulations](https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,0) <link to <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,0>> of non-thesis master's degrees administered by the Faculty of Graduate and Postdoctoral Studies.

The program is designed to be completed in 12 months. Students who must interrupt their studies should speak to an advisor and expect that the completion timeline will be extended. See the UBC Calendar, <On-Leave Status> (link to <https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,341,191>) .

Program Requirements

Course	Credits
PHRM 520	3
PHRM 521	3
PHRM 522	6
PHRM 523	3
PHRM 524	3
Total Credits	18

Contact Information

Faculty of Pharmaceutical Sciences
 2405 Wesbrook Mall
 Vancouver, BC, Canada V6T 1Z3
 Tel.: 604.822.1945
 Email: zqi.wang@ubc.ca
 Web: <https://pharmsci.ubc.ca/programs/diploma-pharmacy-leadership>

URL:



<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Graduate Programs</p> <p>Graduate Programs Contents</p> <p>Master of Science and Doctor of Philosophy Graduate Diploma in Pharmacy Leadership Graduate Doctor of Pharmacy</p>	<p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,840,0</p> <p>Present Calendar Entry:</p> <p>Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Graduate Programs</p> <p>Graduate Programs Contents</p> <p>Master of Pharmacy Leadership Master of Science and Doctor of Philosophy Graduate Doctor of Pharmacy</p> <p>Type of Action: Create a Calendar page for the Graduate Diploma in Pharmacy Leadership program</p> <p>Rationale for Proposed Change: The UBC Faculty of Pharmaceutical Sciences is proposing a Graduate Diploma in Pharmacy Leadership (GDPL) program designed to meet the profession's need for pharmacists equipped for roles demanding strong leadership, organizational behaviour knowledge, and policy decision-making skills in healthcare, corporate, regulatory, and academic organizations. Over recent years, regulators and government have increased the scope of what pharmacists can do to meet patients' health-related needs. Advancements in the profession, new innovations, and models of care have heightened the demand for pharmacists with leadership skills specific to the profession.</p>
<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Graduate Programs > Graduate Diploma in Pharmacy Leadership</p> <p><u>Program Overview</u></p> <p>The Graduate Diploma in Pharmacy Leadership (G.D.P.L.) is designed to meet the profession's need for pharmacists equipped for roles demanding strong</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=NEWPAGE</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create program entry for Graduate Diploma in Pharmacy Leadership.</p>



<p>leadership, organizational behaviour knowledge, and policy decision-making skills in healthcare, corporate, regulatory, and academic organizations.</p> <p>See <Faculty of Graduate and Postdoctoral Studies, Graduate Diploma in Pharmacy Leadership>{link to new page in GPS section} for the complete Calendar entry.</p> <p>See the <Faculty of Pharmaceutical Sciences website>{link to https://pharmsci.ubc.ca/programs/diploma-pharmacy-leadership} for a description of the program.</p>	<p>Rationale for Proposed Change: Faculty of Pharmaceutical Sciences page providing a brief description of the GDPL and redirecting the reader to the Faculty of Graduate and Postdoctoral Studies GDPL Calendar page or the Faculty of Pharmaceutical Sciences website.</p> <p>Note: The Faculty's GDPL webpage will go-live post-program approval.</p>																																
<p>Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > Courses of Study and Degrees > Pharmaceutical Sciences</p> <p>Pharmaceutical Sciences</p> <table border="0"> <tr> <td>Entry-to-Practice Doctor of Pharmacy</td> <td>Pharm.D.</td> </tr> <tr> <td>Flexible Doctor of Pharmacy</td> <td>Pharm.D.</td> </tr> <tr> <td>Bachelor of Pharmaceutical Sciences</td> <td>B.P.Sc.</td> </tr> <tr> <td>Bachelor of Science in Pharmacy</td> <td>B.Sc. (Pharm.)</td> </tr> <tr> <td>Graduate Diploma in Pharmacy Leadership</td> <td>G.D.P.L.</td> </tr> <tr> <td>Master of Science</td> <td>M.Sc.</td> </tr> <tr> <td>Graduate Doctor of Pharmacy</td> <td>Pharm.D.</td> </tr> <tr> <td>Doctor of Philosophy</td> <td>Ph.D.</td> </tr> </table>	Entry-to-Practice Doctor of Pharmacy	Pharm.D.	Flexible Doctor of Pharmacy	Pharm.D.	Bachelor of Pharmaceutical Sciences	B.P.Sc.	Bachelor of Science in Pharmacy	B.Sc. (Pharm.)	Graduate Diploma in Pharmacy Leadership	G.D.P.L.	Master of Science	M.Sc.	Graduate Doctor of Pharmacy	Pharm.D.	Doctor of Philosophy	Ph.D.	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,4,25,0</p> <p>Present Calendar Entry: Homepage > Faculties, Colleges, and Schools > Courses of Study and Degrees > Pharmaceutical Sciences</p> <p>Pharmaceutical Sciences</p> <table border="0"> <tr> <td>Entry-to-Practice Doctor of Pharmacy</td> <td>Pharm.D.</td> </tr> <tr> <td>Flexible Doctor of Pharmacy</td> <td>Pharm.D.</td> </tr> <tr> <td>Bachelor of Pharmaceutical Sciences</td> <td>B.P.Sc.</td> </tr> <tr> <td>Bachelor of Science in Pharmacy</td> <td>B.Sc. (Pharm.)</td> </tr> <tr> <td>Master of Pharmacy Leadership</td> <td>M.P.L.</td> </tr> <tr> <td>Master of Science</td> <td>M.Sc.</td> </tr> <tr> <td>Graduate Doctor of Pharmacy</td> <td>Pharm.D.</td> </tr> <tr> <td>Doctor of Philosophy</td> <td>Ph.D.</td> </tr> </table> <p>Type of Action: Include the GDPL in the Faculty of Pharmaceutical Sciences listing of Courses of Study and Degrees</p> <p>Rationale for Proposed Change: Completeness</p>	Entry-to-Practice Doctor of Pharmacy	Pharm.D.	Flexible Doctor of Pharmacy	Pharm.D.	Bachelor of Pharmaceutical Sciences	B.P.Sc.	Bachelor of Science in Pharmacy	B.Sc. (Pharm.)	Master of Pharmacy Leadership	M.P.L.	Master of Science	M.Sc.	Graduate Doctor of Pharmacy	Pharm.D.	Doctor of Philosophy	Ph.D.
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Graduate Doctor of Pharmacy	Pharm.D.																																
Doctor of Philosophy	Ph.D.																																
<p>Proposed Calendar Entry:</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,840,1709</p> <p>Present Calendar Entry:</p>																																



~~Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Graduate Programs > Master of Pharmacy Leadership~~

~~Master of Pharmacy Leadership~~

~~This program is pending final approval by the Ministry of Advanced Education and Skills Training.~~

~~Program Overview~~

~~The Master of Pharmacy Leadership (M.P.L.) is designed to meet the profession's need for pharmacists equipped for roles demanding strong leadership, organizational behaviour knowledge, and policy decision-making skills in healthcare, corporate, regulatory, and academic organizations.~~

~~See Faculty of Graduate and Postdoctoral Studies, Master of Pharmacy Leadership for the complete Calendar entry.~~

~~See the Faculty of Pharmaceutical Sciences website for a description of the program.~~

Type of Action:

Delete page

Rationale for Proposed Change:

Completeness



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Pharmaceutical Sciences Department: n/a Faculty Approval Date: 6 March 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: 15 February 2023 Contact Person: Patricia Gerber Phone: Email: patricia.gerber@ubc.ca</p>
<p>Proposed Calendar Entry: PHRM 520 (3) Leadership and Organizational Behaviour <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: PHRM</p> <p>Present Calendar Entry: PHRM 520 (1.5) Leadership and Organizational Behaviour <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Type of Action: Change credit value</p> <p>Rationale for Proposed Change: A number of new courses were proposed and approved in the context of a master's-level program in Pharmacy Leadership (MPL). None of the MPL courses were ever delivered. The creation of a Graduate Diploma in Pharmacy Leadership (GDPL) provided an opportunity to revisit credit values (as the diploma is set at a per-credit tuition payment structure) and the course numbers in order to streamline the offerings in the context of the diploma program.</p> <p>The courses that will form the Diploma program are proposed to be numbered 520 to 524, and to have a total credit value of 18 credits for the program.</p> <p>PHRM 520 changes include increased contact time, greater expectations in summative learning activity.</p> <p>x Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Graduate course</p>



	<input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading
<p>Proposed Calendar Entry: PHRM 521 (3) Evidence-Informed Decision-Making in Healthcare <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: PHRM</p> <p>Present Calendar Entry: PHRM 525 (3) Evidence Appraisal in Healthcare <i>This course is not eligible for Credit/D/Fail grading.</i> Prerequisite: PHRM 524.</p> <p>Type of Action: Change course number and course title Delete prerequisite</p> <p>Rationale for Proposed Change: A number of new courses were proposed and approved in the context of a master's-level program in Pharmacy Leadership, which was never delivered. The creation of a Graduate Diploma in Pharmacy Leadership provided an opportunity to revisit credit values (as the diploma is set at a per-credit tuition payment structure) and the course numbers in order to streamline the offerings.</p> <p>The courses that will form the Diploma program are proposed to be numbered 520 to 524, and to be set at a credit value divisible by 3 (total of 18 credits for the program).</p> <p>PHRM 525 is changing number to 521 to be logically ordered with the rest of the course offerings, and the title has changed from focusing on "Evidence Appraisal" to "Evidence-Informed Decision-Making".</p> <p>x Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Graduate course</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading`</p>
	<p>URL: PHRM</p>



<p>Proposed Calendar Entry: PHRM 522 (6) Contemporary Leadership Issues in Pharmacy <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Present Calendar Entry: PHRM 523 (3) Contemporary Leadership Issues in Pharmacy <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Type of Action: Change course number and course credit value</p> <p>Rationale for Proposed Change: A number of new courses were proposed and approved in the context of a master's-level program in Pharmacy Leadership, which was never delivered. The creation of a Graduate Diploma in Pharmacy Leadership provided an opportunity to revisit credit values (as the diploma is set at a per-credit tuition payment structure) and the course numbers in order to streamline the offerings.</p> <p>The courses that will form the Diploma program are proposed to be numbered 520 to 524, and to be set at a credit value divisible by 3 (total of 18 credits for the program).</p> <p>PHRM 523 is changing number to 522 to be logically ordered with the rest of the course offerings, and the credit value is increasing due to the addition of a new module and greater expectations in learning activities.</p> <p>x Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Graduate course</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry: PHRM 523 (3) Leadership in Pharmacy Education <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: PHRM</p> <p>Present Calendar Entry: PHRM 521(3) Leadership in Pharmacy Education <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Type of Action: Change course number</p>



	<p>Rationale for Proposed Change: A number of new courses were proposed and approved in the context of a master's-level program in Pharmacy Leadership, which was never delivered. The creation of a Graduate Diploma in Pharmacy Leadership provided an opportunity to revisit credit values (as the diploma is set at a per-credit tuition payment structure) and the course numbers in order to streamline the offerings.</p> <p>The courses that will form the Diploma program are proposed to be numbered 520 to 524, and to be set at a credit value divisible by 3 (total of 18 credits for the program).</p> <p>PHRM 521 is changing number to 523 to be logically ordered with the rest of the course offerings.</p> <p>x Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Graduate course</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry: PHRM 524 (3) Pharmacy Leadership Seminar <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: PHRM</p> <p>Present Calendar Entry: PHRM 522 (1.5) Pharmacy Leadership Seminar <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Type of Action: Change course number and credit value</p> <p>Rationale for Proposed Change: A number of new courses were proposed and approved in the context of a master's-level program in Pharmacy Leadership, which was never delivered. The creation of a Graduate Diploma in Pharmacy Leadership provided an opportunity to revisit credit values (as the diploma is set at a per-credit tuition</p>



payment structure) and the course numbers in order to streamline the offerings.

The courses that will form the Diploma program are proposed to be numbered 520 to 524, and to be set at a credit value divisible by 3 (total of 18 credits for the program).

PHRM 522 is changing number to 524 to be logically ordered with the rest of the course offerings, and the credit value is increasing due to greater expectations in learning activities.

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

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

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

**PHRM 520 Leadership and Organizational Behaviour
Course Syllabus (2024W)**

1 Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

2 Course Information

Course Name	Course Number	Credit Value	Contact Time	Course Pre-and/or Co-requisites
Leadership and Organizational Behaviour	PHRM 520	3 credits	36 hours	None
Course Structure				
Classes are held Tuesday to Friday from 8:30AM to 12:00PM and 1:00 to 5:00PM for 1 week in September during the orientation of the program. The class meets again the following August for a 6-hour summative reflection and planning session, which may be held in-person or remotely according to student preference.				
Required References				
This course has no required textbooks. However, pre-reading/pre-session materials from relevant, current leadership and OB sources such as e-books available from the UBC Library (e.g., Getting There: A Book of Mentors), (e.g., primary literature from journals such as Leadership & Organization Development Journal, Leadership Advance Online, free online sites (e.g., Leadership Excellence, Real Leaders, Harvard Business Review), and podcasts (e.g., The Learning Leader Show, Leadership Development in Pharmacy Education) will be posted on Canvas and assigned in advance of relevant sessions to help students prepare for the topic at hand.				
Recommended References				
<ul style="list-style-type: none"> - Start with Why: How Great Leaders Inspire Everyone to Take Action by <i>Simon Sinek</i> - Good to Great: Why Some Companies Make the Leap and Others Don't by <i>Jim Collins</i> - Primal Leadership: Unleashing the Power of Emotional Intelligence by <i>Daniel Goleman, Richard Boyatzis & Annie McKee</i> 				

3 Faculty Information

Course Coordinator(s)	Email(s)	Office Phone	Office Number	Office Hours
Jonathan Evans	jon.evans@sauder.ubc.ca		Henry Angus	By appointment
Course Coordinator Biographical Statement				
Jonathan Evans B.S. (Brigham Young University); M.B.A. (University of Texas at Austin); Ph.D. (University of Arizona) UBC Sauder School of Business, Assistant Professor, Organizational Behaviour and Human Resources Division				
Graduate Teaching Assistant(s)				
Name: TBD Email: TBD				

4 Course Description

This is a mandatory course in the Graduate Diploma in Pharmacy Leadership Program (GDPL) taken by all students in 4 intensive days during the orientation to the program in September and one full-day summative experience the following August.

Taught by an expert in the UBC Sauder School of Business, the course focuses on developing skills for leading oneself and others in team-based organizational environments by leveraging fundamental OB principles and best-practices. Via structured and applied learning strategies and activities, learners will be immersed in an exploration of their abilities to lead themselves and others, enhance their understanding of human behaviour in organizational settings, and become more positive and effective change agents in their work environment. Following completion of the required Diploma's coursework, learners will re-engage with the course leads (learners will be given the choice of engaging in-person or via videoconference) in a full-day follow-up session, to delve deeper and re-examine the concepts introduced a year earlier during the 4-day immersive course. This session will challenge learners to explore how their knowledge and skills in leadership and organizational behaviour manifested during their time in the Program, and how best to capitalize on their continued development in the workforce and in future employment/career paths.

During the initial 4-days of instruction, and in preparation for the 6-hour session scheduled after all coursework is completed, students will be expected to complete a total of approximately 70 hours of additional work involving online blog reflections focused on:

1. How the learning from the 4-days of instruction aligns with their leadership development and thinking acquired in the other GDPL courses
2. How their leadership development is pertinent and being applied to their workplace
3. Formulating a plan for applying the leadership and OB skills learned in this course to their future employment/career paths

5 Alignment with Program Learning Outcomes

The course will provide students with tools, concepts, and skills, and cultivate in them the mindset needed to become impactful leaders in the workplace. The course was designed to align with the Program Learning Outcomes:

1. Apply principles of organizational behaviour and change management to the critique of existing leadership and practice models.
2. Apply best practices and latest thinking to current leadership issues, challenges, and opportunities confronting pharmacy.
3. Apply the evidence supporting pharmacy decision- and policy-making to the design, development, and implementation of good healthcare policy.
4. Apply specific models of communication and principles of conflict management to effectively lead in challenging circumstances.
5. Interpret and apply best practices and pedagogical principles to lead and educate diverse audiences.
6. Enhance and support leadership development in the self and in others that leverages individual strengths, values, and roles.

6 Course Learning Objectives

To provide learners with knowledge and skills that, augmented with experience in healthcare environments and reflection, this course will enable them to:

By the end of this course, students will be able to:	Program Outcomes
1. Distinguish among some of the main drivers of behaviour in the workplace	1, 6
2. Critically evaluate one's own personal and leadership values and goals	1, 6

By the end of this course, students will be able to:	Program Outcomes
3. Explore how decisions are influenced by biases and illustrate solutions to mitigate their impact	1, 4, 6
4. Identify sources of power, influence, and motivation in the workplace	1, 4, 6
5. Apply principles of influence to improve cooperation and negotiation outcomes	1, 4, 6
6. Practice effective interpersonal, team, and leadership skills	1, 4, 6
7. Demonstrate sensitivity and understanding of issues related to diversity	1, 4, 6

7 Teaching and Learning Strategies

The 4-day portion of this course includes several synchronous facilitator-led didactic discussions. Students may choose between a remote, technology-enabled session (e.g., Zoom) or an in-person session for this 6-hour summative course experience.

The study of leadership and OB is enriched by individual exploration of personal experiences, observations, and views of these fields. Students are expected to contribute to the discussions by sharing their insights and questions arising from their work experience. All sessions are highly interactive, supporting skill-building with peers, brainstorming, and self-reflection.

7.1 Indigenization and Decolonization component PHRM 520

The course provides students with tools and skills needed to become impactful leaders in the workplace and within the healthcare system. Discussions focused on the following topics will include examples, cases, and emphasis on engagement with all populations, including Indigenous peoples: perceptions and biases, leading change, navigating diversity, ethical decision-making, and team-based decision-making. The Elder will contribute to the planning for activities aimed at imparting on students the ability to apply appropriate models of communication and identify barriers to collaborative practice and means of addressing them. Group presentations of case analysis and negotiation simulations will include examples from Indigenous populations.

8 Course Content

Day 1: Introduction to leadership and fundamentals of organizational behaviour. (Class 1, 2)

Day 2: Focus on leadership from an individual, one-to-one level. (Class 3, 4)

Day 3: Focus on leadership from a team perspective. (Class 5, 6)

Day 4: Focus on leadership from an organizational perspective. (Class 7, 8)

Class	Topics	Course LO	Session LO	Readings	Activity
1	<ul style="list-style-type: none"> Course intro Values 	1, 2	<ul style="list-style-type: none"> Describe fundamental leadership challenge Recognize importance of leadership values Analyze personal leadership values Create class values 	<ul style="list-style-type: none"> Leadership Challenge, Chapter 3 * "From Purpose to Impact" 	<ul style="list-style-type: none"> Personal values exercise Class values exercise
2	<ul style="list-style-type: none"> Motivation Personality 	1, 4	<ul style="list-style-type: none"> Recognize complexity of human motivation Describe useful theories of 	<ul style="list-style-type: none"> Leadership Challenge, Chapter 10 * "One More Time" 	<ul style="list-style-type: none"> Application of motivation theories to leadership scenario

Class	Topics	Course LO	Session LO	Readings	Activity
			motivation and apply to leadership context <ul style="list-style-type: none"> Describe relationship between personality and leadership Identify contextual factors influencing leadership effectiveness 		
3	<ul style="list-style-type: none"> Charisma 	6	<ul style="list-style-type: none"> Recognize importance of leadership charisma Describe charismatic leadership tactics Practice applying charismatic leadership tactics 	<ul style="list-style-type: none"> "Learning Charisma" 	<ul style="list-style-type: none"> In teams, coach least charismatic individual to deliver charismatic speech
4	<ul style="list-style-type: none"> Feedback and coaching Interpersonal influence 	4, 5, 6	<ul style="list-style-type: none"> Recognize the value of a focused, perspective-taking approach to feedback and coaching Describe evidence-based persuasion strategies Practice applying persuasion strategies 	<ul style="list-style-type: none"> "Harnessing the Science of Persuasion" 	<ul style="list-style-type: none"> Practice hypothetical scenarios Convince instructor to do something
5	<ul style="list-style-type: none"> Team learning 	6, 7	<ul style="list-style-type: none"> Describe key team processes and "emergent states" that generate team learning Recommend leadership behaviors for generating team learning Describe relationship between diversity and team performance 	<ul style="list-style-type: none"> "Speeding Up Team Learning" * "Teaching Smart People How to Learn" 	<ul style="list-style-type: none"> Team activity: "lemonade stand"
6	<ul style="list-style-type: none"> Team decision-making 	3	<ul style="list-style-type: none"> Practice team decision-making Describe critical decision-making biases Recommend leadership practices to mitigate influence 		<ul style="list-style-type: none"> Everest simulation

Class	Topics	Course LO	Session LO	Readings	Activity
			of decision-making biases		
7	<ul style="list-style-type: none"> Organization change 	4, 5, 6	<ul style="list-style-type: none"> Practice implementing change initiatives at the organizational level 		<ul style="list-style-type: none"> Change management simulation
8	<ul style="list-style-type: none"> Organization culture Course wrap-up 	4, 7	<ul style="list-style-type: none"> Describe elements of organization culture Recommend leadership behaviors for influencing org culture Combine course experiences and generate personal leadership plan 	<ul style="list-style-type: none"> “What Leaders Need to Know about Organizational Culture” 	<ul style="list-style-type: none"> Personal leadership plan

* Optional reading. Provided to allow students to explore additional insights on the topic. Each class will also conclude with specific book recommendations.

9 Assessment

The assessment modalities for this course are based on the program and course learning outcomes.

Assessments may be administered synchronously or asynchronously, using Canvas, ExamSoft, Elentra, and/or Zoom. The types of assessments in which students will participate include:

Date	Assessment	Course Learning Objective	Mark Allocation
Tuesday September X	Values exercises	1	10 marks
Wednesday September X	Case analysis and group presentation	2	20 marks
Thursday September X	Coaching exercise	1, 2, 3, 4, 5, 6	15 marks
Friday September X	Blog reflection about Identity Formation*	3, 4, 5, 6	15 marks
All sessions	Participation	1, 2, 3, 4, 5, 6	20 marks
August	Oral presentation about the student's leadership development, their foreseeable leadership/OB challenges and opportunities in implementing their new skills in the workplace and/or future career paths, and personal leadership plan	1, 2, 3, 4, 5, 6	20 marks
TOTAL			100

* On Day 1 (Monday September X) of the Program Orientation, students will be introduced to the “DPL Program Reflections Blog” they will maintain throughout the curriculum. On that same day, the concept of Professional Identity Formation (PIF) will also be introduced to provide context about: what is PIF, stages of identity formation, “me” vs “we” identities, processes of “being and becoming”. At the end of Program Orientation week, and upon completion of the Tuesday-Friday sessions of PHRM 520, students will make their first entry

onto the online Reflections Blogs with reflections about: adoption of new roles: impostor syndrome (e.g., RE: evolving identities as a pharmacist, healthcare professional, and leader), critical role transitions, and the maturing of the self (come into being who they are, being ok with what you are not), These concepts will be further examined across the curriculum and students will continue to blog about their evolving PIFs.

10 Assessment Rubrics

10.1 Reflection Grading Rubric

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Clarity	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.	Minor, infrequent lapses in clarity and accuracy.	Language is clear and expressive. Reader can create a mental picture of the situation described. Abstract concepts are explained accurately and clearly.
Relevance	Most of the reflection is irrelevant to student and/or course learning goals.	The learning experience being reflected upon is relevant to student and course learning goals.	The learning experience being reflected upon is relevant and meaningful in a unique or insightful way
Analysis	Reflection does not move beyond description of the learning experience(s).	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.
Self-Criticism	No attempt at self-criticism.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions	Demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.

10.2 Presentation and Case Analysis Grading Rubric

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Quality of Content	Discussion shows little or no evidence that material/coursework was completed/ understood Contains factual errors Jumps from one aspect of an issue to another. Recites facts; lacks development of concept or thought. Minimal explanation, analysis Relevant sources not cited.	Assertions supported by evidence and posts are factually correct. Displays understanding of underlying concepts including correct use of terminology Has a clear idea of the topic and sustains inquiry in order to explore relevant issues.	Clarity of argument, depth of insight into course content, relevancy, and insight. Arguments and facts are always supported by evidence. Factually correct, reflective and substantive contribution; advances discussion. Clear understanding of the materials Correct use of terminology and proper citation. Outside resources, relevant research, or specific real-life application are invoked. Actively stimulates and sustains inquiry by asking thoughtful questions.
Delivery	Little effort is made to participate in learning community as it develops. Relies on the momentum of the group to motivate inquiry. Accepts ideas of others without much thought. Lack respect for and interest in the viewpoints of others.	Attempts to elicit discussion and to present relevant viewpoints for consideration by group; interacts freely. Shows respect and interest in the viewpoints of others. Considers alternative perspectives or connections between ideas. Stimulates and sustains inquiry by asking thoughtful questions.	Attempts to elicit discussion; presents creative approaches to topic. Shows respect and interest in the viewpoints of others. Considers alternative perspectives or connections between ideas.

11 University Policies

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

12 Learning Analytics

Learning analytics will be used in the analysis of data about students to improve the quality of teaching and learning. This course will be using the following learning technologies: Canvas, WordPress, edX, iPeer, Piazza, Threadz. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, analytics data will be used to:

- View overall class progress
- Track progress in order to provide students with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess participation in the course

13 Student Support

13.1 Resources

This website provides links to resources to support academic success, including time management, writing skills, preparing for exams, etc. <https://learningcommons.ubc.ca/>

Advising and other resources are available to MPL students through the Office of Student Services pharmsci.ssreception@ubc.ca.

13.2 Centre for Accessibility

UBC Policy: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,34,0,0>

UBC is committed to providing access for students with disabilities or ongoing medical conditions while maintaining academic standards. Provision of academic accommodations is accomplished through collaboration between the instructor, the student, and an Accessibility Advisor from the Centre for Accessibility. Students with a disability or ongoing medical condition who wish to have an academic accommodation should contact the Centre for Accessibility without delay. For more information visit the Disability Services section of the Centre for Accessibility website (<https://students.ubc.ca/about-student-services/centre-for-accessibility>) or contact the Faculty of Pharmaceutical Sciences' Director of Student Services.

14 Copyright

All materials of this course (course handouts, lecture slides, assessments, etc.) are the intellectual property of the course contributor and the University of British Columbia. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Students are expected to abide by UBC copyright guidelines as outlined in:

<https://copyright.ubc.ca/copyright-guidelines/>.

15 Academic Integrity, Academic Freedom, and Freedom from Harassment and Discrimination

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

For further details about Academic Integrity, Academic Freedom, and Freedom from Harassment and Discrimination, refer to the UBC Calendar links below.

- Academic Integrity: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0#15620>
- Academic Freedom: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0>
- Freedom from Harassment and Discrimination:
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,87,0>

PHRM 522 Contemporary Leadership Issues in Pharmacy (“CLIP”)

Course Syllabus (2024W)

1 Acknowledgement

UBC’s Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

2 Course Information

Course Name	Course Number	Credit Value	Contact Time	Course Pre-and/or Co-requisites
Contemporary Leadership Issues in Pharmacy	PHRM 522	6 credits	~78 hours	None
Course Structure				
This course is offered during WT2 and is taken in 5 online modules.				
Required References				
This course has no required textbooks. However, pre-reading/pre-session materials from relevant primary literature will be posted on Canvas and assigned in advance of relevant sessions to help students prepare for the topic at hand.				

3 Faculty Information

Course Coordinator	Email	Office Hours
Ricky Turgeon Robert Pammett	ricky.turgeon@ubc.ca robert.pammett@ubc.ca	By appointment.
Course Coordinator Biographical Statement		
<p>Dr. Ricky Turgeon received his BSc(Pharm) in 2012 from the Dalhousie University College of Pharmacy, his ACPR from the Lower Mainland Pharmacy Services Residency Program in 2013, and his PharmD in the Faculty of Pharmaceutical Sciences at UBC in 2015. He then completed a two-year post-doctoral fellowship with Drs. Glen Pearson and Sheri Koshman at the University of Alberta Faculty of Medicine & Dentistry (Division of Cardiology) in 2018. Currently, Dr. Turgeon is assistant professor at the UBC Faculty of Pharmaceutical Sciences, and clinical pharmacy specialist at the PHARM-HF clinic, a pharmacist-led heart failure medication optimization clinic, at St. Paul's Hospital in Vancouver.</p> <p>Dr. Turgeon’s research focuses on integrating evidence and shared decision-making into the care of people living with cardiovascular disease, and evaluating these using several observational and experimental methodologies. His clinical interests are in heart failure pharmacotherapy, cardiovascular safety of medications, and in therapies to reduce cardiovascular risk factors, including antithrombotic, lipid-lowering, antihypertensive, and antihyperglycemic medications.</p> <p>Robert (Rob) Pammett graduated from the Bachelor of Science in Pharmacy (BSP) program at the University of Saskatchewan (U of S) in 2010. He also holds a bachelor of science (honours) in biology and biotechnology degree from U of S.</p> <p>Upon graduation from the BSP program, Rob worked in a busy community pharmacy in Prince George, BC where there was a large focus on primary care including health screening clinics, vaccine administration,</p>		

methadone administration, and community education and outreach. In 2012, Rob returned to U of S to pursue a master of science in clinical pharmacy, which he completed in 2014. In August 2014, Rob started working in his current role as the research and development pharmacist – primary care at Northern Health, in partnership with the Faculty of Pharmaceutical Sciences at UBC. As part of this role, he maintains a clinical practice in a variety of primary care settings and develops research pertaining to the pharmacist's role in primary care.

Rob's research interests include pharmacy practice, primary care, and pharmacy education.

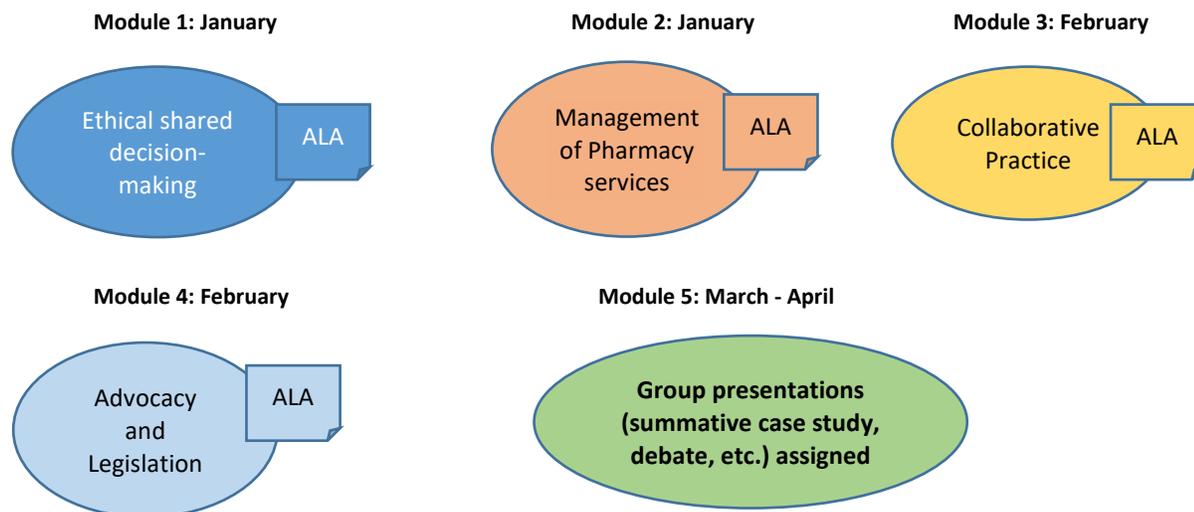
GTA: TBD

4 Course Description

In healthcare leadership roles, pharmacists are expected to demonstrate the ability to work in teams to accomplish common goals, manage conflicts, and resolve challenges collaboratively. This course focuses on contemporary pharmacy contexts, issues, and challenges that professional leaders face, explored and resolved by students in teams. It integrates theoretical and practical learning through online discussions led by content experts. Class discussions focus on leadership best practices, current challenges, latest thinking, and leadership opportunities confronting pharmacy.

Course Format

The course is divided into 5 modules scheduled across WT2 as follows:



Students will be randomly arranged into their groups at the start of the course.

Each of the first 4 modules is comprised of 3 online sessions. Classes will typically be led by a content-expert facilitator. Upon conclusion of each of these modules, students will be assigned a group Applied Learning Activity (ALA) – typically a debate or analysis of a case-study pertaining to the topic(s) explored in the module. The 5th module entails a summative group presentation in the form of findings and recommendations around the assigned case study, debate, etc.

All sessions will draw, at minimum, an audience of five (in addition to the students), comprised of the Course Coordinator, faculty, and invited guests. Students are expected to participate in all sessions, ALAs, and the project presentations.

PHRM 522 Contemporary Leadership Issues in Pharmacy (“CLIP”)

4.1 Indigenization and Decolonization component, PHRM 522

Class discussions focused on leadership best practices, current challenges, latest thinking, and leadership opportunities confronting pharmacy as they relate to Indigenous populations/contexts will be vetted by the Elder and/or colleagues from the First Nation Health Authority as content-expert facilitators. Upon conclusion of these discussions, students will be assigned a group activity such as a debate or analysis of a case-study pertaining to the topic, which in the case of Indigenous-focused topics covered in the course, will have the Elder and/or colleagues from the First Nation Health Authority invited to the student presentations.

5 Alignment with Program Learning Outcomes

The course will provide students with tools, concepts, and skills, and cultivate in them the mindset needed to become impactful leaders in the workplace. The course was designed to align with the Program Learning Outcomes:

7. Apply principles of organizational behaviour and change management to the critique of existing leadership and practice models.
8. Apply best practices and latest thinking, to current leadership issues, challenges, and opportunities confronting pharmacy.
9. Apply the evidence supporting pharmacy decision- and policy-making to the design, development, and implementation of good healthcare policy.
10. Apply specific models of communication and principles of conflict management to effectively lead in challenging circumstances.
11. Interpret and apply best practices and pedagogical principles to lead and educate diverse audiences.
12. Enhance and support leadership development in the self and in others that leverages individual strengths, values, and roles.

Course Learning Objectives

By the end of this course, students will be able to:	Program Outcomes
8. Apply principles of organizational behaviour and leadership best practices to collaborate with peers to resolve issues derived from contemporary challenges and opportunities in the profession.	1, 4, 6
9. Address complex issues in the profession by developing and effectively defending valid, evidence-based recommendations that balance competing needs and perspectives and are based on a critical analysis of the context	1,2,3
10. Appraise and synthesize researched information in order to educate diverse audiences	5
11. Explain best practices and models of ethical, shared decision-making, and describe the challenges of implementing ethical, shared decision making into practice.	1, 2
12. Manage pharmacy services in a way that balances fiduciary and corporate responsibility	3
13. Collaborate in effective, strengths-based and respectful ways with a variety of individuals and groups (peers, governments, researchers, advocacy/interest groups etc.) and help others improve their collaborative effectiveness.	2, 4
14. Compare and contrast forms of advocacy in pharmacy practice, describing their benefits, challenges, and effectiveness.	1, 2

PHRM 522 Contemporary Leadership Issues in Pharmacy (“CLIP”)

By the end of this course, students will be able to:	Program Outcomes
15. Prepare a compelling, effective and culturally competent plan for advocating for change with recommendations to various groups (peers, public etc.)	1
16. Describe in depth and detail the major legislation in BC related to pharmacy expenditures, markets to the provision of health services	1
17. Critique existing pharmacy legislation related to scope of practice, regulations, markets, and the provision of care	1, 3
18. Propose solutions to current pharmacy leadership challenges related to ethical, shared decision-making, practice management, collaborative practice, advocacy and legislation.	1, 2, 3, 6

Class Schedule

Date	Topic	Activities and Deliverables	Contributor ¹⁰
January 2 classes	Module 1: Ethical Shared Decision Making		
	<ul style="list-style-type: none"> - Evaluating quality of decisions - Judgement and bias as decision drivers - Shared decision-making in interprofessional collaborations 	<ul style="list-style-type: none"> - Pre-readings and brief asynchronous recordings will be available in Canvas prior to each class¹¹ - ALA: Group case analysis (due: 4th Friday) 	
January 2 classes	Module 2: Management of Pharmacy Services		
	<ul style="list-style-type: none"> - Management of pharmacy services - Balancing fiduciary and corporate responsibilities 	<ul style="list-style-type: none"> - Pre-readings and brief asynchronous recordings will be available in Canvas prior to each class - ALA: Group case analysis (due: 4th Friday) 	Ricky Turgeon
February 2 classes	Module 3: Collaborative Practice		
	<ul style="list-style-type: none"> - Collaborative practice - Diversity in perspectives 	<ul style="list-style-type: none"> - Pre-readings and brief asynchronous recordings will be available on Canvas prior to each class - ALA: Group debate (due: 4th Friday) 	Rob Pammett
February 2 classes	Module 4: Advocacy and Legislation		
	<ul style="list-style-type: none"> - methods for advocating in healthcare systems 	<ul style="list-style-type: none"> - Pre-readings and brief asynchronous recordings will be 	Ricky Turgeon and

¹⁰ The Course Coordinator provides oversight of the course, and ensures that the nature of the assigned case studies adequately cover content derived from across the sessions. Each session has a Lead (content expert) who designs, develops and teaches the content and creates the ALA corresponding to that module.

¹¹ Links will be inserted for students in the syllabus that students will be given.

PHRM 522 Contemporary Leadership Issues in Pharmacy (“CLIP”)

	<ul style="list-style-type: none"> - culturally competent strategies for advocating in diverse populations - Relevance of legislation, expenditures, markets to the provision of health services 	<ul style="list-style-type: none"> available on Canvas prior to each class - ALA: Group case analysis (due: 4th Friday) 	Rob Pammett
March- April 3 classes	Module 5: Group Presentations of Case Studies		
	<ul style="list-style-type: none"> - Group summative presentations 	<ul style="list-style-type: none"> - Group summative case presentation 	Ricky Turgeon and Rob Pammett (with invited guests)

6 Teaching and Learning Strategies

The course is divided into 5 modules, scheduled across WT2. Each of the first 4 modules is comprised of 2 online sessions.

Asynchronous brief recorded mini-lectures on key topics will be available to the students at the start of the course for their review and access as required in preparation for the assignments within each ALA and for the final group presentations. Although their content will not be assessed and student review of these will not be monitored, watching these recordings will be strongly encouraged as it is expected that their content will be of great help pre-ALA's. Examples include:

- Fundamental concepts in critical thinking and analysis
- Non-linear thinking
- Bias
- Applying reason
- Changing and challenging perspectives

Each online session has pre-readings and self-assessment questions that students prepare in advance of the session, to enhance student engagement in the discussions.

Classes typically involve lecture presentation, and large and small group discussions.

Each module wraps up with a group ALA assignment (debate/presentation/case analysis) pertaining to the topic(s) explored in the module (see Class Schedule).

ALAs give students opportunities to apply learning in the context of a specific challenge or problem, reflect on an experience, and engage in critical-thinking and problem-solving. Through ALAs, discussions, and group assignments, students generate ideas, solutions and arguments in preparation for group assignments and presentations.

In Module 5, student groups present their final case studies. Students in the audience are expected to contribute to the discussions by sharing their insights and questions arising from the work presented by their peer. All discussions will be interactive, supporting skill-building with peers, and requiring active participation from all students.

PHRM 522 Contemporary Leadership Issues in Pharmacy (“CLIP”)

7 Assessments

Date	Assessment	Course Learning Objective	Mark Allocation
4 th Friday of January	Assignment # 1 Group case analysis	1, 2, 3, 4,5, 11	20 marks
4 th Friday of February	Assignment # 2 Group debate	1, 2, 3, 6, 7, 8, 11	20 marks
4 th Friday of March	Assignment # 3 Group case analysis	1, 2, 3, 9, 10, 11	20 marks
4 th Friday of April	Summative group presentation	1, 2, 3, 11	30 marks
For the duration of the course	Preparation for and participation in sessions	NA	10 marks
TOTAL			100 marks

7.1 Grading

Grading will be in accordance with UBC’s policy on [Grading Practices](#).

Applicable grading rubrics are available on the Canvas course pages associated with the assignments.

Students will be graded on a numeric basis. The minimum passing grade in any course taken by a student enrolled in the program is 60%. However, only 2 courses with grades in the C to C+ range (60-67%) may be counted towards the program. For all other courses, a minimum of 68% must be obtained.

7.2 Summative Group Presentations:

Working collaboratively, students research and propose solutions to leadership challenges assigned in a case study that addresses a contemporary issue in pharmacy, as depicted below. Students are expected to draw on content covered in the previous 4 modules as well as their experience in the workplace.

Each student group is responsible for the delivery of a summative 30-minute presentation of the case assigned and corresponding appraisal of the issue as well as findings, solutions, and recommendations.

Students will need to apply critical thinking to the analysis of the cases assigned and in order to develop recommendations for resolving the issues involved. Each presentation will be 30-minutes in duration and adhere to the following the format:

- Background, introduction of the leadership issue of focus
- Detailed critical analysis of the case
- Review and critique of best available evidence contributing to the resolution of the issue
- Evidence-based recommendations to resolve the issue

Students are encouraged to try different pedagogical approaches in terms of organization of content and use of delivery tools/methods to make the session educationally effective and to present it in a way that best engages the audience.

A question period will follow each presentation to provide an opportunity for students to interact with the audience. The Course Coordinator will invite leaders from the following range of professional domains to the audience: clinical practice, academia, regulatory/government, corporate/industry. Students should prepare for verbally engaging with the audience by developing:

- a professional introduction of themselves
- a description of their workplace and role(s)
- a description of why they chose that aspect of leadership, how it is relevant to their workplace and to their career aspirations/goals.
- a specific question pertaining to that leadership topic to pose to the audience.

7.3 Assessment Rubrics

All group case analyses for Assignments #1-5 are graded as *group* activities, as are the summative group presentations. The only portion of the course requirements that is graded *individually* for each student is their preparation for and participation in the sessions.

7.3.1 Presentation and Case Analysis Grading Rubric

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Quality of Content	<p>Discussion shows little or no evidence that material/coursework was completed/understood.</p> <p>Contains factual errors.</p> <p>Jumps from one aspect of an issue to another.</p> <p>Recites facts; lacks development of concept or thought.</p> <p>Minimal explanation, analysis.</p> <p>Relevant sources not cited.</p>	<p>Assertions supported by evidence and posts are factually correct.</p> <p>Displays understanding of underlying concepts including correct use of terminology.</p> <p>Has a clear idea of the topic and sustains inquiry in order to explore relevant issues.</p>	<p>Clarity of argument, depth of insight into course content, and relevancy.</p> <p>Arguments and facts are always supported by evidence.</p> <p>Factually correct, reflective and substantive contribution; advances discussion.</p> <p>Clear understanding of the materials.</p> <p>Correct use of terminology and proper citation.</p> <p>Outside resources, relevant research, or specific real-life application are invoked.</p> <p>Actively stimulates and sustains inquiry by asking thoughtful questions.</p>
Delivery	<p>Little effort is made to participate in learning community as it develops.</p> <p>Relies on the momentum of the group to motivate inquiry.</p> <p>Accepts ideas of others without much thought.</p> <p>Lack respect for and interest in the viewpoints of others.</p>	<p>Attempts to elicit discussion and to present relevant viewpoints for consideration by group; interacts freely.</p> <p>Shows respect and interest in the viewpoints of others.</p> <p>Considers alternative perspectives or connections between ideas.</p> <p>Stimulates and sustains inquiry by asking thoughtful questions.</p>	<p>Attempts to elicit discussion; presents creative approaches to topic.</p> <p>Shows respect and interest in the viewpoints of others.</p> <p>Considers alternative perspectives or connections between ideas.</p>

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UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

9 Learning Analytics

Learning analytics will be used in the analysis of data about students to improve the quality of teaching and learning. This course will be using the following learning technologies: Canvas, WordPress, edX, iPeer, Piazza, Threadz. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, analytics data will be used to:

- View overall class progress
- Track progress in order to provide students with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess participation in the course

10 Student Support

10.1 Resources

This website provides links to resources to support academic success, including time management, writing skills, preparing for exams, etc. <https://learningcommons.ubc.ca/>

Advising and other resources are available to MPL students through the Office of Student Services pharmsci.ssreception@ubc.ca.

10.2 Centre for Accessibility

UBC Policy: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,34,0,0>

UBC is committed to providing access for students with disabilities or ongoing medical conditions while maintaining academic standards. Provision of academic accommodations is accomplished through collaboration between the instructor, the student, and an Accessibility Advisor from the Centre for Accessibility. Students with a disability or ongoing medical condition who wish to have an academic accommodation should contact the Centre for Accessibility without delay. For more information visit the Disability Services section of the Centre for Accessibility website (<https://students.ubc.ca/about-student-services/centre-for-accessibility>) or contact the Faculty of Pharmaceutical Sciences' Director of Student Services.

11 Copyright

All materials of this course (course handouts, lecture slides, assessments, etc.) are the intellectual property of the course contributor and the University of British Columbia. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline.

12 Academic Integrity, Academic Freedom, and Freedom from Harassment and Discrimination

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

For further details about Academic Integrity, Academic Freedom, and Freedom from Harassment and Discrimination, refer to the UBC Calendar links below.

- Academic Integrity: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,286,0,0#15620>
- Academic Freedom: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0>
- Freedom from Harassment and Discrimination:
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,87,0>

PHRM 524 Pharmacy Leadership Seminar

Course Syllabus (2025S)

1 Acknowledgement

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəyəm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

2 Course Information

Course Name	Course Number	Credit Value	Contact Time	Course Pre-and/or Co-requisites
Pharmacy Leadership Seminar	PHRM 522	3 credits	48 hours over two terms (ST2)	
Course Structure				
This online course is for Summer Term 2 Each seminar session will be 1 hour in duration and will include student presentations				
Required References				
This course has no required textbooks.				
Recommended References				
Bourne PE. Ten simple rules for making good oral presentations. <i>PLoS Comput Biol.</i> 2007;3(4):e77. doi:10.1371/journal.pcbi.0030077 Lortie CJ. Ten simple rules for short and swift presentations. <i>PLoS Comput Biol.</i> 2017;13(3):e1005373. Published 2017 Mar 30. doi:10.1371/journal.pcbi.1005373				

3 Faculty Information

Course Coordinator	Email	Office Hours
Roxane Carr	rcarr2@cw.bc.ca	By appointment
Course Coordinator Biographical Statement		
Roxane Carr is a clinical instructor in the Faculty of Pharmaceutical Sciences at UBC, and the supervisor for clinical pharmacy critical care services and a clinical pharmacy specialist at the Children's and Women's Health Centre of British Columbia.		
She received a bachelor of science degree from McGill University, bachelor of pharmacy degree from UBC and completed the Canadian Hospital Pharmacy Residency program (ACPR) at Vancouver General Hospital. Following her residency, she worked as a clinical pharmacist in leukemia and bone marrow transplants, and in community practice in long-term care. She received her doctor of pharmacy degree from UBC in 2002. Dr. Carr completed a postdoctoral research fellowship in pediatric pharmacotherapy with Dr. Milap Nahata at Ohio State University and received board certification as a specialist in pharmacotherapy from the United States Board of Pharmacy Specialties in 2005.		

4 Course Description

This is a mandatory course in the Graduate Diploma in Pharmacy Leadership (GDPL) program and is only open to students in the GDPL program.

To be successful leaders in any healthcare setting, pharmacists need to drive people to a common goal. This not only requires a thorough understanding of the self but also of leadership practices and behaviours in others. Careful analysis of and reflection about others' leadership styles, practices, successes and failures can enhance a leader's ability to prepare for, react to, and thrive in challenging, dynamic environments. In this 3-credit online course, students will research and critically appraise the leadership styles, behaviours, frameworks, principles, and practices of contemporary leaders in Pharmacy, and to present a 30-minute seminar on the findings.

The selection of the pharmacy leader will be up to the student, in consultation with their Faculty Advisor and the Course Coordinator. The seminar presentation will consist of a critical analysis of the selected pharmacy leader's behaviours, actions, styles, including evidence of successes and setbacks, followed by "take-home" tips and recommendations for effective leadership resulting from the learning about that leader. Examples of steps students may take to research, analyse, and synthesize the information to be presented may include delving into the literature, conducting interviews with pharmacy leaders, observing leaders' behaviours, engaging with leaders' work environments, analyzing evidence of work done, etc.

The following is a sampling of aspects of the selected individual's leadership that students may chose to focus their research and presentation on:

- Leading during times of uncertainty
- Creating a framework for sustainable leadership practices
- Aligning personal and organizational values
- Communicating a sustainable, shared vision
- Establishing a legacy
- Encouraging collaboration
- Establishing a culture of constructive feedback
- Creating inclusive workspaces
- Overcoming barriers to change
- Inspiring a strategic direction

The research about the selected leader that students will be required to design a series of interview questions, interview their selected leader, and, in doing so, will have students develop their critical thinking and reflective skills in order to apply them to reasoning, prioritizing, and decision-making around their findings and understandings of challenges that leaders face.

In addition to the focus on learning about leadership by examining other leaders this course will also provide opportunities for students to improve and grow their communication skills. The design, creation, and delivery of each seminar will challenge students to further develop their leadership skills around engaging with an audience to stimulate thought in a creative and effective manner. In addition, the question period that follows each seminar will challenge students to further develop their ability to think on their feet and "defend" their points or recommendations.

This course will serve as the final "book-end" to the exploration of students' professional identity formation (PIF). Throughout the Program, students maintain a "GDPL Program Reflections Blog" through which they explore concepts related to PIF. Across two GDPL courses (PHRM 520 and 521) students will complete blog reflections about various PIF concepts and their evolving identities. In this course (PHRM 522), students will complete a final activity related to PIF that will have them exploring topics such as:

- What things have you come to know about yourself over the course of your time in the GDPL? What things are you struggling with? How will you continue to explore these?

- How do you view the alignment of who you are with what you do?
- To what extent have you become the same/different pharmacist/leader than when you started the GDPL?
- What will you continue to work on as you move beyond the GDPL?
- What has the Program taught you about the leader in you/who you already are as a leader/the leader you wish to become? How is it impacting your current pharmacy role/title?
- What are there connects and disconnects you seeing between your workplace and practice and between what you have learned in the GDPL?

Each student will present a total of 2 online seminars while in the course. Students will be randomly selected to deliver their presentations times, scheduled throughout the duration of their time in the course. Each seminar will be delivered via Zoom and will draw, at minimum, an audience of ten, comprised of the Course Coordinator, faculty, the student's Faculty Advisor, and invited guests, in addition to all GDPL students, who are expected to attend all seminars.

During each 30-minute presentation, students will be expected to adhere to the following the format:

- Background, introduction of the leader selected, setting the stage on the issue/question/controversy of focus
- Review and critique of the best available evidence
- Evidence-based conclusions/recommendations/tips.

Students will be encouraged to try different pedagogical approaches in terms of organization of content and use of delivery tools/methods to make the session educationally effective and to present it in a way that best engages the audience.

A question period will follow each seminar to provide an opportunity for students to interact with the audience.

4.1 Seminar Development

- Seminar topics must be pre-approved by the Course Coordinator, at least 4 weeks prior to the scheduled date of the seminar.
- Students are expected to provide a title for their seminar to the Course Coordinator 2 weeks ahead of their assigned seminar date.
- Students are expected to seek necessary mentoring and guidance in preparation for each of their seminars. This may include their Faculty Advisor, Course Coordinator, and where appropriate, other individuals with expertise in the seminar topic area.
- Presentation delivery will be via PowerPoint, Keynote, Prezi, VideoScribe, etc.
- Students are responsible for developing a handout and making it available on Canvas 24-hours in advance of their seminar.

Upon delivering each seminar, students will have one week to complete an online reflection blog, where they will be expected to examine areas of strength and where they can improve on, as learned through the evaluations they will have received from the audience. They will also be expected to write about their self-understanding of their own views on what constitutes effective leadership, as well as their ongoing leadership development.

4.2 Indigenization and Decolonization component, PHRM 524

Students will be invited to learn from Indigenous healthcare leaders by conducting interviews, observing leaders' behaviours, engaging with leaders' work environments, and analyzing evidence of work done. Students

may wish to focus their research on a range of aspects of the selected individual's leadership, such as leading during times of uncertainty, communicating a shared vision, encouraging inclusivity, and overcoming barriers to change. A sample seminar focused on an indigenous leader will be developed as a guide for students as they embark on this assignment.

5 Alignment with Program Learning Outcomes

The course will provide students with tools, concepts, and skills, and cultivate in them the mindset needed to become impactful leaders in the workplace. The course was designed to align with the

Program Learning Outcomes:

13. Apply principles of organizational behaviour and change management to the critique of existing leadership and practice models.
14. Apply best practices and latest thinking, to current leadership issues, challenges, and opportunities confronting pharmacy.
15. Apply the evidence supporting pharmacy decision- and policy-making to the design, development, and implementation of good healthcare policy.
16. Apply specific models of communication and principles of conflict management to effectively lead in challenging circumstances.
17. Interpret and apply best practices and pedagogical principles to lead and educate diverse audiences.
18. Enhance and support leadership development in the self and in others that leverages individual strengths, values, and roles.

6 Course Learning Objectives

By the end of this course, students will be able to:	Program Outcomes
1. Critically examine others' styles and behaviours to formulate recommendations for effective leadership	1, 6
2. Synthesize and organize researched information and deliver it in an effective, compelling, clear, professional oral audio-visual presentation to an audience of peers, academics and other professionals	3, 4, 5
3. Integrate information on effective leadership gathered from sources searched with that learned in the Leadership and Organizational Behaviour course to formulate recommendations for effective leadership	1, 6
4. Use advanced-level skills of self-reflection, self-awareness, and self-understanding in order to develop, articulate and defend their own personal leadership philosophy and approach, based on their own contexts and values, and on leadership models and cases presented in the course.	1, 6
5. Recommend effective ways to address contemporary leadership issues and challenges in Pharmacy and/or the healthcare system, by applying or adapting the models and cases of leadership presented in the course.	1, 2, 3
6. Constructively align emerging leadership strategies in the self with identity formation.	1, 2, 6

7 Teaching and Learning Strategies

This course includes several facilitator-led seminar sessions in real-time, where the Course Coordinator acts as moderator and the students take turns delivering online oral presentations via technology-enabled means (e.g., Zoom).

Following each presentation, students in the audience are expected to contribute to the discussions by sharing their insights and questions arising from the work presented by their peer. All seminar sessions are highly interactive, supporting skill-building with peers, and self-reflection.

All students will be required to attend and evaluate each other's seminars. In addition, students will be expected to spend approximately 50 hours researching, planning, and developing their seminar and engaging academically and constructively with the seminars of other students.

8 Assessment

Date	Assessment	Course Learning Objective	Mark Allocation
Online seminar # 1	Delivery of online seminar # 1	1, 2, 3	20
Due 1 week after delivery of the seminar	Self-reflection about seminar # 1	1	5
Online seminar # 2	Delivery of online seminar # 2	1, 2, 3	20
Due 1 week after delivery of the seminar	Self-reflection about seminar # 2	1	5
Due immediately after each seminar delivered by the students' peers	Completion of online (real-time) evaluations of peers' seminars	2	20
Due upon completion of the course	Students maintain and submit a written reflection in which they document key learnings from each seminar, and specifically reflect on how, if at all, it will inform their own leadership style.	4, 5	10
Due upon completion of the course	Final online project on Professional Identity Formation (PIF)*	6	20
TOTAL			100

* This course will serve as the final "book-end" to the exploration of students' professional identity formation (PIF). Throughout the Program, students maintain a "DPL Program Reflections Blog" through which they explore concepts related to PIF. Across two GDPL courses (PHRM 520 and 521) students will complete blog reflections about various PIF concepts and their evolving identities. In this course (PHRM 522), students will complete a final activity related to PIF that will have them exploring topics such as:

- What things have you come to know about yourself over the course of your time in the GDPL? What things are you struggling with? How will you continue to explore these?
- How do you view the alignment of who you are with what you do?
- To what extent have you become the same/different pharmacist/leader than when you started the GDPL?
- What will you continue to work on as you move beyond the GDPL?
- What has the Program taught you about the leader in you/who you already are as a leader/the leader you wish to become? How is it impacting your current pharmacy role/title?
- What are there connects and disconnects you seeing between your workplace and practice and between what you have learned in the GDPL?

In the delivery of the seminars, students will be assessed by the audience based the quality and delivery of the content and their ability to respond to audience questions, as outlined in the rubric below. Should a seminar be deemed by either their Faculty Advisor or the Course Coordinator to be below the expected standards, the student will be asked to present a supplemental seminar. Students are expected to attend all seminars, actively engage in the discussion that ensues immediately following each presentation, and provide written feedback to the presenter in real-time via an online evaluation form available on Canvas, whereby the audience will offer specific strengths and points requiring improvement.

8.1 Grading

Grading will be in accordance with UBC's policy on [Grading Practices](#).

Applicable grading rubrics are available on the Canvas course pages associated with the assignments. Students will be graded on a numeric basis. The minimum passing grade in any course taken by a student enrolled in the program is 60%. However, only 2 courses with grades in the C to C+ range (60-67%) may be counted towards the program. For all other courses, a minimum of 68% must be obtained.

8.1.1 Assessment Rubrics

8.1.2 Seminar Grading Rubric

The following rubric will be used by all members of the seminar audience, including students to provide constructive feedback on the presentation. The information gathered from these evaluations will be reviewed and analyzed by the students and their Faculty Advisor.

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Quality of Content	Discussion shows little or no evidence that material/coursework was completed/ understood. Contains factual errors. Jumps from one aspect of an issue to another. Recites facts; lacks development of concept or thought. Minimal explanation, analysis. Relevant sources not cited.	Assertions supported by evidence and posts are factually correct. Displays understanding of underlying concepts including correct use of terminology. Has a clear idea of the topic and sustains inquiry in order to explore relevant issues.	Clarity of argument, depth of insight into course content, and relevancy. Arguments and facts are always supported by evidence. Factually correct, reflective and substantive contribution; advances discussion. Clear understanding of the materials. Correct use of terminology and proper citation. Outside resources, relevant research, or specific real-life application are invoked. Actively stimulates and sustains inquiry by asking thoughtful questions.
Delivery	Little effort is made to participate in learning community as it develops. Relies on the momentum of the group to motivate inquiry. Accepts ideas of others without much thought.	Attempts to elicit discussion and to present relevant viewpoints for consideration by group; interacts freely. Shows respect and interest in the viewpoints of others. Considers alternative perspectives or	Attempts to elicit discussion; presents creative approaches to topic. Shows respect and interest in the viewpoints of others. Considers alternative perspectives or connections between ideas.

Component	Below Expectations	Meets Expectations	Exceeds Expectations
	Lack respect for and interest in the viewpoints of others.	connections between ideas. Stimulates and sustains inquiry by asking thoughtful questions.	

8.1.3 Reflection Grading Rubric

Component	Below Expectations	Meets Expectations	Exceeds Expectations
Clarity	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.	Minor, infrequent lapses in clarity and accuracy.	Language is clear and expressive. Reader can create a mental picture of the situation described. Abstract concepts are explained accurately and clearly.
Relevance	Most of the reflection is irrelevant to student and/or course learning goals.	The learning experience being reflected upon is relevant to student and course learning goals.	The learning experience being reflected upon is relevant and meaningful in a unique or insightful way.
Analysis	Reflection does not move beyond description of the learning experience(s).	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth.	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.
Self-Criticism	No attempt at self-criticism.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.	Demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.

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- Academic Freedom: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0>
- Freedom from Harassment and Discrimination:
<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,87,0>

THE UNIVERSITY OF BRITISH COLUMBIA



Senate Curriculum Committee
Budgetary Impact of Curriculum Proposals

From:

Date: 2023-03-02

Dept./School: Diploma in Pharmacy Leadership	Faculty: Pharmaceutical Sciences
Phone:	Email: patricia.gerber@ubc.ca

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

Select proposal type:

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

Curriculum change(s) to which this form applies:
 (one form may be used for multiple changes with similar budgetary impact)

[Repurposing 5 courses originally proposed with the Master of Pharmacy Leadership, with minimal changes to match the Diploma in Pharmacy Leadership objectives.](#)

Indicate the budgetary impact or implications of the proposed curriculum changes and provide a brief explanation of additional resources, if required:

[No additional resources are required. Tuition and budget model has been reviewed by the Strategy + Decision Support unit.](#)

Select from one of the following two choices:

- NO. The Faculty does NOT require additional budget to implement the proposed curriculum changes.
- YES. Additional budget IS required to implement this curriculum change. A brief explanation is optional.

If YES, approval and signature of the Provost will be required before submission of proposal to Senate. If the UBC Library Curriculum Consultation form indicates that the proposal cannot be supported without additional resources, approval and signature of the University Librarian is required.

Signature of Dept. Head:		Date:	
Signature of Dean: (required)		Date:	March 6 th , 2023
Signature of Provost: (if additional budget is required or new program proposal)		Date:	March 12, 2023
Signature of University Librarian: (if additional library budget is required)		Date:	



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

19 April 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 56 new courses, 2 new course codes, 1 revised course, and 2 revised programs.

The following is recommended to Senate:

Motion: 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.

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee



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



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Revised program
Juris Doctor > Degree Requirements

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Jan. 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: August 8, 2022 Contact Person: Nesrine Basheer (Course author), Adheesh Sathaye (Curriculum Chair), Sheryl Lim (Curriculum staff support) Email: nesrine.basheer@ubc.ca, adheesh.sathaye@ubc.ca, asia.curriculum@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ARBM 201 (3) Intermediate Modern Arabic I</p> <p>Continued development of listening, speaking, reading and writing skills in both standard and spoken Arabic, and further exploration of various aspects of Arab culture. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite:</i> ARBM 102; or placement approval and permission of the instructor.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm/pdf/courses.cfm?page=code&code=ARBM</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This 200-level course is part of a foundational series of courses offered by the Department of Asian Studies teaching Modern Standard Arabic (MSA) and spoken Arabic. This course builds upon the foundations learned in ARBM 102 Introductory Modern Arabic II, increasing students' vocabulary, grammar, comprehension, and speaking skills. Upon completion of the course, students will be able to engage in structured dialogue, read intermediate-level compositions, and compose narratives in Arabic. Also, upon completion, students will be ready to progress to Intermediate Arabic II to enhance and build upon their skills.</p> <p>Permission of the instructor is necessary as part of the placement process for Arabic language.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p>

	<p>The Department of Asian Studies' Language Courses are not available for Credit/D/Fail due to the amount of partner work involved. Furthermore, students would not be able to progress through the language as we require a minimum 60% to move to the next class.</p>
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<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Jan. 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: August 8, 2022 Contact Person: Nesrine Basheer (Course author), Adheesh Sathaye (Curriculum Chair), Sheryl Lim (Curriculum staff support) Email: nesrine.basheer@ubc.ca, adheesh.sathaye@ubc.ca, asia.curriculum@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ARBM 202 (3) Intermediate Modern Arabic II</p> <p>Continued development of listening, speaking, reading and writing skills in both standard and spoken Arabic, and further exploration of various aspects of Arab culture. <i>Prerequisite:</i> ARBM 201; or placement approval and permission of the instructor</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=ARBM</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This 200-level course is part of a foundational series of courses offered by the Department of Asian Studies teaching Modern Standard Arabic (MSA) and spoken Arabic. This course builds upon the foundations learned in ARBM 201 Intermediate Arabic I, increasing students' vocabulary, grammar, comprehension, and speaking skills. Upon completion of the course, students will be able to engage in spontaneous dialogue with native speakers, analyze intermediate-level compositions, and compose reports and structured narratives in Arabic.</p> <p>Permission of the instructor is necessary as part of the placement process for Arabic language.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: The Department of Asian Studies' Language Courses are not available for Credit/D/Fail due to the amount of partner work involved. Furthermore, students</p>

	<p>would not be able to progress through the language as we require a minimum 60% to move to the next class.</p>
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<p>Category: 1 Faculty: Arts Department: School of Creative Writing Faculty Approval Date: Jan. 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: June 6, 2022 Contact Person: Dina Del Bucchia Phone: 778-837-3462 Email: dina.delbucchia@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 330 (3) Intermediate Comedic Forms</p> <p>Contemporary and historical comedic writing in a variety of forms. Emphasis on critical analysis and creative writing of comedic works, and changes in the comedic landscape.</p> <p><i>Prerequisite:</i> CRWR 230 <i>Recommended:</i> CRWR 200</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=crwr</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p> <p>There has been a high registration of diverse students from across the institution in the CRWR 230 (3) Introduction to Writing for Comedic Forms course and offering an intermediate course will continue to expand interest in this discipline. As well, it is a good moment to expand the opportunities for creative writing graduates with other growth in industries, such a film, television and new media. In addition, there have already been many requests from students who've taken CRWR 230, for further courses that focus on this genre.</p> <p>Expected enrollment: up to 150 students, with teaching assistant support</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: No and applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>

	<p>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: Creative Writing Faculty Approval Date: Jan. 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023-24</p>	<p>Date: August 25, 2022 Contact Person: Sheryda Warrener (Course author); Annabel Lyon (School Director) Phone: 778.898.9281 Email: s.warrener@ubc.ca and Annabel.lyon@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 423 (3-6) Experimental Forms Interdisciplinary perspectives on non-traditional forms of writing. Emphasis on combinations of poetry with prose, extra-literary structures, and visuals. Restricted to Majors in Creative Writing.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=crwr</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: Hybrid forms (i.e. experimental writing that combines elements of poetry, prose, and/or visual art) are becoming increasingly popular in mainstream publishing; it's now essential for creative writers to read beyond conventional categories of genre, experiment with blended modes and extraliterary structures, and to locate themselves within a broader, interconnected web of art-making.</p> <p>An abundance of approaches, forms, and strategies will be provided to stimulate the writer's imagination and inspire new shapes for thought. A high degree of engagement in thinking through and about formal innovation inspires high-level cognitive movements such as the ability to identify connections and patterns in new work and the work of others; to consider different viewpoints and perspectives; and to wrestle with complexity and ambiguity.</p> <p><i>Estimated enrolment of 12 and no teaching assistants.</i></p>

	<input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
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<p>Category: 1 Faculty: Arts Department: Department of French, Hispanic & Italian Studies Faculty Approval Date: Jan. 19. 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: March 1, 2022 Contact Person: Min Ji Kang (Course author: Elizabeth Lagresa-González) Phone: Email: fhis.undergrad@ubc.ca and elagresa@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RMST 371 (3) The Global Renaissance: Hispanic Cross-Cultural Contacts</p> <p>Early modern (ca. 1400-1700) literature and culture. Exploration of Spain’s Mediterranean, Transatlantic and Transpacific cross-cultural contacts.</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.</p> <p>We are proposing new courses that provide a broad cultural and transnational perspective on the Romance-speaking world of yesterday and today. This broad perspective is notably different from our specialized programs in French, Spanish and Italian.</p> <p>The RMST program is composed of multiple clusters: Romance Studies (comparative courses); French, Italian, Portuguese, Other Languages; and Spanish. This proposed course will be part of the Spanish cluster of the program, focusing primarily on the Spanish Renaissance context, while highlighting its many contacts with other continents and cultures.</p> <p>This proposal is for RMST 371 (3) The Global Renaissance: Hispanic Cross-Cultural Contacts.</p> <p>Currently, we offer a number of courses focusing on Early Modern literature and culture. These courses, however, are only taught in the target language of Spanish, making them inaccessible for students who</p>

	<p>have not already reached an advanced level of proficiency in this language.</p> <p>With this course, taught in English, our department hopes to appeal to students who do not necessarily have advanced proficiency in Spanish, but who are interested in learning about early modern Spanish literature in a transnational context.</p> <p>The topic of cross-cultural encounters during a period that brought all areas of the globe in contact with each other, allows learners to study the multifaceted experiences, histories, and cultures of many peoples, including those of African, Asian and American descent, and including Indigenous communities.</p> <p>Not available for Cr/D/F grading <input type="checkbox"/> (undergraduate courses only)</p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p> <p>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: African Studies program (First-Year and Interdisciplinary Programs in Arts, Arts Dean's Office) Faculty Approval Date: Jan. 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: Oct. 07, 2022 Contact Persons: Suzanne James (Chair of African Studies program); Jason Lieblang (Director, First-Year and Interdisciplinary Programs) Phone: Email: sujames@mail.ubc.ca; jason.lieblang@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SWAH - Swahili</p>	<p>URL: Create a new page for SWAH courses. Please 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 new subject code – SWAH</p> <p>Rationale for Proposed Change: Courses in Swahili have previously been offered under the ASTU (Arts Studies) course code. However, the ASTU course code is not appropriate for Swahili language courses. We also note that it is general practice in Arts to have course codes specific to individual languages, and introducing the SWAH course code is consistent with this practice.</p> <p>The permanent SWAH courses will be administratively housed in the African Studies program within First-Year and Interdisciplinary Programs (FYIP) in Arts, but again an AFST course code would not be appropriate for Swahili language courses for the same reasons as with ASTU.</p> <p><i>Note:</i></p> <ul style="list-style-type: none"> • <i>This Category 1 proposal for a new subject code is submitted at the same time as Category 1 proposals for two new courses that use this subject code (SWAH 101 and SWAH 102).</i> • <i>Category 2 proposals will be submitted to add the SWAH (Swahili) subject code to all relevant Calendar index pages.</i>

<p>Category: 1 Faculty: Arts Department: African Studies program (First-Year, as part of First-Year and Interdisciplinary Programs, Arts Dean's Office) Faculty Approval Date: Jan. 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023-24</p>	<p>Date: Oct. 07, 2022 Contact Persons: Joash Gambarage (Course Author); Suzanne James (Chair of African Studies program); Jason Lieblang (Director of First Year and Interdisciplinary Programs) Phone: Email: joash.gambarage@ubc.ca, sujames@mail.ubc.ca; jason.lieblang@ubc.ca URL: New page</p>
<p>Proposed Calendar Entry:</p> <p>SWAH 101 (3) Beginners' Swahili I</p> <p>Skills in listening to and speaking Swahili, a major language of Africa and one of the most widely spoken languages in the world. Emphasizes everyday vocabulary, core grammar, use in context, and connections between the language and African cultures.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: As background to this proposal, we note that Swahili is one of the most widely spoken languages in the world. Though estimates vary, many linguists estimate that there are at least 200 million speakers total (first and second-language speakers combined) worldwide, making it one of the 15 most widely spoken languages in the world. Swahili is an official language in seven nations (Burundi, D.R. Congo, Kenya, Rwanda, South Sudan, Tanzania, and Uganda), and a lingua franca across an even more extended area in Eastern and Central Africa.</p> <p>Students who develop even a basic knowledge of the language will gain the ability to connect with huge numbers of speakers in a rich variety of cultural settings; just as importantly, by engaging directly with the language these students will gain the unique perspective on African cultures and worldviews that can only come from active learning of and interaction in African languages.</p> <p>This proposed course is currently being offered through Arts under ASTU 204, an Arts Studies interdisciplinary topics course. The Faculty of Arts wishes to make this a permanent course available to all students under the more appropriate new SWAH code</p> <p>Consistent with its linguistic and cultural importance, Swahili is currently offered at over 100 universities in the US, including leading schools like Harvard, Yale, Stanford, and Princeton, and is also currently offered at at</p>

least three major Canadian Universities (U. of Toronto, York University, and U. of Manitoba). It is important that UBC offers regular credit courses in Swahili. Adding these courses to the African Studies (AFST) program offerings is a natural step as UBC seeks to develop a strong African Studies program, and more broadly to build an overall curriculum that supports connections and understanding across a full range of human languages and cultures.

Note:

- *This Category 1 proposal is submitted at the same time as Category 1 proposals for a new subject (SWAH – Swahili) and a new course SWAH 102 (3) Beginners' Swahili II*

**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.)

<p>Category: 1 Faculty: Arts Department: African Studies program (First-Year and Interdisciplinary Programs, Arts Dean's Office) Faculty Approval Date: Jan. 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: October 7, 2022 Contact Persons: Joash Gambarage (Course Author); Suzanne James (Program Chair, African Studies); Jason Lieblang (Director, First-Year and Interdisciplinary Programs for Arts) Phone: Email: joash.gambarage@ubc.ca, sujames@mail.ubc.ca; jason.lieblang@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SWAH 102 (3) Beginners' Swahili II</p> <p>Skills in using Swahili in a range of social contexts. Training in grammar and vocabulary that builds fluency, and in using the language appropriately for meaningful interactions with native speakers.</p> <p><i>Pre-requisite:</i> SWAH 101 or equivalent.</p>	<p>URL: New page</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course proposal is being submitted at the same time as an introductory level SWAH 101 course. Most students interested in Swahili, even if their goal is not to speak the language at an advanced level, will benefit from taking at least two introductory level 3-credit courses, which will give them the background and confidence to use Swahili for practical purposes such as travel or work in Africa, and to have much more meaningful interactions in the language.</p> <p>This level will be suitable for students who have completed SWAH 101, or who already have some background in Swahili prior to coming to UBC, including students for whom Swahili is a heritage language.</p> <p><i>Note:</i> This Category 1 proposal is submitted at the same time as Category 1 proposals for a new subject (SWAH – Swahili) and a new course SWAH 101 (3) Beginners' Swahili I</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p>

	<p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: Central, Eastern and Northern European Studies Faculty Approval Date: Feb. 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: October 2022 Contact Person: Caroline Rieger Phone: Email: caroline.rieger@ubc.ca</p>
<p>Proposed Calendar Entry: YDSH – Yiddish</p>	<p>URL: Create a new page for YDSH courses. Please include the link on all appropriate Calendar pages (undergraduate Academic Programs, Arts, etc.)</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new subject code – YDSH</p> <p>Rationale for Proposed Change:</p> <p>The Department of Central, Eastern, and Northern European Studies (CENES) is currently working to expand its offerings in Eastern European Studies, Migration Studies, and Holocaust Studies. The Department currently offers relevant language instruction in German, Polish, and Russian, and would like to add Yiddish language instruction to its offerings.</p> <p>Yiddish is crucial for understanding both the 1000-year period when it was the Jewish vernacular in eastern Europe, and its current position as a diaspora language among secular and Hasidic Jews, resident throughout North America, Europe, and Israel today. Yiddish language will enhance the research capabilities of our students and will allow them to connect many of the cultural artefacts they are engaging with in translation in our Eastern European, Migration, and Holocaust Studies classes with the language and traditions of Yiddish.</p>

	<p>Outside of CENES, a Yiddish language sequence will complement offerings in modern Judaism in the History Department and also connect with selected offerings in the AMNE Department such as Biblical Hebrew and AMNE 262: Intro to Judaism.</p> <p>We are proposing a new course code (YDSH) for courses on Yiddish language, literature, and culture. With this Category 1 proposal for a new course code, we are also submitting proposals for the first two courses in the Yiddish language sequence, YDSH 101 and YDSH 102. Depending on student interest and program needs, we may expand the sequence to include more advanced language or reading courses.</p> <p>The YDSH courses will be made available to students in the Jewish Studies program and across as well as beyond the Faculty of Arts.</p>
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<p>Category: 1 Faculty: Arts Department: Central, Eastern, and Northern European Studies Faculty Approval Date: Feb. 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: October 2022 Contact Person: Caroline Rieger (Course author: Kyle Frackman) Phone: Email: caroline.rieger@ubc.ca (kyle.frackman@ubc.ca)</p>
<p>Proposed Calendar Entry:</p> <p>YDSH 101 (3) Learning Yiddish: Foundations I</p> <p>Introduction to Yiddish language and culture. Find out more at https://cenes.ubc.ca/courses/</p>	<p>URL: This is a new code (see proposal for new course code YDSH above)</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <p>The Department of Central, Eastern, and Northern European Studies (CENES) is currently working to expand its offerings in Eastern European Studies, Migration Studies, and Holocaust Studies. The Department currently offers language instruction in German, Polish, and Russian, and would like to add Yiddish language instruction to its offerings.</p> <p>We propose a sequence of Yiddish language classes, the first of which is Learning Yiddish: Foundations I (YDSH 101). Yiddish is crucial for understanding both the 1000-year period when it was the Jewish vernacular in eastern Europe, and its current position as a diaspora language among secular and Hasidic Jews, resident throughout North America, Europe, and Israel today.</p> <p>Yiddish language will enhance the research capabilities of our students and will allow them to connect many of the cultural artefacts they are engaging with in translation in our Eastern European, Migration, and Holocaust Studies classes with the language and traditions of Yiddish.</p>

	<p>Outside of CENES, YDSH 101 will complement offerings in modern Judaism in the History Department and also connect with selected offerings in the AMNE Department such as Biblical Hebrew and AMNE 262: Intro to Judaism.</p> <p>The YDSH courses will be made available to students in the Jewish Studies program and across as well as beyond the Faculty of Arts.</p> <p><u>Please note</u> During the design of YDSH 101 colleagues from Jewish Studies, namely Gregg Gardner and Richard Menkis, were consulted and so were colleagues teaching Yiddish from peer institutions such as U Toronto, Western Washington U and U Washington, Seattle. Their feedback was incorporated into the course proposals. Overall, everyone was very supportive of this new initiative.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: Central, Eastern, and Northern European Studies Faculty Approval Date: Feb. 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: October 2022 Contact Person: Caroline Rieger (Course author: Ervin Malakaj) Phone: Email: caroline.rieger@ubc.ca (ervin.malakaj@ubc.ca)</p>
<p>Proposed Calendar Entry:</p> <p>YDSH 102 (3) Learning Yiddish: Foundations II</p> <p>Continuation of YDSH 101. Yiddish language and culture. Find out more at https://cenec.ubc.ca/courses/</p>	<p>URL: This is a new code (see proposal for new course code YDSH)</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <p>The Department of Central, Eastern, and Northern European Studies (CENES) is currently working to expand its offerings in Eastern European Studies, Migration Studies, and Holocaust Studies. The Department currently offers relevant language instruction in German, Polish, and Russian, and would like to add Yiddish language instruction to its offerings.</p> <p>We propose a sequence of Yiddish language classes, the second of which is Learning Yiddish: Foundations II (YDSH 102). Together YDSH 101 and YDSH 102 represent the first year of Beginning Yiddish instruction. Yiddish is crucial for understanding both the 1000-year period when it was the Jewish vernacular in eastern Europe, and its current position as a diaspora language among secular and Hasidic Jews, resident throughout North America, Europe, and Israel today.</p> <p>Yiddish language will enhance the research capabilities of our students and will allow them to connect many of the cultural artefacts they are engaging with in</p>

	<p>translation in our Eastern European, Migration, and Holocaust Studies classes with the language and traditions of Yiddish.</p> <p>Outside of CENES, YDSH 101 and 102 will complement offerings in modern Judaism in the History Department and also connect with selected offerings in the AMNE Department such as Biblical Hebrew and AMNE 262: Intro to Judaism.</p> <p>The YDSH courses will be made available to students in the Jewish Studies program and across as well as beyond the Faculty of Arts.</p> <p>We are choosing not to enforce a hard prerequisite of YDSH 101 for this course. This is the approach we took for our GERN (German) courses in Course Validation. We do not want to put up barriers to registration for students with the prerequisite knowledge but without the exact course on their transcript.</p> <p><u>Please note</u> During the design of YDSH 102 colleagues from Jewish Studies, namely Gregg Gardner and Richard Menkis, were consulted and so were colleagues teaching Yiddish from peer institutions such as U Toronto, Western Washington U and U Washington, Seattle. Their feedback was incorporated into the course proposals. Overall, everyone was very supportive of this new initiative.</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</p>
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	<p>are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: African Studies program (First-Year, as part of First-Year and Interdisciplinary Programs, Arts Dean's Office) Faculty Approval Date: Feb. 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023-24</p>	<p>Date: 27 November 2022 Contact Person: Suzanne James (Chair of African Studies program); Jason Lieblang (Director of 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>[...]</p> <p>AFST 256 (3) History of Africa An introduction to selected themes and historical approaches in African history. These may include African geography and identities, sources and methodology, pre-modern state formation, gender relations, world religions, labour systems, colonialism, and post-colonialism. Credit will be granted for only one of AFST 256 or HIST 256 <i>Equivalency:</i> HIST 256</p> <p>[...]</p> <p>AFST 312 (3) Southern Africa Pre-colonial, colonial, and contemporary, emphasizing South Africa. Credit will be granted for only one of AFST 312 or HIST 312 <i>Equivalency:</i> HIST 312</p> <p>AFST 313 (3) Africa from Imperialism to Independence The history of Africa in the 19th and 20th Centuries: the growth of Islam and Christianity, the impact of European colonialism, the development of nationalism, and the variety of different political and social outcomes after independence.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=AFST</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Add new AFST courses that will cover the same learning outcomes as existing HIST courses that have the same course numbers. Add equivalency with the existing HIST courses.</p> <p><i>Notes:</i> <i>These Category 1 proposals are linked to corresponding Category 2 proposals for HIST 256, 312, and 313 to include credit exclusion statements and "Equivalency: AFST XXX." These Cat 1s and Cat 2s should be processed together.</i></p> <p>Rationale for Proposed Change: The following existing HIST courses are not obviously linked to the African Studies minor program because they are listed using the HIST subject code, but the content is central to African Studies. Applying an AFST designation to these HIST courses will make this connection clearer to students:</p> <p>HIST 256 (3) History of Africa HIST 312 (3) Southern Africa HIST 313 (3) Africa from Imperialism to Independence</p>

<p>Credit will be granted for only one of AFST 313 or HIST 313 <i>Equivalency:</i> HIST 313</p> <p>[...]</p>	<p>These new AFST courses will be identical to the HIST courses they are equivalent to and will be co-located and taught by an instructor in the Department of History. They will cover the same calendar entries, course learning outcomes, and syllabi. The syllabi for the existing HIST courses have been submitted alongside this report for reference, as recommended by Senate and Curriculum Services.</p> <p>Listing these courses under both AFST and HIST will increase the profile of the courses and assist students in the African Studies Minor to locate courses which fulfill the requirements for this interdisciplinary program.</p> <p>A signed consultation from the Department of History accompanies this proposal, along with a signed budget impact form from the Faculty of Arts.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Feb. 16. 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November 7, 2022 Contact Person: Naveena Naqvi (Course author); Adheesh Sathaye (Curriculum Chair); Sheryl Lim (Curriculum support) Phone: 604-827-2715 Email: naveena.naqvi@ubc.ca; Adheesh.Sathaye@ubc.ca; asia.curriculum@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 359 (3) Afghan History</p> <p>Afghan history as it unfolded from the Eurasian empires to the modern era of nation-building and internationalism.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=ASIA</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: Media coverage of news from Afghanistan frequently presents decontextualized images of endemic warfare, religious extremism, and the oppression of girls and women. Learning about Afghan history is an exercise in excavating beneath these layers to fully grasp the historical conditions and experiences that preceded current news narratives. It is an essential exercise in humanizing Afghan experiences that Asian Studies and other units at UBC do not currently offer our students. This course aims to begin to address the gap.</p> <p>As Afghans have historically occupied frontier zones between Central and South Asia and Muslim empires across these regions, this course will serve to frame South Asia within the broader overland Asian context. In doing so it will complement the growing course offerings on Islam, the Persianate world and the Indian Ocean world. Additionally, as a course that foregrounds the experiences of frontier zones and borderlands, it bears thematic and perspectival connections to new Indigenous Lifeways course offerings within Asian Studies.</p>

	<p>As such, this course is designed to appeal to and benefit Asian Studies majors with interests lying within and beyond South Asia and Islam. It is also expected to draw in students majoring in other Arts units like History and Anthropology who seek to learn about Afghan peoples and Afghanistan.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Feb. 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: Received Nov 29, 2022 Contact Person: Adheesh Sathaye (Course Author), Sheryl Lim (Curriculum Staff Support), Jessica Main (Curriculum Chair) Phone: 604-827-2715 Email: dheesh.Sathaye@ubc.ca, asia.curriculum@ubc.ca, jessica.main@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 366 (3-9) Topics in Asian Studies</p> <p>Thematically-organized topics in Asian literature, history, visual culture, religion, or communities. Topics vary from section to section. Consult Department for current offerings.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1701</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 does not require the approval of a sample syllabus, as per the policy described on p. 29 of the July 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 growing Asian Studies undergraduate program to: (a) more easily pilot new and topical content courses in emergent areas within our department, (b) enable recently hired faculty to design and implement courses directly connected with their areas of focus prior to proposing new calendar entries, and (c) allow Asian Studies majors to diversify their training and preparation for future career pathways by taking a wider variety of topics.</p> <p>As the faculty profile of Asian Studies has been rapidly expanding and diversifying over the past 5 years—to include domains ranging from East Asian visual and digital cultures through Central Asia, Indigenous Asia, Islam, Persianate cultures, and Arabic language—we are faced with the challenge</p>

	<p>of finding courses for junior faculty to teach that directly reflect their expertise. Furthermore, since proposing new courses is a multi-year process, it is often challenging to offer courses that address topics of immediate or emergent interest, such as Afghanistan, the climate crisis, digital cultures, or intangible cultural heritage.</p> <p>While several variable-credit courses are already available at the 300-level within the Asian Studies curriculum, we are finding that the title and description of these courses are either (1) obsolete (e.g., ASIA 310, “Studies in the History of a Major Asian Civilization”, which employs the problematic, eurocentric idea of “major civilization”), (2) highly specialized (e.g., ASIA 344, “Topics in Japanese Cultural History: Aristocrats and Warriors”), or (3) narrow in scope (e.g., ASIA 360, “A Specific Asian Literature in Translation”, and other similar “literature-in-translation” courses—ASIA 362, 364, 368). Certain topics of interest to faculty and students, such as material cultures, folk traditions, new media, Indigeneity, etc., are difficult if not impossible to fit into these course codes. Over time, we anticipate many of the courses that are currently offered under the above codes could be offered as course versions under ASIA 366.</p> <p>The creation of ASIA 366 will enable the topics to vary from year to year, reflecting the diversity of approaches and areas of focus of our faculty, such as Japanese video games, drug cultures in Asia, Uighur folk traditions, modern Persian graphic novels, Sanskrit manuscript preservation, or early Buddhist visual culture. The specific topic of study for each course version will be listed on a student’s academic record as a subtitle of the course. Regardless of topic,</p>
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	<p>the courses will emphasize fundamental learning outcomes in Asian Studies, including training in assessing, interpreting, and contextualizing primary and secondary sources, critical thinking, and the production of evidence-based argumentation that is disseminated through written and/or digital media. As is the current practice for special topics courses in our program, the specific content of the course will be listed as a subtitle in the schedule entry, and the course will be advertised through email to our undergraduate majors and listed on the program website.</p> <p>Since ASIA 366 will be offered in multiple terms by various faculty and across a wide range of thematic and areal foci, students will be able to take it up to three times during their undergraduate career for a maximum of 9 credits. The addition of this course will not negatively impact the overall degree requirements for Asian Studies Majors or Minors. Conversely, it will allow students to take more specialized courses that will result in diversified transcripts, and potentially attract new Majors and Minors into the program through offerings that more directly appeal to their interests.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Feb. 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: Received Nov 29, 2022 Contact Person: Adheesh Sathaye (Course Author), Sheryl Lim (Curriculum Staff Support), Jessica Main (Curriculum Chair) Phone: 604-827-2715 Email: dheesh.Sathaye@ubc.ca, asia.curriculum@ubc.ca, jessica.main@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIX 300 (3-9) Topics in Asian Studies Crossings</p> <p>Transnational, transcultural, or transregional approaches to Asian and/or diasporic Asian literature, history, visual culture, religion, or communities. Topics vary from section to section. Consult Department for current offerings.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=ASIA</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 does not require the approval of a sample syllabus, as per the policy described on p. 29 of the July 11, 2022 curriculum guidelines for Special Topics/ Directed Study Courses.</i> • <i>This proposal is accompanied by a Category 1 proposal for ASIA 366, which is mentioned in the Rationale.</i> <p>Rationale for Proposed Change: This proposed Special Topics course is designed as a complement to ASIA 366 “Topics in Asian Studies” and is meant to include various course versions that are specifically transnational, transcultural, or transregional in their engagement with Asian cultures and communities (as part of the ASIX course code, “Asian Crossings”). ASIX 300 will allow Asian Studies faculty to: (A) pilot new content courses that take on transnational, transregional, or transcultural topics, prior to proposing new ASIX calendar entries;</p>

	<p>(B) encourage faculty to engage in emergent or topically important themes that are breaking new ground and do not fall directly within the scope of the established region- or language-specific fields of the ASIA course code;</p> <p>(C) permit recently hired faculty to design and implement courses that are directly connected to their areas of expertise, but which lie beyond the scope of the current curriculum;</p> <p>(D) better prepare our Majors and Minors for future graduate work. Given the increasingly interdisciplinary and multidisciplinary directions within Asian Studies as an academic field, ASIX 300 will allow students to have a range of topics to choose from that uniquely cross national, cultural, religious, ethnic, or linguistic boundaries of Asia, and/or concern Asian diasporas.</p> <p>This will be the first variable credit special topics course under the recently-created ASIX code. The topics will vary from year to year, reflecting the growing diversity of methodologies adopted by our faculty; falling under this label, we can foresee themes as diverse as “Buddhist textuality and art”, “Sexualities across Asia”, “Asian intangible cultural heritage”, or “Asian pilgrimage and tourism.” The specific subject of study will for each course version will be listed on a student’s academic record as a subtitle of the course. Regardless of topic, the courses will emphasize fundamental learning outcomes in Asian Studies, including training in assessing, interpreting, and contextualizing primary and secondary sources, critical thinking, and the production of evidence-based argumentation that would be disseminated through written and/or digital media. As part of the ASIX portfolio, each course will also enable students to implement dynamic or multidisciplinary</p>
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	<p>frameworks in order to analyze transnational, transcultural, or transregional formations of Asian cultures and communities. As is the current practice for special topics courses in our program, the specific content of the course will be listed as a subtitle in the schedule entry, and the course will be advertised through email to our undergraduate majors and listed on the program website.</p> <p>Since ASIX 300 will be offered in multiple terms by various faculty and across a wide range of thematic and areal foci, students will be able to take it up to three times during their undergraduate career for a maximum of 9 credits. The addition of this course will not negatively impact the overall degree requirements for Asian Studies Majors or Minors. Conversely, it will allow students to take more specialized courses that will result in diversified transcripts, and potentially attract new Majors and Minors into the program through offerings that more directly appeal to their interests.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: School of Creative Writing Faculty Approval Date: Feb. 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: Received August, 2022 Contact Person: Dina Del Bucchia (Course author); Annabel Lyon (Director) Phone: 778-837-3462 Email: dina.delbucchia@ubc.ca; annabel.lyon@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 431 (3) Advanced Comedic Forms A workshop class exploring comedic writing in varied forms including film and television, prose and poetry, non-fiction, and new media. This course is restricted to students in the CRWR BFA program.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=crwr</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This course will be the first to offer students admitted into the Creative Writing BFA program the opportunity to explore, critically analyze, and focus creatively specifically on comedic writing. No matter the genre they choose to write, they can enhance their range and hone their skills in the discipline of comedy. Comedy writing in various genres is more popular than ever, and this course is aimed at the study of contemporary comedy writing and the creation of original comedic writing.</p> <p>Estimated enrolment: 12 students</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (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>Category: 1 Faculty: Arts Department: English Language & Literatures Faculty Approval Date: Feb. 16, 2023 Effective Session (W or S): W Effective Academic Year: 2024W</p>	<p>Date: Received Dec. 9, 2022 Contact Person: Laurie McNeill (Associate Head, Undergraduate), Patsy Badir (Dept Head) Phone: 604-827-5179 Email: laurie.mcneill@ubc.ca, patribad@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ENGL 376 (3-6) Special Topics - Place, Power, Poetics and Narrative Discourse Topics will vary from year to year. Consult the program website (https://english.ubc.ca/courses/) for further details.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=engl</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 does not require the approval of a sample syllabus, as per the policy described on p. 29 of the July 11, 2022 curriculum guidelines for Special Topics/ Directed Study Courses.</i></p> <p>Rationale for Proposed Change: The Department of English Language & Literatures has very few special topics course shells for a department of its size. There are several upcoming changes that make the development of this course 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 the department is currently working to develop courses that may fulfill this requirement. • Due to Workday Student implementation and other timelines, it is imperative that we have a course 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. • This special topics course gives the department the flexibility to incorporate and address new issues and

approaches that may emerge through this curriculum work.

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 place – UBC, Vancouver, Musqueam territory – and settler-colonialism. For the Department of English Language and Literatures, that means developing courses that specifically ask faculty and students to think about what it means to study English literatures and language *here*, while considering how power and other critical elements operates in this space.

Beyond the requirement, these are issues that animate the interests of our faculty and students, and this special topics course provides us with the opportunity to explore, pilot, and develop courses without worrying that Workday Student timelines will not become an undue obstacle.

There are many faculty in our department who teach topics in literary and language studies related to “place” and “power” (for example, in 374 Postcolonial Literature ENGL and 375 Global South Connections), some faculty teach courses related to Vancouver / BC / Musqueam (for example, ENGL 372 Canadian Literature: Poetry of Vancouver), and some faculty teach courses that focus on Indigenous materials (ENG 373 Indigenous Literature). However, we don’t yet have a course that is 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.

We are in the process of developing three 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 propose a Special Topics course in the interim that will allow us the time to develop, pilot, and assess our approaches.

Once developed, students may wish to take more than one version of the course, and therefore we propose the variable credit option of 3-6.

**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.)

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Feb. 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November 14, 2022 Contact Person: Hessam Dehghani (Course author), Adheesh Sathaye, (Curriculum Head) and Sheryl Lim (Curriculum support staff) Phone: 604-827-2715 Email: Hessam.Dehghani@ubc.ca adheesh1@gmail.com, asia.curriculum@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PERS 310 (3) Persian Media Reading, understanding and participating in contemporary registers of Persian Language as used in newspapers, radio/TV, as well as in online news and social media.</p> <p><i>Prerequisites:</i> PERS 104, 201, or 3 credits of PERS at the 300 level, or permission of instructor.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=PERS</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: Knowing a language in the 21st century helps students to develop the knowledge and skills that allow them to become responsible, active citizens of the global community. This higher-level content course in Persian Language aims at fulfilling this promise by delving into some of the most pressing issues facing the global community today. Issues like climate change, minority rights, immigration, democracy and citizens' rights are featured every day in news outlets and on social media (Twitter, Telegram, WhatsApp, BBC Persian, etc.), through stories written by professional journalists, as well as comments posted by the general public.</p> <p>In today's world, most of the language we use to communicate comes through different media platforms such as social networks, and news outlets. The moment one begins to think about putting out their ideas, they are in fact thinking about a form of media to choose. The course delves into different modes and aspects of Persian media in both digital and print formats.</p>

	<p>Through exposing students to rich, current Persian language material and examining different perspectives on political and social matters, it sharpens student's critical eye in interpreting the news. The course will also provide an opportunity for students to learn how to convey their ideas in writing and speaking through the production of essays that are modeled after what they already read in journals and news and through debates.</p> <p>Persian Media is a higher-level Persian language course for both heritage and non-heritage students who may benefit from studying Persian beyond common textbooks and on more specialized topics through a focus on news articles about politics, society and economics. This course is aimed at capturing the interest of returning students from lower-level courses. It will also fill the current gap as an elective for heritage students coming from other departments and faculties who would like to take a PERS course at higher levels but are not confident enough to take a 400-level course.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: Philosophy Faculty Approval Date: Feb. 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: October 21, 2022 Contact Person: Dave Gilbert (Course Author and Department Curriculum Chair); Jonathan Ichikawa (Head of Philosophy Department) Phone: 6048222511 Email: dave.gilbert@ubc.ca; jonathan.ichikawa@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PHIL 222 (3) Enriched Symbolic Logic</p> <p>Naïve set theory, relations and functions, recursion and induction; Propositional and predicate logic; Symbolizations, semantics, and formal proof theory; Metatheory for propositional logic. Recommended for students interested in pursuing upper-level courses in logic or formal philosophy. Credit will be granted for only one of PHIL 220 and PHIL 222.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=PHIL</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p><i>Note: Category 2 proposals will be submitted in a forthcoming report requesting to add the credit exclusion statement to PHIL 220 and to request updates to relevant PHIL course entries and program pages.</i></p> <p>Rationale for Proposed Change: Currently, our department offers PHIL 220 (3) Symbolic Logic for students interested in an introduction to propositional and predicate logic. The proposed PHIL 222 (3) Enriched Symbolic Logic will cover this as well but will approach these topics in a more rigorous way—introducing the mathematics required to do so—and also places greater emphasis on metatheoretical results than is common in PHIL 220. Students who wish to pursue upper-level courses in either logic or mathematical philosophy will be recommended to take PHIL 222 instead of PHIL 220.</p> <p>The Philosophy Department is able to offer several advanced logic courses (including PHIL 320, PHIL 322, and PHIL 323) on a regular basis. However, all of these upper-level courses require a familiarity with formal logic, as well as some mathematics,</p>

that outpaces the preparation generally offered by PHIL 220 (Symbolic Logic). This has two effects, both of which our department hopes to mitigate through the creation of PHIL 222.

First, many students are struck by the relative increase in difficulty between their 200-level logic course and the 300-level offerings. This can lead to high attrition rates in the upper-level courses.

Second, because the required background mathematical and logical content is almost identical for all the upper-level courses and it cannot be assumed that enrolled students have been exposed to this material, it is currently covered in each of the advanced courses. Moreover, because in any given one- or two-year period there is a significant overlap in the students enrolled in the upper-level courses, these students see the material multiple times, creating redundancies in our curriculum. Lastly, all of the upper-level courses would benefit from being able to use the time that is currently devoted to this background material on more specific, course-related content.

The addition of PHIL 222 will address both of these issues.

PHIL 222 will cover all of the necessary background material required by our advanced courses, including the content currently being taught in the first few weeks of each of the upper-level courses, eliminating the current redundancy. In addition, by approaching logic more formally and rigorously from the outset, students interested in pursuing upper-level logic and formal philosophy courses will find themselves better prepared for this further study, reducing the gap that

currently exists and smoothing the transition for interested students.

Finally, it is the opinion of our department that it would not be appropriate to address the above concerns by modifying the curriculum of PHIL 220. This course is currently serving our department well, including our Major and Honours students. Not every student who studies symbolic logic needs the kind of rigorous introduction that will be offered by PHIL 222. However, those who wish to pursue further study in logic, as well as formal or mathematical philosophy, do.

The addition of this course to the calendar will not impact any degree requirements for our programs (including joint programs). For our advanced logic courses (PHIL 320, PHIL 322, PHIL 323, PHIL 420, etc.), the current prerequisite of PHIL 220 will be modified so that either PHIL 220 or PHIL 222 will satisfy the requirement, with PHIL 222 being specified as the recommended preparation.

**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.)

<p>Category: 1 Faculty: Arts Department: Political Science Faculty Approval Date: Feb. 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: November 22, 2022 Contact Person: Allen Sens (Course Author and Curriculum Chair), Alan Jacobs (Dept Head) Phone: 604 822 6127 Email: allen.sens@ubc.ca, alan.jacobs@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>POLI 368 (3-6) Topics in International Relations</p> <p>Topics will vary from year to year. Consult the program website (https://politics.ubc.ca/courses/) for more information.</p>	<p>URL: https://www.calendar.ubc.ca/VANCOUVER/courses.cfm?page=code&code=POLI</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p><i>Note: This Category 1 proposal for a new Special Topics course does not require the approval of a sample syllabus, as per the policy described on p. 29 of the July 11, 2022 curriculum guidelines for Special Topics/ Directed Study Courses.</i></p> <p>Rationale for Proposed Change: There is currently no designated Topics course at the 300-level under the POLI subject code that would enable the teaching of special topics within the field of International Relations.</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. The proposed POLI 368 would also enable the Political Science department to pilot course themes for wide appeal, and provide occasions for visiting experts to provide instructional opportunities on subjects not currently included in our course offerings. 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</p>

	<p>specialized knowledge and this proposed course would allow for that.</p> <p>Offerings will be approved on a case-by-case basis by the Director of Undergraduate Programs and Head of the Department. The Head and the Director of Undergraduate Programs will work with Topics instructor(s) to ensure that, in the case where there is sufficient interest and ability to offer a single course version repeatedly, the Department will prepare a Category 1 proposal to give that course its own code.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Feb. 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: October 19, 2022 Contact Person: Helena Wu (Course Author); Adheesh Sathaye (Curriculum Chair); Sheryl Lim (curriculum support) Phone: 604-827-2715 Email: Helena.Wu@ubc.ca; Adheesh.Sathaye@ubc.ca; asia.curriculum@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 505 (3-9) Critical Approaches to Hong Kong Studies</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=ASIA</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: Hong Kong Studies is an emergent field of research. With the introduction and development of Hong Kong studies at UBC, and with the increased interest in the field among graduate students, not only within the Department of Asian Studies but also from the Department of History, the Department of Theatre and Film, etc., time is ripe to offer a graduate seminar to introduce interested students to some influential conceptual frameworks and approaches for this area of studies. The curriculum proposed for ASIA 505 will make space to explore the methodologies used in Hong Kong studies as they develop.</p> <p>While the Department of Asian Studies does offer a number of graduate-level seminars on specific geographic areas, it does not yet offer any specifically about Hong Kong. A course that will introduce foundational knowledge about Hong Kong studies will ensure adequate guidance to graduate students pursuing Hong Kong-related research, as well as those interested in developing an understanding of the academic discussions and the research</p>

	<p>problems of Hong Kong studies. The aims of the proposed course are to (1) fill this gap by introducing the major methodological and conceptual themes in Hong Kong studies, and (2) demonstrate how to mobilize knowledge and transfer methodologies from Hong Kong studies to other contexts and fields. The course will not only complement the Department's graduate-level offerings, it will also enhance overall graduate student training by engaging primary theoretical texts and posing critical inquiries into a diversity of disciplines. By inviting students to think with Hong Kong studies and reflect on critical matters beyond its parameters, the course will foster cross-disciplinary dialogues and stimulate the development of transferable skills in research practice.</p> <p>All the required materials in this course will be in English. Students who have Cantonese and/or Chinese language skills may have additional reading and viewing options.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Applied Science Department: ECE Faculty Approval Date: November 3, 2022 Effective Session (W or S): W Effective Academic Year: Sep. 2023</p>	<p>Date: Contact Person: Nick Jaeger Phone: Email: nickj@ece.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CPEN 514 (3) Quantum Information and Computation [3-0-0]</p>	<p>Present Calendar Entry:</p> <p>Type of Action: Regularize EECE 571S course</p> <p>Rationale for Proposed Change: This course fills the gap of the lack of a comprehensive intro-level quantum information and computation graduate course at UBC that covers the foundations: computational models, hardware and algorithms/software. It is suitable for ECE, computer science, chemists, and physicists.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p>



UBC Curriculum Proposal Change to Course or Program

Category: 1

<p>Faculty: Science Department: Earth, Ocean & Atmospheric 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>EOSC 527 (3) Instrumentation and Monitoring in Geological Engineering Practice</p> <p>Investigative versus performance monitoring. Monitoring requirements, limitations and system support. Tactical versus strategic monitoring. Data analysis, utilization and communication. Integration of monitoring with geotechnical and groundwater modelling. Case histories. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: This course addresses a unique need and gap in the UBC Geological Engineering graduate programs identified after engaging in stakeholder consultations with industry leaders and UBC Geological Engineering alumni.</p> <p>Currently the program lacks advanced practical instruction on developing and communicating effective instrumentation and monitoring regimes, a key task of geological engineers as they advance through their careers. There is also no similarly offered course at the graduate level offered through related program like Civil Engineering and Mining Engineering. Through practical and realistic case studies and project work, this course looks to fill this unmet need at the graduate level as part of a newly proposed 9-credit online “Graduate Certificate in Applied Geological Engineering” focused on developing some of the core skills professional geological</p>

	<p>engineers require as they advance throughout their careers.</p> <p>See attached expanded course syllabus for added details.</p> <p>Supporting Documents: SCI-22-2-EOSC 527</p>
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<p>Category: 1 Faculty: Arts Department: Geography Faculty Approval Date: Feb. 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: June 15th (Revised, Jan 26, 2023) Contact Person: Jennifer Williams (Course author); Suzanne Lawrence (Curriculum support staff) Phone: 22663 Email: jennifer.williams@geog.ubc.ca; undergraduate.program@geog.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>GEOS 506 (3) Population dynamics in time and space: models, data and application Mathematical models are fundamental for describing and predicting population dynamics in time and space. Emphasis on implementation of theoretical and applied population models of plants and animals. <i>Recommended:</i> Undergraduate coursework in ecology and experience using statistical software (contact instructor for more information).</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=GEOS</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <p>Underlying much of population ecology are models using different approaches to describe how population dynamics change through time and space. Goals of this course are to 1) assess the role of modeling in answering fundamental questions in population ecology; 2) articulate the strengths and weaknesses of the quantitative approaches presented for modeling population dynamics in time and space; 3) successfully implement mathematical models (in R) to describe population dynamics and spatial spread, and provide a clear interpretation of the results.</p> <p>A key component of understanding how ecosystems function is understanding the population dynamics of individual species. To do so requires being able to interpret mathematical models that form the theoretical core of population ecology. This course introduces concepts from ecological theory and teaches students the tools to not only interpret but also implement mathematical models relevant to predicting population dynamics in space and time.</p>

	<p>This course will help students add components of mathematical modeling and critical thinking to their toolkits. Such tools are necessary for answering specific questions related to population ecology as well as more generally giving students a framework for understanding mathematical theory in their particular subfields.</p> <p>Graduate students come to our program with a wide variety of academic backgrounds. We wish to include a “Recommended” statement that signals to students what prior knowledge will be helpful. At this time, some experience using R software (even just a tutorial) would be helpful. However, to future-proof this description we have left the software generic. In the sample syllabus, there are instructions for students to get the minimal experience needed for success in this course.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Allard School of Law Department: Faculty Approval Date: January 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: February 14, 2023 Contact Person: Douglas Harris Phone: 604 822 1991 Email: harris@allard.ubc.ca
Proposed Calendar Entry: LAW 520 (1-3) Topics in Intellectual Property - Seminar Not offered each year, consult Faculty. Credit will only be granted for one of LAW 420 or LAW 520.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This course has been taught as LAW523 Topics in Intellectual Property in seminar format and in lecture format. WorkDay functionality limits courses to a single format. LAW523 will now be reserved to lecture format. We are creating LAW520 Topics in Intellectual Property – Seminar to enable the Law School to continue to offer the course in the seminar format. <input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. <input type="checkbox"/> Pass/Fail or 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.)



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Allard School of Law Department: Faculty Approval Date: January 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: February 14, 2023 Contact Person: Douglas Harris Phone: 604 822 1991 Email: harris@allard.ubc.ca
Proposed Calendar Entry: LAW 545 (1-3) Topics in Taxation - Seminar Not offered each year, consult Faculty.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This course has been taught as LAW568 Topics in Taxation in seminar format and in lecture format. WorkDay functionality limits courses to a single format. LAW568 will now be reserved to lecture format. We are creating LAW545 Topics in Taxation - Seminar to enable the Law School to continue to offer the course in the seminar format. <input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. <input type="checkbox"/> Pass/Fail or 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: Allard School of Law Department: Faculty Approval Date: January 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: February 14, 2023 Contact Person: Douglas Harris Phone: 604 822 1991 Email: harris@allard.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LAW 546 (1-4) Topics in Common Law Theory and Practice: Private and Commercial Law - Lecture</p> <p>Not offered each year, consult Faculty.</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 has been taught as LAW556 Topics in Common Law Theory and Practice: Private and Commercial Law in seminar format and in lecture format. WorkDay functionality limits courses to a single format. LAW556 will now be reserved to seminar format.</p> <p>We are creating LAW546 Topics in Common Law Theory and Practice: Private and Commercial Law - Lecture to enable the Law School to continue to offer the course in the lecture format.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: Rehabilitation Sciences Faculty Approval Date: November 8, 2022 Effective Session (W or S): W Effective Academic Year: 2023/24</p>	<p>Date: August 2, 2022 Contact Person: Patricia Mortenson Phone: 604-827-5374 Email: patricia.mortenson@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RHSC 591 (3) Leadership in Rehabilitation Leadership approaches, styles and research evidence applied to clinical rehabilitation contexts; Role and critique of emotional intelligence in effective personal leadership practices. <i>Prerequisites:</i> RHSC 501</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Add a new elective course RHSC 591, “Leadership in Rehabilitation” to replace sections 002 and 021 of RHSC 583</p> <p>Rationale for Proposed Change: Leadership in rehabilitation is a topic of great interest to our learners. We have offered leadership as a topic in our RHSC 583: Applying Research to Practice (applying leadership research to practice in a knowledge translation framework). This topic is always in high demand with our students, but within the framework of the 583 course, it does not cover the topic of ‘Leadership in Rehabilitation’ in depth. This course will allow leadership teaching, learning and discussion in more depth and specific to varied rehabilitation contexts. A leadership specific elective course will add to the overall learning and skills our program aims to offer, to position working rehabilitation professionals for leadership opportunities, such as expert practitioner, clinical educator, and practice lead.</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>

THE UNIVERSITY OF BRITISH COLUMBIA



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Allard School of Law Department: Faculty Approval Date: January 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: February 14, 2023 Contact Person: Douglas Harris Phone: 604 822 1991 Email: harris@allard.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LAW 579 (1-3) Topics in First Nations Law - Lecture</p> <p>Not offered each year, consult Faculty. Credit will only be granted for one of LAW 357 or LAW 579.</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 has been taught as LAW558 Topics in First Nations Law in seminar format and in lecture format. WorkDay functionality limits courses to a single format. LAW558 will now be reserved to seminar format.</p> <p>We are creating LAW579 Topics in First Nations Law - Lecture to enable the Law School to continue to offer the course in the lecture format.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Allard School of Law Department: Faculty Approval Date: January 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023	Date: February 14, 2023 Contact Person: Douglas Harris Phone: 604 822 1991 Email: harris@allard.ubc.ca
Proposed Calendar Entry: LAW 596 (1-3) Topics in Corporate Law - Lecture Not offered each year, consult Faculty. Credit will only be granted for one of LAW 456 or LAW 596.	URL: N/A Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: This course has been taught as LAW594 Topics in Corporate Law in seminar format and in lecture format. WorkDay functionality limits courses to a single format. LAW594 will now be reserved to seminar format. We are creating LAW596 Topics in Corporate Law - Lecture to enable the Law School to continue to offer the course in the lecture format. <input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. <input type="checkbox"/> Pass/Fail or 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: Science Department: Microbiology & Immunology 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: MICB 520 (1 - 6) Topics in Microbiology, Immunology & Virology Selected topics in a specific area within Microbiology, Immunology and Virology. May be taken more than once for credit with permission of the department.	Present Calendar Entry: Action: Create new course. Rationale: The purpose of this course is to allow faculty members in the Department of Microbiology & Immunology as well as visiting professors to offer a course on selected topics in their area of expertise. The variable credit value (<i>i.e.</i> , 1 - 6) is there to accommodate topics courses that might require less of a workload than that of a 3-credit course. Supporting Documents: SCI-22-2-MICB 520



THE UNIVERSITY OF BRITISH COLUMBIA

Category: (1)

Faculty: Science Department: Microbiology & Immunology 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: MICB 575 (3) Data Science Research in Microbiology and Immunology A team-based data science research experience in microbiology and immunology. Please consult the Faculty of Science Credit Exclusion List [link to: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,414].	Present Calendar Entry: Action: Create a new course. Rationale: MICB 575 will provide students with an opportunity to conduct microbial ecology projects using computational tools. This new course will address the need for data science skills in the field of life sciences research. Supporting Documents: SCI-22-2-MICB 575



THE UNIVERSITY OF BRITISH COLUMBIA

Course Outline

Category: (1)

<p>Faculty: Science Department: Dean's Office 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>SCIE 500 (3) Discipline-based Education Research Methodology</p> <p>Overview of methodological approaches to education research in disciplines having natural, physical, and life-science foundations.</p> <p>Equivalency: SCIE 400</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: This new course will support the learning of undergraduate and graduate students engaging in discipline-based education research as part of their graduate studies in the Faculties of Science and Engineering. It is designed to help students get quickly up to speed on what DBER is and how to do it.</p> <p>Supporting Documents: SCI-22-2-SCIE 500</p>



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Science Department: Dean's Office 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: SCIE 596 (3) Co-operative Work Placement I Restricted to students admitted to the Co-operative M.Sc. Education Program.	Present Calendar Entry: Action: Create new course. Rationale: For first Co-op work term of new Graduate Co-op program. Goals: develop ability to tackle new and existing problems of relevance to the employer, design solutions, gather data, perform experiments, read literature, interpret findings, reach conclusions, write reports. Supporting Documents: SCI-22-2-SCIE 596



<p>Faculty: Science Department: Dean's Office 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>SCIE 597 (3) Co-operative Work Placement II</p> <p>Restricted to students admitted to the Co-operative M.Sc. Education Program.</p> <p>Prerequisite: SCIE 596</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: For second Co-op work term of new Graduate Co-op program. Goals: develop ability to tackle new and existing problems of relevance to the employer, design solutions, gather data, perform experiments, read literature, interpret findings, reach conclusions, write reports.</p> <p>Supporting Documents: SCI-22-2-SCIE 597</p>



<p>Faculty: Science Department: Dean's Office 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>SCIE 598 (3) Co-operative Work Placement III</p> <p>Restricted to students admitted to the Co-operative M.Sc. Education Program.</p> <p>Prerequisite SCIE 597</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: For third Co-op work term of new Graduate Co-op program. Goals: develop ability to tackle new and existing problems of relevance to the employer, design solutions, gather data, perform experiments, read literature, interpret findings, reach conclusions, write reports.</p> <p>Supporting Documents: SCI-22-2-SCIE 598</p>



<p>Faculty: Science Department: Dean's Office 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>SCIE 599 (3) Co-operative Work Placement IV</p> <p>Restricted to students admitted to the Co-operative M.Sc. Education Program.</p> <p>Prerequisite SCIE 598</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: For fourth Co-op work term of new Graduate Co-op program. Goals: develop ability to tackle new and existing problems of relevance to the employer, design solutions, gather data, perform experiments, read literature, interpret findings, reach conclusions, write reports.</p> <p>Supporting Documents: SCI-22-2-SCIE 599</p>



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Allard School of Law Department: Faculty Approval Date: January 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: February 14, 2023 Contact Person: Douglas Harris Phone: 604 822 1991 Email: harris@allard.ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit.)</p> <p style="background-color: yellow;">LAW345 Topics in Public Law – Lecture (1-3)</p> <p style="background-color: yellow;">Not offered each year, consult Faculty.</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: New course</p> <p>Rationale for Proposed Change: This course has been taught as LAW343 Topics in Public Law in seminar format and in lecture format. WorkDay functionality limits courses to a single format. LAW343 will now be reserved to seminar format.</p> <p>We are creating LAW345 Topics in Public Law – Lecture to enable the Law School to continue to offer the course in the lecture format.</p> <p><input checked="" 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>



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Allard School of Law Department: Faculty Approval Date: January 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: February 14, 2023 Contact Person: Douglas Harris Phone: 604 822 1991 Email: harris@allard.ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit.)</p> <p>LAW357 Topics in First Nations Law – Lecture (1-3)</p> <p>Not offered each year, consult Faculty. Credit will only be granted for one of LAW 357 or LAW 579.</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: New course</p> <p>Rationale for Proposed Change: This course has been taught as LAW358 Topics in Public Law in seminar format and in lecture format. WorkDay functionality limits courses to a single format. LAW358 will now be reserved to seminar format.</p> <p>We are creating LAW357 Topics in First Nations Law – Lecture to enable the Law School to continue to offer the course in the lecture format.</p> <p><input checked="" 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>



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Allard School of Law Department: Faculty Approval Date: January 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: February 14, 2023 Contact Person: Douglas Harris Phone: 604 822 1991 Email: harris@allard.ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit.)</p> <p>LAW420 Topics in Intellectual Property - Seminar (1-3)</p> <p>Not offered each year, consult Faculty. Credit will only be granted for one of LAW 420 or LAW 520.</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: New course</p> <p>Rationale for Proposed Change: This course has been taught as LAW423 Topics in Intellectual Property in seminar format and in lecture format. WorkDay functionality limits courses to a single format. LAW423 will now be reserved to lecture format.</p> <p>We are creating LAW420 Topics in Intellectual Property – Seminar to enable the Law School to continue to offer the course in the seminar format.</p> <p><input checked="" 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>



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Allard School of Law Department: Faculty Approval Date: January 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: February 14, 2023 Contact Person: Douglas Harris Phone: 604 822 1991 Email: harris@allard.ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit.)</p> <p style="background-color: yellow;">LAW433 Topics in Tort Law– Lecture (1-3)</p> <p style="background-color: yellow;">Not offered each year, consult Faculty.</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: New course</p> <p>Rationale for Proposed Change: This course has been taught as LAW435 Topics in Tort Law in seminar format and in lecture format. WorkDay functionality limits courses to a single format. LAW435 will now be reserved to seminar format.</p> <p>We are creating LAW433 Topics in Tort Law – Lecture to enable the Law School to continue to offer the course in the lecture format.</p> <p><input checked="" 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>



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Allard School of Law Department: Faculty Approval Date: January 19, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: February 14, 2023 Contact Person: Douglas Harris Phone: 604 822 1991 Email: harris@allard.ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit.)</p> <p>LAW456 Topics in Corporate Law– Lecture (1-3)</p> <p>Not offered each year, consult Faculty. Credit will only be granted for one of LAW 456 or LAW 596.</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: New course</p> <p>Rationale for Proposed Change: This course has been taught as LAW467 Topics in Corporate Law in seminar format and in lecture format. WorkDay functionality limits courses to a single format. LAW467 will now be reserved to seminar format.</p> <p>We are creating LAW456 Topics in Corporate Law– Lecture to enable the Law School to continue to offer the course in the lecture format.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



UBC Curriculum Proposal Form Change to Course or Program

Category 1

<p>Faculty: Peter A. Allard School of Law Department: N/A Faculty Approval Date: Feb 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023-24</p>	<p>Date: February 16, 2023 Contact Person: Douglas Harris / Vandana Sood Phone: 604 822 1991 / 604-757-6008 Email: harris@allard.ubc.ca / vsood@womenslegalcentre.ca</p>
<p>Proposed Calendar Entry: (40 word limit.)</p> <p>LAW 429 (11) Rise Women's Legal Centre – Clinic</p> <p>The Clinic is a family law legal clinic where students are temporarily articulated under the Law Society of BC and practice primarily family law, providing legal advice and assistance to clients, under the supervision of instructors.</p> <p>Corequisite: LAW 431</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=LAW</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course has been offered for six years under general course number LAW 379 (11) d Externship, which is used as the designation for new clinical courses. The proposal to create a clinic-specific course is consistent with the Faculty practice to assign an individual course number to courses that show strong and consistent student enrollment for several years. The new course in the Calendar will more accurately reflect the nature of experiential learning undertaken by students in the clinical program, which is not an “Externship” (i.e., external to UBC). The Clinic supervisors are appointed adjunct professors at UBC and provide all of the student instruction and supervision. Students will also have the clinic name on their transcripts to better reflect the specificity of their experiential learning and to assist them in securing work in family law practice. Students will also enroll in LAW 431 Rise Women's Legal Centre – Seminar.</p> <p><input checked="" 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 checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
<p>Proposed Calendar Entry: (40 word limit.)</p> <p>LAW 431(4) Rise Women’s Legal Centre – Seminar: Social Justice Issues for Families in the Legal System</p> <p>This seminar explores issues of social justice for families in the legal system, necessary to undertake the Rise Women’s Legal Centre Clinic in the Fall, Spring and Summer terms.</p> <p>Corequisite: LAW 429.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=LAW</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This seminar has been offered for six years as Law 380 (4) d Externship Reflection. The new course in the Calendar will more accurately describe the seminar, which provides perspectives on the range of social justice issues in the practice of family law. Students will also enroll in LAW 429 Rise Women’s Legal Centre – Clinic.</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>



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category 1

<p>Faculty: Peter A. Allard School of Law Department: N/A Faculty Approval Date: Feb 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: January 16, 2023 Contact Person: Douglas Harris Phone: 604 822-1991 Email: harris@allard.ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit.)</p> <p>LAW 202 (2) Advocacy Introduction to principles of written and oral advocacy. <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: New course</p> <p>Rationale for Proposed Change:</p> <p>The Law School has included a required advocacy exercise in the second term of its first-year curriculum for many years. In this exercise, the students work in teams to prepare written arguments and then to make oral arguments before a moot court of appeal. The scenario for the exercise is drawn from the substantive material that students are studying in one of their other first-year courses, and the exercise has been conducted as a non-credit element of one of those courses.</p> <p>This proposal to create a new 2-credit course for this exercise reflects the workload associated with the exercise. It will also ensure that an important element of skills development in the first-year curriculum will appear on student transcripts.</p> <p>LAW 202 will provide students with an opportunity to learn the basic principles of written and oral advocacy and to develop their skills as advocates. In doing so, it helps to prepare the many students who represent clients in the volunteer legal clinics. It also exposes students to mooting and to the opportunities in the upper-year mooting program as part of the Law School's commitment to experiential learning.</p>



	<p style="text-align: center;"><input checked="" 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>Cr/D/F does not apply to JD courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Law Department: Faculty Approval Date: Feb 16, 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: February 11, 2023 Contact Person: Douglas Harris Phone: 604-822-1991 Email: harris@allard.ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit.)</p> <p><i>Degree Requirements</i></p> <p>Regular Program</p> <p>The Juris Doctor program requires a student to acquire a minimum of 92 credits in three Winter Sessions in the Allard School of Law. First year consists of compulsory courses totaling 32 credits. The second and third years (or upper years) consist of two Winter Sessions totaling 60 credits. Each Winter Session consists of two consecutive terms. Students may not enrol in more than 18 credits per term or 34 credits per Winter Session.</p> <p>Juris Doctor – program entry September 2023 or later</p> <p>In the first year, students must take the following compulsory courses:</p> <ol style="list-style-type: none"> 1. Law 200 (Indigenous Settlor Legal Relations) 2. Law 202 (Advocacy) 3. Law 211 (Contracts) 4. Law 221 (Criminal Law and Procedure) 5. Law 231 (Property Law) 6. Law 241 (Tort Law) 	<p>URL:</p> <p>https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,207,358,329</p> <p>Present Calendar Entry:</p> <p><i>Degree Requirements</i></p> <p>Regular Program</p> <p>The Juris Doctor program requires a student to acquire a minimum of 92 credits in three Winter Sessions in the Allard School of Law. First year consists of compulsory courses totaling 32 credits. The second and third years (or upper years) consist of two Winter Sessions totaling 60 credits. Each Winter Session consists of two consecutive terms. Students may not enrol in more than 18 credits per term or 34 credits per Winter Session.</p> <p>Juris Doctor – program entry September 2020 or later</p> <p>In the first year, students must take the following compulsory courses:</p> <ol style="list-style-type: none"> 1. Law 200 (Indigenous Settlor Legal Relations) 2. Law 211 (Contracts) 3. Law 221 (Criminal Law and Procedure) 4. Law 231 (Property Law) 5. Law 241 (Tort Law) 6. Law 261 (Transnational Law)



7. Law 271 (Introduction to Public Law and the Charter)

8. Law 281 (Legal Research & Writing)

9. Law 291 (Aboriginal and Treaty Rights)

In the upper years, students must take the following compulsory courses:

1. LAW 304 (Transnational Law)

2. LAW 347 (Federalism)

3. LAW 372 (Administrative Law)

4. LAW 300 (Jurisprudence and Critical Perspectives)

5. LAW 468 (Ethics and Professionalism)

A student may not enrol in a course for which another subject is a prerequisite, unless the required course was taken and passed earlier. In special circumstances the Associate Dean, Academic Affairs, in consultation with the Faculty member teaching the subject, may waive this stipulation.

Seminar or Directed Research:

A student must undertake, in either the second or third year, at least one independent research project and submit a substantial paper (or series of papers) embodying the results of this research. This obligation usually will be satisfied within a 3 credit seminar but students may fulfill this obligation by completing a project, for at least 3 credits, under LAW 493, 494, 495, or 496 (Directed Research).

Experiential Learning Credit Requirement:

Students are required to complete one experiential course or program before graduation. This experiential requirement is met through successfully completing:

- a for-credit clinical program;
- a for-credit competitive moot; or

7. Law 271 (Introduction to Public Law and the Charter)

8. Law 281 (Legal Research & Writing)

9. Law 291 (Aboriginal and Treaty Rights)

In the upper years, students must take the following compulsory courses:

1. LAW 347 (Federalism)

2. LAW 372 (Administrative Law)

3. LAW 300 (Jurisprudence and Critical Perspectives)

4. LAW 468 (Ethics and Professionalism)

A student may not enrol in a course for which another subject is a prerequisite, unless the required course was taken and passed earlier. In special circumstances the Associate Dean, Academic Affairs, in consultation with the Faculty member teaching the subject, may waive this stipulation.

Seminar or Directed Research:

A student must undertake, in either the second or third year, at least one independent research project and submit a substantial paper (or series of papers) embodying the results of this research. This obligation usually will be satisfied within a 3 credit seminar but students may fulfill this obligation by completing a project, for at least 3 credits, under LAW 493, 494, 495, or 496 (Directed Research).

Experiential Learning Credit Requirement:

Students are required to complete one experiential course or program before graduation. This experiential requirement is met through successfully completing:

- a for-credit clinical program;
- a for-credit competitive moot; or
 - one of the courses approved by



- one of the courses approved by the Associate Dean, Academic Affairs and the Faculty's Curriculum Committee as having a substantial experiential component and listed on the [Faculty's Degree Requirements website](#).

The Experiential Learning Credit does not change the number of credits required for the J.D. degree.

Maximum Credits for Experiential Learning:

Students are limited to a total of 20 credits of clinical offerings, competitive mootings, and Law 486 Law Review Credit. Students may not take more than two clinical offerings during their Juris Doctor program.

Juris Doctor – program entry September 2020 or later

In the first year, students must take the following compulsory courses:

10. Law 200 (Indigenous Settlor Legal Relations)
11. Law 211 (Contracts)
12. Law 221 (Criminal Law and Procedure)
13. Law 231 (Property Law)
14. Law 241 (Tort Law)
15. Law 261 (Transnational Law)
16. Law 271 (Introduction to Public Law and the Charter)
17. Law 281 (Legal Research & Writing)
18. Law 291 (Aboriginal and Treaty Rights)

In the upper years, students must take the following compulsory courses:

6. LAW 347 (Federalism)

the Associate Dean, Academic Affairs and the Faculty's Curriculum Committee as having a substantial experiential component and listed on the [Faculty's Degree Requirements website](#).

The Experiential Learning Credit does not change the number of credits required for the J.D. degree.

Maximum Credits for Experiential Learning:

Students are limited to a total of 20 credits of clinical offerings, competitive mootings, and Law 486 Law Review Credit. Students may not take more than two clinical offerings during their Juris Doctor program.

Juris Doctor – program entry September 2019 or earlier

In the first year, students must take the following compulsory courses:

1. Law 201 (Constitutional Law)
2. Law 211 (Contracts)
3. Law 221 (Criminal Law and Procedure)
4. Law 231 (Property Law)
5. Law 241 (Tort Law)
6. Law 251 (Public Law)
7. Law 261 (Transnational Law)
8. Law 281 (Legal Research & Writing)

In the upper years, students must take the following compulsory courses:

1. LAW 372 (Administrative Law)
2. LAW 459 (Business Organizations) - this course is not compulsory for students who commenced their Juris Doctor degree in September 2018 or later



<p>7. LAW 372 (Administrative Law)</p> <p>8. LAW 300 (Jurisprudence and Critical Perspectives)</p> <p>9. LAW 468 (Ethics and Professionalism)</p> <p>A student may not enrol in a course for which another subject is a prerequisite, unless the required course was taken and passed earlier. In special circumstances the Associate Dean, Academic Affairs, in consultation with the Faculty member teaching the subject, may waive this stipulation.</p> <p>Seminar or Directed Research: A student must undertake, in either the second or third year, at least one independent research project and submit a substantial paper (or series of papers) embodying the results of this research. This obligation usually will be satisfied within a 3 credit seminar but students may fulfill this obligation by completing a project, for at least 3 credits, under LAW 493, 494, 495, or 496 (Directed Research).</p> <p>Experiential Learning Credit Requirement: Students are required to complete one experiential course or program before graduation. This experiential requirement is met through successfully completing:</p> <ul style="list-style-type: none"> • a for-credit clinical program; • a for-credit competitive moot; or <ul style="list-style-type: none"> ○ one of the courses approved by the Associate Dean, Academic Affairs and the Faculty's Curriculum Committee as having a substantial experiential component and listed on the Faculty's Degree Requirements website. <p>The Experiential Learning Credit does not change the number of credits required for the J.D. degree.</p>	<p>3. LAW 300 (Jurisprudence and Critical Perspectives)</p> <p>4. LAW 468 (Ethics and Professionalism)</p> <p>A student may not enrol in a course for which another subject is a prerequisite, unless the required course was taken and passed earlier. In special circumstances the Associate Dean, Academic Affairs, in consultation with the Faculty member teaching the subject, may waive this stipulation.</p> <p>Seminar or Directed Research: A student must undertake, in either the second or third year, at least one independent research project and submit a substantial paper (or series of papers) embodying the results of this research. This obligation usually will be satisfied within a 3 credit seminar but students may fulfill this obligation by completing a project, for at least 3 credits, under LAW 493, 494, 495, or 496 (Directed Research).</p> <p>Experiential Learning Credit Requirement: Beginning with the entering class of 2018, students are required to complete one experiential course or program before graduation. This experiential requirement is met through successfully completing:</p> <ul style="list-style-type: none"> • a for-credit clinical program; • a for-credit competitive moot; or <ul style="list-style-type: none"> ○ one of the courses approved by the Associate Dean Academic and the Faculty's Curriculum Committee as having a substantial experiential component and listed on the Faculty's Degree Requirements website. <p>The Experiential Learning Credit does not change the number of credits required for the J.D. degree.</p>
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Maximum Credits for Experiential Learning:

Students are limited to a total of 20 credits of clinical offerings, competitive mootng, and Law 486 Law Review Credit. Students may not take more than two clinical offerings during their Juris Doctor program.

Juris Doctor – program entry September 2019 or earlier

In the first year, students must take the following compulsory courses:

1. Law 201 (Constitutional Law)
2. Law 211 (Contracts)
3. Law 221 (Criminal Law and Procedure)
4. Law 231 (Property Law)
5. Law 241 (Tort Law)
6. Law 251 (Public Law)
7. Law 261 (Transnational Law)
8. Law 281 (Legal Research & Writing)

In the upper years, students must take the following compulsory courses:

1. LAW 372 (Administrative Law)
2. LAW 459 (Business Organizations) - this course is not compulsory for students who commenced their Juris Doctor degree in September 2018 or later
3. LAW 300 (Jurisprudence and Critical Perspectives)
4. LAW 468 (Ethics and Professionalism)

A student may not enrol in a course for which another subject is a prerequisite, unless the required course was taken and passed earlier. In special circumstances the Associate Dean, Academic Affairs, in consultation with the Faculty member

Maximum Credits for Experiential Learning:

Commencing for students entering second-year Law in September 2017, students are limited to a total of 20 credits of clinical offerings, competitive mootng, and Law 486 Law Review Credit. Students may not take more than two clinical offerings during their Juris Doctor program.

Business Law Concentration

During the Juris Doctor program, students may undertake a range of courses (outlined below) that emphasize areas of law which are essential to the practice of business law. This cluster of courses constitutes the "Business Law Concentration." It is an optional program signaling that students have completed legal studies providing them with a solid theoretical, doctrinal, and practical education in business law.

Business Law Concentration Requirements
To complete a Business Law Concentration, students must complete 6 mandatory courses and an additional 6 credits from a list of optional courses, as designated by the Director of the Centre for Business Law and listed on the Faculty's website:

Six mandatory courses:

- LAW 407 Taxation
- LAW 437 Commercial Transactions
- LAW 438 Secured Transactions
- LAW 459 Business Organizations
- LAW 463 Securities Regulation
- LAW 466 Business Law Capstone

The Business Law Capstone is designed to draw together all the elements of the business law curriculum, in a practical manner. In order to undertake this course, students must have completed at least five



teaching the subject, may waive this stipulation.

Seminar or Directed Research:

A student must undertake, in either the second or third year, at least one independent research project and submit a substantial paper (or series of papers) embodying the results of this research. This obligation usually will be satisfied within a 3 credit seminar but students may fulfill this obligation by completing a project, for at least 3 credits, under LAW 493, 494, 495, or 496 (Directed Research).

Experiential Learning Credit Requirement:

Beginning with the entering class of 2018, students are required to complete one experiential course or program before graduation. This experiential requirement is met through successfully completing:

- a for-credit clinical program;
- a for-credit competitive moot; or
 - one of the courses approved by the Associate Dean Academic and the Faculty's Curriculum Committee as having a substantial experiential component and listed on the [Faculty's Degree Requirements website](#).

The Experiential Learning Credit does not change the number of credits required for the J.D. degree.

Maximum Credits for Experiential Learning:

Commencing for students entering second-year Law in September 2017, students are limited to a total of 20 credits of clinical offerings, competitive mootings, and Law 486 Law Review Credit. Students may not take more than two clinical offerings during their Juris Doctor program.

Business Law Concentration

courses from the Business Law Concentration, including Business Organizations (Law 459), Taxation (Law 407), Securities Regulation (Law 463) and other courses from the Concentration comprising at least 6 credits. This course is required for completion of the optional Business Law Concentration.

The Business Law Concentration constitutes approximately 50% of the total upper-year requirements to fulfill the J.D. Program and will be awarded if students complete and pass six mandatory courses in the Concentration and other courses in the Concentration comprising at least six credits.

Other Courses for Credit in the Juris Doctor Program

Students may, in their second and third years (which may include the Summer Sessions between first year, second year, and third year), take courses in other departments and schools of the University for credit in the law school. Such courses may be credited for not more than 6 credits toward the second or third-year credit requirements, but shall not reduce the hours or credits in the winter sessions below the minimum requirement of 30 credits. Each student must receive advance permission to register in such courses from the Associate Dean, Academic Affairs, who will base their judgement on the relevance of the proposed course or seminar to the study of law or to a career in law and of the appropriateness of the proposed course or seminar in the light of the student's course of study in the law school. More information, including how to apply for permission to take a non-Law course can be found on the [Allard Law website](#).

Part-Time Students



During the Juris Doctor program, students may undertake a range of courses (outlined below) that emphasize areas of law which are essential to the practice of business law. This cluster of courses constitutes the "Business Law Concentration." It is an optional program signaling that students have completed legal studies providing them with a solid theoretical, doctrinal, and practical education in business law.

Business Law Concentration Requirements

To complete a Business Law Concentration, students must complete 6 mandatory courses and an additional 6 credits from a list of optional courses, as designated by the Director of the Centre for Business Law and listed on the Faculty's website:

Six mandatory courses:

- LAW 407 Taxation
- LAW 437 Commercial Transactions
- LAW 438 Secured Transactions
- LAW 459 Business Organizations
- LAW 463 Securities Regulation
- LAW 466 Business Law Capstone

The Business Law Capstone is designed to draw together all the elements of the business law curriculum, in a practical manner. In order to undertake this course, students must have completed at least five courses from the Business Law Concentration, including Business Organizations (Law 459), Taxation (Law 407), Securities Regulation (Law 463) and other courses from the Concentration comprising at least 6 credits. This course is required for completion of the optional Business Law Concentration.

The Business Law Concentration constitutes approximately 50% of the total upper-year requirements to fulfill the J.D.

Ordinarily, part-time students must complete not less than 50% of the normal course load in each academic year. In first year, 50% of the normal course load is 16 credits. In the upper years, 50% of the normal course load is 14 to 17 credits

Type of Action:

Change Degree Requirements. Move a required course from first year to upper year, and add a new first year required course.

Rationale for Proposed Change:

A recent and comprehensive JD student wellbeing survey revealed the negative impact on student well-being of what many consider to be an unmanageable first-year workload. Students identified the second term of first year, when they have seven courses and when most of those courses are evaluated with 100% final exams in April, as having a particularly negative impact. Concern about this negative impact has led the law school to make these curriculum changes.

LAW261 Transnational Law, currently one of the seven courses in Term 2 of first year, will be removed as a required 2-credit first-year course and moved to the upper year as a required course: LAW304 Transnational Law. This change involves shifting a required element of the degree from first year to the upper years.

LAW202 Advocacy will be created as a new 2-credit course and will be inserted into Term 2 of first year. This will keep the number of first-year credits constant at 32. LAW202 incorporates an existing first-year



Program and will be awarded if students complete and pass six mandatory courses in the Concentration and other courses in the Concentration comprising at least six credits.

Other Courses for Credit in the Juris Doctor Program

Students may, in their second and third years (which may include the Summer Sessions between first year, second year, and third year), take courses in other departments and schools of the University for credit in the law school. Such courses may be credited for not more than 6 credits toward the second or third-year credit requirements, but shall not reduce the hours or credits in the winter sessions below the minimum requirement of 30 credits. Each student must receive advance permission to register in such courses from the Associate Dean, Academic Affairs, who will base their judgement on the relevance of the proposed course or seminar to the study of law or to a career in law and of the appropriateness of the proposed course or seminar in the light of the student's course of study in the law school. More information, including how to apply for permission to take a non-Law course can be found on the [Allard Law website](#).

Part-Time Students

Ordinarily, part-time students must complete not less than 50% of the normal course load in each academic year. In first year, 50% of the normal course load is 16 credits. In the upper years, 50% of the normal course load is 14 to 17 credits

advocacy element, which is currently included as a pass/fail non-credit exercise in one of the other first-year courses. The creation of this new pass/fail course recognizes the workload associated with an existing exercise on student transcripts.

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.

Cr/D/F does not apply to JD courses.

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.)

CAPS 205 Fundamentals of Physiology in Human Health and Disease I**UBC Curriculum Proposal Form
Change to Course or Program**

Category: (1)

<p>Faculty: Medicine Department: CPS Faculty Approval Dates: 2023 Effective Session (W or S): S Effective Academic Year: 2024</p>	<p>Date: Oct 2022 Contact Person: Barry Mason Phone: 604-822-7253 Email: barry.mason@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CAPS 205 (3) Fundamentals of Physiology in Human Health and Disease I</p> <p>The principles of physiological regulation of neuromuscular, cardiovascular and blood systems in the human body with practical applications in health and disease. [3-0-0]</p> <p>Credit will only be granted for one of CAPS 301 or CAPS 205</p> <p>Prerequisites: BIOL 112, CHEM 123, MATH 101, and 100-level PHYS beyond PHYS 100.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: new course</p> <p>Rationale for Proposed Change: This is a new and required course for the newly proposed CAPS (Cellular, Anatomical and Physiological Sciences) Major's program. Along with CAPS 206, it provides the foundations of human physiology required for the rest of both the Honours and Major program of study.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

CAPS 206 Fundamentals of Physiology in Human Health and Disease II**UBC Curriculum Proposal Form
Change to Course or Program**

Category: (1)

<p>Faculty: Medicine Department: CPS Faculty Approval Dates: 2023 Effective Session (W or S): S Effective Academic Year: 2024</p>	<p>Date: Oct 2022 Contact Person: Barry Mason Phone: 604-822-7253 Email: barry.mason@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CAPS 206 (3) Fundamentals of Physiology in Human Health and Disease II</p> <p>The principles of physiological regulation of respiratory, renal, gastrointestinal, endocrine and reproductive systems in the human body with practical applications in health and disease. [3-0-0]</p> <p>Credit will only be granted for one of CAPS 301 or CAPS 206</p> <p>Prerequisites: BIOL 112, CHEM 123, MATH 101, and PHYS 100-level beyond PHYS 100</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: new course</p> <p>Rationale for Proposed Change: This is a new and required course for the newly proposed CAPS (Cellular, Anatomical and Physiological Sciences) Major's program. Along with CAPS 205, it provides the foundations of human physiology required for the rest of both the Honours and Major program of study.</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"/></p> <p>Pass/Fail or Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

CAPS 305 Integrated Human Health and Disease**UBC Curriculum Proposal Form
Change to Course or Program**

Category: (1)

<p>Faculty: Medicine Department: CPS Faculty Approval Dates: 2023 Effective Session (W or S): S Effective Academic Year: 2025</p>	<p>Date: Oct 2022 Contact Person: Barry Mason Phone: 604-822-7253 Email: barry.mason@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CAPS 305 (3) Integrated Human Health and Disease</p> <p>An integrated study of advanced physiological processes and the consequences of dysregulation in disease pathophysiology. [3-0-0]</p> <p>Prerequisites: CAPS 205 or CAPS 206</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: new course</p> <p>Rationale for Proposed Change: This is a new and required course for the new proposed CAPS (Cellular, Anatomical and Physiological Sciences) Major's program. Along with CAPS 306, it builds upon the foundations in CAPS 205 and 206 for a more scaffolded experience and increasing depth of understanding.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

CAPS 306 Molecular and cellular mechanisms of human health and disease

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: CPS Faculty Approval Dates: 2023 Effective Session (W or S): S Effective Academic Year: 2025	Date: Oct 2022 Contact Person: Barry Mason Phone: 604-822-7253 Email: barry.mason@ubc.ca
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<p>Proposed Calendar Entry:</p> <p>CAPS 306 (3) Molecular and cellular mechanisms of human health and disease</p> <p>A study of the molecular and cellular mechanisms of human health, disease and therapeutics. [3-0-0]</p> <p>Prerequisites: BIOL 234 and one of CAPS 205 or CAPS 206 or BIOL 200</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: new course</p> <p>Rationale for Proposed Change: This is a new and required course for the new proposed CAPS (Cellular, Anatomical and Physiological Sciences) Major's program. Along with CAPS 305, it builds upon the foundations in CAPS 205 and 206 for a more scaffolded experience and increasing depth of understanding</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or Honours/Pass/Fail grading(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: CPS Faculty Approval Dates: 2023 Effective Session (W or S): S Effective Academic Year: 2025</p>	<p>Date: Oct 2022 Contact Person: Barry Mason Phone: 604-822-7253 Email: barry.mason@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CAPS 310 (3) Modern Biomedical Research Techniques and their Application</p> <p>Core and advanced biomedical research techniques which have impacted our current understanding of health and disease. [3-0-0]</p> <p>Prerequisites: MATH 101, BIOL 112, BIOL 121, PHYS 100-level beyond PHYS 100 and one of BIOL 234 or BIOL 335 or BIOL 338</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: new course</p> <p>Rationale for Proposed Change: This is a new and required course for the new proposed CAPS (Cellular, Anatomical and Physiological Sciences) Major's program. Students learn 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.</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>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>

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: CPS Faculty Approval Dates: 2023 Effective Session (W or S): S Effective Academic Year: 2026</p>	<p>Date: Oct 2022 Contact Person: Barry Mason Phone: 604-822-7253 Email: barry.mason@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CAPS 420 (3) Human Disease Modeling and Therapeutics</p> <p>Focusing primarily on stem cells and <i>in vitro</i> organoids as disease models, topics cover regenerative medicine, aging, tissue regeneration and repair, novel genetic diseases and therapy development. [3-0-0]</p> <p>Prerequisites: CAPS 306 and CAPS 310</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: new course</p> <p>Rationale for Proposed Change: This is a new and constrained elective course for the new proposed CAPS (Cellular, Anatomical and Physiological Sciences) Major's specialization, for students interested in the ever changing area of disease modeling and therapeutics.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/Fbasis. Default grading is percentage.)</p>

CAPS 427 Gross Human Anatomy Lab

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: CPS Faculty Approval Dates: 2023 Effective Session (W or S): S Effective Academic Year: 2026</p>	<p>Date: Oct 2022 Contact Person: Barry Mason Phone: 604-822-7253 Email: barry.mason@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CAPS 427 (3) Gross Human Anatomy Lab</p> <p>A clinical and surgical exploration of the body's structure and function in normal and select pathological conditions. [1-4-0]</p> <p>Prerequisites: CAPS 391</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: new course</p> <p>Rationale for Proposed Change: This is a new elective course for the new proposed CAPS (Cellular, Anatomical and Physiological Sciences) specialization, for students interested in a surgical exploration of the human body.</p> <p>Work outside of the laboratory includes selecting a research topic, presenting a preliminary literature review and rationale for the project. The method of approach must be presented and defended; this includes how the dissection will proceed, what measurements will be made, what landmarks will be used to guide the dissections and how the data will be analysed. At the end of the project the results must be written in the form of a research manuscript. In addition the students must prepare a poster and powerpoint presentation which they will present to the class; both must be in a form suitable for a scientific conference.</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</p>

CAPS 427 Gross Human Anatomy Lab

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

Category: (1)

<p>Faculty: Medicine Department: Cellular & Physiological Sciences Faculty Approval Dates: Effective Session (W or S): S Effective Academic Year: 2026</p>	<p>Date: Oct 21 2022 Contact Person: Barry Mason Phone: 604-822-7253 Email: barry.mason@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CAPS 432 (3) Systems Physiology in Human Health and Disease.</p> <p>Major discoveries and current advancements that are revolutionizing our understanding of the physiological, compensatory responses of the human body to extreme conditions. [3-0-0]</p> <p>Prerequisites CAPS 305 and 306 and 310</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <p>This is an optional course in the proposed CAPS (Cellular, Anatomical and Physiological Sciences) Major specialization. It explores the body's integrated responses to extreme physiological stressors.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading(undergraduate courses only)</p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p>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>

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: CPS Faculty Approval Dates: Effective Session (W or S): S Effective Academic Year: 2026</p>	<p>Date: Oct 2022 Contact Person: Barry Mason Phone: 604-822-7253 Email: barry.mason@ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit.)</p> <p>CAPS 434 (3) Endocrinology and Metabolism in Human Health and Disease</p> <p>Major discoveries and current advancements that are revolutionizing our understanding of the biology, disease states and therapeutic approaches for metabolic and reproductive disorders, stress and endocrine disorders including diabetes. [3-0-0]</p> <p>Prerequisites CAPS 305 and CAPS 306 and CAPS 310</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CAPS</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change:</p> <p>This is an optional course in the proposed CAPS (Cellular, Anatomical and Physiological Sciences) Major specialization. The course investigates genetic and acquired endocrine disorders, and strategies for designing treatments using personalized medicine and therapeutics.</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>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>



Course Outline

Category: (1)

<p>Faculty: Medicine Department: Cellular and Physiological Sciences Faculty Approval Date: Jan 17 2023 Effective Session (W or S): S Effective Academic Year: 2023</p>	<p>Date: June 29th, 2022 Contact Person: Carol-Ann Courneya Phone: 778 989 5103 Email: courneya@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CAPS 210 (3) Human Health Literacy</p> <p>An on-line course teaching students to research and understand relevant health diagnoses. Not for students with Biology 12, Anatomy and Physiology 12, or enrolled in the Faculties of Science, Land and Food Systems, Pharmaceutical Sciences, Applied Science or School of Kinesiology. [3-0-0]</p>	<p>Present Calendar Entry:</p> <p>CAPS 210 (3) Exploring the Human Body: How does the body work?</p> <p>Basic functional anatomy and physiology of the human body. Not open to students who have credit for Biology 12, Anatomy and Physiology 12, or any first year BIOL course or are in the Faculties of Science, Land and Food Systems, Pharmaceutical Sciences, or School of Kinesiology. [3-0-1]</p> <p>Type of Action:</p> <ol style="list-style-type: none"> 1) Course name change (to: Human Health Literacy) and description change. 2) <u>Some</u> changes to overarching learning outcomes 3) Assessment Strategy <p>Rationale for Proposed Change:</p> <p>There were two limitations to the original proposal for CAPS 210 (Original name: “Exploring the Human Body”):</p> <p>A) The original course was designed to be “information driven”. This was originally planned to be content-intensive information delivered on Canvas, along with supplementary links to websites and online videos. This was to be accompanied by an assessment structure that was entirely MCQ-focused. On reflection, and considering that this was to be an elective course offered to students with little science background, we</p>



suggest a pedagogical shift from information delivery to applied learning. *The changed course format will consist of a series of nine system modules (e.g. respiratory, renal, cardiovascular etc.) Each module will prompt the students to research and understand three diagnosis/health scenarios. For example, in the cardiovascular module a diagnosis scenario could be heart murmur, and in the immunology module a health scenario could be researching mRNA vaccines to treat COVID. Supporting relevant anatomy and physiology, as well as trustworthy health information links will be offered on the CAPS 210 Canvas page.*

B) The original course was to be team-taught by 11 independent faculty members. While coordinated team teaching can be very successful, there are challenges to coordinating 11 independent faculty, all of whom have additional heavy course/research responsibilities, to work together on an elective course. *The changed course will therefore be coordinated centrally by a single faculty member (CA Courneya), and module scenarios and supporting materials will be developed by nine module co-authors.*

Type of Action Rationale:

1) Name Change:

The original name for this course was “Exploring the Human Body”. Sadly, the original course director, Dr. Susie Clee, died before the course could be fully developed, and thus CAPS 210 has not as yet been run. The new proposed title “**Human Health Literacy**” better matches the shift in pedagogy and assessment.

2) Some changes to original overarching learning outcomes

At the end of the course, students will understand and be able to research and explain:



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- the anatomy (structure) and physiology (functions) of nine major systems;
- the mechanisms by which each of the nine systems carries out its role;
- how the physiological systems are controlled;
- the consequence of disruption of some of these processes.
- each of the diagnoses discussed in the course using language appropriate for an educated lay audience

3) *Assessment Strategy*

The focus of the Assessment strategy will be shifted from memorization to applied learning. Weekly short vocabulary quizzes along with brief written reports will constitute 63% of the grade. Final assessment will be a selection of novel diagnoses/health scenarios for the students to research and submit reports.

Not available for Cr/D/F grading.

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

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

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: Pharmaceutical Sciences Department: Entry to Practice Doctor of Pharmacy Faculty Approval Date: 26 January 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: December 5, 2022 Contact Person: Dr. Kerry Wilbur Phone: (604) 827-0198 Email: kerry.wilbur@ubc.ca</p>																																																												
<p>Proposed Calendar Entry: Degree Requirements The first week of the first year will include both scheduled coursework and a mandatory formal orientation program. This orientation will introduce students to the Faculty, its expectations for academic and professional conduct, and some of the skills required to succeed in the program.</p> <p style="background-color: yellow;">(For students beginning their degree in September 2022 or prior)</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th colspan="2" style="text-align: left; padding: 2px;">Professional Year 1 (PY1)</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">PHRM 100</td><td style="text-align: right; padding: 2px;">18</td></tr> <tr><td style="padding: 2px;">PHRM 111</td><td style="text-align: right; padding: 2px;">15</td></tr> <tr><td style="padding: 2px;">PHRM 131</td><td style="text-align: right; padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">PHRM 141</td><td style="text-align: right; padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">PHRM 161</td><td style="text-align: right; padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">PHRM 171¹</td><td style="text-align: right; padding: 2px;">2</td></tr> <tr><td style="padding: 2px;"><i>Total Credits</i></td><td style="text-align: right; padding: 2px;">41</td></tr> </tbody> </table> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th colspan="2" style="text-align: left; padding: 2px;">Professional Year 2 (PY2)</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">PHRM 211</td><td style="text-align: right; padding: 2px;">15</td></tr> <tr><td style="padding: 2px;">PHRM 212</td><td style="text-align: right; padding: 2px;">15</td></tr> <tr><td style="padding: 2px;">PHRM 221</td><td style="text-align: right; padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">PHRM 231</td><td style="text-align: right; padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">PHRM 241</td><td style="text-align: right; padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">PHRM 251</td><td style="text-align: right; padding: 2px;">1</td></tr> </tbody> </table>	Professional Year 1 (PY1)		PHRM 100	18	PHRM 111	15	PHRM 131	2	PHRM 141	2	PHRM 161	2	PHRM 171 ¹	2	<i>Total Credits</i>	41	Professional Year 2 (PY2)		PHRM 211	15	PHRM 212	15	PHRM 221	2	PHRM 231	2	PHRM 241	2	PHRM 251	1	<p>URL: https://www.calendar.ubc.ca/vancouver/proof/edit/index.cfm?tree=12,213,956,1567</p> <p>Present Calendar Entry: Degree Requirements The first week of the first year will include both scheduled coursework and a mandatory formal orientation program. This orientation will introduce students to the Faculty, its expectations for academic and professional conduct, and some of the skills required to succeed in the program.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th colspan="2" style="text-align: left; padding: 2px;">Professional Year 1 (PY1)</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">PHRM 100</td><td style="text-align: right; padding: 2px;">18</td></tr> <tr><td style="padding: 2px;">PHRM 111</td><td style="text-align: right; padding: 2px;">15</td></tr> <tr><td style="padding: 2px;">PHRM 131</td><td style="text-align: right; padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">PHRM 141</td><td style="text-align: right; padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">PHRM 161</td><td style="text-align: right; padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">PHRM 171¹</td><td style="text-align: right; padding: 2px;">2</td></tr> <tr><td style="padding: 2px;"><i>Total Credits</i></td><td style="text-align: right; padding: 2px;">41</td></tr> </tbody> </table> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th colspan="2" style="text-align: left; padding: 2px;">Professional Year 2 (PY2)</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">PHRM 211</td><td style="text-align: right; padding: 2px;">15</td></tr> <tr><td style="padding: 2px;">PHRM 212</td><td style="text-align: right; padding: 2px;">15</td></tr> <tr><td style="padding: 2px;">PHRM 221</td><td style="text-align: right; padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">PHRM 231</td><td style="text-align: right; padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">PHRM 241</td><td style="text-align: right; padding: 2px;">2</td></tr> <tr><td style="padding: 2px;">PHRM 251</td><td style="text-align: right; padding: 2px;">1</td></tr> </tbody> </table>	Professional Year 1 (PY1)		PHRM 100	18	PHRM 111	15	PHRM 131	2	PHRM 141	2	PHRM 161	2	PHRM 171 ¹	2	<i>Total Credits</i>	41	Professional Year 2 (PY2)		PHRM 211	15	PHRM 212	15	PHRM 221	2	PHRM 231	2	PHRM 241	2	PHRM 251	1
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THE UNIVERSITY OF BRITISH COLUMBIA

PHRM 261	1	PHRM 261	1
PHRM 270	1	PHRM 270	1
PHRM 271 ¹	2	PHRM 271 ¹	2
PHRM 272 ¹	1	PHRM 272 ¹	1
<i>Total Credits</i>	42	<i>Total Credits</i>	42
Professional Year 3 (PY3)		Professional Year 3 (PY3)	
PHRM 311	12	PHRM 311	12
PHRM 312	12	PHRM 312	12
PHRM 341	2	PHRM 341	2
PHRM 351	3	PHRM 351	3
PHRM 361	1	PHRM 361	1
PHRM 371 ¹	4	PHRM 371 ¹	4
Electives ²	9	Electives ²	9
<i>Total Credits</i>	43	<i>Total Credits</i>	43
Professional Year 4 (PY4)		Professional Year 4 (PY4)	
PHRM 441	1	PHRM 441	1
PHRM 471	12	PHRM 471	12
PHRM 472	12	PHRM 472	12
PHRM 473	12	PHRM 473	12
PHRM 481	2	PHRM 481	2
<i>Total Credits</i>	39	<i>Total Credits</i>	39
Total Credits for the Program	165	Total Credits for the Program	165
<p>¹ Completed in the summer after the prior academic term. All of the other required courses of the Professional Year must be passed before being permitted to take this course.</p> <p>² Of the 9 elective credits required in the program, all must be chosen from offerings within or approved by the Faculty. A minimum of 3 credits must be taken from PHAR/PHRM elective course offerings. Non-PHAR/PHRM courses may be taken for Credit/D/Fail standing if permitted by the Faculty offering the course. As scholars, pharmacy students take responsibility for excellence by learning continuously. Courses taken prior to entry to the program and repeat courses</p>		<p>¹ Completed in the summer after the prior academic term. All of the other required courses of the Professional Year must be passed before being permitted to take this course.</p> <p>² Of the 9 elective credits required in the program, all must be chosen from offerings within or approved by the Faculty. A minimum of 3 credits must be taken from PHAR/PHRM elective course offerings. Non-PHAR/PHRM courses may be taken for Credit/D/Fail standing if permitted by the Faculty offering the course. As scholars, pharmacy students take responsibility for excellence by learning continuously. Courses taken prior to entry to the program and repeat courses</p>	



will not be credited toward elective requirements.

(For students beginning their degree in September 2023 and subsequent years)

Professional Year 1 (PY1)	
PHRM 100	18
PHRM 111	15
PHRM 131	2
PHRM 141	2
PHRM 161	2
PHRM 171¹	2
Total Credits	41
Professional Year 2 (PY2)	
PHRM 211	15
PHRM 212	15
PHRM 221	2
PHRM 231	2
PHRM 241	2
PHRM 251	1
PHRM 252	1
PHRM 261	1
PHRM 270	1
PHRM 271¹	2
PHRM 272¹	1
Total Credits	43
Professional Year 3 (PY3)	
PHRM 311	12
PHRM 312	12
PHRM 341	2
PHRM 351	3
PHRM 371¹	4

will not be credited toward elective requirements.

Type of Action:

Add degree requirements to reflect the new degree requirements for students who were admitted 2022W or later.

Rationale for Proposed Change:

PHRM 252 is a new course is in response to the increasing need of certifying students for injection skills training earlier in the Program. Due to this demand, this proposed course change is to move our current Year 3 PHRM 361 Clinical Skills Administration of Injections into Year 2.

There will be one “overlap” year where Professional Year (PY) 3 students will register in PHRM 361 and PY2 students will register in PHRM 252. The request to remove PHRM 361 from the UBC Calendar will follow after the last offering of the PY3 course. Both courses follow the same curriculum.



Electives²	9
Total Credits	42
Professional Year 4 (PY4)	1
PHRM 441	1
PHRM 471	12
PHRM 472	12
PHRM 473	12
PHRM 481	2
Total Credits	39
Total Credits for the Program	165

¹ Completed in the summer after the prior academic term. All of the other required courses of the Professional Year must be passed before being permitted to take this course.

² Of the 9 elective credits required in the program, all must be chosen from offerings within or approved by the Faculty. A minimum of 3 credits must be taken from PHAR/PHRM elective course offerings. Non-PHAR/PHRM courses may be taken for Credit/D/Fail standing if permitted by the Faculty offering the course. As scholars, pharmacy students take responsibility for excellence by learning continuously. Courses taken prior to entry to the program and repeat courses will not be credited toward elective requirements.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Pharmaceutical Sciences Department: Entry to Practice Doctor of Pharmacy Faculty Approval Date: 26 January 2023 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: December 5, 2022 Contact Person: Dr. Kerry Wilbur Phone: (604) 827-0198 Email: kerry.wilbur@ubc.ca</p>
<p>Proposed Calendar Entry: PHRM 252 (1) Clinical Skills: Administration of Injections Training for authorization to administer injections. <i>This course is not eligible for Credit/D/Fail grading.</i> Equivalency: PHRM 361</p>	<p>URL: PHRM</p> <p>Present Calendar Entry: NA</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This new course is in response to the increasing need of certifying students for injection skills training earlier in the Program. Due to this demand, this proposed course change is to move our current Year 3 PHRM 361 Clinical Skills Administration of Injections into Year 2. There will be one “overlap” year where Professional Year (PY) 3 students will register in PHRM 361 and PY2 students will register in PHRM 252. The request to remove PHRM 361 from the UBC Calendar will follow after the last offering of the PY3 course. Both courses follow the same curriculum.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: This is a required course in the Entry-to-Practice PharmD program. Students in the Entry-to-Practice PharmD programs are only allowed to take non-PHRM electives for Cr/D/F.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



19 April 2023

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Policy V-129: *Non-Credit Credentials* (approval)

A working group was established by the Senate Curriculum Committee in 2019 to review Vancouver Senate policies on non-degree programs. In February of this year, the Vancouver Senate approved Policies V-127: *Diploma Programs* and V-128: *Academic-Credit Certificate Programs*. The document that follows is the final installment in a suite of three related policies and is intended to create a similar framework for non-credit programming.

The working group 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*, RSBC 1996, c 468, grants Senate jurisdiction over the approval of “courses of study,” “courses of instruction,” and “courses of education” and does not distinguish between credit and non-credit offerings. While Senate has always been responsible for approving non-credit programming, there has not previously been a policy framework governing such programs. Accordingly, the 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.

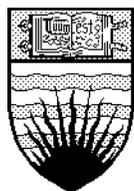
The following is recommended to Senate:

Motion: “That Policy V-129: *Non-Credit Credentials* be approved, effective 1 September 2023.”

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee

THE UNIVERSITY OF BRITISH COLUMBIA


SENATE POLICY:
V-129 DRAFT

VANCOUVER SENATE
 c/o Enrolment Services
 2016 - 1874 East Mall
 Vancouver, B.C. Canada V6T 1Z1

Number & Title

V-129: *Non-Credit Credentials*

Effective Date:

1 September 2023

Approval Date:

19 April 2023 (anticipated)

Review Date:

This policy shall be reviewed three (3) years after approval and thereafter as deemed necessary by the *Responsible Committee*.

Responsible Committee:

Curriculum

Authority:

University Act, S. 37(1)

“The academic governance of the university is vested in the senate and it has the following powers:

... (f) to consider, approve and recommend to the board the revision of courses of study, instruction and education in all faculties and departments of the university...

and,

... (h) to provide for and to grant degrees, including honorary degrees, diplomas and certificates of proficiency, except in theology;”...

University Act, S. 40

“A faculty has the following powers and duties:

...(d) to determine, subject to the approval of the senate, the courses of instruction in the faculty” ...

University Act, S. 47(2)

“A University must, so far as and to the full extent that its resources from time to time permit, do all of the following:

...(e) provide a program of continuing education in all academic and cultural fields throughout British Columbia;” ...

Purpose and Goals:

This policy is designed to:

- 1) Enable the creation of learning opportunities other than those offered for academic credit including, but not limited to, those comprised of content that is not for academic credit or not at the university level; those intended for non-degree seeking audiences; those intended to supplement for-credit study with opportunities to develop complementary professional or applied skills or capabilities; and those for which academic credit is otherwise inappropriate;
- 2) Define the essential features and categories of *Non-Credit Credentials*; and
- 3) Delineate approval processes for Non-Credit Letters and Non-Credit Program Certificates.

Applicability:

This policy is applicable to all *Learning Activities*, other than those offered for academic credit, approved on or after the effective date of this policy that are offered by the University through the Vancouver Campus that involve formal assessment or certification that participants have achieved a level of competence or met a particular standard of performance and/or participation. This policy is also applicable to any programming that employs the titles of the categories of *Non-Credit Credentials* identified in this policy regardless of program design or content.

Exclusions:

This policy is not applicable to any *Learning Activity* offered for academic credit.

This policy is not applicable to internal (i.e., UBC students, faculty, and staff) professional development, training, or other similar opportunities offered by academic or administrative units provided such programming does not employ the titles of the categories of *Non-Credit Credentials* identified in this policy.

This policy is not applicable to external offerings that are not university-centric in their experience and do not offer UBC-specific credentials, such as boot camps, hackathons, or summer camps, or any other activity on campus that does not employ the titles of the categories of *Non-Credit Credentials* identified in this policy.

This policy is not applicable to programs exclusively designed to fulfill requirements for qualification or continuing education for an external organization or licensing body, where the curriculum is determined or approved by professional requirements and regulations, provided such programming does not employ the titles of the categories of *Non-Credit Credentials* identified in this policy.

Definitions:

For the purposes of this policy:

Learning Activities shall include, but not be limited to, in-person or online lectures, independent study, group learning activities, online learning modules, work placements, and practica.

Non-Credit Credentials shall refer to Non-Credit Letter of Participation, Non-Credit Letter of Completion, Non-Credit Letter of Proficiency, Non-Credit Program Certificates, and Non-Credit Program Microcertificates, as set out in this policy.

Policy:

- 1) Categories of *Non-Credit Credentials*
 - a. Non-Credit Letters
 - i. Non-credit learning opportunities leading to a Non-Credit Letter of Participation
 1. Assessment is limited to verification of learners' presence at the time and place at which the activities leading to the Non-Credit Letter of Participation are offered.
 2. Normally consist of fewer than 50 expected hours of *Learning Activities*.
 - ii. Non-credit learning opportunities leading to a Non-Credit Letter of Completion

1. Assessment is limited to verification of learners' presence at the time and place at which the activities leading to the Non-Credit Letter of Completion are offered; and verification that the learner has completed all tasks assigned as part of the Non-Credit Letter of Completion.
 2. Normally consist of fewer than 50 expected hours of *Learning Activities*.
- iii. Non-credit learning opportunities leading to a Non-Credit Letter of Proficiency
1. Assessment is limited to verification of learners' presence at the time and place at which the activities leading to the Non-Credit Letter of Proficiency are offered; and verification that the learner has achieved an acceptable level of performance in completing all tasks assigned as part of the Non-Credit Letter of Proficiency.
 2. Normally consist of fewer than 50 expected hours of *Learning Activities*.
- b. Non-Credit Program Certificates
- i. Non-credit learning opportunities leading to a Non-Credit Program Certificate consist of more than one discrete set of *Learning Activities*, thoughtfully organized into a coherent program of learning in a given area.
 1. Assessment is limited to verification of learners' presence; and demonstrated achievement of program certificate learning outcomes and/or competencies.
 2. Normally consist of a minimum of 150 expected hours of *Learning Activities*.
 - ii. Non-credit learning opportunities leading to a Non-Credit Program Microcertificate bear similar characteristic of a Non-Credit Program Certificate in terms of a coherent program of learning in a particular area, but offer additional choice and flexibility for the learner by virtue of a shorter duration of required *Learning Activities*.
 1. Assessment is limited to verification of learners' presence; and demonstrated achievement of program certificate learning outcomes and/or competencies.
 2. Normally consist of a minimum of 50 expected hours of *Learning Activities*.
- 2) Only *Non-Credit Credentials* that comply with the requirements of one of the above listed categories and which have been approved in accordance with this policy may be offered.

- a. The formal title of any Non-Credit Letter of Participation, Non-Credit Letter of Completion, Non-Credit Letter of Proficiency, Non-Credit Program Certificate, or Non-Credit Program Microcertificate must include the *Non-Credit Credential* category to which it belongs.
- 3) The University and/or its Faculties shall not offer or approve non-credit courses of study, courses of instruction, courses of education, or other non-credit offerings except as permitted by this policy or other policies of Senate.
- 4) Establishment Criteria
- a. In order to be considered for Senate approval or Faculty-level approval pursuant to authority delegated by Senate specified in section 6.b. of this policy, proposed *Non-Credit Credentials* must:
 - i. Clearly identify admission criteria, eligibility criteria, or the intended audience for the *Non-Credit Credential*;
 - ii. Align with a *Non-Credit Credential* category as defined in this policy;
 - iii. Clearly identify all requirements for completion and the number of expected hours of *Learning Activities* associated with each requirement;
 - iv. Focus on a clear purpose, such as skills acquisition, disciplinary or interdisciplinary knowledge enhancement, career progression and professional development, or a combination of the aforementioned, and articulate the competencies and program outcomes to be achieved;
 - v. Be operationally viable, as determined by the Dean(s) of the responsible Faculty or Faculties, or the Director of Continuing Education.
 - b. For Non-Credit Program Certificates and Non-Credit Program Microcertificates, in addition to the criteria listed in section 4.a., such proposals must include an outline of the process for learner appeals.
- 5) Units that May Propose *Non-Credit Credentials*
- a. *Non-Credit Credentials* must be proposed by one or more Faculty, or by UBC Extended Learning. Administrative units may partner with the Faculties or UBC Extended Learning to jointly develop and deliver *Non-Credit Credentials*; however, Faculties or UBC Extended Learning will be responsible for the *Non-Credit Credentials* being proposed in such partnerships.
- 6) Approval of *Non-Credit Credentials*

- a. Non-Credit Program Certificates and Non-Credit Program Microcertificates require the approval of the proposing Faculty or Faculties, or UBC Extended Learning; Senate Curriculum Committee; and Senate.
 - b. The authority to approve Non-Credit Letters is delegated by Senate to the Faculties and UBC Extended Learning. Faculties and UBC Extended Learning may exercise the delegated authority to approve Non-Credit Letters only where the requirements of this policy and any other applicable Senate policies are satisfied.
 - c. Upon approval of any Non-Credit Letters pursuant to section 6.b. of this policy, Faculties or UBC Extended Learning shall provide notice of the approved Non-Credit Letter and copies of any proposals to the Senate via the Office of the Senate, and to the Office of the Provost and Vice-President Academic.
 - d. No delegation of authority by Senate is intended to have any impact on the powers or authority of the Board of Governors.
 - e. Senate retains the authority to discontinue any *Non-Credit Credential* notwithstanding any delegation of authority in this policy.
- 7) Inclusion in Academic Calendar
- a. Programs leading to all *Non-Credit Credentials* shall not be included in the Academic Calendar. A separate catalogue of these learning opportunities may be developed.
- 8) Administrative Responsibility
- a. Administrative responsibility for *Non-Credit Credentials* shall be held by the proposing Faculty or Faculties, or UBC Extended Learning.
- 9) Learner Rights and Responsibilities
- a. A learner in *Non-Credit Credential* programming shall not be considered a student as defined in the *University Act*, RSBC 1996, c 468, unless the learner is otherwise classified as a student by virtue of being a person who is presently enrolled at the University in a credit course or who is designated by resolution of the Senate as a student. Learners in *Non-Credit Credential* programming shall not be registered as students, and do not have the rights and responsibilities of students.

- b. Units proposing *Non-Credit Credentials* may establish regulations applicable to learners in *Non-Credit Credentials*. Such regulations must be approved in the manner applicable to the category of *Non-Credit Credentials* to which they apply, as identified in section 1 of this policy.
- 10) Recognition of Completion of *Non-Credit Credentials*
 - a. Upon successful completion of a *Non-Credit Credentials*, learners may be provided with a document recognizing completion. Any such document must comply with [GA7: Brand Identity Policy](#).
 - b. Senate may approve a template establishing the form of any document to be provided to recognize completion of a *Non-Credit Credential*. If Senate has approved such a template, any document provided to recognize completion of any *Non-Credit Credential* must comply with the approved template.
 - c. The document provided in recognition of completion of any *Non-Credit Credential* shall be titled in a manner consistent with the *Non-Credit Credential* category to which it belongs.
 - d. The document provided in recognition of completion of *Non-Credit Credentials* is awarded by the offering Faculty, Faculties, or UBC Extended Learning, and is not conferred by Senate. The document should be signed by the Dean of one or more of the offering Faculties or a person designated by the Dean; or the Director of Continuing Education for UBC Extended Learning.
 - e. Participants in *Non-Credit Credentials* do not have their credentials conferred at Convocation.
- 11) Application of Completed *Non-Credit Credentials* Towards Further Programming
 - a. A completed Non-Credit Letter of Participation, Non-Credit Letter of Completion, Non-Credit Letter of Proficiency, and Non-Credit Microcertificate may be applied towards satisfaction of the requirements of Non-Credit Program Certificates, if so approved by Senate.
- 12) Reporting
 - a. Faculties or units offering *Non-Credit Credentials* must report annually to the Office of the Provost and Vice-President Academic on enrolment in those programs.

Calendar Statement:

There are no calendar statements under this policy.

Consultations:

The following groups have been consulted during the development of this policy:

Standing Committees of Senate

Academic Policy

Admissions

Curriculum

Enrolment Services

Office of the Provost and Vice-President Academic

Office of the Vice-President, Students

Deans of UBC Vancouver Faculties

Vantage College

Alma Mater Society

Graduate Students Society

Office of the University Counsel

University Librarian

Ceremonies & Events

Director of Continuing Education

UBC Extended Learning

Sauder School of Business

Continuing Business Studies

Executive Education

Real Estate Division

UBC Centre for Teaching, Learning and Technology

History:

This is the first version of this policy for the Vancouver Campus.

Related Policies:

V-127: *Diploma Programs*

V-128: *Academic-Credit Certificate Programs*

DRAFT



April 19, 2023

From: Senate Nominating Committee

To: Vancouver Senate

Re: a) Academic Advisory Committee on a UBC Institute for Advanced Study
b) Academic Advisory Committee on Wall Research Awards and Wall Research Fellowships

Following a broad call for nominations, the Senate Nominating Committee is pleased to recommend that Senate resolve as follows:

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

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

PLACEHOLDER



19 April 2023

To: Vancouver Senate

From: Senate Tributes Committee

Re: UBC Academic Dress – Indigenous Students

The Senate Tributes Committee reviewed a request from UBC Ceremonies and Events to allow the adornment of mortarboard caps by graduands to reflect their Indigenous identity through the use of decorative traditions.

In January 2023, the Okanagan and Vancouver Ceremonies and Events offices received a request from the Okanagan Office of Indigenous Programs & Services on behalf of students from the Bachelor of Nsyilxcn Language Fluency. The students were inquiring as to whether they could receive mortarboard caps in advance to allow them to apply beading to caps in time for their graduation ceremony in June 2023. Ceremonies also received a written request from NITEP, the Indigenous Teacher Education Program, requesting the allowance of cultural modifications to academic regalia at graduation. Graduation ceremonies in Okanagan will be held from June 8 to 9, 2023. Graduation ceremonies in Vancouver will be held from May 24 to 26, May 29 to June 1 and November 22 to 24, 2023.

Attached hereunder is a comprehensive memo to the UBC Vancouver Tributes Committee, and to the UBC Okanagan Learning and Research Committee, the UBC Academic Regalia Guidelines and the requests received from the stakeholders.

The following is recommended to Senate:

Motion: *“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.”*

Respectfully submitted,

Dr. John Gibert, Chair
Senate Tributes Committee

4 April 2023

To: Okanagan Senate Learning & Research Committee
Vancouver Senate Tributes Committee

From: Liz King, Director, Ceremonies & Events

Re: UBC Academic Dress – Indigenous Students

Proposed Motion

THAT THE (Committee) recommends 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.

Background

UBC's academic calendar outlines academic dress as including gowns and hoods – academic dress and academic regalia are customarily interchangeable terms at UBC. Mortarboard caps are customarily worn by graduands and also considered a part of academic regalia. Graduates are permitted to keep their mortarboard caps as souvenirs however, gowns and hoods are returned to the rental company.

The guidelines provided to all graduands by Ceremonies specify that adornments are not permitted on UBC's academic regalia. The guidelines also include an exception permitting Indigenous students to wear their traditional regalia either with or in place of academic regalia. In this context, we use the term "Indigenous" to refer 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. We recognize in doing so that many people prefer the terms that are specific and traditional to their communities.

In January 2023, the Okanagan and Vancouver Ceremonies and Events offices (Ceremonies) received a request from the Okanagan Office of Indigenous Programs & Services on behalf of students from the Bachelor of Nsyilxcn Language Fluency. The students were inquiring as to whether they could receive mortarboard caps in advance to allow them to apply beading to caps in time for their graduation ceremony in June 2023. Ceremonies also received a written request from NITEP, the Indigenous Teacher Education Program, requesting the allowance of cultural modifications to academic regalia at graduation. Graduation ceremonies in Okanagan will be held from June 8 to 9, 2023. Graduation ceremonies in Vancouver will be held from May 24 to 26, May 29 to June 1 and November 22 to 24, 2023.

Upon review of the requests, Ceremonies responded to the queries sharing the guidelines already in place, and acknowledged that further discussion would be required regarding the application of beading to a mortarboard cap. In February 2023, Ceremonies reached out to Indigenous leadership at UBC who often provide guidance on these types of matters. On March 3 2023 Ceremonies met with Sheryl Lightfoot, Margaret Moss and Adrienne Vedan who supported the requests received.



Additionally, suggestions were made to enhance the information available to Indigenous students with respect to the academic regalia guidelines. Ceremonies has revised the language used in its guidelines for consistency with that of Enrolment Services, including a direct reference to the Indigenous Strategic plan. These suggestions were incorporated into the March 2023 update of the guidelines, attached as information.

Timeline and Next Steps

January 2023 – program/student requests received in the unit the Ceremonies offices

February 2023 – meeting query sent to Indigenous leaders at UBC

March 2023 – meetings and guidance sought from Indigenous leaders, Senate Office colleagues

March 2023 – regular review/update of Ceremonies & Events guidelines

April 2023 – Tributes Committee meeting, Learning & Research Committee meeting, April 2023 – Okanagan Senate and Vancouver Senate meetings

Post Senate Meetings – Caps distributed to Indigenous graduands for adornment prior to spring and fall convocation ceremonies

Fall 2023 – Review the implementation and outcomes of the newly adopted practice with stakeholders to affirm or modify the process in future years.

2023/2024 Academic Year Onward

Ceremonies will engage in further review of its guidelines to identify recommendations to the Okanagan and Vancouver Senates that may be included in their respective academic calendars, clarifying the limits and exceptions to academic dress/academic regalia.

Attachments:

UBC Academic Regalia Guidelines

UBC Okanagan January 2023 query (outlook item: Convocation regalia)

UBC Vancouver January 2023 query (pdf: Letter Ceremonies and Events NITEP)



Background

The guidelines outlined below have been developed by the Ceremonies & Events units at UBC. They serve as means to provide students with additional information about academic regalia used during graduation ceremonies. Guidelines are also used to assist staff in operating practices. These guidelines are reviewed at regular intervals at the discretion of unit leadership and may be updated to align with institutional guidelines and practices and/or industry standards and practices.

UBC Academic Regalia Guidelines (Students)

The gowns, hoods and mortarboards worn by faculty and graduating students at the graduation ceremonies evolved from clothes worn by European scholars in the 12th century to authenticate degrees. The University of British Columbia has taken pride in continuing this tradition since our first ceremony in 1916.

Required Attire

All individuals participating in the graduation ceremonies at the Vancouver and Okanagan campuses are required to wear academic regalia. This includes graduating students, faculty, administration and invited guests who will be seated on stage as well as volunteers.

Academic regalia includes a gown, hood and headwear appropriate to the degree being granted. Any form of attire (formal, uniform, business, traditional, or casual) may be worn underneath the gown. Footwear must always be worn.

Adornments (stoles, honor cords, etc.):

- Nothing is permitted to be added to the UBC academic regalia (either permanent or temporary);
- This includes honor cords, stoles, or any other adornment;
- If faculties, departments or student groups wish to hand out honor cords or stoles, they may do so at their own departmental/faculty event prior to or following the main university ceremony;
- If these items are handed out before the main university ceremony, students must remove them prior to attending the official university ceremony.

If you have any questions, please contact ceremonies.graduation@ubc.ca (Vancouver campus) or okanagan.ceremonies@ubc.ca (Okanagan campus).



Information for Indigenous Students

In this context, Indigenous is referring to status and non-status First Nations, Metis and Inuit peoples of Canada, in accordance with the *BC Declaration on the Rights of Indigenous Peoples Act* (DRIPA), which defines “Indigenous peoples” as aboriginal peoples under section 35(2) of the *Constitution Act, 1982*.)

Information for Indigenous Students is provided to support the [Indigenous Strategic Plan](#), in particular –

Goal 5, Action 21: Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures.

Goal 8, Action 38: Review all university policies and operational practices to ensure they support the recognition of Indigenous peoples’ human rights, and the equity and inclusion of Indigenous students, faculty, staff and community members.

- Indigenous students as noted above may wear their traditional regalia in place of the academic gown and hat but they must have the hood, the colour and style of which acknowledges the academic degree they have earned;
- Undergraduate and Masters’ students should wear their hood over their regalia or draped over their left arm;
- In the case of the PhD, EdD or DMA candidates, they should carry the hood over their left arm and be prepared to be hooded on stage by the President;
- The hood is the recognition of the student’s achievement and success and the only time that they will ever acknowledge this particular achievement so it is an important part of the academic tradition;
- Individual hoods (without gowns) cannot currently be booked through the Bookstore online booking system but hoods can be rented on the day in the regalia pick-up area and can be paid for by cash, credit or debit.

If you have any questions, please contact ceremonies.graduation@ubc.ca (Vancouver campus) or okanagan.ceremonies@ubc.ca (Okanagan campus).



THE UNIVERSITY OF BRITISH COLUMBIA

NITEP

Indigenous Teacher Education Program
 Faculty of Education
 300-2125 Main Mall
 Vancouver, B.C. Canada V6T 1Z4

Tel: (604) 822-5240
 Email: nitep.educ@ubc.ca
 nitep.educ.ubc.ca

January 16th 2023

Dear UBC Ceremonies & Events,

We are writing to you today in support of allowing culturally-significant modification to the UBC Ceremonies and Events graduation caps and gowns. We understand the motivation behind considering the restrictions on modification of graduate regalia, but are worried about the collateral damage that may be caused as a result of this rule. NITEP- the Indigenous Teacher Education Program here at UBC- has graduated over 410 Indigenous teachers since inception in 1974. In this time, many of our students have added Indigenous accessories and pieces to their graduation regalia as a point of pride, both in celebration of their own Indigeneity, and to mark the significant, transitional period graduating from a top institution like UBC.

As a leading public university, UBC hosts a diverse student population that includes students from all over the world. As UBC seeks to further diversify their student population, we believe that it is absolutely imperative that we encourage the celebration of identity and culture through the additional clothing/jewelry often worn by graduates. Allowing our students to modify their regalia (examples: beaded caps, adding a Metis sash, cedar hat) is in direct support of a number of articulated actions from the UBC Indigenous Strategic Plan:

Enrich our Spaces (Goal 5):

- Action 21: "Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures".

And to Create a Holistic System of Support (Goal 8):

- Action 21: "Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures."
- Action 22: "Identify and make visible the generational connections of Indigenous peoples to culturally significant places across UBC campuses." (UBC Strategic Plan, p. 11)

The graduation ceremony is a culturally significant place and space to all students, however, it is our job to recognize the undue hardship imposed upon Indigenous ceremonies through the Indian Act of 1876. Part of the Indigenous Strategic Plan, in coordination with the TRC Calls to Action and UNDRIP, includes the recognition of the importance of ceremony and spirituality to be respected, acknowledged, and encouraged at the UBC Okanagan and UBC Vancouver Campuses as a direct response to these hardships and assimilative practices outlined and upheld by the Indian Act (1876). These are outlined in the Goals and actions noted above.



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“UBC has been fortunate to be the academic home for many Indigenous people who have already taken up the work of advancing Indigenous peoples’ human rights in different ways. Due to their commitment, the UBC community has maintained a strong leadership role in educating and advocating for Indigenous perspectives, worldviews and experiences. However, the burden to advance this work can no longer be carried by a few, and we must all make the commitment to do this work.” UBC Indigenous Strategic Plan, p.11.

Having pride in one’s Indigenous identity should be honoured and shared within UBC Ceremonies and events. We seek to encourage students’ resurgence and revitalization of their own identity, reclaiming their voice and story by creating space for them to share their culturally significant regalia and articles with us at our graduation ceremonies. The proud declaration of Indigeneity is the resurgence of Indigenous youth and identity as a direct response to the oppression and assimilation that was systematically applied to Indigenous people here in Canada from 1831 - 1996. It is this office’s opinion that UBC should endeavor to encourage Indigenous regalia, identity, and language at every possible opportunity in an effort to promote Indigenous inclusion, display active, ongoing reconciliation.

We’re so grateful for the opportunity to share our thoughts as an Indigenous program. We know that our students would sincerely appreciate being able to alter their graduation regalia. Thank you for your time, and for considering allowing alteration to the UBC Graduation outfits,

Sincerely,

Naomi Narcisse, St’át’imc Nation naomi.narcisse@ubc.ca
 Alexis Okabe, Kitsumkalum First Nation alexis.okabe@ubc.ca
 Teneille Shea, Tlich Citizen teneille.shea@ubc.ca
 Marny Point, Musqueam Band marny.point@ubc.ca

Sources and Notes:

Indigenous Strategic Plan:

https://aboriginal-2018.sites.olt.ubc.ca/files/2021/06/2021_6_22_UBC.ISP_StrategicPlan2020-SINGLE-Borderless-REDUCED.pdf

California Assembly AB 1248:

<https://openstates.org/ca/bills/20172018/AB1248/#:~:text=Abstract,from%20wearing%20gang%2Drelated%20apparel.>

Indian Act:

<https://laws-lois.justice.gc.ca/eng/acts/i-5/>

UBC Indigenous Regalia: <https://ubctoday.ubc.ca/stories/november-24-2020/ubcs-new-indigenized-academic-regalia>



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It is important to have a beaded graduation cap to show my identity, and to honour those who came before me. As a member of the EDID – Equity, Diversity and Inclusion Cohort - this is another way that I am able to show Indigenous representation at such a large institute.

- Lenaya, Teacher Candidate

It is important to note that our regalia is not a costume, or a show of display, but one that honours our Creator, families and teachings.

- Marny Point, Professor

Subject: Convocation regalia
Date: Monday, January 9, 2023 at 10:55:58 AM Pacific Standard Time
From: Vedan, Adrienne <Adrienne.Vedan@ubc.ca>
To: Vernon, Alanna <alanna.vernon@ubc.ca>
Attachments: image001.png

Good morning Alanna,

Happy new year! Hope you had a wonderful holiday season.

We've received some requests for the Bachelor of Nsyilxcn Fluency students who will be graduating this year, if it is possible to get grad caps so that they can bead them for convocation?

Best,
Adrienne

Adrienne Vedan

Director | Indigenous Programs and Services | AVP Students
Senior Advisor to the Deputy Vice Chancellor and Principal on Indigenous Affairs
The University of British Columbia | Okanagan Campus | syilx Okanagan Nation Territory
UNC 212B - 3272 University Way Kelowna BC | Kelowna BC | V1V 1V7 Canada
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THE UNIVERSITY OF BRITISH COLUMBIA



MARCH 2023

2023/24 Budget



THE UNIVERSITY OF BRITISH COLUMBIA

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Letter from the President

As a leader in learning, teaching, and research, UBC is a vital contributor to provincial, national, and global development, social well-being, and environmental health. As a public university, UBC is a source of talent, ideas, and innovation that respond to the crises of climate and sustainability, advance health and medical solutions, and foster improved social and economic conditions. UBC's contributions in these areas have never been more critical.

The fiscal year 2023/24 budget furthers academic excellence by building capacity in research and teaching, investing in stated priorities, and responding to the financial challenges at this stage in the global pandemic and macroeconomic downturn. Planning for the 2023/24 budget began at a time when global economic deceleration and rising inflation were intensifying financial challenges for the UBC community and putting pressure on all areas of the university's operations.

Budget 2023/24 advances UBC's vision of inspiring people, ideas, and actions for a better world and furthers our academic priorities as articulated in our strategic plan by prioritizing our investments and prudent stewarding of our resources. Key highlights include:

- New and continuing investments in 1) recruiting and retaining exemplary students, faculty, and staff; 2) world-class research infrastructure; and 3) providing an excellent student learning experience, both inside and outside the classroom.
- Support for the recommendations of the Student Affordability Task Force Report to lower financial barriers for existing and incoming students, as well as funding for critical student mental health and wellbeing supports.
- Investments in implementing the Indigenous Strategic Plan.
- Funding for the implementation of the Inclusion Action Plan and Anti-Racism and Inclusive Excellence Task Force recommendations.
- Support for our ambitious climate action plans, advancing the work of the Climate Emergency Task Force, and funding to develop and institute climate solutions.

UBC continues to chart an ambitious vision to be the most research-intensive university in Canada, a leading innovator in teaching and learning, a champion of the student experience, and among the top ten public universities in the world. This financial plan will help to move us along this path while ensuring that UBC continues to become an even more diverse, inclusive, and equitable community.

Sincerely,

Professor Deborah Buszard
Interim President and Vice-Chancellor

Executive Summary

The UBC budget represents the financial plan for the university to provide a roadmap for allocating the university's revenues against anticipated expenses for the coming fiscal year.

The primary aim of UBC's annual budget process is to ensure the long-term financial sustainability of the university and that limited financial resources are targeted towards academic priorities, as articulated in the President's priorities and *Shaping UBC's Next Century*, UBC's strategic plan.

The budget is informed by relevant economic and political factors, risk assessments, assumptions, and the Government of BC's mandate for UBC. The university's budget process involves many months of collaborative planning across the faculties, administrative units, and stakeholders at both campuses, culminating in its presentation to the Board of Governors for approval. The university's budget model and planning processes are described in more detail in this report.

The 2023/24 Budget

Although UBC's long-term financial position remains strong, the university is operating in an environment of fiscal restraint as a result of rising costs and constrained revenue. This year, and into future years, the combination of rising salary costs, unprecedented global inflation impacting non-labour costs, and slower growth of domestic and international student enrolment over prior years will require conservative financial strategies and proactive approaches.

UBC's operating budget—the unrestricted funds that cover the university's core operations and activities—is projecting a balanced position in 2023/24 which supports the university's long-term financial stability. While the operating budget is anticipated to be balanced at the institutional level, it is important to note that many faculties and administrative units face growing cost pressures as a result of increases to faculty and staff salaries that are outpacing available incremental revenue. These are established by collective agreements and contractual obligations to appropriately compensate university employees. The university will need to continue to focus on new revenue sources and operational efficiencies to provide capacity for both new investments and maintaining current activity levels.

Operating Budget <i>(in \$millions)</i>	2021/22 Actuals	2022/23 Forecast	2023/24 Plan	Variance
Operating Fund Revenues	2,174	2,313	2,523	210
Operating Fund Expenses	1,992	2,190	2,425	(235)
Interfund Transfers and Internal Transactions	23	83	32	51
Investments in Capital Assets	71	72	66	6
Operating Budget Surplus / (Deficit)	88	(32)	0	32

The focus of UBC's budget planning is allocating the operating budget, or the unrestricted funds. Budget 2023/24 includes strategic investments that advance our academic mission; as well as equity, diversity, and inclusion; our commitments to Truth and Reconciliation; crucial supports for our students; and our response to the climate emergency.

The consolidated budget, which incorporates the operating budget and also includes restricted funding that is set aside for specific purposes (such as capital projects or research), is projecting a surplus of \$85 million. UBC is required by the BC provincial government to produce at least a balanced result on a consolidated basis.

Consolidated Budget (All Funds) <i>(in \$millions)</i>	2021/22 Actuals	2022/23 Forecast	2023/24 Plan	Variance
Consolidated Revenues	3,207	3,379	3,654	275
Consolidated Expenses	3,046	3,279	3,569	(290)
Consolidated Budget (All Funds) Surplus / (Deficit)	161	100	85	(15)

UBC consistently ranks as one of the world's top research universities, and is projected to attract \$708 million in total research funding in 2023/24 — up from \$662 million in 2022/23. Funding from Tri-Agency is expected to remain flat, with minor increases from other government agencies and non-profits.

The UBC Endowment Fund supports teaching, research, student financial aid programs, campus infrastructure, and student and faculty housing. UBC's endowment is projected to grow to \$3 billion, inclusive of land development endowments. The endowments provide approximately \$129 million in spendable investment income annually, spent in accordance with the terms of each endowment.

In 2023/24, total capital expenditures of \$662 million are planned — up from \$496 million in 2022/23. This includes \$399 million towards major capital projects planned or underway including:

- Activate Recreation Center,
- Beaty Biodiversity Centre Addition,
- Brock Commons Phase 2,
- Food and Beverage Innovation Centre,
- Gateway Building,
- Museum of Anthropology - Great Hall Renewal,
- Sauder School of Business Power House Expansion,
- School of Biomedical Engineering Building,
- Surrey City Centre 1,
- UBCO Interdisciplinary Collaboration and Innovation Building, and
- UBCO Downtown Kelowna Project.

Budget 2023/24 carefully balances investing in strategic priorities that lay the groundwork for a strong future with operational needs and long-term financial sustainability. While uncertainty remains across some areas, we emphasize that UBC's financial position is prudently overseen by the university's Board of Governors, the Audit and the Finance Committees of the Board, and Executive, and that our liquidity position is forecast to remain healthy during 2023-2024. Leading credit rating agencies continue to consider UBC as having a "very strong financial profile" and rate UBC's financial obligations as high quality and very low credit risk. In December 2022, the Moody's Investors Service, who assessed UBC to have an "outstanding market position", reaffirmed the university's Aa1, and in March 2023 the university was re-issued an AA+ rating from Standard and Poor's.

Strategic Investments

UBC continues to face financial pressure as a result of lower than anticipated student enrolment, rising salary costs, and high levels of inflation impacting non-salary expenses. Within this context of fiscal restraint, revenue growth in 2023/24 will be used to cover inflationary costs, enhance services and supports for students, and invest in areas of critical academic importance or that reduce risk to the university.

Through the annual budget planning process, revenue available for allocation for new strategic initiatives is identified after pre-determined allocations to faculties, the UBC Vancouver Academic Excellence Funds (AEF), the UBC Okanagan Excellence Fund (EF), and Student Financial Aid. Through this process, allocations from incremental operating funding and the AEF and the EF are proposed for priority investments that advance UBC's strategic priorities. The university's budget model and planning processes are described in more detail in the following sections of this report.

Academic Excellence Funds (AEF) and UBC Okanagan Excellence Fund (EF)

The AEF and the EF are intended to enhance UBC's long-term research and educational excellence. Through targeted strategic investments on both campuses, the funds ensure UBC is:

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

Budget 2023/24 includes investments from incremental operating funds, the AEF, and EF that advance both UBC's strategic priorities, as articulated in the university's strategic plan and the President's priorities. The following table provides a snapshot of allocations:

UBC Strategic Investments (2023/24) <i>(in \$thousands)</i>	Total	UBC Vancouver		UBC Okanagan	
	Operating, AEF, and EF	Operating Fund	Academic Excellence Fund (AEF)	Operating Fund	Excellence Fund (EF)
Student Priorities	23,357	2,876	16,457	1,266	2,758
Indigenous Reconciliation	12,663	2,173	9,196	269	1,025
Equity, Diversity and Inclusion	13,028	1,459	10,226	50	1,293
Academic Transformation & Research Excellence	82,971	6,938	61,168	584	14,281
Climate Action & Sustainability	3,142	1,342	1,685	115	-
Operational Excellence	12,930	10,185	783	1,962	-
Sustainment, Risk, Compliance Actions	35,309	29,970	4,106	1,164	69
Total Strategic Investments	183,400	54,943	103,621	5,410	19,426

The above strategic investments include the total amounts for 2023/24 planned from the AEF and EF, as well as incremental operating funding allocated as part of the budget process from both new budget asks and prior commitments.

Vancouver Campus Investments

Priority Operating Investments

In 2023/24, \$54.9 million in incremental operating funding is allocated to new requests and to cover previously approved commitments. UBC Vancouver has made allocations across the following categories:

- **Supporting Students:** For investments in the first-year experience and food security and to continue to provide critical student mental health and wellbeing support.
- **Indigenous Reconciliation:** To continue to support Indigenous Strategic Plan initiatives, including creating permanent staff positions; Indigenous curriculum support through the Centre for Teaching, Learning, and Technology; funding for the Residential School History and Dialogue Centre; additional support for the Learning Exchange; and other Indigenous strategic priorities.
- **Equity, Diversity, and Inclusion:** To support anti-racism initiatives and the Beyond Tomorrow Scholars Program as well as staffing investments, including a Human Rights Advisor in Anti-Racism, Executive Director of Operations, Equity and Inclusion Office, and Former Youth-in-Care Enrolment Services Advisor.
- **Academic Transformation and Research:** To cover inflationary costs for library collections, and undergraduate admissions and personal profile reading, as well as faculty salary increases; expansion of student financial aid to attract and retain top graduate students and initiatives to support student recruitment; and new or expanded positions in research, the Institute for Veterans Education and Transition, and the Voyages Gallery.
- **Climate Action and Sustainability:** To support the implementation of Climate Action Plan 2030, Zero Waste and Neighbourhood Climate Action, including funding for staffing and operational costs for the Sustainability Hub, the Social Ecological Economic Development Studies (SEEDS) Sustainability Program; as well as funding to expand student-led research and to implement the strategic priorities associated with Climate Emergency Task Force recommendations.
- **Operational Excellence:** To expand critical capacity for UBC's fundraising campaign, advance the Campus Vision 2050 long-term planning process, and advocacy for rapid transit to campus; continue to support the modernization of UBC's student information system; and initiatives to help the university focus limited resources and optimize our processes and operations through the Operational Excellence department.
- **Sustainment/Risk/Compliance Action:** For renovation costs for UBC Robson Square; matching provincial funding for capital costs and investing in critical emergency response infrastructure for the Vancouver campus; increases in insurance premiums and programs and commodities rate increases; continued investments in privacy and information security to reduce the university's risks; and expand staffing to support regulatory compliance, continuity, and safety requirements.

Academic Excellence Funds (AEF) Investments

On the Vancouver campus, a total of \$103.6 million in funding from the AEF is planned for 2023/24 across initiatives that support UBC's strategic priorities, as articulated in the university's strategic plan and the President's priorities. Highlights of planned investments for the coming year include:

- **Supporting Students:** To invest in initiatives identified in the Student Affordability Task Force recommendations, including matching funding for the Open Educational Resources Impact Award;

maintain student support service levels in the Learning Technology Hub; investments in the Koerner Grad Space, the Digital Scholarship in Arts Pilot Program, and the President's Recruitment/International Doctoral Fellowship Award; and expansion of the UBC Public Scholars Initiative, the Work Learn Program, and Jump Start for all first-year students.

- **Indigenous Reconciliation:** To support the implementation of the Indigenous Strategic Plan, including the Office of Indigenous Strategic Investments and the Indigenous Research Support Initiative; staffing, including an Admissions Advisor and Community Liaison Manager for Indigenous students, an Indigenous Education and Advancement Manager/Director, Indigenous faculty positions; support for Indigenous curriculum, awards for Indigenous graduate students, investments in postdoctoral and bridge fellowships for emerging Indigenous scholars the First Nations House of Learning, and the Indigenous Student Collegium.
- **Equity, Diversity, and Inclusion:** Funding to support IBPOC hiring, the Community-University Engagement Support Fund, the Student Affordability Taskforce initiatives, and EDI awards for Black graduate students; investments in postdoctoral and bridge fellowships for emerging black scholars; and support for the Centre for Asian Canadian Research and Engagement.
- **Academic Transformation and Research:** For investments in the Integrated Renewal Program, the new School of Biomedical Engineering building, the Clean Energy Research Centre, the Dairy Research and Education Centre, Peter Allard School of Law expansion, Canada 150 Research and President's Excellence Chairs, matching funds to support the UBC Farm Building Project, support for the BioHub and Bio Centre, renovations for the Faculty of Dentistry, professional student study and interaction space, funding for President's Academic Excellence Initiative positions; Research Clusters, grants and awards.
- **Climate Action and Sustainability:** Funding to expand the Beaty Centre for Biodiversity and investments in the Centre for Climate and Environmental Justice, to develop and institute climate solutions, and to support implementation of the Climate Emergency Task Force's strategic priorities and recommendations.
- **Operational Excellence:** To reclassify salaries based on employment markets and cover impacts related to international tuition loss.
- **Sustainment/Risk/Compliance Action:** For staff and faculty cost increases.

Okanagan Campus Investments

Priority Operating Investments

In 2023/24, \$5.4 million in incremental operating funding is allocated to new requests (\$2.7 million) and to cover previously approved commitments (\$2.7 million). UBC has made allocations across the following categories:

- **Supporting Students:** Investments in the Disability Resource Centre (DRC) Access and Destination UBC, as well as staffing, including a Sexual Violence Prevention Specialist, Senior Academic Scheduler, Learning Strategist, Associate International Student Recruiter/Advisor, and wage increases for Student Ambassadors.
- **Indigenous Reconciliation:** For an Indigenous Initiatives Librarian to support language fluency programs; support for Indigenous initiatives and staffing, including an Indigenous Initiatives Coordinator and

Indigenous Community Liaison; and restructuring and appropriately resourcing the Indigenous Affairs Office.

- **Equity, Diversity & Inclusion:** For a new Associate Provost, Inclusion, Diversity, Equity, Anti-racism appointment and investments in the Beyond Tomorrow Scholars Program.
- **Academic Transformation and Research:** Investments in UBCO Debates and staffing, a University-Industry Liaison Office Project Facilitation Officer, entrepreneurship@UBC Director, Events and Knowledge Translation, and Makerspace Manager role.
- **Climate Action and Sustainability:** For a project planner for the Campus Plan and Transportation Plan.
- **Operational Excellence:** To maintain and improve upon delivery of core campus operations, including updates to the campus plan, staffing, and campus promotion and recruitment.
- **Sustainment/Risk/Compliance Action:** For Integrated Service Centre contributions, investments in IT staffing and file storage capacity, and addressing network infrastructure.

Excellence Fund (EF) Investments

On the Okanagan campus, a total of \$19.4 million in funding from the EF is planned for 2023/24 across initiatives that support UBC's strategic priorities, as articulated in the university's strategic plan and the President's priorities. The EF continues to have an immense impact on the campus. Highlights of planned investments for the coming year include:

- **Supporting Students:** For minimum funding guarantee for PhD students; Indigenous Graduate Student Entrance and International Doctoral Fellowships; the Work Study program; the International Impact Scholarship; graduate student space; the Black Resource Centre; and the introduction of a graduate student internship program.
- **Indigenous Reconciliation:** For increased support for the development of the Bachelor of Nsyilxcn Language Fluency and the Bachelor of Nt̓eʔkepmxcín Language Fluency; funding for an Admissions Advisor for Indigenous applicants, an Indigenous Programs and Services Events, and Program Manager; support for the Summer Indigenous Art Initiative, Indigenous Engineering PhD Cohort Pilot, and Indigenous Research Mentorship; and support for the development of a Wildland Fire Ecology and Management Program (WFEM) in the Faculty of Science.
- **Equity, Diversity & Inclusion:** For increased investment in the Beyond Tomorrow Scholars Program; nine strategic IBPOC hires through the Accelerate Phase of the President's Academic Excellence Initiative; and funding for a Student Recruiter Advisor to support IBPOC initiatives.
- **Academic Transformation and Research:** Increased support for the Principal's Research Chairs program; continued investment in the Aspire Research Fund, the Eminence Program, the Research and Innovation Patent Fund, and the Research Infrastructure Fund to enable research excellence; continued investment in support of programming, including the implementation of the Master of Design, the Doctor of Education, and the Interdisciplinary Graduate Program; continued support for student research, including the summer multidisciplinary undergraduate research projects in Health, and the learning resource service conservations; as well as continued investment in space and capital planning to address the acute academic space needs of the campus.
- **Sustainment, Risk, Compliance Actions:** For academic integrity initiatives.

President's Academic Excellence Initiative (PAEI)

The President's Academic Excellence Initiative (PAEI) is an initiative aimed at elevating the research impact of UBC. The program is focused on recruitment of professors at all levels (with a focus on junior and up and coming) who conduct leading edge research; and to provide supports to them both from a professional and personal basis in order for them to focus on their intellectual leadership. Funding for this program is a combination of Academic Excellence Funds (AEF), central operating funds and TREK Endowment Funds.

PAEI is comprised of two programs:

- a. Accelerate – this program has been approved to hire 84 faculty members over a period of four years starting FY21 across UBC Vancouver and 9 across UBC Okanagan.
- b. Campaign – this program has been approved to hire 16 faculty members to date (Phase 1 and 2) with pending approval of a future phase by BOG for FY24 onward. This program leverages matching philanthropic gifts to support salary costs of chairs and professorships either on a term or endowed basis. To date 8 endowments have been established that will enable recruitment to start for 8 of the chairs/professorships.

University Budget Process

Working closely with the UBC Vice-President Finance and Operations, the UBC Vancouver Provost and UBC Okanagan Deputy-Vice-Chancellor and Principal have overall responsibility for ensuring the budget is developed in relation to UBC's academic priorities.

The budget represents the financial plan for the university — it serves as a roadmap for allocating the university's revenues against anticipated expenses.. It uses the prior year's allocations as a baseline to identify recurring funding and considers enhancement requests and the distribution of incremental revenues to fund strategic initiatives and to manage cost pressures. It should be noted that in the 2023/24 fiscal year, the university will continue to manage its limited incremental funding allocations conservatively.

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

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

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

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

The Budget Process

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

This year UBC's finance teams have collaborated with:



- Faculty and administrative unit leadership, through individual strategic budget meetings as well as financial forecast/outlook sessions
- Deans
- Academic heads/directors of units
- Associate vice-presidents and senior staff
- Indigenous Strategic Plan Executive Advisory Committee (ISPEAC) and President's Advisory Committee on Indigenous Affairs
- Equity-deserving groups
- Elected student leadership
- Senate Budget Sub-Committees of the Budget Committee of the Council of Senates (Vancouver and Okanagan) Executive

Alignment with UBC's Strategic Priorities

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

For the 2023/24 budget process at UBCV, strategic budget meetings were held with each area in November 2022 to explore in-depth priorities, cost pressures, as well as identify new revenue/funding opportunities and potential cost savings initiatives. These meetings were followed by a Deans' retreat in December 2022, where common and unit specific financial issues were shared. Additionally, financial forecast/outlook sessions were completed in February 2023 to share updated information through the third quarter forecast process as a comparison to the 2023/24 Budget. Executive meetings were held in November and December 2022 to review all the 2023/24 incremental budget asks brought forward through these strategic meetings. This was a rigorous process where budget asks were presented, explained, and approved by the Executive, leading to an overall recommended funding allocation and the 2023/24 Budget.

At UBCO, the Budget Committee met in November and December 2022 to review requests from administrative units for incremental operating funding. Final recommendations on budget allocations for 2023/24 were made by UBCO budget committee in January and February 2023, reflecting firmer revenue projections for the coming year and after appropriate engagement with the relevant stakeholders had taken place. In spite of limited incremental resources available for the upcoming year an extensive process reviewed all requests for funding and implications of decisions by UBCO leadership.

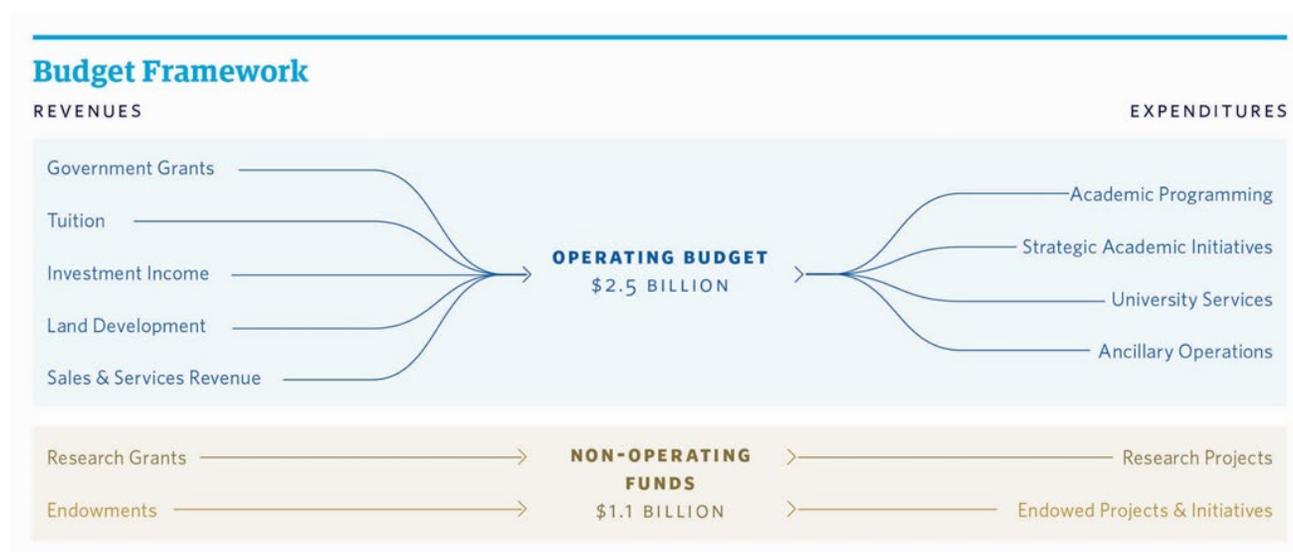
These processes ensure that financial planning across the university is aligned with UBC's strategic priorities and encourages collaboration and knowledge sharing across all academic and administrative groups.

The Budget is presented for the approval of UBC's Board of Governors and covers the fiscal year from April 1, 2023, to March 31, 2024.

Budget Framework

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

A simple picture of the university's consolidated budget for 2023/24 is as follows:



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

The operating budget includes income received by the university to support core academic operations. This revenue includes:

- The provincial operating grant,
- Domestic and international tuition,
- Investment income earned on cash and investments as well as land development proceeds, and
- Research overheads and indirect costs of research funds received from the federal government.

It also includes other revenue generated by central units and ancillaries across both campuses that directly support those operations, including student housing, food services, the UBC Bookstore, and parking. Many faculties receive funding directly from non-core activities, which are managed locally to support their operations.

In a typical year, the financial target for the operating budget is to achieve a near balanced result. This means that operating revenue and expenditures (which include ongoing capital cost expenditures and internal loans for capital projects) are at equivalent levels.

The Province of British Columbia provides an operating grant totaling an estimated \$941m to the university to support the teaching of domestic undergraduate and graduate students in selected degree-granting programs. Of this, \$841m is designated for UBC Vancouver and \$100m for UBC Okanagan.

The provincial operating grant funds the full-time equivalent (normal load FTE) enrolment of 30,303 full-time domestic undergraduate and 5,952 graduate students in Vancouver, and 7,035 domestic undergraduate and 157 graduate students in the Okanagan. There are some specific enrolment targets, primarily in the health professions, sciences, education, and engineering. In 2023/24 UBC expects to exceed the provincial enrolment targets by approximately 2,940 domestic undergraduate students and 4,522 graduate students to meet continuing rising demand from students across the country.

UBC Vancouver allocates tuition received to the faculties and to Student Financial Aid (SFA) via an established formula. Approximately 7.5% of tuition is allocated to support SFA for both international and domestic students. Of the remaining graduate and domestic undergraduate tuition, 75% flows directly to the faculties (60% at UBCO). Of international undergraduate tuition, after the SFA allocation, two thirds of the incremental tuition is directed to the Academic Excellence Funds, with 65% of the remainder flowing directly to the faculties (50% at UBCO). The remaining tuition revenue is allocated to the Vancouver operating fund for core operating and support services and strategic priorities. It should be noted that the allocation methodology for the Academic Excellence Funds is currently under review and a change may be made at some point in 2023/24. The outcome of the review is not known at the time this budget has been prepared.

Budget Assumptions and Risks

Budget Assumptions

As part of the budget development process, the university outlines key assumptions that are utilized by units across the organization in the development of their budgets. Major assumptions used in the development of the 2023/24 budget include:

General Wage Increase (GWI) Costs and Funding

Many of UBC's collective agreements with different bargaining units expired in the 2022/23 fiscal year and collective bargaining is still underway for some. The outcomes of collective bargaining may have both retroactive and forward-looking financial impacts. Incremental costs for bargaining units that have not yet been settled have been assumed to be in line with the 2022 Shared Recovery Mandate set by the Public Sector Employers' Council (PSEC), estimated at 3.24% retroactive into 2022/23, and 6% for 2023/24. It is also assumed that equivalent funding to cover GWI costs will be received from the provincial government.

Operating Funding Allocations

As started in 2020/21, a one-time reduction of 1% of total general purpose operating funding for all UBC administrative units is planned (reduced from a 2% reduction in 2022/23).

Tuition Increases

As approved by the Board of Governors in December 2022, tuition increases are assumed at 2% for all domestic students. International students will see increases of 3% for continuing students, and 5% for new students, except for continuing international graduate students enrolled in programs with standard rate tuition which will increase by 2%.

Inflation

A general consumer price index (CPI) rate of 3% is assumed for 2023/24. Other more granular rates are applied where increases are forecasted to be higher than this, such as for utilities that are forecasted to increase from between 3% to 12%, depending on the commodity type.

Capital Assets

Capital asset additions are based on the construction completion schedule of Board-approved capital projects, as well as the planned capital priorities. General additions (computers and equipment) are as projected by units across both campuses.

Budget Risks

There are many financial risks to the university, driven by both internal and external factors, that may have an impact on the financial outcomes in 2023/24. These risks are monitored carefully by the university as part of ongoing financial and operational diligence. Major risks include:

Inflation

Unprecedented global inflation has had a material impact on UBC's operating expenses and capital construction costs. A general continuation of inflation above UBC's assumptions could significantly impact overall costs.

Self-Funded Compensation Increases

As noted in the assumptions above, collective bargaining is currently underway with many bargaining units. It is assumed that settlements will fall within the provincial government mandates for General Wage Increases and that the university will receive funding for these increases. However, if a settlement results in compensation increases beyond funding received by the Province (i.e., only due to binding interest arbitration), the university must find resources or efficiencies to self-fund increases beyond government funding.

Employment Market

UBC has a sustained reputation as a top employer across the province and beyond and the ability to attract and retain talent is key to UBC's success. Increased competition in the labour market for critical positions, and a higher cost of living in British Columbia, may increase overall compensation costs.

Operating Contingency Utilization

Available incremental operating funding is reviewed annually. As part of the budget process the total operating contingency is assessed against future commitments to determine available allocations towards strategic initiatives. Allocations of funding are based on current known strategic initiatives that have been prioritized, and projections of funding required for additional commitments into future years. Any increased demands on the operating contingency not already projected for current or future commitments will impact overall results.

Foreign Exchange

The university has material recurring financial commitments that are often paid in US and other foreign currencies. This includes significant library acquisitions that are paid in US dollars, and many others. Any unfavorable changes in the exchange rate put significant financial strain on units that make such purchases.

Enrolment

UBC carefully manages its anticipated enrolment annually, in separate processes that involve the Senates of both campuses, the Financial Planning and Analysis (FP&A) team, Enrolment Services, the faculties, the Planning and Institutional Research (PAIR) team, and many others. However, unanticipated changes in

number of students enrolled, or in the number of courses taken on average per student, can impact overall tuition revenues. International enrolment is particularly vulnerable to increased risk due to factors such as changing immigration or study permit policies, government sponsorships, and others.

Operating Budget

The consolidated operating budget for 2023/24 (Vancouver and Okanagan combined) is a projected balanced position, as summarized in the financial statement below:

	2021/22 Actuals	2022/23 Forecast	2023/24 Plan
Operating Budget <i>(in \$millions)</i>			
Operating Revenues			
Government of British Columbia	736	824	954
Tuition	984	1,004	1,057
Other	454	485	512
Total Revenues	2,174	2,313	2,523
Operating Expenses			
Salaries and benefits	1,505	1,620	1,812
Non salaries	487	570	613
Total Expenses	1,992	2,190	2,425
Internal transfers and activities, and capital expenditures	94	155	98
Excess (deficiency) of revenues over expenses	88	(32)	-
Accumulated reserves - opening	314	402	370
Accumulated reserves - closing	402	370	370

Further details and analysis on the overall operating budget, including details about revenues, expenses, campuses, and units within each campus can be found in the sections that follow.

University Operating Revenues

The operating budget includes all unrestricted revenue received by the university. Most of this revenue is managed and allocated through the budget process, but a smaller portion is generated directly by faculties and central support units. The total operating revenue for 2023/24 is \$2.5b which is further detailed below:

	UBC Total			UBC Vancouver			UBC Okanagan		
	2021/22 Actuals	2022/23 Forecast	2023/24 Plan	2021/22 Actuals	2022/23 Forecast	2023/24 Plan	2021/22 Actuals	2022/23 Forecast	2023/24 Plan
Operating Revenues <i>(in \$millions)</i>									
Government grants and contracts									
Government of Canada	40	35	35	38	33	33	2	2	2
Government of British Columbia	736	824	954	652	735	854	84	89	100
Other governments	1	1	-	1	1	-	-	-	-
Student Fees - Domestic	390	401	400	339	349	347	51	52	53
Student Fees - International	594	603	657	511	521	569	83	82	88
Sales and services - external	365	446	477	361	441	472	4	5	5
Non-government grants, contracts and donations	17	13	12	16	11	11	1	2	1
Investment income - external	31	(10)	(12)	31	(10)	(12)	-	-	-
Total Revenue	2,174	2,313	2,523	1,949	2,081	2,274	225	232	249

Government Grants

The provincial grant is an important source of funding for domestic undergraduate and some graduate teaching. Operating revenue from the provincial grant has increased \$130m in 2023/24, from \$824m to \$954m, largely due to the \$101m estimated funding for general wage increases for all bargaining units. Additionally, there are budgeted increases in the Faculty of Medicine and childcare services as well as FTE growth in Health programs on both campuses. A projected deferral of \$21m of the operating grant to restricted capital in 2022/23 contributed to the growth and a similar deferral is not planned in 2023/24.

The Government of Canada grant, budgeted at \$35m, represents the Federal Research Support Fund for the university, and is consistent with prior years.

Tuition Income and Student Enrolment

The university is projecting a total enrolment of 61,496 student FTEs in 2023/24 across both campuses, with details as follows:

Student Enrolment (30-credit FTE)	UBC Total			UBC Vancouver			UBC Okanagan		
	2022/23 Forecast	2023/24 Plan	Plan vs. Forecast	2022/23 Forecast	2023/24 Plan	Plan vs. Forecast	2022/23 Forecast	2023/24 Plan	Plan vs. Forecast
Domestic	45,607	44,917	(690)	37,420	36,761	(659)	8,187	8,156	(31)
International	16,358	16,579	221	14,078	14,229	151	2,280	2,350	70
Total	61,965	61,496	(469)	51,498	50,990	(508)	10,467	10,506	39

Domestic tuition

The planned domestic student enrolment (graduate and undergraduate) is 36,761 FTE at the Vancouver campus and 8,156 at the Okanagan campus for 2023/24. This leads to a slight planned decrease of 690 FTE overall, compared to the prior year. During the pandemic, some programs enrolled domestic students above historical targets and this decrease reflects a return to enrolment that aligns closer to provincial targets, factoring in teaching space constraints and available teaching resources. Budget 2023/24 reflects a 2% domestic tuition rate increase, as was approved by the UBC Board of Governors in December 2022.

While the plan includes the 2% domestic tuition rate increase, the overall domestic graduate and undergraduate revenue will decrease approximately \$1m across both campuses due to the overall planned reduction in FTE's.

International tuition

The planned international student enrolment (graduate and undergraduate) is 14,229 FTE at the Vancouver campus and 2,350 FTE at the Okanagan campus. The enrolment plan reflects a slight growth of 221 FTE, mainly in the Faculties of Science, Arts, and UBC Sauder School of Business. Including the approved rate increases (3% for continuing students and 5% for new students), the international student revenue for both graduate and undergraduate will increase by \$54m across both campuses.

Sales and Services – External

Includes ancillary operating revenue in housing and hospitality services, fee-for-service activities across campus, and bill back revenue in UBC Information Technology (UBC IT) and the Faculty of Medicine.

Sales and services revenue in 2023/24 is expected to be \$30m higher than the prior year primarily due to ancillary units returning to a pre-pandemic state. Additionally, inflationary increases related to both student housing and food services are further driving this growth as costs have necessitated increases in prices.

Investment Income – External

The interest distribution from the operating fund to the Student Housing Financing Endowment (SHFE) and the Main Endowment Pool are budgeted to be higher than the incoming investment income and student fee related internal loan interest income to the operating fund. Not unexpectedly, this has caused a negative revenue balance planned in the 2023/24 budget.

University Operating Expenses and Reserves

Total expenses of \$2.4b are predominantly driven by salaries and benefits which represent approximately 75% of UBC's total expenditures. Driving efficiencies within this large expenditure pool, as well as actively managing discretionary spending, are strategies employed by the university through the budget process with the goal of producing a balanced result. Information relating to key expense drivers (Salaries and Benefits, Supplies and Sundries, and Student Financial Aid) is outlined below.

	UBC Total			UBC Vancouver			UBC Okanagan		
	2021/22 Actuals	2022/23 Forecast	2023/24 Plan	2021/22 Actuals	2022/23 Forecast	2023/24 Plan	2021/22 Actuals	2022/23 Forecast	2023/24 Plan
Operating Expenses and Reserves <i>(in \$millions)</i>									
Salaries - Academic	566	593	652	498	521	572	68	72	80
Salaries - Student services	75	83	87	65	72	77	10	11	10
Salaries - Staff and purchased	625	688	787	573	630	715	52	58	72
Total Salaries	1,266	1,364	1,526	1,136	1,223	1,364	130	141	162
Employee benefits	239	256	286	215	230	258	24	26	28
Total Salaries and Benefits	1,505	1,620	1,812	1,351	1,453	1,622	154	167	190
Supplies and sundries - external	201	248	273	188	231	256	13	17	17
Cost of good sold	66	77	82	66	77	82	-	-	-
Scholarships, fellowships and bursaries	127	122	136	107	104	116	20	18	20
Travel and field trips	5	19	21	4	16	18	1	3	3
Professional and consulting fees	59	72	69	56	69	66	3	3	3
Grants and reimbursements to other agencies	1	2	2	1	2	2	-	-	-
Utilities	7	9	9	4	6	6	3	3	3
Interest on long term debt - external	21	21	21	21	21	21	-	-	-
Total Expenses	1,992	2,190	2,425	1,798	1,979	2,189	194	211	236
Transfers to (from) non-operating funds	87	153	104	69	131	70	18	22	34
Internal activities	(64)	(70)	(72)	(65)	(70)	(72)	1	-	-
Change in invested in capital assets	71	72	66	65	62	60	6	10	6
Excess (deficiency) of revenues over expenses	88	(32)	-	82	(21)	27	6	(11)	(27)
Accumulated reserves - opening	314	402	370	253	335	314	61	67	56
Accumulated reserves - closing	402	370	370	335	314	341	67	56	29

Salaries and Benefits

The increase of \$192m in salaries and benefits costs includes progress through the ranks (PTR) increases for faculty, merit increases for staff, any applicable market adjustments, and amounts related to general wage increases and benefits. For 2023/24, general wage increases are funded through the provincial grant. It should be noted that with respect to the general wage increase, the 2023/24 rate was based on a 6% increase as opposed to the typical 2% used in past years to cover the provincial shared recovery mandate (SRM).

The remainder of the increase seen within salaries and benefits is primarily due to the annualized financial impact of prior-year new hires (i.e., individuals who are hired part way through the previous fiscal year), the

filling of vacancies, as well as the 2023/24 hiring plan for both faculty and staff on both campuses. For faculties, there will be a planned increase of approximately 94 FTE and for staff a planned increase of approximately 302 FTE. This increase will be invested largely in staff and faculty committed to teaching and student support as well as increased activity within the ancillary business and general operating support (i.e., repairs, maintenance, cleaning, etc.).

Supplies and Sundries

The increase in supplies and sundries costs of \$25m is primarily due to various IT-related cloud subscriptions, increases to cybersecurity licenses, in-person Vancouver summer programs, anticipated increases for food services revenue, as well as inflationary impacts across all portfolios.

Scholarships, Fellowships, and Bursaries

UBC ensures funds are available for all student financial support, in accordance with established criteria. In 2023/24, UBC is budgeting \$136m for scholarships, fellowships, and bursaries, an increase of \$14m over the previous year. This is driven by projected increases within domestic bursaries due to the anticipated reduction of government student grants to pre-pandemic levels and increased bursary funding within the Bachelor of Education, as the faculty moves out of the post-baccalaureate differentiated bursary program to the general bursary program. Additionally, there is a planned increase to the four-year fellowships for graduate students.

Transfers to (from) Non-operating Funds

The decrease in transfers to non-operating funds is primarily due to several large one-time transfers in 2022/23 related to the Capital Fund (UBC Sauder School of Business Powerhouse Project, Faculty of Arts – construction of Brock Commons, Faculty of Land Food Systems - Dairy Centre's barn renovation, and the Food and Beverage Innovation Centre) partially offset by UBCO's 2023/24 investment in Downtown Kelowna.

Vancouver Campus Operating Budget

The following tables show the 2023/24 projected operating surplus/deficit, non-operating transfers, and capital assets investment.

UBCV - Fiscal 2023/24 (in \$thousands)	Revenues	Expenses	Operating Surplus/ (Deficit)	Transfers and Internal Activities	Invested in Capital Assets	Reserve Addition/ (Draw down)	Ending Reserve Balance
Faculties and Schools	1,131,142	1,127,367	3,775	(12,335)	16,763	(653)	297,440
Central Support Units (incl. ancillaries)	919,720	843,792	75,928	69,153	42,741	(35,966)	3,665
Student Financial Aid	92,015	113,861	(21,846)	(20,164)	-	(1,682)	24,995
Academic Excellence Funds (AEF)	99,436	9,705	89,731	77,814	500	11,417	54,029
President's Academic Excellence Initiative (PAEI)	26,500	240	26,260	14,912	-	11,348	24,381
Campus Wide Expenses	5,099	94,418	(89,319)	(132,242)	300	42,623	(63,543)
UBC Vancouver	2,273,912	2,189,383	84,529	(2,862)	60,304	27,087	340,967

The total reserve addition for the Vancouver campus is \$27.1m, consisting of a net \$42.6m addition to campus-wide, and \$22.8m to AEF and PAEI reserves, partially offset by (\$653k) drawdown from faculties, (\$36.0m) drawdown from central support units and ancillaries, and (\$1.7m) drawdown from Student Financial Aid. Details are included in the sections below.

Faculties and Schools

Overall, the net position of the faculties is a projected total drawdown of (\$653k) as follows:

UBCV Faculties - Fiscal 2023/24 (in \$thousands)	Revenues	Expenses	Operating Surplus/ (Deficit)	Transfers and Internal Activities	Invested in Capital Assets	Reserve Addition/ (Drawdown)	Ending Reserve Balance
Faculties and Schools	1,131,142	1,127,367	3,775	(12,335)	16,763	(653)	297,440
Faculty of Applied Science	118,797	109,461	9,336	6,148	6,192	(3,004)	44,758
Faculty of Arts	216,798	221,728	(4,930)	374	1,407	(6,711)	31,386
Sauder School of Business	111,889	104,321	7,568	5,086	550	1,932	19,348
Faculty of Dentistry	34,215	31,854	2,361	1,777	379	205	3,153
Faculty of Education	71,847	69,872	1,975	925	992	58	20,863
Faculty of Forestry	32,240	33,530	(1,290)	(352)	500	(1,438)	3,240
Graduate and Postdoctoral Studies	5,943	7,202	(1,259)	(644)	75	(690)	1,125
Faculty of Land and Food Systems	26,380	25,107	1,273	1,168	319	(214)	10,240
Allard School of Law	18,545	21,742	(3,197)	(2,173)	50	(1,074)	(5,135)
Faculty of Medicine	286,899	298,232	(11,333)	(26,055)	4,289	10,433	108,703
Faculty of Pharmaceutical Sciences	28,077	27,757	320	546	64	(290)	13,322
Faculty of Science	179,512	176,561	2,951	865	1,946	140	46,437

Faculty of Applied Science: the reserve drawdown is mainly driven by the one-time expenditures on capital projects to replace and upgrade labs, classrooms and existing building footprints as related to research and teaching needs. While there is significant increasing demand for additional undergraduates, the current infrastructure puts limitations on potential future growth. Opportunities for expansion continue to be a strategic priority for the faculty

Faculty of Arts: the reserve drawdown is mainly due to self-funded salary increases for faculty and merit for staff, as well as capital investments towards the completion of the Asian Centre recording studio, multiple room renovation and upgrades in Geography for students and new faculty. Arts also continues to invest in key activities for the upcoming fiscal year including the ramp up of Workday Student project team, Indigenizing undergraduate curriculum, renewal of Anthropology/Sociology and Jack Bell buildings, and closure of Museum of Anthropology (MOA) for seismic upgrades.

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

Faculty of Forestry: the drawdown in reserve is primarily due to self-funded salary increases for faculty and staff, inflation on operational expenses, capital expenditures to address space issues, and research support for new faculty hires and other collaboration initiatives. Similar to other faculties, Forestry continues to review opportunities including new revenue generation through micro credentials which have been very successful.

Allard School of Law: the drawdown is primarily due to self-funded salary increases for faculty and merit for staff. The School continues to work with the Provost's Office to address the recurring funding gap including opportunities for revenue growth.

Faculty of Medicine: the addition to the reserve is largely driven by temporary surpluses in advance of recurring expenditures relating to the School of Biomedical Engineering Building and ramp up of expansion programs for the Master of Occupational Therapy and Master of Physical Therapy.

While some faculties are financially stabilized, various faculties at Vancouver are facing either one-time or recurring budget pressure in 2023/24. The common challenge is that the operating funding and revenue are not able to keep pace with inflation and increased costs. The university continues to support faculty enhancement

through hiring plans and new initiatives such as the Academic Excellence Funds, President's Academic Excellence Initiative, and TREK Endowment.

Central Support Units, Ancillaries, and Campus Wide Expenses

Overall, central support units and ancillary operations are projecting a drawdown of reserves by \$36.0m. This is in large part due to inflationary pressures, self-funded positions, deferred activities from prior years that will be completed in 2023/24, and a 1% one-time funding reduction redirected towards areas impacted by the pandemic. This overall drawdown is partially offset by a surplus generated under campus wide expenses, mainly from the principal repayment of internal loans across the university and from reserves built up in AEF and PAEI committed to new faculty renewal initiatives and strategic investments.

UBCV Admin/Central - Fiscal 2023/24 (in \$thousands)	Revenues	Expenses	Operating Surplus/ (Deficit)	Transfers and Internal Activities	Invested in Capital Assets	Reserve Addition/ (Drawdown)	Ending Reserve Balance
Central Support Units (including ancillaries)	919,720	843,792	75,928	69,156	42,742	(35,970)	3,665
Provost and VP Academic	220,595	227,546	(6,951)	(18,798)	20,739	(8,892)	(3,041)
Information Technology	77,611	101,547	(23,936)	(28,028)	6,731	(2,639)	247
Library Services	47,267	32,192	15,075	251	14,743	81	3,182
Enrolment Services	17,019	18,498	(1,479)	(518)	85	(1,046)	(2,353)
Office of the Provost and VP Academic	14,009	14,344	(335)	961	(980)	(316)	3,968
International	13,989	7,807	6,182	6,425	42	(285)	(1,746)
Vantage College	10,553	6,653	3,900	3,701	20	179	554
Other VP Academic Units	40,147	46,505	(6,358)	(1,590)	98	(4,866)	(6,893)
VP Students	368,138	247,518	120,620	116,694	17,305	(13,379)	(11,730)
Student Housing and Community Services	296,600	178,074	118,526	113,598	15,985	(11,057)	(14,938)
Athletics and Recreation	36,954	33,452	3,502	3,254	1,187	(939)	(7,699)
Student Health and Wellbeing	14,488	13,724	764	(168)	56	876	2,379
Student Affairs	12,539	12,756	(217)	6	35	(258)	2,314
Other VP Students Units	7,557	9,512	(1,955)	4	42	(2,001)	6,214
VP Finance and Operations	184,479	194,065	(9,586)	(7,837)	2,885	(4,634)	3,444
AVP Facilities	130,833	134,895	(4,062)	(5,787)	2,653	(928)	2,609
AVP Finance & Operational Excellence	25,392	29,472	(4,080)	(1,991)	117	(2,206)	1,008
Safety and Risk Services	15,777	17,984	(2,207)	(59)	94	(2,242)	(3,619)
Other VP Finance and Operations Units	12,477	11,714	763	-	21	742	3,446
Governance	14,143	16,865	(2,722)	97	170	(2,989)	(1,895)
VP Development and Alumni Engagement	39,779	38,824	955	752	203	-	(1,594)
VP Health	3,046	3,266	(220)	455	60	(735)	3,935
VP External Relations	30,302	35,153	(4,851)	(3,604)	337	(1,584)	(282)
VP Research and Innovation	38,449	48,367	(9,918)	(9,736)	1,000	(1,182)	11,035
VP Human Resources	20,789	32,188	(11,399)	(8,867)	43	(2,575)	3,793
Academic Excellence Funds (AEF)	99,436	9,705	89,731	77,813	500	11,418	54,029
President's Academic Excellence Initiative (PAEI)	26,500	240	26,260	14,912	-	11,348	24,381
Campus Wide Expenses	5,099	94,418	(89,319)	(132,243)	300	42,624	(63,543)

VP Academic portfolio: currently projecting to draw down their reserves due to new activities with approved funding from prior years; non-credit programs with international enrolments slowly returning to pre-pandemic levels (i.e., Vancouver Summer Program, Extended Learning, Go Global Seminars and Future Global Leaders); and self-funded salary progression increases. The VP Academic portfolio is undertaking an administrative optimization project to review alternative different operating models to provide services in a more effective and cost-efficient manner. Additionally, a review of the funding model for UBC Extended Learning is planned to be undertaken in 2023/24.

VP Students: the reserve drawdown is primarily related to the resumption of the ancillary financial contributions in support of broader UBC activities, as ancillary business units return to nearly pre-pandemic levels. Despite improvements, Conferences and Accommodation's summer business will require additional time to achieve pre-pandemic booking levels. Additionally, campus parking revenues have been impacted by employee remote work options and increased student recreational activities continue to outpace UBC facility availability which continues to result in increased rental costs from outside organizations. The VP Student portfolio will continue to utilize funding on Jumpstart Program affordability, a Strategic Projects and Evaluation team, organizational development and learning, expansion of IBPOC strategic initiatives, as well as the Student Strategic Plan rollout.

VP Finance and Operations (VPFO): the reserve drawdown is driven by additional salary costs resulting from the return to full staffing and normal campus support operations, partially offset by higher projected fee-for-service sales and savings in non-labour costs. As with other administrative units, VPFO continues to be impacted by the 1% funding cut implemented at the beginning of the pandemic. Mitigation strategies and additional optimization opportunities are actively being explored not only to reduce costs but also to ensure appropriate service levels are provided across the university.

Governance: the reserve drawdown is mainly driven by additional legal and professional support required across the university. This is driven largely by the return to pre-pandemic activities in faculty and administrative units in 2023/24.

VP External Relations: the reserve drawdown reflects prior-year approved spending on strategic initiatives that will start or continue in 2023/24 (Indigenous strategic priorities, climate action, SEEDS, and Campus Vision), coupled with a slower than anticipated recovery of Robson Square operations to pre-pandemic levels.

VP Research and Innovation: the reserve drawdown reflects increasing research regulatory requirements for animal care, research security and controlled goods as well as self-funded infrastructure upgrades to address regulatory changes for Containment Level 3 scientific experiments and self-funded staff merit increases.

VP Human Resources: the reserve drawdown is due to a combination of previously funded Centre for Workplace Accessibility (CWA) activities that will continue in 2023/24 as well as additional salary costs commensurate with a return to pre-pandemic campus operations.

The UBC Vancouver Academic Excellence Fund (AEF) is a critical program and is utilized to fund new strategic investments as well as continue prior commitments that advance UBC's strategic priorities, particularly those enhancing teaching and research. The temporary increase in reserves in 2023/24 is due to spending against commitments occurring at a rate slower than the accumulation of funding; however, this is anticipated to reduce in the near future as spending ramps up.

The President's Academic Excellence Initiative (PAEI) reflects UBC's commitment towards elevating its research impact by hiring new research faculty members. The temporary increase in reserves is due to funds being accumulated to support hires underway, as well as anticipated future support for graduate students, space renovations, and start-up funding.

Student Financial Aid

Student Financial Aid (SFA) drawdowns are mainly associated with domestic SFA for bursaries (\$2.3m), anticipated increased bursary funding for Bachelor of Education students (\$3m) as the faculty moves out of the post-Baccalaureate differentiated bursary program to the general bursary program, and a projected increase of

\$3.5m to four-year fellowships for graduate students. Cost of living funding adjustments have been identified by domestic, international, and graduate SFA as a funding factor to consider moving forward, as living in the Vancouver Lower Mainland is expensive, and UBC needs to remain competitive in the recruitment of all students.

UBCV SFA - Fiscal 2023/24 (in \$thousands)	Revenues	Expenses	Operating Surplus/ (Deficit)	Transfers and Internal Activities	Invested in Capital Assets	Reserve Addition/ (Drawdown)	Ending Reserve Balance
Student Financial Aid (SFA)	92,015	113,861	(21,846)	(20,164)	-	(1,682)	24,995
Student Housing	1,400	1,527	(127)	-	-	(127)	141
Work Integrated Learning	4,673	6,813	(2,140)	(1,033)	-	(1,107)	-
Go Global	1,000	1,274	(274)	-	-	(274)	2,087
Domestic	18,928	23,975	(5,047)	(4,000)	-	(1,047)	8,154
Graduate	31,277	44,575	(13,298)	(15,131)	-	1,833	14,151
International Student Initiative	34,737	35,697	(960)	-	-	(960)	462

Incremental Funding for Allocation

The balance available for allocation is projected to be \$215.1m of which \$148m is recurring. The majority of incremental tuition is allocated to faculties, Academic Excellence Funds (AEF) and Student Financial Aid (SFA) along with operating grant funding from the Province to cover general wage increases.

UBCV - Incremental Revenues (2023/24) (in \$Millions)	One-Time	Recurring	Total Fiscal
Incremental revenue			
International tuition	-	32.7	32.7
Domestic tuition	-	2.0	2.0
Provincial grant	0.1	93.3	93.4
Ancillary dividends, business revenue, research	2.0	(3.1)	(1.1)
Investment (incl. sundries, endowment overhead, TREK)	2.3	(3.7)	(1.4)
1% one-time funding reductions for admin portfolios	4.0	-	4.0
Internal loan funding savings	6.8	2.5	9.3
Operating's prior years surplus and recurring reserve	51.9	24.3	76.2
Balance available for allocation	67.1	148.0	215.1
Less:			
Tuition allocations			
Faculties	-	11.1	11.1
Student financial aid	-	2.9	2.9
Academic Excellence Fund	-	18.0	18.0
Ministry grant allocations			
Salaries provision	(2.5)	82.1	79.6
FTE growth in Health programs	0.1	2.4	2.5
Commitments			
General contingency	5.0	-	5.0
Prior commitments (incl. tuition bad debt/credit card)	0.8	20.9	21.7
Operating reserve for future investments	37.6	(0.6)	37.0
Funding priorities (Strategic Investments)	26.1	11.2	37.3
Total allocations	67.1	148.0	215.1
Net of revenue and allocations	-	-	-

As presented in the table \$37.3m is available for 2023/24 strategic priorities. The operating reserves of \$37.0m are earmarked towards prior approved multi-year strategic initiatives including Student Health and Wellbeing, Campus Vision 2050, Climate Action plan 2030, the UBC fundraising Campaign, and capital related activities.

Okanagan Campus Operating Budget

UBCO is forecasting a 2022/23 deficit of \$11m, an increase of \$3.8m from the approved budget. This was driven by falling short of planned tuition revenues by \$10.7m, primarily in undergraduate international student enrolment. It was partially mitigated by significant in-year savings but will create a current year shortfall and impact resources available in future years. UBCO endeavored to preserve ongoing strategic investments, core services, and critical term positions while developing strategies to increase new student enrolments and retention plans. Not insignificant is UBCO's continued commitment to long term priorities for major investments in space for research and learning and future climate action strategies.

UBCO - Fiscal 2023/24 (in \$thousands)	Revenues	Expenses	Operating Surplus/ (Deficit)	Transfers and Internal Activities	Invested in Capital Assets	Reserve Addition/ (Drawdown)	Ending Reserve Balance
Faculties, Colleges, and Schools	115,605	120,160	(4,555)	(4,167)	2,128	(2,516)	21,473
Central Support Units (incl. ancillaries)	108,196	87,538	20,658	22,364	4,311	(6,017)	4,273
Student Financial Aid	18,304	20,871	(2,567)	(2,436)	-	(131)	807
Campus Wide Expenses	7,010	7,261	(251)	18,155	-	(18,406)	2,799
UBC Okanagan	249,115	235,830	13,285	33,916	6,439	(27,070)	29,352

The total 2023/24 reserve drawdowns for the Okanagan campus are \$27.1m, driven in large part by a planned \$21.8m investment in UBC Downtown Kelowna which is also supported by prior year reserve balances. An additional drawdown of \$6.0m in central support units is due to supporting one-time capital projects and initiatives, in addition to a \$2.5m drawdown in faculty reserves for investments in faculty hiring and salary increases. Offsetting these drawdowns is a \$4.3m transfer-in from the TREK Endowment to support SFA, graduate awards, and UBCO's Truth and Reconciliation Commission (TRC) commitments.

Faculties, Colleges, and Schools

Overall faculty reserves are being drawn down by \$2.5m, mainly due to investments in faculty hiring to support future programming in addition to ongoing salary increases. Faculty reserves will be used to support planned upcoming minor capital investments and to address inflation and self-funded salary increases (which are anticipated to outpace revenue growth).

UBCO Faculties - Fiscal 2023/24 (in \$thousands)	Revenues	Expenses	Operating Surplus/ (Deficit)	Transfers and Internal Activities	Invested in Capital Assets	Reserve Addition/ (Drawdown)	Ending Reserve Balance
Faculties, Colleges, and Schools	115,605	120,160	(4,555)	(4,167)	2,128	(2,516)	21,473
Irving K. Barber Faculty of Arts and Social Science	21,715	23,125	(1,410)	(502)	45	(953)	5,923
Irving K. Barber Faculty of Science	27,027	26,915	112	(133)	385	(140)	3,572
Faculty of Creative and Critical Studies	14,041	16,864	(2,823)	(2,475)	148	(496)	(1,625)
Okanagan School of Education	4,954	5,263	(309)	(135)	16	(190)	1,560
College of Graduate Studies	1,802	1,782	20	20	-	-	-
School of Engineering	22,282	20,475	1,807	414	1,475	(82)	9,290
Faculty of Health and Social Development	16,635	18,570	(1,935)	(1,525)	50	(460)	333
Faculty of Management	7,149	7,166	(17)	169	9	(195)	2,420

Faculty of Arts and Social Sciences (FASS): plans to hire three research-stream faculty to increase research and meet teaching needs. FASS will continue to draw down these balances as inflation and self-funded salary increases outpace revenue growth. With a new Dean in place as of December 2020, FASS is still in the process of shaping its long-term strategic priorities which are expected to be based on the central pillars of interdisciplinarity, indigeneity, social justice, and sustainability.

Faculty of Creative and Critical Studies: the reserves drawdown of \$0.5m is due to ongoing salary increases outpacing the current projected growth in tuition revenue. Due to this projected deficit, no new hires are

currently planned for 2023/24. The faculty continues to work on developing new programs and credentials that will attract new students to their programs.

School of Engineering: projecting a small drawdown of reserves in 2023/24, mainly due to ongoing capital investments. Investments in capital during the year will be made for a pouch cell facility, the Design, Innovation, Creativity and Entrepreneurship (DICE) facility, in addition to lab and CFI investments. Construction of a new battery facility will be ongoing during 2023/24, with investment in the project completed in the prior fiscal year. Reserve balances will be used to make strategic investments via strategic partnerships in the areas of: (1) clean technologies to offset the effects of global warming in BC, (2) disaster resiliency to prepare for the effects of global warming in BC, (3) computer engineering to respond to the market needs of BC, and (4) engineering design as a method for how to engage with and address complex problems.

Faculty of Health and Social Development: the reserves will be drawn down by \$0.5m. The 2023/24 plan includes the recruitment of three new research-stream faculty (two at the School of Health and Exercise Science and one hire at the School of Social Work). The School of Health and Exercise Science will also be hiring one new staff member to support lab operations.

Faculty of Management: projecting a small drawdown of reserves in 2023/24 mainly driven by one new research-stream faculty hire, in addition to expiring research salary grants. The faculty is preparing to roll out a new Minor in Management (under development), and a new 5-year dual degree Masters of Management program.

Central Support Units, Ancillaries, and Campus Wide Expenses

The drawdown of \$6.0m for Central Support Units is primarily due to one-time capital projects being funded by reserves. The limited incremental funding will support inflationary pressures on core campus services and contract extensions for key strategic positions.

UBCO Admin/Central - Fiscal 2023/24 (in Thousands)	Revenues	Expenses	Operating Surplus/ (Deficit)	Transfers and Internal Activities	Invested in Capital Assets	Reserve Addition/ (Drawdown)	Ending Reserve Balance
Central Support Units (including ancillaries)	108,196	87,538	20,658	22,364	4,311	(6,017)	4,273
Provost and VP Academic - Academic Support Units	37,603	16,980	20,623	19,909	1,570	(856)	1,533
Library	5,032	3,843	1,189	(123)	1,407	(95)	298
Excellence Fund	19,725	-	19,725	19,425	-	300	255
Enrolment Services	3,878	3,963	(85)	(121)	92	(56)	27
International Student Initiative	1,361	1,343	18	9	9	-	-
Centre for Teaching and Learning	1,190	1,301	(111)	-	10	(121)	(18)
Other Provost and VP Academic Units	6,417	6,530	(113)	719	52	(884)	971
AVP Finance and Operations	36,066	33,896	2,170	780	1,946	(556)	961
Campus Operations and Risk Management	15,777	15,936	(159)	(77)	171	(253)	(25)
Infrastructure Development	887	1,616	(729)	(226)	494	(997)	42
Information Technology Services	9,133	8,552	581	(598)	1,181	(2)	168
Business Operations	4,284	1,941	2,343	1,455	100	788	549
Other AVP Finance and Operations Units	5,985	5,851	134	226	-	(92)	227
AVP Students	17,808	19,453	(1,645)	(480)	196	(1,361)	1,395
Athletics and Recreation	4,646	4,300	346	391	-	(45)	1,156
Other AVP Student Units	13,162	15,153	(1,991)	(871)	196	(1,316)	239
Deputy Vice-Chancellor and Principal	10,515	10,545	(30)	88	15	(133)	105
Office of the Deputy Vice-Chancellor and Principal	2,422	2,446	(24)	1	-	(25)	-
Development and Alumni Engagement	2,477	2,501	(24)	(76)	5	47	58
Human Resources	1,866	1,875	(9)	39	-	(48)	6
University Relations	3,750	3,723	27	124	10	(107)	41
Vice-Principal Research and Innovation	5,569	6,029	(460)	2,067	584	(3,111)	279
Innovation Precinct	635	635	-	-	-	-	-
Campus Wide Expenses	7,010	7,261	(251)	18,155	-	(18,406)	2,799

Excellence fund allocations in 2023/24 include commitments to continue progression on UBCO's TRC commitments and Equity, Diversity, and Inclusion (EDI) initiatives, minimum funding for PhD students and the President's Academic Excellence Initiative (PAEI). Significant contributions are planned to central operating reserves for capital strategic priorities, including the Interdisciplinary Collaboration and Innovation (ICI) building, UBC Downtown Kelowna, and to support a medium-term off campus lease for academic space until new buildings are complete.

Provost and Vice-President Academic: carrying forward from 2022/23 are balances primarily for Excellence Fund initiatives at the unit level continuing in 2023/24 as well as Aspire Learning and Teaching awards under the Office of the Provost and Vice-President Academic. Balances will be partially drawn down in 2023/24, to use the remaining reserve balances to continue programs and operations that already exist.

AVP Finance and Operations: drawing down opening reserves reflects planned project spending under Campus Operations and Risk Management, and Infrastructure Development, as well as completion of projects under the Construction Management Office.

AVP Students: reserves primarily relate to Athletics and Recreation and will be used to support required capital upgrades and renewals planned for future years.

Deputy Vice-Chancellor and Principal: reserves drawdown relates to the completion of campus promotion and advertising activities within University Relations, carried over from 2022/23, and planned recruitment and retention strategies.

Vice-Principal Research and Innovation: reserves usage is mainly due to one-time contract extensions to support ongoing research activities.

Campus –Wide Expenses: the 2023/24 \$18.4m drawdown of reserves is primarily due to the planned \$21.6m investment in UBC Downtown Kelowna, offset by a \$6.0m transfer-in from the Excellence Fund.

Student Financial Aid

The 2023/24 budget includes continued support from the Excellence Fund for Fellowships, PhD minimum funding programs, and the new Graduate Research Scholarship, which replaced the Entrance Scholarships. The SFA also plans to launch the Distinguished Doctoral Scholarship and the Postdoctoral Fellowship in 2023/24.

UBCO SFA - Fiscal 2023/24 (in \$thousands)	Revenues	Expenses	Operating Surplus/ (Deficit)	Transfers and Internal Activities	Invested in Capital Assets	Reserve Addition/ (Drawdown)	Ending Reserve Balance
Student Financial Aid (SFA)	18,304	20,871	(2,567)	(2,436)	-	(131)	807
Graduate SFA	4,220	6,347	(2,127)	(1,995)	-	(132)	-
Okanagan Enrolment Services SFA	7,476	7,693	(217)	(160)	-	(57)	556
International Student Initiative (ISI) SFA	5,945	5,787	158	73	-	85	251
Workstudy, Go Global SFA	663	1,044	(381)	(354)	-	(27)	-

Incremental Funding for Allocation

The balance available for allocation is projected to be \$22.8m for 2023/24, of which \$18.3m is recurring. A portion of the incremental tuition is allocated to the faculties, Excellence Fund, and SFA, along with operating grant funding from the Province of \$10.1m to units to fund the projected general wage increase. As presented in the table, \$2.7m is available for 2023/24 strategic priorities, after prior year commitments of \$2.7m and balance held for future investments.

UBCO - Incremental Revenues (2023/24) <i>(in \$millions)</i>	One-Time	Recurring	Total Fiscal
Incremental revenue			
International tuition	-	6.3	6.3
Provincial grant	-	11.0	11.0
Domestic tuition	-	0.5	0.5
Estimated returned FY23 surplus	-	0.4	0.4
Prior year surplus and recurring reserve	4.5	-	4.5
Balance available for allocation	4.5	18.2	22.7
Less			
Tuition allocations:			
Faculties	-	1.9	1.9
Excellence Fund	-	2.7	2.7
Student financial aid	-	0.5	0.5
Ministry grant allocations			
FTE growth in Nursing, Social Work	-	0.6	0.6
Salary provision (General Wage Increase)	-	10.1	10.1
Commitments			
Funding priorities (Budget asks)	1.7	0.9	2.6
Transfer to capital contingency	-	-	-
Prior commitments	1.2	1.5	2.7
Operating reserve for future investments	1.6	-	1.6
Total allocations	4.5	18.2	22.7
Net of revenue and allocations	-	-	-

Consolidated Financial Budget

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

The university's consolidated budget projects annual revenues of \$3.6b, of which \$2.5b are from the university's core operations (which does not include research funds, capital funds, etc.). Adjusting for unrestricted surpluses in research and endowments, as well as a net investment in capital, the university expects a consolidated surplus for 2023/24 of \$85m as detailed in the table below:

Consolidated Statement of Operations By Object <i>(in \$millions)</i>	2021/22 Actuals	2022/23 Forecast	2023/24 Plan	Variance
Revenues				
Government grants and contracts				
Government of Canada	348	390	389	(1)
Province of British Columbia	964	1,057	1,198	141
Other governments	27	33	34	1
Other contributions	198	197	221	24
Student fees	983	1,005	1,057	52
Investment income	186	110	117	7
Income from Government Business Enterprises	27	18	18	-
Sales and services	386	476	500	24
Amortization of deferred capital contributions	88	93	120	27
	3,207	3,379	3,654	275
Expenses				
Salaries & benefits	1,929	2,042	2,256	214
Operating costs - other	486	513	530	17
Capital asset amortization	240	284	320	36
Cost of goods sold	32	77	82	5
Scholarships, fellowships and bursaries	185	182	197	15
Grants to third parties	153	160	163	3
Debt service costs	21	21	21	-
	3,046	3,279	3,569	290
Annual surplus from operations	161	100	85	(15)

Within the consolidated budget there is a planned balanced operating fund position, discussed in the prior operating budget sections, which compares favorably to the forecasted operating deficit of \$32m in Q3 of 2022/23. Non-operating funds are budgeted to provide an \$85m surplus from UBC's Endowment, unrestricted research funding, and net investment in capital adjustments.

It is important to note that the consolidated surplus of \$85m is an accounting surplus only and does not reflect funds available for spending on operations or new initiatives.

The components of the consolidated surplus are as follows:

Income Statement Analysis (in \$millions)	2022/23 Forecast	2023/24 Plan	Variance
UBC Vancouver	(21)	27	48
UBC Okanagan	(11)	(27)	(16)
Total Operating	(32)	-	32
Deferred land lease revenue	11	12	1
Endowment surplus	18	15	(3)
Research and other funds	56	24	(32)
Related organizations	13	(3)	(16)
Net investment in capital	34	37	3
Consolidated Surplus	100	85	(15)

- **Total Operating:** Balanced position in 2023/24.
- **Deferred Land Lease Revenue:** Income of \$12m represents proceeds from the land leases that have been issued for development. This is allocated to the endowment as it is received, and the revenue is recognized in the Statement of Operations over the lease period (99 years).
- **Endowment Surplus:** Surplus of \$15m represents the returns on unrestricted endowment funds (TREK) plus any endowed transfers from faculties, operations, and so forth. The \$3m decrease in this value is reflective of an increase in operating expenses, inflation, and spend-down of reserves by units. The increase in operating expenses is offset by an increase in investment income of \$9m.
- **Research and Other Funds:** The surplus in research and other funds of \$24m is primarily driven by the unspent balances from unrestricted research funds that have been transferred from the faculties in support of start-up research for newly hired scholars.
- **Net Investment in Capital (NIC):** The NIC is a summary of the total capital investments by the university and how those investments are funded. It is a snapshot which takes into account the difference between the cash basis and accrual basis of accounting. The surplus in NIC of \$37m is broken down as follows:

Net Investment in Capital (in \$millions)	2021/22 Actuals	2022/23 Forecast	2023/24 Plan
Capital asset additions	329	496	662
Less funded externally (includes internal loans)	(118)	(273)	(428)
Depreciation	(240)	(282)	(318)
Less amortization of deferred capital contributions	87	93	121
Financial Statement Impact	58	34	37

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

Consolidated Statement of Financial Position (Unaudited) <i>Presented in Classified Statement of Financial Position Format</i> <i>(in \$millions)</i>	Mar 31, 2023 Forecast	Mar 31, 2024 Plan
ASSETS		
Current Assets		
Cash and cash equivalents	100	100
Accounts receivable	230	235
Housing and other loans receivable	60	61
Operating investments	1,109	937
Investments in Government Business Enterprises	57	53
Supplemental pension assets	127	129
Other current assets	29	30
	1,712	1,545
Non-Current Assets		
Endowment investments	2,054	2,154
Capital assets	4,204	4,522
	6,258	6,676
TOTAL ASSETS	7,970	8,221
LIABILITIES AND NET ASSETS		
Current Liabilities		
Accounts payable and accrued liabilities	344	351
Deferred revenue	144	147
Current portion of debt	6	6
	494	504
Non-Current Liabilities		
Employee future benefits	16	16
Supplemental pension liabilities	127	129
Deferred other restricted contributions	817	833
Non-current portion of debt	345	340
Asset retirement obligation	50	52
	1,355	1,370
Total Liabilities	1,849	1,874
Net Assets		
Accumulated surplus*	2,652	2,716
Deferred capital contributions	1,663	1,708
Deferred land lease revenue	1,129	1,208
Deferred endowment contributions	677	715
	6,121	6,347
TOTAL LIABILITIES AND NET ASSETS	7,970	8,221
*Accumulated surplus is comprised of:		
Accumulated surplus	2,635	2,745
Accumulated remeasurement gains	17	(29)
	2,652	2,716

Related Entities

The consolidated financial statements reflect the assets, liabilities, revenue, and expenses of organizations that are controlled by the university. All related organizations are consolidated, with the exceptions of UBC Properties Trust (UBCPT) and Great Northern Way Campus Trust, which are reported using the modified equity method.

The organizations that are fully consolidated into the financial statements of the university are:

- UBC Foundation/American Foundation/Hong Kong Foundation/UK Foundation – established to encourage philanthropic support for the university;
- UBC Asia Pacific Regional Office – a Hong-Kong based association formed to promote and advance the academic and research interests of the university and its partners in the Asia Pacific region;
- entrepreneurship@UBC Management Inc – manages the university's investments in start-up ventures; and
- UBC Investment Management Trust (UBCIM) – manages the investment assets of the university's endowment and operating funds, and the staff pension plan.
-

UBC Properties Trust (UBCPT) is the most significant subsidiary of the university. In addition to managing a portfolio of rental assets and providing project management services on capital projects, UBCPT carries out real estate development activities for the benefit of the university. Through UBCPT, the university sells pre-paid leases on certain properties to third parties for a period of 99 years. The proceeds from land leases have historically been directed to an internal endowment fund (TREK) and used to support the university's priorities.

Capital Budget

The university makes significant on-going capital investments to support learning and research and to create an outstanding student experience.

Capital expenditures for 2023/24 are budgeted as follows:

Capital Expenditures (in \$millions)	2021/22 Actuals	2022/23 Forecast	2023/24 Plan
Building and Property:			
Major buildings	92	228	399
Routine capital	61	51	51
Building renovations and additions	24	54	54
Capital infrastructure ¹	12	16	16
	189	349	520
Research equipment	54	62	45
Other equipment and furnishings	39	29	29
Information technology	32	40	52
Library	15	16	16
Total Capital Expenditure	329	496	662

1. Capital infrastructure includes improvements to roads, lots, sewer, gas, water and electrical assets.

The majority of buildings and property capital expenditures are under the management and control of Infrastructure Development, with additional capital expenditures overseen by Student Housing & Community Services (SHCS). Faculties and administrative departments also commission other building projects, normally of a minor nature. The design, construction, renovation and upgrades of all buildings and property projects are project managed by either UBC Properties Trust or UBC Project Services (Infrastructure Development).

Projects are organized according to type, scope and required approval level:

- Major buildings – this includes new building or major renewal projects greater than \$5m, approved by the Board of Governors.
- Routine capital – includes core maintenance projects funded in part by the Ministry of Post-Secondary Education & Future Skills (PSFS), with projects typically less than or equal to \$5m. This program is approved by the Board of Governors. Building Operations and Energy & Water Services identify and prioritize projects under this program based on facility condition and building user input.
- Infrastructure Impact Charge (IIC) and Community Amenity Charge (CAC) Program – this includes utility, public and community infrastructure projects funded through charges on campus development. This program is approved by the Board of Governors.
- Department-funded capital – includes renovation and upgrade projects less than or equal to \$5m that are commissioned and funded by faculties and administrative departments. This work is recorded under “Funded from available reserves.” Projects greater than or equal to \$2.5m require UBC Executive approval.

Major Capital Projects

There are currently eleven major capital projects in design or construction and for which capital expenditures will be incurred in 2023/24. Projects include:

Major Capital Projects (2023/24) <i>(in \$millions)</i>			
Project Name	Total Budget	2023/24 Estimated Cost	Estimated Completion
Activate Recreation Center	68	41	24-Nov
Beaty Biodiversity Centre Addition	40	22	24-Nov
Brock Commons Phase 2	165	70	24-Mar
Food and Beverage Innovation Centre	12	7	24-Mar
Gateway Building	190	105	24-Oct
Museum of Anthropology - Great Hall Renewal	40	15	23-Jul
Sauder School of Business Power House Expansion	120	5	26-Sep
School of Biomedical Engineering Building	139	70	24-Dec
Surrey City Centre 1	34	9	23-Aug
UBCO Interdisciplinary Collaboration and Innovation Building	119	35	25-Sep
UBCO Downtown Kelowna Project	54	30	26-Sep

These projects provide renewed or expanded infrastructure to address the following needs:

- Academic program changes and enrolment growth
- Research activity and grant awards
- Student housing demand
- Deferred maintenance and seismic upgrade requirements to ensure safe and reliable facilities
- Transportation and utility infrastructure capacity requirements

Routine Capital

The Ministry of Post-Secondary Education & Future Skills (PSFS) increased Routine Capital funding to address much needed capital maintenance in campus buildings. UBC as a whole received \$38.6 from PSFS in 2022/23 and is notionally scheduled to receive another \$38.6m in 2023/24. PSFS has specified that these funds are to be directed toward the reduction of deferred maintenance in core academic facilities and that the overall package of projects in each year must be cost-shared between PSFS and UBC on a 75%/25% basis.

Infrastructure Development coordinates the development of the annual plan with Building Operations and Energy & Water Services, who set the program of specific projects based on facility condition assessment and input from department administrators regarding building user priorities. Synergies are sought with other infrastructure renewal and modernization requirements such as learning space upgrades, accessibility upgrades, and seismic upgrades.

The following table provides a high-level breakdown of the 2023/24 PSFS-supported Routine Capital programs for the UBC Vancouver and Okanagan campuses. PSFS has allocated funding using a formula based on the amount of deferred maintenance at each campus.

Routine Capital Projects (2023/24) <i>(in \$millions)</i>	Ministry 75%	UBC 25%	TOTAL
Vancouver Campus			
Major Maintenance & Rehabilitation Projects	35.6	11.9	47.5
Minor Maintenance & Rehabilitation Projects	2.1	0.6	2.7
	37.7	12.5	50.2
Okanagan Campus			
Major Maintenance & Rehabilitation Projects	0.9	0.3	1.2
	0.9	0.3	1.2
Routine Capital Projects - UBC Total	38.6	12.8	51.4

Information Technology

Major systems projects include the university's capital investments in enterprise-wide systems either to create new capabilities or upgrade existing systems to extend useful life. The required investments in major systems replacements and upgrades are essential for the university to maintain its level of service in a rapidly changing technology environment and is considered a major risk factor if the systems were allowed to decline.

The Integrated Renewal Program and the Other Enterprise-Wide Systems are financed through internal loans, in accordance with Board policy, while Minor Systems Upgrades and Lifecycle investments are funded from Information Technology's annual operating budget. The major cost items over the period are:

Integrated Renewal Program (IRP) - The IRP unites previously independent projects, formerly known as Student Academic Systems Initiative (SASI), Procurement Modernization, HR and Finance Renewal to replace legacy systems. The IRP will eventually implement one core platform for students, faculty, and staff to conduct administrative tasks – resulting in a better user experience, a new set of tools, a new way of working, and improved reporting for informed decision-making. The HR and Finance Renewal has now been implemented with further refinements ongoing. The IRP Student program will move from the Build phase to the Testing phase of the project.

Other Enterprise-Wide Systems - Phase one of the Adaptive Insights forecasting and budgeting system has been successfully completed. Phase two is anticipated to complete in July 2023. This system will replace the current Hyperion solution and will provide significant improvements in budgeting and forecasting capabilities across the university.

Research Equipment

Research projects contain a wide range of capital expenditure commitments, primarily related to major and minor equipment needs, and IT equipment and software. Some major projects include building adaptations or renovations.

Library

The library collections are integral to the past and future success of the university and underpin the academic mission of world-leading learning, teaching, and research.

Research Budget

The Sponsored Research Fund accounts for all research transactions, the majority of which are funded externally. The use of external funding is restricted by the sponsor, donor, or granting agency and is intended to support the research activities of principal investigators in their areas of expertise. The fund also includes some restricted activities funded from internal sources. These activities are typically for start-up purposes or represent residual balances from expired research projects, which are retained by the principal investigators.

Restricted funds are only recognized as income when the funding received is spent in accordance with the restrictions stipulated by the funding agreement so that revenues match expenditures, resulting in no change to the bottom line. For this reason, the research revenues reported in the university's consolidated financial statements may vary considerably from the amounts awarded to the university during any given year.

Research Awards by Funding Source <i>(in \$millions)</i>	2021/22 Actuals	2022/23 Forecast	2023/24 Plan
Government (Tri-Agency)	249	241	241
Government (Other agencies)	234	185	208
Non-Profit	210	164	188
Industry	80	72	71
Research Awards - total	773	662	708

Unrestricted research funding will have an immediate impact on the reported bottom line each year to the extent that the funding has not been spent.

External research funds enable UBC researchers to produce meaningful research and fund staff and students. The variation in research funding amounts from year to year is due to the availability of different large-scale funding programs, such as Innovation Fund awards from Canada Foundation for Innovation (CFI), and Large-Scale Applied Research awards from Genome Canada amongst others.

UBC's total research funding is expected to be stable in 2023/24 compared to 2022/23, with increases in the Other Government and Non-Profit sectors and same level of funding as in the previous year for the Tri-Agency and Industry sectors.

The university invests in support to help UBC researchers be more competitive in funding competitions to ensure researchers have the necessary funds to advance their research programs. UBC support includes proposal development and review services provided through the Office of the Vice-President, Research and Innovation's Support Programs to Advance Research Capacity (SPARC) and Institutional Programs Office (IPO). By working with SPARC, assistant professors in science and engineering applying to the Natural Sciences and Engineering Research Council of Canada have been 1.6 times more likely to be funded. A similar rate of improved success is seen for faculty applying to the Canadian Institutes of Health Research Project competition. IPO supported programs such as the John R. Evans Leaders Fund have an average success rate of 83%.

Another source of research funding is through sponsored research. In 2021/22, the University-Industry Liaison Office's Sponsored Research Group (SRG) negotiated, drafted, and administered a record 2,785 research

contracts and clinical trial agreements with industry, government, and non-profit partners (highest in Canada) with \$80.2m in industry sponsored research.

The university's investments in innovation, coupled with the current federal emphasis on partnered and applied research funding, is expected to result in increased activity with respect to sponsored research funding at UBC, with greater complexity as a result of Government of Canada mandated research security measures.

The table below presents the Research Awards by Faculty for 2023/24, summarizing research awards to be received and expected across the university by faculty.

Research Awards by Faculty (2023/24) <i>(in \$thousands)</i>	Government (Tri-Agency)	Government (Other)	Non-Profit	Industry	Total
Applied Science	24,691	23,539	10,093	14,020	72,343
Arts	18,639	5,120	7,582	346	31,687
Dentistry	2,718	425	378	46	3,567
Education	4,100	944	2,008	55	7,107
Forestry	3,700	5,244	3,365	454	12,763
Land and Food Systems	3,005	3,063	2,541	1,035	9,644
Law	940	186	778	17	1,921
Medicine	110,021	92,659	125,283	42,699	370,662
Pharmaceutical Sciences	3,426	2,211	3,385	686	9,708
Sauder School of Business	2,630	1,187	937	861	5,615
Science	54,496	36,377	20,476	7,254	118,603
UBC Okanagan	12,896	18,820	9,504	3,028	44,248
Non-Faculty Units	73	18,621	1,764	559	21,017
Faculty Research Awards - Total	241,335	208,396	188,094	71,060	708,885

Endowment Budget

The university's Endowment Funds consist of endowed gifts, bequests, donations, land lease proceeds and rental income from land development. Approximately \$2.1 billion of the Endowment Funds, including TREK and TREK Rental Income are invested by UBC Investment Management (UBCIM). These funds support the university's academic mission, student financial awards, academic and research initiatives, student housing, and capital projects.

Endowment Summary <i>(in \$millions)</i>	Total Endowments			UBCIM Invested Funds and Others (excluding TREK)		TREK Endowment (TREK, TREK Rental SHFE & FHAFE)	
	2021/22 Actuals	2022/23 Forecast	2023/24 Plan	2022/23 Forecast	2023/24 Plan	2022/23 Forecast	2023/24 Plan
Endowment market value							
Endowment capital account	2,488	2,628	2,844	1,540	1,615	1,088	1,229
Stabilization account	306	201	190	194	187	7	3
Balance	2,794	2,829	3,034	1,734	1,802	1,095	1,232
Change in endowment reserve							
Investment income	171	120	129	72	81	48	48
Operating expenses	(111)	(117)	(130)	(73)	(83)	(44)	(47)
Internal transfers to endowment capital	17	15	16	2	2	13	14
Surplus (deficit)	77	18	15	1	-	17	15

The land development endowments include the TREK, TREK Rental Income, Student Housing Financing (SHFE) and Faculty Housing Assistance Financing (FHAFE) endowment funds. TREK and TREK Rental Income support the UBC mission and advance its charitable goals. SHFE was established in 2012 to invest in new student residences. FHAFE was established in February 2017 to facilitate the recruitment and retention of outstanding faculty members. In addition to providing financial support for student residences and faculty recruitment, the land development endowment funds currently support various strategic initiatives including the Faculty of Pharmaceutical Sciences capital project, the Stem Cell Lab Biomedical Research Centre capital project, the Faculty of Medicine's Faculty Renewal, the Fitness Facility Expansion in the Old SUB, Enterprise-wide IT renewal project, UBC Okanagan and Academic Enhancement.

Other gifts, held separately from the UBCIM invested funds, include the Vancouver Foundation funds held for the benefit of the university, the Merilees Chair for the Study of Democracy fund and the Gordon and Gladys Sherlock Prize fund.

The capital account balances represent external donor, internal university contributions, and inflation adjustments recorded to maintain the purchasing power of endowment capital over time.

The stabilization account balances reflect the value of endowments that have been generated through returns that are above target levels. It is a measure of the amount that is currently in the endowment fund above the inflation adjusted principal balances as a protection against future market downturns.

For unrestricted endowment funds, investment income includes only realized returns. For restricted endowment funds, investment income includes total returns to the extent of expenses incurred. The excess is deferred and recorded on the Statement of Financial Position until the period in which the related expenses are incurred.

Internal transfers to endowment represent internal contributions to endowment capital.

UBCPT rental distributions are endowed to the TREK Rental Income endowment fund.

Investment Income on Land Development

The Endowment Lands are intended to fund a “margin of excellence” beyond what a publicly funded university could achieve. The university generated proceeds through developing land starting in the 1990’s. The capital was invested, and the net income was available to support discretionary strategic priorities.

At the time, the Board had two objectives: first, to maintain the capital in perpetuity; second, to ensure the use of the income was not permanently restricted to specific purposes so that the annual cash flows could be used for strategic purposes the current President determined. This lack of restriction is illustrated in the TREK terms of reference dating back to 2002, which broadly states that “the income will be used to support the mission of the university.”

Four endowment funds have been established with the net proceeds of land development on the Endowment Lands: TREK and TREK Rental Income which reside in the Main Pool of endowment funds managed by UBC Investment Management, the Student Housing Financing Endowment (SHFE) and the Faculty Housing Assistance Financing Endowment (FHAFE).

TREK and TREK Rental Income are intended to support the mission of the university generally and advance its charitable goals. SHFE was established to support student housing projects while the intention of FHAFE was to facilitate the recruitment and retention of outstanding faculty members. In all cases, earnings have been used to support strategic initiatives and preserve the principal value of the original contributions.

At the June 2019 Board of Governors’ meeting, a review of the TREK-related spending policy was presented, illustrating an opportunity to unlock the value of the TREK-related assets while improving intergenerational equity. In 2021, the Board approved a change of the TREK spending policy from an annual 4.0% spend rate to a flat spend amount, increasing by 2% annually. The flat real spend amount for 2023/24 is planned to be \$54.2m subject to the approval by the Board.

These funds are not intended to be allocated permanently but are used to support initiatives with limited life spans to maintain flexibility as to their use for future administrations. That said, a large portion has been allocated to support building projects which are university priorities but are not fully funded from other sources. Typically, funding is allocated to finance construction costs, which are amortized over periods of up to 30 years until the debt has been repaid, at which point the funding will become available for reallocation. On-going allocations below represent debt service payments to support the construction of various university buildings,

such as the IK Barber Learning Commons, Allard Hall, the Centre for Comparative Medicine, the Life Sciences Building, the Iona Building, and the Student Nest.

Land Development Endowment <i>(in \$millions)</i>	2021/22 Actuals	2022/23 Forecast	2023/24 Plan	Variance
TREK, in the Main Pool	425	412	421	9
TREK Rental Income, in the Main Pool	13	25	40	15
Student Housing Financing Endowment Fund	532	581	686	105
Faculty Housing Financing Endowment Fund	66	77	85	8
	1,036	1,095	1,232	137

The \$9 million increase in TREK represents approximately \$25 million of earnings net of administrative costs recovery and \$16 million of spend allocations. The \$15 million increase in TREK Rental Income represents approximately \$15 million of estimated rental distributions. The \$105 million increase in SHFE is comprised of \$91 million estimated land lease proceeds and \$30 million of earnings, net of \$10 million of spend allocations and \$6 million transferred to FHAFE. The \$8 million increase in FHAFE is made up of \$6 million transferred from SHFE and \$2 million of earnings net of spend allocations.

More recently, as funding has become available, these endowments have supported other types of priorities, such as enterprise-wide renewal, the Faculty of Medicine's Faculty Renewal, Academic Enhancement, and matching funds.

The funds available from investment income on land development and funding allocations are summarized as follows:

Investment Income on Land Development <i>(in \$millions)</i>	2021/22 Actuals	2022/23 Forecast	2023/24 Plan	Variance
Funding sources, includes carryforward				
Balance carried forward	2.4	1.4	(0.2)	(1.6)
SHFE and FHAFE spend allocations	11.8	18.7	19.6	0.9
TREK spend allocations	37.4	31.5	34.6	3.1
Total funding	51.6	51.6	54.0	2.4
Funding allocations				
On-going debt service	14.4	14.4	14.4	-
Other allocations:				
Academic Enhancement	12.0	12.0	12.0	-
Internal Loan - IT projects	12.0	12.0	12.0	-
Medicine Faculty Renewal	6.7	6.9	6.7	(0.2)
UBCO Student Financial Support	4.1	5.2	5.3	0.1
Central Contingency	-	-	2.6	2.6
Rent Geared to Income Program	0.5	0.8	0.9	0.1
Pharmaceutical Sciences Building - Debt Relief	0.5	0.5	0.5	-
	35.8	37.4	40.0	2.6
Total allocations	50.2	51.8	54.4	2.6
Ending balance	1.4	(0.2)	(0.4)	(0.2)

Killam Endowment Funds

In 1965, The University of British Columbia was fortunate in receiving various Killam Trusts, which were created pursuant to the last will and testament of the late Dorothy J. Killam. The trust funds were established at the Canada Council, Dalhousie College and University, The University of Alberta, The University of British Columbia (UBC) and The Montreal Neurological Institute. Subsequently, part of the fund bequeathed to The University of Alberta was transferred to The University of Calgary.

Annual budgets for the Killam Endowment Funds held at the university require the approval of the UBC Board of Governors. They are based on the Killam spending guidelines and calculated using a spending allocation of 3.75% of the preceding three years average market value of the funds. The 2023/24 spending budget is as follows:

Killam Endowment Funds <i>(in \$thousands)</i>	Killam General	Killam Memorial Salary	Izaak Walton Killam Memorial for Advanced Studies	Total
Program spending				
Research and scholarly activities	985	-	-	985
Faculty research fellowship awards	230	-	-	230
Bridge funding for academic priorities	295	-	-	295
Excellence in Teaching and Research	-	783	-	783
Post-doctoral awards	-	-	519	519
Pre-doctoral awards	-	-	520	520
Graduate Studies administration	-	-	55	55
Total 2023/24 budgeted spending allocation	1,510	783	1,094	3,387

Appendix: Consolidated Statements for Board Approval

Under public sector accounting board guidelines, certain approved budget information is required for inclusion in the year-end financial statements. These two documents are the Consolidated Statement of Operations and Accumulated Surplus and the Consolidated Statement of Changes in Net Debt.

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

Consolidated Statement of Operations – By Function

Consolidated Statement of Operations By Function <i>(in \$millions)</i>	2022/23 Forecast	2023/24 Plan	Variance
Revenues			
Government grants and contracts			
Government of Canada	390	389	(1)
Province of British Columbia	1,057	1,198	141
Other governments	33	34	1
Other contributions	197	221	24
Student fees	1,005	1,057	52
Investment income	110	117	7
Income from Government Business Enterprises	18	18	-
Sales and services	476	500	24
Amortization of deferred capital contributions	93	120	27
	3,379	3,654	275
Expenses			
Learning	1,703	1,841	138
Research	587	612	25
Facilities	319	358	39
Students	427	474	47
Community Engagement	84	93	9
Administration	159	191	32
	3,279	3,569	290
Annual surplus from operations	100	85	(15)
External endowment donations	25	25	-
Annual surplus	125	110	(15)
Accumulated surplus, beginning of period	2,510	2,635	125
Accumulated surplus, end of period	2,635	2,745	110

Consolidated Statement of Changes in Net Debt

Consolidated Statement of Changes in Net Debt Year End March 31 <i>(in \$millions)</i>	2022/23 Forecast	2023/24 Plan	Change
Annual surplus	125	110	(15)
Exclude items not affecting net debt:			
Endowment donations and transfers	(25)	(25)	0
	100	85	(15)
Acquisition of tangible capital assets	(496)	(662)	(166)
Amortization of tangible capital assets	284	320	36
	(212)	(342)	(130)
Acquisition of inventories held for use ¹	0	0	0
Acquisition of prepaid expense ¹	0	0	0
Consumption of inventories held for use ¹	0	0	0
Use of prepaid expense ¹	0	0	0
	(112)	(257)	(145)
Net remeasurement gains ²	15	(29)	(44)
Self-supported subsidiary other comprehensive income ²	0	0	0
Increase in net debt	(97)	(286)	(189)
Net debt, beginning of year	(2,566)	(2,664)	(98)
Net debt, end of year	(2,664)	(2,950)	(287)

Notes

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





19 April 2023

To: Vancouver Senate

From: Rella Ng, Registrar

Re: 2023-2026 Triennial Election Results

Set out below is the third 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, nine (9) 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 Applied Science

- **Agnes d'Entremont, Associate Professor of Teaching**

Faculty of Arts

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

Faculty of Education

- **Shannon Bredin, Associate Professor**

Faculty of Forestry

- **Julie Cool, Associate Professor**

Faculty of Land and Food Systems

- **Sue Grayston, Professor**
- **Anubhav Pratap-Singh, Assistant Professor**

Two (2) valid nominations were received for the one (1) remaining Faculty of Dentistry representative position; therefore, an election is required. Polls will be open 11-24 April 2023.

A third call for nominations for the remaining positions was issued on 6 April 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; therefore, an election is required. Polls will be open 11-24 April 2023.



19 April 2023

To: Vancouver Senate

From: Rella Ng, Registrar

Re: 2023 Vancouver Student Senate and Board of Governors Elections

Set out below are the results to-date of 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 students are acclaimed as elected as representatives of the Faculties on the Vancouver Senate for terms beginning on 1 April 2023 and ending 31 March 2024 and thereafter until successors are elected:

- Ian Caguiat, Faculty of Arts
- Tony Xiutong Jiang, Faculty of Forestry (Continuing)
- Kai Rogers, Peter A. Allard School of Law

Additionally, pursuant to Section 16 of the *University Act*, the following students are elected as representative of a Faculty on the Vancouver Senate for terms beginning on 1 April 2023 and ending 31 March 2024 and thereafter until successors are elected:

- Laia Shpeller, Faculty of Applied Science (Continuing)
- Hubaib Amin, Faculty of Commerce and Business Administration
- Joseph Al Rahmani, Faculty of Land and Food Systems
- Katherine Feng, Faculty of Science

A fourth call for nominations is required for the remaining Faculty representative positions (Dentistry, Medicine and Pharmaceutical Sciences).

N.B. the Education student senator's term runs from 1 October 2022 to 30 September 2023.

Graduate Student Representative to the Senate

Pursuant to Section 15 of the *University Act*, the following students are acclaimed as elected as graduate student representatives on the Vancouver Senate for terms beginning on 1 April 2023 and ending 31 March 2024 and thereafter until successors are elected:

- Siddharth Rout



A fourth call for nominations is required for the remaining graduate position.

Student Representative At-Large to the Senate

Pursuant to Section 16 of the *University Act*, the following students are elected as representatives at-large on the Vancouver Senate for terms beginning on 1 April 2023 and ending 31 March 2024 and thereafter until successors are elected:

- Kareem Hassib
- Mathew Ho
- Kamil Kanji (Continuing)
- Davey Li
- Sultana Razia

Student Representative to the Board of Governors

Pursuant to Section 16 of the *University Act*, the following students are elected as representatives of students on the Board of Governors for terms beginning on 1 April 2023 and ending 31 March 2024 and thereafter until successors are elected:

- Eshana Bhangu
- Kareem Hassib