



Vancouver Senate

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

WEDNESDAY, 21 SEPTEMBER 2022

6:00 P.M.

**Victoria Theatre (IK Barber Learning Centre, Room 182) and
Via Zoom**

- 1. Welcome – Dr Santa J. Ono (information)**
- 2. Senate Membership – Dr Kate Ross (information)**
New Member:
Alex Mitchell. Student from the Faculty of Dentistry until 31 March 2023 and thereafter until replaced, to fill a vacancy,
- 3. Minutes of the Meeting of 18 May 2022 – Dr Santa J. Ono (approval)**
(docket pages 3-39)
- 4. Business Arising from the Minutes – Dr Santa J. Ono (information)**
- 5. Remarks from the Chair and Related Questions – Dr Santa J. Ono (information)**
- 6. Report from the President – Dr Santa J. Ono**
Anti-Racism and Inclusive Excellence Task Force Report – With Drs Handel Wright and Shirley Chau (information) (docket pages 40-48)
- 7. Candidates for Degrees – Dr Santa J. Ono (approval)**
The list as approved by the faculties is available for advance inspection by contacting the Senate office.
The Chair of Senate calls for the following motion:
That the candidates for the degrees as recommended by the faculty, be granted the degrees for which they were recommended, effective November 2022, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments. (approval) (2/3 majority required)
- 8. Admissions Committee – Prof Carol Jaeger**



Affiliation Agreement – UBC Faculty of Education and Beijing Language and Culture University (approval) (docket pages 49-58)

9. Awards Committee – Dr Sally Thorne

New and Revised Awards (approval) (docket pages 59-76)

10. Curriculum Committee – Dr Claudia Krebs

- a. September Curriculum Proposals (approval) (docket pages 77-143)
- b. Workday Student Implementation Matters (approval) (docket pages 144-149)
- c. Modes of Delivery (information) (docket pages 150-151)

11. Nominating Committee – Dr Paul Harrison

- a. Election of a Senator to the Presidential Search Committee (approval) (docket page 152)
- b. Committee Appointments (approval) (docket page 152)

12. Report from the Provost – Dr Gave Averill

Annual Report of the Emeritus College – with Principal Joost Blom (information) (docket pages 153-169)

13. Report from the Registrar – Dr Kate Ross

- a. Retrospective Approvals for Changes in Academic Year due to the Public Holiday on 19 September 2022 (approval) (docket page 170)
- b. Senate By-Election Results (information) (docket page 171)

14. Other Business

VANCOUVER SENATE

MINUTES OF 18 May 2022

DRAFT

Attendance

Present: K. Ross, S. Point, G. Averill, S. Burk, , J. Hare, R. Kozak, A. Sandhu, S. Porter, R. Yada, M. MacDougall M. Aronson, S. Parker, S. Bates, S. Gopalakrishnan, A. Fisher, M. MacPhee, H. von Bergmann, N. Ford, G. Faulkner, S. Pelech, , A. Pratap-Singh, S. Matsui, J.G. Stewart, , H. Zerriffi, A. Greig, C. Menzies C. Krebs, K. Smith, J.J. Stewart, V. Chitnev, P. Englezos, S. Forwell, J. Fox, A. Ivanov, A. Scott, C. Jaeger, S. Nicolau, S. Singh, S. Thorne, G. Tsiakos, F. Andrew, B. Fischer, J. Gilbert, P. Harrison, L. Burr, R. Spencer, M. Higgins, C. Godwin, L. Shpeller E. Cantiller, M. Amirasharafi, X. Jiang, J. Hendry, S. Kenston, V. Li, R. Sissons, K. Yu, R. Hajizadeh, D. Turdy, G. Yee, S. Kandola, K. Khosla,

Regrets: S. Ono (Chair), D. Kelleher, J. Olson, R. Helsley, M. Coughtrie, C. Marshall, M. Kuus, K. Lo J. Dierkes, S. Grayston R. Boushel, J. Bulkan I. Price, A. Collier L. Stothers, A. Dulay H. Leong, M. Stewart, M. Tan, A. Uzama, A. Zhao, J. Greenman, R. Topping B. Nguyen, E. Bhangu A. Sandhu,

Clerk: C. Eaton

Call to Order

The Secretary of Senate, Dr Kathleen U. Ross, called the ninth regular meeting of the Senate for the 2021/2022 academic year to order at 6:08 pm.

Senate Membership

CHAIR PRO TEM

Dr Paul G. Harrison was acclaimed elected as Chair Pro Tempore for the meeting,

NOMINATING COMMITTEE

Jorden Hendry Hendry and Laia Shpeller were acclaimed as elected to the Senate Nominating Committee until 31 March 2023 and thereafter until replaced.

Minutes of the Previous Meetings

Sue Forwell	}	<i>That the Minutes of 20 April 2022 be adopted as presented</i>
Steven Pelech		

Approved

Candidates for Degrees

Claudia Krebs
Carol Jaeger

That the candidates for degrees and diplomas, as recommended by the faculties, be granted the degrees for which they were recommended, effective May 2022, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments.

Approved

Budget Committee

In the absence of the Committee's Chair, the Clerk to the Senate presented.

Annual report

The Committee met regularly over the course of the 2021-22 academic year with the Provost and Vice- President Academic, the Vice-President Finance and Operations, the Vice-Provost and Associate Vice- President, Enrolment and Academic Facilities, the Comptroller, and the Executive Director of Academic Initiatives from the Office of the Provost and Vice-President Academic. In addition, other guests attended individual meetings in order to deliver presentations or provide input on specific issues.

The Committee met seven times in 2020-21. Meetings are held immediately prior to the main Senate meetings. Historically, meetings typically began with a 30-minute meeting of Senators alone, followed by presentations and discussions with representatives of the administration and other guests. The Committee moved away from that format this year and generally did not separate out sections of the meetings. Also new for this year were several informal budget update discussions, without presentations, which encouraged broad budget- and finance-related conversations.

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

The topics addressed by the Committee during the 2021-22 academic year include the following:

- Budget Process Overview;
- Provost and VP Finance Priorities;
- Capital Planning and Prioritization Process;
- President's Academic's Excellence Initiative (PAEI);
- Freedom of Information and Protection of Privacy Act fees
- Enrolment Planning and its Impact on the Budget;
- COVID-19's Impact on the University's Finances;
- Tuition Allocation Model
- UBC Campus Vision 2050

Academic Building Needs Committee

The Chair of the Senate Academic Building Needs Committee, Senator Laia Shpeller presented.

Annual report

COMMITTEE ACTIVITIES

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

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

Beyond the Committee's roles in being consulted in these ways, the Committee undertook the following activities:

COMMITTEE'S ROLE IN INVESTIGATING THE ACADEMIC BUILDING LANDSCAPE

The Committee began the academic year by identifying potential themes for committee activities. Throughout the year, the committee focused its activities on investigating the following:

Preparing for Hybrid. As the COVID-19 pandemic has shifted the ways in which education is provided; what will this mean for the University's academic building requirements as we return to in-person learning? The Committee reviewed the Provost's "Learning and Teaching Beyond COVID: Phase one project report" to prompt discussions on shifting academic building space needs. After various consultations and internal discussions, the decision was made to focus on other themes due to the number of actively moving parts and other university-wide engagements.

Accessible Learning. Students with Disabilities often come across barriers to an equitable post-secondary education; how can the University make academic spaces as accessible, inclusive, and welcoming as possible to all students? The Committee worked with UBC Learning Spaces and the Centre for Accessibility to identify current gaps and provide support in filling them. Some examples of these include identifying collaboration opportunities between IRP Student, the CFA's way-finding project, and the UBC Learning Spaces database, as well as advocating for the expansion of the Rick Hansen Foundation's Accessibility Certification learning-space specific accessibility design guidelines.

Spaces for Collaboration. Safe and active collaboration space is essential to any academic institution; how are students currently using the University's collaboration spaces and where is there room for improvement? Consulting the Senate's Library and Teaching and Learning Committees as well as the University's First Nations House of Learning, the Committee identified key opportunities for growth in this space. These included exploring the need for additional space for Indigenous students on campus as well as investigating capacity tracking technologies to help students find available spaces around campus.

COMMITTEE'S ROLE IN THE CAPITAL PROJECT PRIORITIZATION AND APPROVAL PROCESS

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

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

In response to a question from Senator Von Bergmann, the Committee advised that it had not specifically considered University HVAC systems this year,

Academic Policy Committee

The Vice Chair of the Senate Academic Policy Committee, Dr Richard Spencer, presented

FACULTY OF EDUCATION EDUCATION ACADEMIC

Richard Spencer
Hisham Zerriffi

That Senate approve the revised Bachelor of Education Academic Policies and Regulations as presented

Senator Spencer said changes were for clarity not substantive amendments to policy.

Approved

DISCONTINUING DISTANCE EDUCATION (DE)/GUIDED INDEPENDENT STUDY (GIS) COURSE DESIGNATIONS

Richard Spencer
Claudia Krebs

That Senate approve discontinuing Distance Education (DE)/Guided Independent Study (GIS) Course Designations effective 2022W, and that the Academic Calendar be revised as presented

Senator Spencer noted that system enhancements now allow students to search for courses by mode of delivery.

Approved

Menzies abstained.

NATIONAL DAY FOR TRUTH AND RECONCILIATION

Richard Spencer
Anubhav Pratap-Singh

That Policy V-125 notwithstanding, the Vancouver Senate amend the 2022-2023 Academic Year to close the University on 30 September 2022 in recognition of the National Day for Truth and Reconciliation

Approved

Admissions Committee

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

JURIS DOCTOR – CHANGES IN ADMISSION REQUIREMENTS

Carol Jaeger
Joanne Fox

That Senate approve and recommend to Senate for approval changes to admission requirements for applicants to the Juris Doctor program, effective

for admission to the 2023 Winter Session and thereafter

Senator Jaeger set out the background of the proposal.

Senator Sissions spoke against the proposal, noting that Law Students weren't in favour as it forced students re-live events to explain dropping any credits. He described this proposal as rushed without sufficient consultation and research, and based on a 40-person sample.

MOTION TO REFER

Richard Spencer
Anubhav Pratap-Singh

That the proposed changes to the admission requirements for the Juris Doctor program be referred back to the Faculty for further consultation with students, and when returned to the Senate that the Faculty provide Senate with information on the totality of its admission requirements, including broad-based admissions.

In response to a question from Senator Zerriffi, Dean Pindell explained how Allard law used broad-based admissions.

Senator Hajizadeh spoke on feeling a need for more student consultation.

Senator Pratap-Singh asked what consultation occurred and what was the composition of the law admissions committee that recommended this change.

Dean Pindell said that the admissions committee felt that they reached out to students.

Senator J.G Stewart noted that this was a three year project for law.

Dean Pindell said that the debate in law was fulsome and there were arguments on both sides.

Senator Singh said that he had found that online meetings and pandemic have made consultation be and felt curtailed.

Dean Pindell said that he felt confident that despite COVID-19 they had reached out to students, faculty and others to get their views,

Senator Krebs said that the letter and personal statements now needed to focus on omitting courses with this proposed change and this would detract from other content.

Motion to Refer
Approved

**MAJOR AND MINOR IN BEHAVIOURAL NEUROSCIENCE – SUSPENSION OF ADMISSION
DEGREE PARTNERSHIP – UBC FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES &
PETER A. ALLARD SCHOOL OF LAW AND UNIVERSITY OF SYDNEY, SYDNEY LAW SCHOOL
DEGREE PARTNERSHIP RENEWAL – UBC PETER A. ALLARD SCHOOL OF LAW AND
UNIVERSITY OF MELBOURNE, MELBOURNE LAW SCHOOL**

Carol Jaeger
HsingChi von Bergmann

That Senate approve suspension of admission to the Major and Minor in Behavioural Neuroscience, effective for the 2022 Winter Session and thereafter;

That Senate approve and recommend to the Council of Senates for approval the terms of the affiliation between the UBC Faculty of Graduate and Postdoctoral Studies & Peter A. Allard School of Law and the University of Sydney, Sydney Law School, as set out in the “Memorandum of Understanding for a Law Dual Degree Pathway Arrangement between the University of British Columbia, Canada through its Faculty of Graduate and Postdoctoral Studies for a program in the Peter A. Allard School of Law and The University of Sydney, Australia through its Sydney Law School,” and the associated Calendar entry; and

That Senate approve and recommend to the Council of Senates for approval the terms of the affiliation between the UBC Faculty of Graduate and Postdoctoral Studies & Peter A. Allard School of Law and the University of Sydney, Sydney Law School, as set out in the “Memorandum of Understanding for a Law Dual Degree Pathway Arrangement between the University of British Columbia, Canada through its Faculty of Graduate and Postdoctoral Studies for a program in the Peter A. Allard School of Law and The University of Sydney, Australia through its Sydney Law School,” and the associated Calendar entry.

Approved

DOCTOR OF DENTAL MEDICINE – INDIGENOUS ADMISSION PATHWAY

Carol Jaeger
Joanne Fox

That Senate approve the Indigenous Admission Pathway for applicants to the Doctor of Dental Medicine program, effective for entry to the 2022 Winter Session and Thereafter

Senator Pratap-Singh asked for confirmation that pathways would not be transcribed.

Senator Jaeger confirmed that they would not be.

A large number of senators raised a concern with the noted language suggesting possible documentation to support Indigenous status. The Dean of Dentistry explained the process undertaken to develop the language and the consultation involved, and senators considered similar language used by Medicine after hearing from its Vice-Dean, Roger Wong, who was recognized to speak.

AMENDMENT

Anubhav Pratap-Singh
HsingChi Von Bergmann

That the proposal be amended to strike “; this can be a photocopy of an enrolment card, an ancestry document, or any other document from the federal, provincial, territorial or Indigenous government that supports the applicant’s self-identification.”

Approved

In response to a question from Senator Zerriffi, the Dean said that a working group had been established to implement this admissions process.

Approved as
Amended

Awards Committee

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

Appendix A: Awards Report

AWARDS REPORT

Sally Thorne
HsingChi Von Bergmann

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

Approved

Curriculum Committee

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

CURRICULUM REPORT

See Appendix B: Curriculum Report

Claudia Krebs
Charles Menzies

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

Approved

NEW CERTIFICATE IN CLIMATE STUDIES AND ACTION

From the Faculty of Arts

REPORTS ON DELEGATED AUTHORITY

Dr Krebs advised the Senate that per Vancouver Senate Rules and Procedures 29 (b), Senate has delegated to the Senate Curriculum Committee to approve changes to existing courses or programs, that, in the view of the Committee are minor or editorial in nature. From May 2020 until April 2021, the Committee has approved 555 proposals under delegated authority including:

- 182 Revised programs
- 348 Revised courses
- 25 Deleted courses

Joint Report of the Admission and Curriculum Committees

Dr Krebs presented.

BACHELOR OF SCIENCE, FIRST-YEAR FOCUS (FYF) OPTION

Claudia Krebs
Charles Menzies

That the new Bachelor of Science, First-Year Focus (FYF) Option brought forward by the Faculty of Science be approved.

Approved

Library Committee

The Chair of the Senate Library Committee, Dr Shigenori Matsui, presented.

ANNUAL REPORT

During the 2021/22 academic year the Committee met eight times. Both during and outside of those meetings, the Committee devoted its energy to advising and assisting the University Librarian in developing a general program of library services for all the interests of the University.

At each meeting, the Committee received extensive briefings from the University Librarian, colleagues from the Library, and members of the UBC community, and shared their expertise and advice. As a result of their work, the Committee supported the Library in the following areas:

- The Library's Annual Report to Senate
- Library Collections Strategies
- Development and Fundraising Activities and Plans
- Implementation of the Indigenous Strategic Plan (ISP)
- Digital Initiatives
- Research Enterprise and Initiatives
- University Records Management
- UBC Library's External Review

The Committee would like to thank all those who shared their expertise with the Committee over the course of the year.

Nominating Committee

Dr Charles Menzies presented on behalf of the Senate Nominating Committee.

COMMITTEE ADJUSTMENTS

Charles Menzies
Romina Hajizadeh

That Kin Lo be appointed to a President's Advisory Committee for the Selection of a Vice-President Finance and Operations;

That HsingChi Von Bergmann and Jordan Hendry be appointed to a President's Advisory Committee for the Selection of an Associate Vice-President Health;

That Laia Shpeller, Dana Turdy, and Shaktiraj Kandola be appointed to the Senate Academic Building Needs Committee until 31 March 2023 and thereafter until replaced;

That Melina Amirsharafi, Eshana Bhangu, and Dana Turdy be appointed to the Senate Academic Policy Committee until 31 March 2023 and thereafter until replaced;

That Bachviet Nguyen and Sam Kenston be appointed to the Senate Admissions Committee until 31 March 2023 and thereafter until replaced;

That Romina Hajizadeh and Emmanuel Cantiller be appointed to the Senate Agenda Committee until 31 March 2023 and thereafter until replaced;

That Ryan Sissons, Emmanuel Cantiller, Anisha Sandhu, and Kanika Khosla be appointed to the Senate Committee on Appeals on Academic Standing, effective 1 July 2022 and until 31 March 2023 and thereafter until replaced;

That Xiutong Tony Jiang and Kanika Khosla be appointed to the Senate Awards Committee until 31 March 2023 and thereafter until replaced;

That Shaktiraj Kandola, Vivian Li, Georgia Yee, Xiutong Tony Jiang, and Keanna Yu be appointed to the Senate Curriculum Committee until 31 March 2023 and thereafter until replaced;

That Vivian Li, Xiutong Tony Jiang, Anisha Sandhu, and Bachviet Nguyen be appointed to the Senate Library Committee until 31 March 2023 and thereafter until replaced;

That Jorden Hendry, Melina Amirsharafi, and Romina Hajizadeh be appointed to the Senate Research and Scholarship Committee until 31 March 2023 and thereafter until replaced;

That Ryan Sissons, Emmanuel Cantiller, and Keanna Yu be appointed to the Senate Student Appeals on Academic Discipline Committee, effective 1 July 2022 and until 31 March 2023 and thereafter until replaced;

That Ryan Sissons, Emmanuel Cantiller and Jorden Hendry be appointed to the Senate Teaching & Learning Committee until 31 March 2023 and thereafter until replaced;

That Laia Shpeller and Kanika Khosla be appointed to the Senate Tributes Committee until 31 March 2023 and thereafter until replaced;

That Romina Hajizadeh and Eshana Bhangu be appointed to the Council of Senates Budget Committee until 31 March 2023 and thereafter until replaced;

That Ryan Sissons be appointed to the Council of Senates Elections Committee until 31 March 2023 and thereafter until replaced;

*That Laia Shpeller and Esahna Bhangu be elected to the Council of Senates; and
That Romina Hajizadeh be appointed to Council of Senates Representative Committee Four until 31 March 2023 and thereafter until replaced; and*

That Ngai Pindell be appointed to the Council of Senates Elections Committee to replace Janine Benedet.

Approved

Research and Scholarship Committee

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

PETER WALL INSTITUTE FOR ADVANCED STUDIES

Motion to Extend the Time to Adjourn

Sally Thorne
Guy Falkner

That the time to adjourn be extended by 1 hour.

Approved

Dr Faulkner introduced an information update on the status of the Institute. He welcomed the Acting Provost, Dr Averill, to comment as chair of the board of trustees.

Dr Averill noted that there were sensitivities around this matter and issues with the deed of trust. He noted that the recommendations made last year were not actionable largely at this time. He advised that the requested audit would be undertaken.

Senate welcomed Vanessa Anderotti, Interim Director of the Institute, to speak.

Dr Androtti said that

Tributes Committee

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

EMERITUS REPORT

See appendix C: Emeritus Appointments.

John Gilbert
Lawrence Burr

That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of, Professor, Associate Professor, Assistant

Professor, Professor of Teaching, Associate
Professor of Teaching, or Administrative
Librarian be added to the Roll of Convocation.

Approved

Committee on Appeals on Academic Standing

The Chair of the Committee, Dr Sue Forwell, presented,

ANNUAL REPORT

Dr Forwell informed Senate under section 2.9 of the Term of Reference for the Committees, the Committee's annual report shall state the number of appeals, their disposition and the general nature of the appeals. In the current reporting period, 4 appeals proceeded to Committee hearings (as compared with 3 in the prior year), of which none were allowed in-full, 1 was allowed in-part and 3 were dismissed. Details were provided to Senate, keeping in mind confidentiality, in the attached report. Dr Forwell reminded the Senate that the Committee looked into matters of procedural irregularity and fairness, not academic judgment.

Dr Forwell's report noted that concerns were raised at the March 2019 meeting of the Senate related to the University's appellate committees, including this Committee, specifically around aspects of process; student membership education and orientation; diversity and inclusivity; and scheduling of hearings. To undertake a detailed review of appeals committee structures and procedures, the Senate struck the Ad Hoc Committee to Review Student Appeal Procedures and Structures. The Ad-Hoc Committee's final report was received by Senate in May 2021. Since that time, Senate Committee members have received 2 training sessions on administrative law and procedural fairness. Training related to trauma-informed approaches, student mental health issues principles of equity and inclusion etc. is currently under development and is expected to be delivered in the coming months. The Committee and the Senate support staff will work with campus partners and external agencies, as appropriate, to design comprehensive and robust training that addresses the gaps in training identified in the Ad-hoc committee's report.

Further, hearings are now scheduled with a minimum of six committee members confirmed as attending, though often more members are available to attend for a virtual hearing. As per the Ad-hoc Committee's recommendation 2.3, the Senate Secretariat endeavours to schedule hearings with at least one student, one faculty member and one convocation member, though this is not always possible. The Committee currently has hearing dates confirmed until August 2022, and is working towards a standing meeting schedule similar to that of other Senate Committees. While the Committee agrees with many of the recommendations issued in the Ad-hoc Committee's report, it does not have purview to determine Faculty-level processes. The

Committee has regularly emphasized in past annual reports the critical importance of due process in all matters related to student assessment and of dealing with issues and student appeal inquires in a timely manner. The Committee has particularly drawn to the attention of Senate that Faculties ought to notify students of the right to appeal to the Senate Committee when issuing final decisions on matters of academic standing. The Committee has recommended that Faculties ensure that their Advising Offices are fully informed as to the appeals process and that students are informed as to their right to appeal to the Senate Committee when provided with a final decision letter from the Faculty. Further, the Senate staff have worked with associate deans to assist in developing faculty-level appeal procedures that are fair, transparent, and procedurally sound. While not all Faculties have well-developed and published appeal procedures, the Senate Committee will continue to work with Faculties to develop processes for fair and proper decision making by the Faculty.

The Committee continues to work to implement the recommendations outlined in the report of the Ad-Hoc Committee to Review Student Appeal Procedures and Structures.

Report from the Provost

GREX DESIGNATION FOR THE LIFE SCIENCES INSTITUTE (LSI)

Gage Averill
Susan Forwell

That Senate designate the Life Sciences Institute
as a Global Research Excellence
Institute, effective May 18, 2022.

The Senate welcomed the LSI Director, Dr Josef Penninger, to speak to the proposal and the Institute. He thanked the faculties of Medicine and Science, the Vice-President Research and Innovation Office, and many other offices and committees at UBC that worked on this proposal over the past two years. In particular he thanked his deputy director, Jim Johnson.

Dr Penninger noted that he was hired as a Canada 150 Research Chair to make the LSI a world-leading institution. He noted that the LSI was already the largest at UBC, and has contributed over 2000 graduates and trainees. It has brought in over \$400 million in funding and had founded several companies. More timely, it was also heavily involved in COVID-19 vaccination development.

Dr Penninger noted the ever-increasing importance of foundational research and that they were proposing to become the world-leading institution for biological resilience, defined broadly.

The five-year goals of the institute are to set up structures and democratize access for researchers, especially young researchers, to infrastructure, and to nurture talent and all levels, especially post-doctoral fellows.

Approved

NB: Menzies abstained

Other Business

ENROLMENT TARGETS FOR BACHELOR OF MIDWIFERY

Carol Jaeger
Susan Forwell

That Senate amend the previously adopted enrolment targets for the Bachelor of Midwifery for the 2022 academic year from 20 to 24.

Senate recognized Associate Dean Joseph Anthony of the Faculty of Medicine who spoke to the midwife shortage and the late-coming government funding which would allow the program to be expanded.

Approved

IN CAMERA – RESCINDING OF DEGREES

Adjournment

Seeing no other business, the meeting was adjourned at 9:41 pm

Appendix A: Awards Report

NEW AWARDS – ENDOWED

Awards totalling \$6,000 have been made available through an endowment in memory of T. D. Barnett (B.A., M.A., B.Th.), for M.D. students who are in good academic standing with unmet financial need. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2022/2023 winter session).

Lily O. P. Wong Chan and Paul T. L. Chan Award in Social Work

Awards totalling \$3,700 have been made available through an endowment established by Lily Wong Chan (B.S.W. 1962) and Paul Chan (B.A.Sc. 1962, M.A.Sc. 1965), along with funds from the Faculty of Arts, for female students in the Master of Social Work program who are making satisfactory academic progress and who are First Nations, Inuit, or Métis students of Canada, or who identify as Black, or a Person of Colour. The awards are made on the recommendation of the School of Social Work, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Dr. Madeline Chung Memorial Award in Obstetrics & Gynaecology

Awards totalling \$2,000 have been made available through an endowment established by friends, family and colleagues, in memory of Dr. Madeline Chung (1925-2021), for outstanding fourth- and fifth-year residents in the Department of Obstetrics & Gynaecology. Recipients will have demonstrated a commitment to women's health advocacy by improving the care of women from underserved or marginalized populations through clinical service, research or scholarly work. Dr. Chung was born in Shanghai, China and graduated from Yale Medical Mission in Hunan, China in 1948. She completed her residency at the Mayo Clinic in Rochester, New York. She moved to Vancouver, British Columbia in 1953 with her husband, where she practiced at Vancouver General Hospital and Grace Hospital. Dr. Chung was the first female obstetrician in British Columbia, as well as the first of Chinese descent. She faced significant barriers because of her gender and ethnicity throughout her career, including being denied business loans and promotions. This award was established in recognition of Dr. Chung's accomplishments as a physician and commitment to advocating for women's health. The awards are made on the

recommendation of the Department of Obstetrics & Gynaecology. (First award available for the 2022/2023 winter session).

Brett Kilb Memorial Award in Orthopaedic Surgery

Awards totalling \$13,200 have been made available through an endowment established by friends, family and colleagues in memory of Dr. Brett Kilb (1987-2016), for outstanding orthopaedic surgery residents who undertake a leave from their training to complete an advanced degree (master's or doctoral) and a significant research project. Brett (B.Sc., M.D., M.Sc.) received his undergraduate and medical degrees from the University of Calgary. He joined the UBC Department of Orthopaedics as a resident in 2012, and passed away unexpectedly in 2016. This award was established in recognition of Brett's contributions to the Department of Orthopaedics. The awards are made on the recommendation of the Department of Orthopaedics. (First award available for the 2021/2022 winter session).

Susanne Lester Award in Gender, Race, Sexuality and Social Justice

Awards totalling \$2,000 have been made available through an endowment established by CUPE 2950 in memory of Susanne Lester (1949-2020), for outstanding fourth-year Bachelor of Arts students majoring in Gender, Race, Sexuality and Social Justice who have demonstrated an interest in labour movements, women's history, Indigenous rights, or intersectional feminisms. Susanne was one of UBC's longest-standing employees with fifty years of service, and began her career in 1969 as a reference assistant in Koerner Library. Susanne was passionate about women's rights, social justice, and equality and was one of the founding organizing committee members instrumental in creating the Association of University and College Employees (AUCE) Local 1. Susanne played an integral part in the first collective agreement negotiations by AUCE Local 1 that resulted in the first fully-funded maternity leave top-up in Canada, setting a precedent across the country. AUCE Local 1 later joined CUPE and became CUPE 2950. Susanne worked closely with the CUPE 2950 executive while raising her three children, and served in multiple leadership positions over several decades. She canvassed, campaigned, protested and marched for many worthy causes and was always committed to stand-up for and work towards social justice for all. The awards are made on the recommendation of the Institute for Gender, Race, Sexuality and Social Justice. (First award available for the 2022/2023 winter session).

Clifford Alexander Robson and Else Loella Robson Memorial Scholarship

Scholarships totalling \$59,300 have been made available through an endowment established by an estate gift from Else Loella Robson (1924-2018), in memory of her husband Clifford Alexander Robson (1916-1957), for outstanding graduate students with disabilities entering the fifth or sixth year of a Ph.D. program. Clifford (B.Com. 1938) was born in New Westminster, British Columbia, and worked as a sales manager at a lumber mill. Else (née Panum) was born in Aabenraa, Denmark, and immigrated to Canada in the 1950s. Clifford and Else were married in

1952, and resided in Burnaby, British Columbia. Else experienced macular degeneration later in her life and was supported by ophthalmologists in the UBC Faculty of Medicine. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies, in consultation with the Centre for Accessibility. (First award available for the 2022/2023 winter session).

Marilyn and Raymond Rousseau Memorial Bursary in Pharmaceutical Sciences

Bursaries totalling \$2,000 have been made available through an endowment established by estate gifts from Marilyn Irving Rousseau (1931-2021) and Raymond Joseph Rousseau (1926-2021), for undergraduate students in the Faculty of Pharmaceutical Sciences. Marilyn (B.Sc. (Pharm) 1955) was born in New Westminster, British Columbia, and was encouraged to work hard in her life's pursuits by her parents. This instilled in her a deep appreciation for education, and she received her Bachelor of Science in Pharmacy degree in 1955 from UBC, where her class was the sixth to graduate from the Faculty of Pharmaceutical Sciences. She worked as a pharmacist at Felburn and Queen's Park Hospitals in the Lower Mainland before moving to Osoyoos, British Columbia. Raymond was born in Fleurus, Belgium and joined the Belgian Army at the age of 18. He immigrated to Quebec in 1951 and became a member of the Royal Canadian Army. Raymond received numerous promotions and recognition for his service in Korea and Canada, including the United Nations Service Medal. He relocated to San Francisco, California after leaving the army and worked as a vintner. Raymond later moved back to Canada, where he met and married Marilyn and settled in Osoyoos. Marilyn and Raymond were generous longtime supporters of the Faculty of Pharmaceutical Sciences. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

Evan Smith Memorial Bursary in Engineering

Bursaries totalling \$2,400 have been made through an endowment established by gifts from friends and family in memory of Evan Smith (2003-2021) for students in the Bachelor of Applied Science program. In his 18 years, Evan lived a life of great spirit and drive. His insatiable curiosity, passion for science, and love of the great outdoors led him to pursue engineering in the UBC Faculty of Applied Science. Evan made incredible friends in residence during his few short weeks at UBC, and was excited to participate in his first design project. He was an avid rock climber, camper and canoeist. Evan was involved with Scouts Canada, which allowed him to serve his community by helping those in need during the holidays and cleaning up parks and conservation areas. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

NEW AWARDS – ANNUAL

3M Oral Care Student Clinical Award for Excellence

A \$1,000 award has made available annually through a gift from 3M Company for fourth-year students in the D.M.D. program who have demonstrated excellence and superior aptitude in the use of conservative restorative materials. The award is made on the recommendation of the Faculty of Dentistry. (First award available for the 2022/2023 winter session).

Cadillac Fairview Award in Real Estate for Indigenous Students

Awards totalling \$5,000 have been made available annually through a gift from Cadillac Fairview (CF), for First Nations, Inuit, and Métis students of Canada who are in the Bachelor of Commerce program, have achieved good academic standing and have demonstrated an interest in commercial real estate. Preference will be given (1) to students who are Musqueam, Squamish or Tsleil-Waututh, or (2) to Indigenous students who live in Metro Vancouver. Cadillac Fairview is a Canadian company that owns, invests in and manages commercial real estate in Canada, the United States, Latin America, Asia-Pacific, Europe and the United Kingdom. They strive to make a positive impact on the communities they operate in by designing and operating properties that promote social connection, growth, and a sustainable future. Cadillac Fairview established this award to encourage Indigenous students to enter the commercial real estate industry. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2022/2023 winter session).

Entrance Award in Law for Indigenous Students

Entrance awards of \$15,000 each have been made available annually through gifts from Matthew Nathanson (LL.B. 1997), Irwin Nathanson, Q.C. (LL.B. 1968) and Joanie McEwen (LL.B. 1975), for First Nations, Inuit, or Métis students of Canada entering the J.D. program who demonstrate financial need and have a history of community service or volunteerism. Preference will be given to students who have demonstrated an interest in criminal law. Matthew Nathanson is a criminal defence lawyer practicing out of downtown Vancouver, Irwin Nathanson is a Vancouver civil litigator with Nathanson Schachter & Thompson L.L.P., and Joanie McEwen is a Vancouver lawyer, labour arbitrator, and author. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Grosvenor Award for IBPOC Students

Three \$15,000 awards have been made available annually through a gift from Grosvenor for domestic Bachelor of Commerce students who are First Nations, Inuit, or Métis students of Canada or who identify as Black or as a Person of Colour. Recipients will be in good academic standing and have demonstrated an interest in real estate. Grosvenor is an international property owner established in 1677 in London, England, and has owned and developed property in Canada and the United States for over seventy years. The firm has a long-standing commitment to social responsibility and a belief in equal access to education and employment. Guided by environment, social and governance principles, Grosvenor advocates for supply chain diversity, volunteers to support those in need, and runs employee-led equity, diversity and inclusion

committees to help foster inclusive work environments. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2022/2023 winter).

Ray Kruck & Jennifer Vancini Entrance Award in Climate Action Leadership

Two \$10,000 entrance awards have been made available annually through a gift from Ray Kruck (M.B.A. 1992) and Jennifer Vancini (M.B.A. 1993) for outstanding students entering the Master of Business Administration program who wish to pursue a career in sustainability and climate action-related work. Students must demonstrate their commitment to effectively addressing the climate crisis through past work experience, responsible leadership and community involvement, and future career ambitions. Ray and Jennifer are entrepreneurs based in San Francisco, California who have stayed closely connected with UBC since their graduations. They have given their time to programs offered by the UBC Sauder School of Business, including the Creative Destruction Lab – Vancouver. Ray is the CEO and Founder of Tugboat Logic and Jennifer is a General Partner at Mighty Capital. Ray and Jennifer established this award to support M.B.A. students as they pursue their education and help the UBC Sauder School of Business attract future leaders who will make a positive impact in the world. The awards are made on the recommendation of the Robert H. Lee Graduate School. (First award available for the 2022/2023 winter session).

Sandy Lapsky Award in Geography

A \$4,000 award has been made available annually through a gift from Sandra “Sandy” Lapsky (B.A. 1980) for international graduate students in good academic standing in the Department of Geography. Sandy has been an Administrator in the Department of Geography at UBC since 1989. This award was established in recognition of Sandy’s deep affinity to the Department of Geography. The awards are made on the recommendation of the Department of Geography, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Dr. Alan A. Lowe Entrance Award in Dentistry

A \$2,500 award has been made available annually through a gift from Dr. Alan A. Lowe (D.M.D. 1972, Ph.D.) for a student entering the D.M.D. program who has demonstrated UBC pre-dentistry academic achievements and community service. Dr. Lowe is a Professor Emeritus in the UBC Faculty of Dentistry. He completed his D.M.D. at UBC and his orthodontic and Ph.D. training at the University of Toronto before returning to UBC as a full-time faculty member in the Faculty of Dentistry. Dr. Lowe developed the Faculty’s undergraduate orthodontic program and provided training to two thousand dentistry students at UBC. He served as Division Chair of Orthodontics, Department Chair of Oral Health Sciences and Chair of Admissions during his UBC academic career. Dr. Lowe was one of the founding members of the American Academy of Dental Sleep Medicine. His extensive research contributions on the use of oral appliances for the treatment of snoring and Obstructive Sleep Apnea and their effects on airway size and tongue muscle activity have been recognized worldwide. He holds Canadian, American and worldwide independent patents for three technologies related to his research endeavors. This academic award is made on the recommendation of the Faculty of Dentistry. (First award available for the 2022/2023 winter session).

McMillan LLP Award in Law for Indigenous Students

Awards totalling \$5,000 have been made available annually through a gift from McMillan LLP for First Nations, Inuit, or Métis students of Canada in second- or third-year of the J.D. program. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

A. James Rasteh Award for Indigenous Students

Awards totalling \$2,000 have been made available annually through a gift from A. James Rasteh (B.Sc. 1997) for First Nations, Inuit or Métis undergraduate students of Canada in good standing who

demonstrate community involvement or leadership skills. Financial need may be considered. James established this award to help support Indigenous students pursuing higher education. The awards are made on the recommendation of the First Nation House of Learning and Enrolment Services. (First award available for the 2021/2022 winter session).

David and Robin Whetter Award in Community and Regional Planning

Awards totalling \$2,000 have been made available annually through a gift from Cornerstone Planning Group in honour of David Whetter (B.Arch. 1970, M.Sc. (Bus Admin) 1976) and Robin Whetter, for first-year graduate students in the Master of Arts in Planning, Master of Science in Planning, or the Master of Community and Regional Planning programs in the School of Community and Regional Planning. Preference will be given to students with an interest in process management and/or decision-making for implementing ideas and monitoring results. David Whetter is a Partner Emeritus at Cornerstone Planning Group and has been a planning consultant since 1971. He began researching general systems theory and organizational decision-making analysis while studying under Professor Andrew Gruft at the UBC School of Architecture and Landscape Architecture. David completed a Master of Science in International Business at UBC and developed a systems framework for functional facilities planning with colleagues at Cornerstone. This award was established in recognition of the impact of David's approach to planning, as well as the contributions of his wife Robin to his work through their fifty years of extensive global travel. The awards are made on the recommendation of the School of Community and Regional Planning, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

NEW AWARDS – INTERNAL

Centre for Excellence in Indigenous Health Award

Awards have been made available annually by the Centre for Excellence in Indigenous Health for students enrolled in course(s) in an Indigenous Public Health Training Institute who demonstrate financial need. The awards are made on the recommendation of the Centre for Excellence in Indigenous Health. (First award available for the 2022 summer session).

Department of Earth, Ocean and Atmospheric Sciences Graduate Scholarship

Scholarships totalling \$40,000 have been made available annually through the Department of Earth, Ocean and Atmospheric Sciences for outstanding graduate students in the Department of Earth, Ocean and Atmospheric Sciences. The awards are made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences, 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**Endowed Awards****5935 – Kim-Bautista Award in Law****Rationale for Proposed Changes**

Through conversations with the Equity and Inclusion Office and University Counsel, we are facilitating the donors' intent to create an award to support students with Asian heritage, which was not achievable when the award was established in early 2020, rather than IBPOC students more broadly. Since late 2020, UBC has created a number of awards for IBPOC students, as well as awards restricted to Black or Indigenous students, including several for the Peter A. Allard School of Law.

Current Award Description

Awards totalling \$1,200 have been made available through an endowment established by Nicco Bautista (B.A. 2010, M.A. 2013, J.D. 2013) and Maria Kim-Bautista (B.A. 2010, J.D. 2013) for students in the J.D. program who are the first in their family to attend law school and have demonstrated academic excellence and community service. Preference will be given to students who identify as Black, or as a person of colour. Financial need may be considered. Nicco Bautista and Maria Kim-Bautista immigrated to Vancouver as children, were both the first in their families to attend law school, and are now lawyers practicing in Vancouver. Nicco and Maria were actively involved in student leadership and community service during their time at

UBC. They established this award to support law students with similar backgrounds to their own. The awards are made on the recommendation of the Peter A. Allard School of Law.

Proposed Award Description

Awards totalling \$1,200 have been made available through an endowment established by Nicco Bautista (B.A. 2010, M.A. 2013, J.D. 2013) and Maria Kim-Bautista (B.A. 2010, J.D. 2013) for students in the J.D. program who are the first in their family to attend law school **or have overcome barriers in order to attend UBC, and Recipients will** have demonstrated academic excellence and/or community service. Preference will be given to students ~~who~~ identify as Black, or as a person of colour **of Asian heritage**. ~~Financial need may be considered.~~ Nicco Bautista and Maria Kim-Bautista immigrated to Vancouver as children, were both the first in their families to attend law school, and are now lawyers practicing in Vancouver. Nicco and Maria were actively involved in student leadership and community service during their time at UBC. They established this award to support law students with similar backgrounds to their own. The awards are made on the recommendation of the Peter A. Allard School of Law.

6711 – Faculty Women's Club 100 Year Legacy Graduate Scholarship

Rationale for Proposed Changes

The description has been updated so that the scholarship can be offered to more than one student each year, and so that the scholarship will be adjudicated by the Faculty of Graduate and Postdoctoral Studies.

Current Award Description

Awards totalling \$7,100 have been made available through an endowment established by the Faculty Women's Club in commemoration of their 100th anniversary as a service organization at UBC (1917- 2017). The scholarships are designated to support female Canadian citizens pursuing graduate studies in a health-related field which could have a significant impact on the future well-being of society. The recipients will be in their second or subsequent year of graduate study, with demonstrated academic and leadership qualities; financial need may also be considered. Preference will be given to students in Audiology & Speech Sciences, Epidemiology (School of Population & Public Health), Microbiology & Immunology, Occupational Therapy, Physical Therapy, or Rehabilitation Sciences. Recommendations are made by the Office of the Vice-Provost Health, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

~~Awards~~ **Scholarships** totalling \$7,100 have been made available through an endowment established by the Faculty Women's Club in commemoration of their 100th anniversary as a service organization at UBC (1917- 2017). The scholarships are designated to support female Canadian citizens pursuing graduate studies in a health-related field which could have a

significant impact on the future well-being of society. The recipients will be in their second or subsequent year of graduate ~~study~~ **studies**, with demonstrated academic and leadership qualities; financial need may also be considered. Preference will be given to students in Audiology & Speech Sciences, Epidemiology (School of Population & Public Health), Microbiology & Immunology, Occupational Therapy, Physical Therapy, or Rehabilitation Sciences. **The awards Recommendations are made on the recommendation of** ~~by the Office of the Vice Provost Health, in consultation with~~ the Faculty of Graduate and Postdoctoral Studies.

6543 - Faculty Women's Club Katharine Borgen Graduate Scholarship in Mathematics Education

Rationale for Proposed Changes

The description has been revised so that multiple scholarships may be offered each year.

Current Award Description

A \$1,000 scholarship is offered by the family and friends of Dr. Katharine Borgen for an outstanding graduate student in mathematics education within the Department of Curriculum and Pedagogy. Financial need may be considered. Katharine Borgen (MA '98, PhD '06) was passionate about teaching mathematics. After over 25 years as a high school teacher and completion of graduate studies, she became an Adjunct Professor in the Department of Curriculum and Pedagogy at UBC and a contributing author to a series of mathematics textbooks that are now used by several provinces and territories across Canada. Katharine was a member of the Faculty Women's Club for many years and served as President from 2004 to 2005.

Throughout all of her professional and community involvements, the center of her focus was on her family and friends. She will be remembered as a strong and independent woman who was known for her enjoyment of life and her professional and personal generosity and love. The award is made on the recommendation of the Department of Curriculum and Pedagogy in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

A \$1,000 **S**cholarships **totaling \$4,300 have been made available through an endowment established** ~~offered~~ by the family and friends of Dr. Katharine Borgen for ~~an~~ outstanding graduate students in mathematics education within the Department of Curriculum ~~and~~ **&** Pedagogy. Financial need may be considered. Katharine Borgen (MA '98, PhD '06) was passionate about teaching mathematics. After over 25 years as a high school teacher and completion of graduate studies, she became an Adjunct Professor in the Department of Curriculum ~~and~~ **&** Pedagogy at UBC and a contributing author to a series of mathematics textbooks that are now used by several provinces and territories across Canada. Katharine

was a member of the Faculty Women's Club for many years and served as President from 2004 to

2005. Throughout all of her professional and community involvements, the ~~center~~ centre of her focus was on her family and friends. She will be remembered as a strong and independent woman who was known for her enjoyment of life and her professional and personal generosity and love. The awards ~~is~~ are made on the recommendation of the Department of Curriculum ~~and~~ & Pedagogy in consultation with the Faculty of Graduate and Postdoctoral Studies.

8247 – Porte Realty Ltd. Bursary

Rationale for Proposed Changes

The description has been updated so that the bursary can be offered to more than one student each year. As discussed with University Counsel, this amendment to the award description is within the stated purpose of the endowment which is to support bursaries for students in the Urban Land Option in the Faculty of Commerce and Business Administration.

Current Award Description

A \$1,450 bursary has been endowed by Porte Realty Ltd. for a student specializing in Real Estate in the Faculty of Commerce.

Proposed Award Description

A ~~Bursaries totalling~~ \$1,450 ~~bursary~~ ~~have~~ has been endowed by Porte Realty Ltd. for a student specializing in Real Estate in the Faculty of Commerce ~~and Business Administration~~.

Annual Awards

Award Number – Angela Sio Van Choi Memorial Bursary in Electrical

Engineering Rationale for Proposed Changes

The description has been updated to correct two small typos.

Current Award Description

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

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

Proposed Award Description

Bursaries totalling \$3,000 have been made available annually by the Chui Family in memory of Angela Sio Van Choi (1962-2015) for women in third- or fourth-year of a **the** Bachelor of Applied Science **program** studying Electrical Engineering. Angela (B.A.Sc. 1985, M.A.Sc. 1990) was born in Macau, and moved to Vancouver, British Columbia in 1980 to pursue a degree in electrical engineering at Langara College, and later transferred to the UBC Faculty of Applied Science. She returned to UBC to complete a M.A.Sc. in Electrical Engineering. She spent her entire career in the electrical engineering industry. This bursary was established by her family to support women pursuing a career in engineering. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

8612 – Alexander Won Cumyow and Gordon Won Cumyow Memorial Bursary in Law

Rationale for Proposed Changes

Alexander Won Cumyow was the first person of Chinese descent to be born within present-day Canada. His son, Gordon Won Cumyow, was a court interpreter, the first Chinese notary public in Canada, and the first Chinese-Canadian student to study law at UBC. He was refused admission to the Law Society of British Columbia, which restricted membership to those who could vote. The bursary has been revised to be an award that will be administered by the Peter A. Allard School of Law to students of Chinese heritage, to help ameliorate the discrimination faced by law students and lawyers of Chinese descent in the legal professional.

Current Award Title: Alexander Won Cumyow and Gordon Won Cumyow Memorial Bursary in Law

Current Award Description

A \$2,000 bursary is offered annually by Pamela Won Cumyow Smith and Brian Smith in honour of Alexander Won Cumyow and Gordon Won Cumyow for a J.D. student at the Peter A. Allard School of Law who is in need of financial assistance to complete their education. The award is adjudicated by Enrolment Services.

Proposed Award Title: Alexander Won Cumyow and Gordon Won Cumyow Memorial Bursary **Award** in Law

Proposed Award Description

Awards totalling \$2,000 ~~bursary is offered~~ **have been made available** annually by Pamela Won Cumyow Smith and Brian Smith in honour of Alexander Won Cumyow and Gordon

Won Cumyow for a domestic J.D. students of Chinese heritage at the Peter A. Allard School of Law who is are in need of financial assistance to complete their education. The awards is are made on the recommendation of the Peter A. Allard School of Law adjudicated by Enrolment Services.

8099 – Coastal Silviculture Committee Bursary

Rationale for Proposed Changes

The description has been updated to honour a member of the Coastal Silviculture Committee.

Current Award Title: Coastal Silviculture Committee Bursary

Current Award Description

Two bursaries of \$600 each are offered to undergraduate students majoring in Forest Resource Management in the Faculty of Forestry. Preference is given to students concentrating in silviculture.

Proposed Award Title: Ronald Elder Coastal Silviculture Committee Bursary

Proposed Award Description

Two bursaries of \$600 \$1,000 each have been made available annually through a gift from Coastal Silviculture Committee, in Memory of Ronald “Ron” Elder (1943-2021), are offered to for undergraduate students majoring in Forest Resource Management in the Faculty of Forestry. Preference is will be given to students concentrating in silviculture. Ron graduated from the University of Washington with a degree in Forest Management in 1966. He worked in British Columbia as a silviculture forester for over fifty years, and was a respected mentor. In the latter part of his career he travelled throughout British Columbia training foresters and silviculture workers on the keys to successful reforestation programs. He was awarded the Tree of Life Award from the Canadian Institute of Forestry in 1990, and was recognized by the Coastal Silviculture Committee as the Coastal Silviculturist of the Year in 2014. Ron was also a director and valued member of the Coastal Silviculture Committee for many years. In 2018, he was awarded the Green Timber’s Award by the Forest Nursery Association of BC. The bursaries are adjudicated by Enrolment Services.

1436 – Crowe MacKay LLP Scholarship in Accounting

Rationale for Proposed Changes

The description has been amended to remove references to a long-past forty anniversary.

Current Award Description

One \$1,500 scholarship is offered annually by Crowe MacKay LLP to an undergraduate student enrolled in the Accounting option of the Bachelor of Commerce program at the

Sauder School of Business. This award was established to mark the 40th anniversary of Crowe MacKay LLP (formerly MacKay LLP) and honour the legacy created by the founding partner, Iain MacKay

and the other leading partners of Crowe MacKay LLP. This award is made on the recommendation of the Sauder School of Business to a student in good academic standing who has expressed an intention to enter the Chartered Professional Accountant program immediately following graduation.

Proposed Award Description

One \$1,500 scholarship is offered annually by Crowe MacKay LLP to an undergraduate student enrolled in the Accounting option of the Bachelor of Commerce program at the UBC Sauder School of Business. This award was established to ~~mark the 40th anniversary of Crowe MacKay LLP (formerly MacKay LLP) and~~ honour the legacy created by the founding partner, Iain MacKay and the other leading partners of Crowe MacKay LLP. This award is made on the recommendation of the UBC Sauder School of Business to a student in good academic standing who has expressed an intention to enter the Chartered Professional Accountant program immediately following graduation.

5741 – Maija Leivo and Ian Herring Midwifery Entrance Award

Rationale for Proposed Changes

This award will now be funded through an endowment. The description has been updated to reflect the change in funding source.

Current Award Title: Maija Leivo and Ian Herring Midwifery Entrance Award

Current Award Description

A \$10,000 entrance award has been made available annually through a gift from Maija Leivo and Ian Herring for a student entering the Bachelor of Midwifery program. Preference will be given to candidates who are (1) from rural or remote areas, (2) First Nations, Inuit, or Métis students of Canada, (3) from a group that is underrepresented within the Midwifery student population or (4) first-generation post-secondary students in their family. Candidates will demonstrate a desire to practice midwifery in under-served communities in BC. Financial need may be considered.

Subject to continued academic standing, the awards will be renewed for a further three years of study or until the Bachelor of Midwifery degree is obtained (whichever is the shorter period). Maija and Ian are BC-based documentary filmmakers who established this award to give back to the midwifery community as an expression of their gratitude for the excellent care midwives provided their family. This award is made on the recommendation of the Midwifery Program in the Faculty of Medicine.

Proposed Award Title: Maija Leivo and Ian Herring ~~Midwifery~~ Entrance Award **in Midwifery**

Proposed Award Description

A \$10,000 Entrance awards totalling \$4,800 has have been made available annually through an gift from endowment established by Maija Leivo and Ian Herring for a students entering the Bachelor of Midwifery program. Preference will be given to candidates who are (1) from rural or remote areas, (2) First Nations, Inuit, or Métis students of Canada, (3) from a group that is underrepresented within the Midwifery student population or (4) first-generation post-secondary students in their family. Candidates will demonstrate a desire to practice midwifery in under- served communities in BC. Financial need may be considered. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the Bachelor of Midwifery degree is obtained (whichever is the shorter period). Maija and Ian are BC-based documentary filmmakers who established this award to give back to the midwifery community as an expression of their gratitude for the excellent care midwives provided their family. This The awards is are made on the recommendation of the Midwifery Program in the Faculty of Medicine.

2028 – Native Northwest Award in Education for Indigenous Students

Rationale for Proposed Changes

The description has been updated to include to include information about the donors' work that was inadvertently omitted.

Current Award Description

Awards totalling \$2,000 have been made available annually through a gift from Native Northwest Reconciliation Fund for First Nations, Inuit and Métis students enrolled in the Indigenous Teacher Education Program (NITEP) program who have demonstrated good academic standing. Financial need may be considered. Preference will be given to students studying early childhood education. Native Northwest was founded by Larry Garfinkel (B.A. 1975, B.S.W. 1977) and Sandi Karmel (B.S.W. 1977) in 1983 and creates products featuring the work of Indigenous artists. The Native Northwest Reconciliation Fund supports justice for those who continue to be impacted by Residential Schools by funding initiatives such as community wellness, learning, and connection to culture. The awards are made on the recommendation of the Indigenous Teacher Education Program. (First award available for the 2021/2022 winter session).

Proposed Award Description

Awards totalling \$2,000 have been made available annually through a gift from Native Northwest Reconciliation Fund for First Nations, Inuit and Métis students enrolled in the Indigenous Teacher Education Program (NITEP) ~~program~~ who have demonstrated good academic standing. Financial need may be considered. Preference will be given to students studying early childhood education. Native Northwest was founded by Larry Garfinkel (B.A. 1975, B.S.W. 1977) and Sandi Karmel (B.S.W. 1977) in 1983 and creates

products and books for children that feature featuring the work of Indigenous artists. The Native Northwest Reconciliation Fund supports justice for those who continue to be impacted by Residential Schools by funding initiatives such as community wellness, learning, and connection to culture. The awards are made on the recommendation of the Indigenous Teacher Education Program.

(First award available for the 2021/2022 winter session).

Appendix B: Curriculum Report

FACULTY OF APPLIED SCIENCE

New courses

LARC 415 (3) Plant Design; **MECH 400 (3)** Professionalism and Ethics in Engineering; **MINE 200 (7)** Mineral Resources Engineering I; **MINE 201 (3)** Mineral Resources Engineering II

Revised program

Bachelor of Applied Science > Electrical Engineering

Delete options

Bachelor of Applied Science > Software Engineering Option, Electrical Energy Systems Option, Nanotechnology and Microsystems Option

FACULTY OF ARTS

New courses

ANTH 311 (3) Ethnography of the Middle East; **ANTH 430 (3)** Indigenous Governance, British Columbia; **ANTH 437 (3)** Gardens of Culture: The Anthropology of Food Systems; **CHIN 486 (3)** Staging Drama in Modern China; **CHIN 489 (3)** Reading Modern Sinophone Literature; **HIST 330 (3)** History of the Global Financial Order; **SPAN 103 (3)** Intensive Beginners' Spanish; **SPAN 203 (3)** Intensive Elementary Spanish

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

New course

VGRD 699 (0) Joint Doctoral Research Scholar

Applied Science

New course

EECE 501 (3) Mathematical Methods for Electrical and Computer Engineering

Education

New courses

EPSE 560 (1-12) d Laboratory in School and Applied Child Psychology; **EPSE 582 (3)** Social and Emotional Learning Through the Lens of Mental Health and Wellness; **EPSE 588 (3)** Indigenous Pathways Through Social and Emotional Learning; **EPSE 635 (3-9) d** Special Topics in Advanced Intervention in School and Applied Child Psychology; **KIN 575 (3)** Principles of Applied Sports Analytics

Medicine

New courses

OBST 509 (3) Critical Appraisal of Research in Reproductive and Children's Health Sciences; **OBST 512 (3)** Overview of Gynecologic Oncology; **OBST 581 (3)** Knowledge Translation and Implementation Sciences

Science

New course

BIOL 533 (3) Plant Genetics

FACULTY OF LAND AND FOOD SYSTEMS

New courses

APBI 405 (3) Plant-Water Relations for Sustainable Agriculture; **APBI 463 (3)** Insects in Agroecosystems; **FNH 160 (3)** Integrated Physiology for Human; **FNH 161 (3)** Integrated Physiology for Human Nutrition II; **FNH 404 (3)** Food Safety and Quality Management; **FNH 414 (3)** Sustainability in the Food Industry

FACULTY OF SCIENCE

New courses

BIOL 180 (2) Thinking Like a Life Scientist; **BIOL 451 (3)** Comparative Neurobiology; **BIOL 453 (4)** Insect Physiology; **CAPS 431 (3)** Advanced Laboratory in the Physiology of Human Health and Disease; **CPSC 447 (3)** Introduction to Visualization; **ENVR 201 (1)** Climate Action Lab 1; **ENVR 301 (1)** Climate Action Lab 2; **ENVR 302 (2)** Climate Action Lab 1 and 2; **ENVR 401 (1)** Climate Action Lab 3; **ENVR 402 (3)** Climate Studies and Action Capstone; **ISCI 351 (3)** Why the Big Brain? The Evolution of Human Cognition; **ISCI 434 (3)** Non-Animal Methods in Biomedical Science; **MICB 211 (3)** Foundations of Microbiology; **MICB 212 (3)** Introductory Immunology & Virology; **MICB 471 (3)** Laboratory Research in Microbiology and Immunology; **MICB 475 (3)** Data Science Research in Microbiology and Immunology; **NSCI 488 (1-6) d** Topics in Neuroscience; **SCIE 100 (1)** First-Year Focus Seminar

Appendix C: Emeritus Report

First Name	Last Name	Faculty	Rank/Title	Emeritus Title
Tom	Troczynski	Applied Science	Professor	Professor Emeritus of Materials Engineering
Berend	Wassink	Applied Science	Associate Professor of Teaching	Associate Professor of Teaching Emeritus of Materials Engineering
Colleen	Varcoe	Applied Science	Professor	Professor Emeritus of Nursing
Penelope	Gurstein	Applied Science	Professor	Professor Emeritus of Community and Regional Planning
D. Scott	Watson	Arts	Professor (tenure)	Professor Emeritus of Art History, Visual Art, and Theory
Duanduan	Li	Arts	Associate Professor (tenure)	Associate Professor Emeritus of Asian Studies
Angelika	Struch	Arts	Associate Professor of Teaching (tenure)	Associate Professor of Teaching Emeritus of Central, Eastern, and Northern European Studies
Christine	Rouget	Arts	Associate Professor (tenure)	Associate Professor Emeritus of French, Hispanic, and Italian Studies
Gregory H	Henry	Arts	Professor (tenure)	Professor Emeritus of Geography
Derek J	Gregory	Arts	Professor (tenure)	Professor Emeritus of Geography
Timothy	Brook	Arts	Professor (tenure)	Professor Emeritus of History
J Paul	Russell	Arts	Professor (tenure)	Professor Emeritus of Philosophy
Mark	Warren	Arts	Professor (tenure)	Professor Emeritus of Political Science
Eric	Eich	Arts	Professor (tenure)	Professor Emeritus of Psychology
Peter	Graf	Arts	Professor (tenure)	Professor Emeritus of Psychology
Brian	McIlroy	Arts	Professor (tenure)	Professor Emeritus of Theatre and Film
Stephen	Chatman	Arts	Professor (tenure)	Professor Emeritus of Music
Edward A	Kruk	Arts	Associate Professor (tenure)	Associate Professor Emeritus of Social Work
Angela	Redish	Arts	Professor (tenure)	Professor Emeritus of Economics
Markus	Haapasalo	Dentistry	Professor	Professor Emeritus of Oral Biological and Medical Sciences
Bill	McKee	Education	Assistant Professor	Assistant Professor Emeritus of Educational and Counselling Psychology, and Special Education
Jennifer	Chan	Education	Associate Professor	Associate Professor Emeritus of Educational Studies
Ling	Shi	Education	Professor	Professor Emeritus of Language and Literacy Education
Anthony	Farrell	Land & Food	Professor	Professor Emeritus of Land and Food Systems

Christine	Scaman	Land & Food	Associate Professor	Associate Professor Emeritus of Land and Food Systems
David	Fraser	Land & Food	Professor	Professor Emeritus of Land and Food Systems
Leonora	Crema	Library	Librarian (confirmed)	Librarian Emeritus
Sheryl	Adam	Library	Librarian (confirmed)	Librarian Emeritus
Ellen	George	Library	Librarian (confirmed)	Librarian Emeritus
Martin	Dawes	Medicine	Professor	Professor Emeritus of Family Practice
Cathryn	Ellis	Medicine	Associate Professor of Teaching	Associate Professor of Teaching Emeritus of Family Practice
Neil	Cashman	Medicine	Professor	Professor Emeritus of Medicine
John	Esdale	Medicine	Professor	Professor Emeritus of Medicine
Allison	Eddy	Medicine	Professor	Professor Emeritus of Paediatrics
Donald	Brooks	Medicine	Professor	Professor Emeritus of Pathology and Laboratory Medicine
Anthony	Bailey	Medicine	Professor	Professor Emeritus of Psychiatry
J A Gordon	Culham	Medicine	Professor	Professor Emeritus of Radiology
York	Hsiang	Medicine	Professor	Professor Emeritus of Surgery
Charles	Scudamore	Medicine	Associate Professor	Associate Professor Emeritus of Surgery
Jane	Buxton	Medicine	Professor	Professor Emeritus of Population and Public Health
Helen	Burt	Pharmaceutical Sciences	Professor	Professor Emeritus of Pharmaceutical Sciences
Thomas	Ross	Sauder	Professor	Professor Emeritus of Commerce and Business Administration



Robin	Turner	Applied Science	Professor	Professor Emeritus of Electrical Engineering
George	Haughn	Science	Professor	Professor Emeritus of Botany
Ljerka	Kunst	Science	Professor	Professor Emeritus of Botany
Kathryn	Zeiler	Science	Associate Professor Teaching	Associate Professor of Teaching Emeritus of Botany
James	Little	Science	Professor	Professor Emeritus of Computer Science
Richard	Froese	Science	Professor	Professor Emeritus of Mathematics
Nancy	Heckman	Science	Professor	Professor Emeritus of Statistics
Hadi	Dowlatabadi	Science	Professor	Professor Emeritus of Resources, Environment and Sustainability
John	Masterson	Medicine	Clinical Professor	Clinical Professor Emeritus of Urologic Sciences
Sheila	Pritchard	Medicine	Clinical Associate Professor	Clinical Associate Professor Emeritus of Pediatrics (effective 1 July 2018)
Michael	Sargent	Medicine	Clinical Professor	Clinical Professor Emeritus of Radiology
Richard	Schreiber	Medicine	Clinical Professor	Clinical Professor Emeritus of Pediatrics
Leslie	Vertesi	Medicine	Clinical Professor Emeritus	Clinical Professor Emeritus of Emergency Medicine (effective 1 January 2019)

ANTI-RACISM AND INCLUSIVE EXCELLENCE

PRESENTATION TO THE UBC SENATE

SEPTEMBER 2022

Presenters:

- Dr. Handel Kashope Wright, Professor in the Faculty of Education and Senior Advisor, Task Force Co-Chair (UBCV)
- Dr. Shirley Chau, Associate Professor in the School of Social Work, Faculty of Health and Social Development, Task Force Co-Chair (UBCO)

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In Action



PRESIDENT'S TASK FORCE ON ANTI-RACISM AND INCLUSIVE EXCELLENCE

- The ARIE Task Force began its work in March 2021. It has been led by two co-chairs: Dr. Handel Wright, Senior Advisor to the President on Anti-Racism and Inclusive Excellence, and Dr. Shirley Chau, Associate Professor, School of Social Work, Faculty of Health and Social Development, UBC Okanagan. The Final Report was released in April 2022.
- The task force consisted of 34 members drawn from the faculty, student and staff from both campuses. It was comprised of 6 committees organized according to equity-deserving group (Indigenous, Black, People of Colour) and relationship to university (students, staff, faculty).
- The work of the Task Force was grounded in an anti-oppression framework and characterized by intersectionality.
- The Task Force developed 54 recommendations in total. In developing these recommendations, they drew upon a vast array of materials, including listening and witnessing sessions undertaken by the President, strategic and academic plans, and the individual and collective experiences, reflections, institutional knowledge and perspectives of the task force members.



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ARIE TASK FORCE RECOMMENDATIONS

In total, the Task Force developed 54 recommendations

Collectively, they underscore the reality that UBC, like any other Canadian institution of higher learning, has a deep-seated problem of institutionalized, systemic and other forms of racism that cut across its various units on both campuses, and affects Indigenous and racialized students, staff and faculty.

The recommendations can be read in two interrelated ways:

- (1) Holistically, with the recommendations from the six committees constituting a comprehensive set of recommendations to UBC.
- (2) Six distinct yet interrelated task force reports, each of them having a separate summary report and full set of recommendations related to a particular ethnoracial group or work/study constituency at UBC.



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SUMMARY OF RECOMMENDATIONS BY COMMITTEE (1/3)

Indigenous Committee recommendations

1. Racial discrimination and marginalization at the intersections of class, gender, sexual orientation, ability and nationality
2. Indigenous hiring, recruitment and retention
3. Decolonizing and indigenizing research and the academy
4. Protection of Indigenous Peoples' Rights, Representation, and Intellectual Property
5. Anti-racism praxis, recruitment, protection, support and retention of Indigenous Students

Blackness Committee recommendations

1. Belonging, Health and Wellness
2. Enabling Infrastructure for Addressing Anti-Black Racism
3. Centering Blackness in the Academy (hiring of Black faculty and increasing Blackness in curriculum)
4. Anti-Black Racism in Professional Degree Programs



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SUMMARY OF RECOMMENDATIONS BY COMMITTEE (2/3)

People of Colour Committee recommendations

1. Sustained anti-racist training and education
2. Improvements in the system for handling complaints involving POC
3. Improving IBPOC women's employment experiences and outcomes across UBC
4. Anti-racist and inclusive communications
5. Anti-racist recruitment and retention policies for UBC undergraduate and graduate students
6. Meaningful and effective corrections to workload inequity

Staff Committee recommendations

1. Infrastructures to support anti-racism
2. Accountability mechanisms
3. Supporting IBPOC talent
4. Culture change

SUMMARY OF RECOMMENDATIONS BY COMMITTEE (3/3)

Faculty Committee recommendations

1. Increase representative diversity of IBPOC faculty: Recruitment, hiring, and retention
2. Enhance anti-racism and inclusive excellence in leadership
3. Educate all faculty members and leaders about anti-racism
4. Support career progress: Research, funding, wage equity, and award opportunities
5. Establish the UBC Anti-Racism Living Library
6. Enhance data collection and governance
7. Make complaint policy and procedure protective and transparent

Student Committee recommendations

1. Diversify the faculty, especially increase Black faculty
2. Campus life (resources and support)
3. Address mental health of Blacks at UBC, especially students
4. Diversify prospective student body- increase IBPOC and especially Black student numbers



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HIGHLIGHTS OF INTERSECTIONAL RECOMMENDATIONS

- There are 6 additional comprehensive and intersectional recommendations that emerged from the TF work:
 - establishment of an Anti-racism and inclusive excellence office at UBC,
 - one on recognizing discrimination based on language and accents as intersecting with racism,
 - one on the intersection of race and sexual orientation- how 2SLGBTQ+ intersects with race and representation,
 - Acknowledging and addressing the specificity of anti-Asian racism at UBC
 - Responding to the crisis of Islamophobia, Muslim representation at the intersection of religious intolerance, xenophobia, racism and sexism.
 - Acknowledgement that the Latina/o/x community is particularly underrepresented in anti-racism work in general and hence a recommendation for greater representation of the Latina/o/x community at UBC.
- This list is not exhaustive but these recommendations underscore the importance of addressing the complexity of intersectionality and the specificity of representation of certain groups and sub-groups, such that anti-racism works for equity for us all, in all our difference and complexity.

RECOMMENDATIONS FOR IMPLEMENTATION IN PHASE ONE

Several recommendations have been identified for the first phase of implementation:

- The need for sustained Anti-Racism training and education
- Increasing recruitment and retention of Indigenous, Black, and People of Colour (IBPOC) faculty
- Create pathways for IBPOC success within the talent pipeline: recruitment, hiring, performance, succession planning, retention
- Develop and establish mechanisms of accountability through race-based data and reporting
- Improve Black student mental health and wellness
- Racial justice commitment for change
- Improvements in the system for handling complaints involving IBPOC

IMPLEMENTATION TEAM

Dr. Arig al Shaibah, Associate Vice-President, Equity and Inclusion, will lead the implementation of the ARIE Task Force recommendations with the support of the Executive Leads for Anti-Racism, Drs. Ainsley Carry (VP Students); Rehan Sadiq (Provost and Vice-President, Academic *pro tem*, UBCO); and Gage Averill (Provost and Vice-President, Academic *pro-tem*, UBCV).

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9 September 2022

To: Vancouver Senate

From: Senate Admissions Committees

Re: Affiliation Agreement – UBC Faculty of Education and Beijing Language and Culture University (approval)

Affiliation Agreement – Affiliation Agreement – UBC Faculty of Education and Beijing Language and Culture University (approval)

The Admissions Committee has reviewed and recommends to Senate for approval a proposed affiliation agreement between the UBC Faculty of Education and Beijing Language and Culture University. The agreement is designed to support increased international student enrolment in the Bachelor of Education program. UBC has been affiliated with BLCU for a number of years, limited to a student exchange partnership for UBC students to access Mandarin language learning opportunities.

Under the affiliation, the Faculty of Education will consider applications from BLCU graduates for 18-25 spaces in the Modern Languages (Mandarin) and English teachable subjects option of the Bachelor of Education (Secondary) Teacher Education program. The program is an existing Senate-approved program of study, and no changes to the program are proposed. Applicants must meet all minimum and competitive admission requirements.

Motion: *That Senate approve the terms of the affiliation between the University of British Columbia and the Beijing Language and Culture University, as set out in the “Agreement between Beijing Language and Culture University (“BLCU”) and the University of British Columbia (“UBC”) for Provision of Bachelor of Education with a teachable option in English and Modern Languages (Mandarin) (B.Ed.).”*

Respectfully submitted,

Dr. Carol Jaeger, Chair Senate Admissions Committee

**Faculty of Education Initiative to Increase Enrollment of International Students
in the B.Ed Program**

June 5th, 2022

Request:

Approval of affiliation with Beijing Language and Culture University (BLCU) for the purpose of implementing the proposed initiative to increase international enrollment in the B.Ed Program.

Context:

Due to the structure of UBC's B.Ed program that does not map well onto corresponding programs in other countries and jurisdictional issues related to teacher certification around the world, Faculty of Education has had very limited capacity to enroll undergraduate international students. This has hurt the Faculty's capacity to internationalize student body and has limited the Faculty's ability to generate revenue that would allow to expand the Program beyond the domestic government quotas. Since the inception of the UBC International Student Initiative, the ratio of undergraduate international to domestic students in the Faculty of Education has consistently been well below that of most UBC Faculties and significantly below the UBC average.

The present opportunity is unique in that it can ensure a critical pool of qualified potential international students to meaningfully diversify our student body and incorporate lived experiences and educational perspectives of students who reflect cultural backgrounds of one of our equity seeking communities. The proposed undertaking will generate sufficient resources to increase the capacity of the B.Ed program to welcome and appropriately support these international students without displacing or limiting opportunities to enroll in the Program for other teacher candidates.

These objectives can be accomplished through the proposed engagement with Beijing Language and Culture University (BLCU) that is interested in creating opportunities for their graduates to become highly qualified Mandarin and English language teachers with credentials earned at a world-renowned Faculty of Education, to be well positioned to work across a variety of educational settings in international contexts. The UBC Faculty of Education's broad focus on education in both formal school settings as well as alternative places of learning makes us especially well positioned to meet these expectations.

BLCU is a leading Chinese languages-focused university and has been a UBC exchange partner for our students seeking Mandarin language learning opportunities. Established in 1962 (as the Higher Preparatory School for Foreign Students), BLCU currently offers 39 bachelor programs, 35 master's and 16 doctoral programs. It is highly internationalized with established collaboration agreements and partnerships with over 280 universities in 50 countries. Its international engagement includes the Harvard-Beijing Academy in collaboration with Harvard University and study abroad programs with UC Berkeley.

What is being proposed:

Faculty of Education will consider applications of BLCU graduates with the view of accepting 18 -25 fully qualified candidates for the Modern Languages (Mandarin) and English teachable subjects option in the

B.Ed (Secondary) Teacher Education Program. All admission decisions will be at sole UBC discretion and candidates will need to meet all applicable academic and language admission requirements.

BLCU will provide information about specific UBC requirements to their incoming undergraduate students, so they can make decisions about their undergraduate electives/program options to ensure that they will meet all the B.Ed prerequisites prior to graduation. UBC Faculty of Education will also receive and proactively review BLCU courses to ensure their appropriateness/relevance as pre-requisites for the B.Ed program. BLCU will ensure that interested candidates for the UBC B.Ed will have access to the courses required to complete the pre-requisites.

Successful applicants will complete the existing B.Ed program on UBC Vancouver campus, studying together with other teacher candidates. There will be no curricular changes/adjustments to the Program as a result of this initiative and students admitted through this process will need to meet all the same requirements than any other B.Ed students in order to graduate. Students will pay the same tuition/fees as any other international B.Ed students. Accepting these students will increase the total number of seats in the Program on a fully self-funded basis and will not displace or re-direct existing resources in order to accommodate these additional students.

The anticipated start date of the initiative implementation is September 2023 and the Agreement will cover two admission cycles, with the option to extend into future cycles, subject to mutual interest and desire to continue the engagement.

Benefits of the initiative to UBC:

- Cultural diversification of student body that will allow for an enriched study environment to B.Ed students. UBC Faculty of Education B.Ed program relies on pedagogies that emphasize peer-facilitated learning and experience sharing across the curriculum. In this context, the proposed increase in international student enrollment from a region with a significant representation among BC diaspora community, will enhance teacher candidates' ability to learn about values and prior educational experiences of immigrant students who are highly represented in BC schools and support their preparation to effectively meet the needs of these learners and their families. (Consistent with UBC and Faculty of Education EDI Strategic Plans).
- Opportunity to engage and make accessible internationally UBC Faculty of Education expertise in teacher education in mutually beneficial ways (Consistent with UBC International Strategy)
- Strengthening of UBC Faculty of Education international branding and recognition (Consistent with Academic Excellence goals).
- Increased capacity in the B.Ed program fully funded through the initiative (a detailed initiative budget developed by the FoE Finance Office has confirmed that the international tuition revenue will be fully sufficient to cover the instructional and support expenses required to increase the capacity in the Program). At the University level, the additional international tuition revenue will also support student financial aid and will make substantial contributions to the UBC Academic Excellence Fund (as per TAM). It will further allow to enhance Faculty of Education internally available supports for all international students and will help fund implementation of the Faculty's strategic priorities.

Benefits of the initiative to BLCU:

- This structurally facilitated option for BLCU graduates to apply to continue their studies to become language teachers with credentials from one of the world's leading Faculties of

Education will provide successful applicants with experiences that will make them well prepared to pursue teaching careers around the world in diverse educational environments. This option will further support BLCU recruitment of excellent domestic and international students.

- BLCU graduates who successfully complete UBC B.Ed program are expected to have enhanced professional opportunities in teaching and educational leadership in China and abroad. UBC Faculty of Education B.Ed program's broad framing of education and the integration of both school-based practica as well as field experiences in non-school educational settings provide graduates with an excellent preparation for diverse careers, beyond traditional school-based teaching jobs.
- Engagement with highly ranked UBC Faculty of Education around this initiative will enhance BLCU's reputation both in China and internationally

Summary of key aspects of the proposal:

- Engagement with BLCU to ensure a pool of qualified candidates and promote their students' interest/ability to graduate with pre-requisites for the UBC B.Ed program
- Additional 18-25 international students joining B.Ed program in each of the two admission cycles, with participation funded through international tuition
- No domestic or international students will be displaced. These will be fully self-funded, additional seats.
- Existing Senate-approved B.Ed program – no changes to the Program are proposed.
- No joint/collaborative/dual degree
- No transfer credit between the institutions
- Existing Senate-approved admission requirements/process – no changes
- Existing Board-approved tuition and fees (as applicable at the time the students will enroll) – no differentiated tuition
- Building on a past relationship with UBC involving student mobility

Proposal reviews:

Beyond the Faculty of Education internal consultations, the proposal has been reviewed by the UBC Global Partnership Facilitation Group, the Senate Secretariat and the UBC Legal Counsel Office. The Senate Secretariat has also already reviewed the proposed contract drafted by UBC Legal Counsel to ensure its compliance with the existing Senate-approved Program requirements and relevant contract practices. The Faculty of Education Dean has also been in consultations with the Provost Office to ensure that the proposed increase in the B.Ed program and the increased international students allocation to the Faculty would be supported and reflected in the University 2023/24 and 2024/25 enrollment plans.

**Agreement between Beijing Language and Culture University (“BLCU”)
and
The University of British Columbia (“UBC”) for Provision of Bachelor of
Education with a teachable option in English and Modern Languages
(Mandarin) (B.Ed)**

Title of Program: Bachelor of Education with a teachable option in English and Modern Languages (Mandarin) at UBC.

- A. BLCU is a university in the People’s Republic of China offering undergraduate programs focused on languages, including Bachelor of Arts (BA) program in English.

Address: 15 Xueyuan Road, Haidian District, Beijing, P. R. China
Postal Code: 10083
Representative: Li Liu
Position: President

- B. UBC is a university in Canada with a Faculty of Education offering Bachelor of Education (B.Ed) program with English and Modern Languages (Mandarin) teachable subjects options (“B.Ed Program”).

Address: 2125 Main Mall, Vancouver, B.C., Canada
Postal Code: V6T 1Z4
Representative: [Insert representative]
Position: [insert position title]

- C. BLCU is interested in creating opportunities for their graduates to become highly qualified language teachers with credentials earned at a world-renowned Faculty of Education.

- D. UBC’s Faculty of Education is interested in internationalizing its undergraduate student body.

PURPOSE: In order to foster academic cooperation between the Faculty of Education at the University of British Columbia (UBC), Canada and Beijing Language and Culture University (BLCU), China, the two institutions have agreed to establish educational collaboration. UBC’s Faculty of Education will consider applications of BLCU graduates with the view of accepting 25-30 fully qualified candidates for the English and Modern Languages (Mandarin) teachable subjects option in the Secondary Teacher Education Program.

AGREEMENT:**1. ENROLLMENT AND REGISTRATION**

- 1.1 BLCU will provide information about specific B.Ed Program requirements to their incoming undergraduate students, so they can make decisions about their undergraduate course and program options to ensure that the BLCU students can meet all B.Ed Program prerequisites for English and Modern Languages (Mandarin) teachable subjects prior to graduation from BLCU.
- 1.2 BLCU will encourage BLCU graduating students meeting the requirements to apply to the B.Ed Program according to UBC's posted schedules and timelines and will inform UBC of the upcoming applications.
- 1.3 BLCU graduating students qualified and wishing to enroll in the B.Ed Program will apply through the standard B.Ed Program admission process. UBC will determine in its sole discretion whether any particular student meets UBC admission requirements.
- 1.4 BLCU graduating students' applications will be reviewed by UBC. Candidates will need to fully meet all applicable academic and language admission requirements for consideration of admission.
- 1.5 Accepted candidates who receive admission offers will complete registration and issue associated payments as required, through the standard B.Ed Program enrollment procedure.

2. EDUCATIONAL PLAN AND COURSE ARRANGEMENT

- 2.1 Each party acknowledges that the other party has complete and absolute discretion over any and all academic standards and decisions related to the program conducted by that party, including but not limited to admissions requirements.
- 2.2 BLCU acknowledges that it has provided UBC with detailed information with respect to the BLCU BA in English Program and the content of courses that its students applying to the B.Ed Program will take prior to their graduation from BLCU, and UBC has reviewed the BLCU courses to ensure their appropriateness and relevance as pre-requisites for the B.Ed.
- 2.3 Should BLCU make changes to the BLUC BA in English Program curriculum/courses that it has shared with UBC pursuant to section 2.2, it shall inform UBC of the changes as soon as practicable, so that the impacted courses can be reviewed by UBC to ensure their continued applicability as UBC B.Ed pre-requisites for the two teachable subject options, at UBC's sole discretion.
- 2.4 In order to facilitate BLCU graduates' successful entry into the B.Ed Program and in preparation for their British Columbia school experience, UBC recommends that BLCU graduates complete an on-line Reconciliation through Indigenous Education (edX) MOOC prior to the start of the program.
- 2.5 Upon successful completion of all of UBC's requirements for completion of the B.Ed degree, and in accordance with all other UBC regulations and policies applicable to B.Ed students, UBC will

award students the B.Ed degree, as applicable, and will provide degree certificates to the graduates.

3. ALLOCATION OF RESPONSIBILITIES

3.1 BLCU will:

- (a) ensure that interested candidates for the B.Ed Program have access to the BLCU courses required to complete the pre-requisites;
- (b) ensure that a minimum of 30 BLCU graduating/graduated students who meet UBC posted requirements will submit their applications in a timely fashion and share with UBC the list of the applicants who completed the process; and
- (c) offer advice to its students seeking local financial support to continue their education at UBC.

3.2 UBC will:

- (a) ensure a prompt review of the BLCU graduating/graduated students' applications and the issuance of offer letters to the accepted candidates in accordance with its standard processes;
- (b) ensure that BLCU candidates once admitted to UBC, have the same rights, learning opportunities and support services as other UBC international students;
- (c) collect the appropriate UBC fees;
- (d) award degrees to students who have successfully completed the B.Ed program; and
- (e) provide necessary supportive documents for program students' visa applications.

4. INTELLECTUAL PROPERTY

- 4.1 No party will use the trade-marks or name of the other party in any promotional material without prior written consent.

5. TERM AND TERMINATION

- 5.1 The term of this Agreement shall be for two years, and may be renewed by mutual written agreement of the parties (the intention of the parties is that 25-30 students will be recruited into the Program in each academic year that this Agreement covers), commencing on the date the agreement is signed by both parties.
- 5.2 Either party may terminate this Agreement by providing 12 months' written notice to the other, in which case the Agreement expires at the end of the academic year.
- 5.3 A party may terminate this Agreement by providing written notice, such termination to be effective immediately upon receipt of that notice, if the other party:

- (a) defaults in performing, observing or fulfilling any provisions of this Agreement and if such default is capable of remedy, where the default has not been remedied within 30 days of receiving written notice of that default from the non-defaulting party;
 - (b) has appointed a liquidator, provisional liquidator, administrator or similar officer, or a like appointment is made in relation to the assets of either party, or an application is made to a competent court for an order, or an order is made, or a meeting is convened, or a resolution is passed for the purpose of appointing a liquidator, provisional liquidator, administrator or similar officer;
 - (c) fails to duly and punctually comply with the proper laws binding on it for the purposes of the rights and obligations specified in this Agreement; or
 - (d) ceases or threatens to cease to carry on the business customarily carried on by it.
- 5.4 Termination of this Agreement for any reason does not extinguish, prejudice or affect any antecedent rights that may have accrued to a party prior to the date of termination.
- 5.5 This Agreement will be reviewed if visa requirements prevent students from coming from China to Canada.
- 6. GENERAL**
- 6.1 This Agreement is not assignable without the prior written consent of the other party.
- 6.2 This Agreement constitutes the entire agreement between the parties with respect to the matters described in this Agreement, and the parties do not rely upon any representation or agreement whatsoever which is not incorporated in this Agreement.
- 6.3 This Agreement is binding on and ensures to the benefit of the parties hereto and to their respective successors and permitted assigns [subject to the final approval of the affiliation by the UBC Council of Senates].
- 6.4 If this Agreement is translated into Chinese, the parties agree that the English version of this Agreement is the official and binding version.
- 6.5 No amendment of this Agreement is valid unless it is in writing and signed by the parties.
- 6.6 UBC does not in any way or for any purpose become a partner, a joint venturer or a member of joint enterprise with BLCU. No provision of this Agreement is intended to create a relationship between the parties other than that of independent contractors.
- 6.7 Any notice required or permitted under this Agreement must be in writing and may be given by personal delivery, overnight courier, mail, email or facsimile transmission to the party at the following address:

(a) If to BLCU:

Professor Tieshi Ma
Director of International Office
Beijing Language and Culture University
15 Xueyuan Road, Haidian District, Beijing, 100083, P. R. China
Tel: 010-85025596
Email: mats@blcu.edu.cn

(b) If to UBC:

Professor Anna Kindler
Senior Advisor International
Faculty of Education
2125 Main Mall, Vancouver, BC,
Canada
V6T 1Z4
Tel: 604 822 0206
Email: anna.kindler@ubc.ca

Notices given by personal delivery will be deemed to have been received on the date of the delivery. Notices given by overnight courier, email or facsimile transmission will be deemed to have been received on the day following the date of delivery. Notices delivered by mail will be deemed to have been received on the third day following the date of mailing.

6.8 This Agreement may be executed in counterparts and delivered by electronic transmission.

Signed by the parties as of the date indicated next to their signature below.

BEIJING LANGUAGE AND CULTURE UNIVERSITY

Per: _____
Authorized Signatory

Per: _____
Authorized Signatory

Date: _____

THE UNIVERSITY OF BRITISH COLUMBIA

Per: _____
Authorized Signatory

Per: _____
Authorized Signatory

Date: _____



21 September 2022

To: Vancouver Senate

From: Senate Awards Committee

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

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

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

Respectfully submitted,

Dr. Sally Thorne
Chair, Senate Awards Committee

August 2022

From: Daniel Galpin, Senior Director, Awards Development

To: Senate Awards Committee, Vancouver

Re: Awards recommended for acceptance by the Senate Committee

NEW AWARDS – ENDOWED

Dean Robert Helsley Graduate Scholarship in Business

Scholarships totalling \$1,750 have been made available through an endowment established by colleagues in the UBC Sauder School of Business in honour of Robert Helsley, former dean of the Sauder School of Business, for outstanding Ph.D. students studying business. Dean Helsley's legacy at UBC spans over three decades, during which he served as the Senior Associate Dean, Faculty and Research, Director of the UBC Centre for Real Estate and Urban Economics, and Chair of the Urban Land Economics Division. In 2012 he became Dean of the UBC Sauder School of Business and the Grosvenor Professor of Cities, Business Economics and Public Policy. Dean Helsley helped lead the School to its current level of prominence by managing initiatives to significantly renew and expand the School's academic faculty and staff, and played a central role in the revitalization of its teaching facilities. The awards are made on the recommendation of Robert H. Lee Graduate School of Business, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Lewis Family Scholarship in Marine Biodiversity

Scholarships totalling \$3,500 have been made available through an endowment established by Carolyn and Dr. Alan Lewis (B.Sc., M.Sc., Ph.D.) for graduate students whose supervisor is a member of the Biodiversity Research Centre and who is studying the role copepods play in marine biodiversity. Research areas may include biology, taxonomy, and/or ecology. Conditional on the recipients' continued satisfactory academic progress, the scholarships may be renewed for an additional year of study. Dr. Lewis is a Professor Emeritus of Earth and Ocean Sciences, whose research focuses on the interactions between oceans and plankton. He joined UBC in 1964 as an Assistant Professor in the Department of Zoology in what was then known as the Institute of Oceanography. Dr. Lewis served as the Acting Head of the Department of Oceanography from 1995 to 1996, after which the Department became part of the Department of Earth and Ocean Sciences, and as the Chairman of the Advisory Committee of the Biology Graduate Program. The awards are made on the recommendation of the Faculty of Science, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

Masuhara Family Award in Gender, Race, Sexuality and Social Justice

Awards totalling \$2,000 have been made available through an endowment established by Dr. Joy Masuhara (B.Sc. (Pharm.) 1980, M.D. 1991) for undergraduate students in Gender, Race, Sexuality and Social Justice programs who are in need of financial assistance to complete their education and are from communities that have been historically, persistently and systemically marginalized. Preference will be given to women who are First Nations, Inuit, or Métis students of Canada, or identify as Black, Asian, or as a Person of Colour, 2SLGBTQIA+ or those with disabilities. Dr. Masuhara is a physician, and understands how various inequities affect health outcomes. She established this award to honour her ancestors, in particular her parents, Takayasu Frank and Wakako Masuhara, and her grandparents, Yohei and Kishi Masuhara, and Ukiyoshi and Tsuyu Yasui, who were early settler immigrants to B.C. Dr. Masuhara created this award to reflect the societal areas she is passionate about, and to help remove barriers for future generations of students. The awards are made on the recommendation of the Institute for Gender, Race, Sexuality and Social Justice. (First award available for the 2022/2023 winter session).

Vishwa and Leela Mathur Scholarship in Wood Science

Scholarships totalling \$2,000 have been made available through an endowment established by Dr. Vishwa Mathur, for graduate students in the Faculty of Forestry studying Wood Science. Preference will be given to students researching or studying wood preservation. Dr. Vishwa Mathur (B.Sc., M.Sc., Ph.D.) completed his M.Sc. degree in Physics at Aligarh University in 1957 and joined the Wood Preservation Research group of Koppers Company Inc. in Orrville, Ohio in 1960. He returned to India in the summer of 1961 to marry Leela Mathur (1936-2013). He completed his Ph.D. at Michigan State University in 1964, and moved to Vancouver in 1965 where he was employed by MacMillan Bloedel Research for over ten years. He then served as a Scientific Advisor for the Canadian Forest Service in Ottawa, Ontario. Dr. Mathur has authored numerous research papers, reports and patents in the field of wood science. Leela Mathur (M.A.), was born in Allahabad, India and lived in Michigan, British Columbia and Ontario with Vishwa. She raised her family in Canada and built a community of family and friends. The awards are made on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Post-Doctoral Studies. (First award available for the 2022/2023 winter session).

Rosser Stevens Scholarship in Forestry

Scholarships totalling \$3,500 have been made available through an endowment established by Western Coast Enterprises under the leadership of Jerry Mi, in honour of Rosser Stevens, for outstanding third- and fourth-year Bachelor of Science in Forestry students majoring in Forest Resources Management or Forest Operations. Rosser spent more than forty years in the timber industry and worked in roles in Alaska, the United States mainland, and British Columbia. He was involved in the international trade of logs to countries such as China, Japan, and South Korea. Rosser's commitment to learn about the cultures of the countries he was selling logs to,

and how the logs were being utilized, helped to set him apart from other traders. His commitment to understanding his customers and their needs was the backbone to his success in the western round log trade. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2022/2023 winter session).

NEW AWARDS – ANNUAL

Angelica Camata Memorial Scholarship in Theatre

Scholarships totalling \$5,000 have been made available annually through a gift from Craig T. Wilson in memory of his grandmother, Angelica Marguerita Camata (née Brunoro), for outstanding Bachelor of Arts or Bachelor of Fine Arts students in Theatre Studies, Acting or Design and Production. Angelica (1887-1970) was raised in St. Stefano, a small town in northern Italy and immigrated to Canada in 1913. She always loved opera, and even though she had no formal education beyond grade three, she was able to identify any Verdi or Puccini aria upon hearing only three notes. She was also involved in theatre and both acted and directed. The scholarships are made on the recommendation of the Department of Theatre and Film. (First award available for the 2022/2023 winter session).

Bishop Dharney Memorial Bursary in Law

Bursaries totalling \$23,700 have been available through an endowment established by an estate gift from Ellen Mary “Penny” O’Donnell (1930-2019) in memory of her foster brother, Bisham “Bishop” Karn Dharney (1912-2007), for undergraduate and graduate students in the Peter A. Allard School of Law. Mr. Dharney was born in Jandila District, Jullunder, Punjab, India. He was called to the Bar of British Columbia as a solicitor in 1958 and as a barrister in 1959. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

Love Family Beyond Tomorrow Scholars Award

A \$20,000 award has been made available annually through a gift from the Love Family Foundation for an outstanding domestic student who identifies as Black and is entering an undergraduate program directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service, and extra-curricular achievement. Subject to continued good academic standing, the award will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). The Love Family established this award to support the partnership between UBC and the Black Opportunity Fund. The award is adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

Diane Nhan Award in Law for IBPOC Students

Awards totalling \$2,300 have been made available annually through a gift from Diane Nhan (B.A., J.D. 2011) for second- or third-year domestic J.D. students who are Indigenous or who identify as Black or as a Person of Colour. Preference will be given to students who have demonstrated an interest in arts or the performing arts. Financial need may be considered. During her adolescent years, Diane was supported by her parents, who were refugees to Canada, and the broader arts community, which helped her cultivate a strong interest in film, theatre and the performing arts. She received a Bachelor of Arts (Hons.) in Psychology from the University of Alberta and was called to the Bar of British Columbia in 2012. Diane decided to pursue a career that combined her legal background with her continued interest in the entertainment industry and currently works as a Talent Agent stewarding the careers of actors and artists. This award was established to support law students who share Diane's interest in arts or the performing arts. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Parkland Burnaby Refinery Award in Urban Forestry

Awards totaling \$2,000 have been made available annually through a gift from Parkland Refining for Bachelor of Urban Forestry students who are in good academic standing and have demonstrated community involvement and leadership skills. Parkland Refining is a Canadian convenience store operator and independent petroleum products and fuel retailing company based out of Calgary, Alberta. The company serves customers across Canada, the United States, the Caribbean region and Central and South America through a large portfolio of diverse brands. Parkland Refining is involved with electric vehicle charging, renewable fuels, solar energy and compliance and carbon offset trading. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2022/2023 winter session).

Pooni Family Thunderbird Award in Soccer

Awards totalling \$2,000, which may range from a minimum value of \$500 to the maximum allowable under athletic association regulations, have been made available annually through a gift from Gary Pooni of the Pooni Group, for members of the UBC Thunderbirds Men's and Women's Soccer teams in any year of study. Preference will be given to students who have demonstrated leadership and have demonstrated courage in the face of adversity. Gary Pooni was born in New Westminster, British Columbia. He is a real estate development consultant and the President of the Pooni Group, a Vancouver-based urban planning and communication company. Gary was recognized on *Business in Vancouver's* Top 40 Under 40 list in 2009 and was ranked #44 on *Vancouver Magazine's* list of the Power 50 in 2022. The awards are made on the recommendation of the Head Coaches of the Men's and Women's Soccer teams and the Athletics Awards Committee. (First award available for the 2022/2023 winter session).

Sheppard Award in Urban Forestry

Awards totalling \$2,000 have been made available annually through a gift from Emeritus Professor, Dr. Stephen Sheppard (B.A., M.A., M.Sc. 1978, Ph.D.) and his family, for outstanding fourth-year Bachelor of Urban Forestry students who have demonstrated community involvement and leadership skills. Stephen had a career at UBC that spanned almost twenty-five years. He led the establishment of the Bachelor of Urban Forestry (B.U.F.) degree and was its first program director. Stephen's commitment to public service, community engagement, and climate change action has left an indelible mark on the program, shaping both the curriculum and the program culture. Stephen is still known to B.U.F. students and his colleagues as a welcoming, compassionate, and committed leader who values community service and engagement, particularly in regards to climate change. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2022/2023 winter session).

Dr. David C. Wu Award in Materials Engineering

Awards totalling \$2,000 have been made available annually through a gift from David Wu (B.A.Sc. 1979, M.A.Sc., Ph.D., M.B.A.) for Bachelor of Applied Science students specializing in Materials Engineering who have good academic standing. Preference will be given to students who have demonstrated leadership within the Department of Materials Engineering through research, participation on student teams, student government or in enhancing the overall student experience. David spent over thirty years in the aerospace industry. He began his career in 1979 working for Pratt & Whitney of Canada. He later worked for Honeywell Aerospace and for Rockwell Collins in various engineering and business leadership roles. David spent several years later in his career as a lecturer at the University of Iowa in the Colleges of Business and Engineering. The awards are made on the recommendation of the Department of Materials Engineering. (First award available for the 2022/2023 winter session).

NEW AWARDS – INTERNAL**Master of Educational Technology Award for Indigenous Students**

Awards valued up to the cost of tuition have been made available annually by the Master of Educational Technology Program for Indigenous students in the Graduate Certificate in Educational Technology and the Master of Educational Technology programs who have good academic standing, engagement with educational technology, and leadership, community service, or volunteerism. Preference will be given to students who have demonstrated contributions to or a connection with an Indigenous community. Conditional on the recipients' continued satisfactory academic progress, the awards may be renewed until the Master of Educational Technology degree is obtained. The awards are made on the recommendation of the

Office of Research in Education, 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

Endowed Awards

5251 –Andrew Arida Memorial Award

Rationale for Proposed Changes

The award title has been updated to include ‘Beyond Tomorrow’ to clarify that the award should be adjudicated under the Beyond Tomorrow Awards portfolio. This change has been approved by University Counsel.

Current Award Title: Andrew Arida Memorial Award

Current Award Description

Awards totalling \$5,000 have been made available through an endowment established by friends, family and colleagues in memory of Andrew Arida (1970-2021), along with matching funds from the University of British Columbia, for outstanding domestic students who identify as Black and are entering an undergraduate program directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service, and recognized extra-curricular achievement. Subject to continued 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). Ideally, recipient selection will alternate between the Vancouver and Okanagan campuses. Andrew (B.A., M.A. 2014) joined UBC in 1996, working in a variety of positions in recruitment and admissions before assuming the position of Deputy Registrar in 2018. He was devoted to attracting well-rounded students to campus, and was proud to see UBC become increasingly diverse and accessible under his leadership. Andrew received UBC’s President’s Service Award for Excellence in 2018 in recognition of his contributions and service. A musician, traveler, and soccer fan, Andrew regularly gave back to the community through volunteer work. The awards are adjudicated by Enrolment Services. (First award available for the 2021/2022 winter session).

Proposed Award Title: Andrew Arida Memorial **Beyond Tomorrow Scholars** Award

Proposed Award Description

No change.

5686 – Casiro Family Island Medical Program Award

Rationale for Proposed Changes

Island Medical Program (IMP) awards will be adjudicated solely by the Faculty of Medicine. The description has been updated to reference the Faculty of Medicine as the sole adjudication body.

Current Award Description

Awards totalling \$1,500 have been made available through an endowment established by the Casiro family to support students in financial need in the Island Medical Program who are the first in their immediate family to pursue a career in medicine. The awards are made on the recommendation of the Faculty of Medicine, in consultation with the Island Medical Program and the University of Victoria Division of Medical Sciences Awards Committee.

Proposed Award Description

Awards totalling \$1,500 have been made available through an endowment established by the Casiro family to support students in financial need in the Island Medical Program who are the first in their immediate family to pursue a career in medicine. The awards are made on the recommendation of the Faculty of Medicine, ~~in consultation with the Island Medical Program and the University of Victoria Division of Medical Sciences Awards Committee.~~

6516 – Friedman Award for Scholars in Health

Rationale for Proposed Changes

The award description has been revised to reflect that the award is adjudicated solely by the Faculty of Graduate and Postdoctoral Studies rather than the Faculty of Medicine.

Current Award Description

Awards totalling \$347,000 have been made available through an endowment established by Drs. Constance Livingstone-Friedman and Sydney Friedman for graduate students in the field of health or UBC medical resident trainees. The awards are to be used to pursue scholarly activities outside of Western Canada, with recipients selected on the basis of the nature and quality of the learning opportunity and the potential impact in the field of health. Constance Livingstone-Friedman and Sydney Friedman were two of the earliest faculty members in UBC's Faculty of Medicine. Their contributions to both medical education and research were foundational to the early development of the medical school at UBC. The awards are granted on the recommendation of the Faculty of Medicine, in consultation with the Faculty of Graduate and Postdoctoral Studies. Recipients of this award will be recognized as "Friedman Scholars".

Proposed Award Description

Awards totalling \$347,000 have been made available through an endowment established by Drs. Constance Livingstone-Friedman and Sydney Friedman for graduate students in the field of health or UBC medical resident trainees. The awards are to be used to pursue scholarly activities outside of Western Canada, with recipients selected on the basis of the nature and quality of the learning opportunity and the potential impact in the field of health. Constance Livingstone-Friedman and Sydney Friedman were two of the earliest faculty members in UBC's Faculty of Medicine. Their contributions to both medical education and research were foundational to the early development of the medical school at UBC. The awards are granted on the recommendation of ~~the Faculty of Medicine, in consultation with~~ the Faculty of Graduate and Postdoctoral Studies. Recipients of this award will be recognized as "Friedman Scholars".

5951 – Bill Maclagan Award in Law**Rationale for Proposed Changes**

The description has been updated to reflect that Bill Maclagan clerked at the B.C. Supreme Court, not the B.C. Superior Court.

Current Award Description

Awards totalling \$4,000 have been made available through an endowment established by the Huscroft Family Charitable Trust in honour of William “Bill” S. Maclagan, Q.C. (LL.B. 1986) for domestic second- or third-year J.D. students in good academic standing, who have demonstrated community service, volunteerism, or leadership. Financial need may be considered. After graduation, Bill clerked at the County Court and B.C. Superior Court, and joined Russell & DuMoulin before joining Blake, Cassels & Graydon LLP, where he became Partner in 1994. Bill’s dedication for law is evident and he has been recognized as a leading lawyer in Canada by a number of publications, including *Best Lawyers in Canada*, *International Tax Review’s World*, *The Canadian Legal Lexpert Directory*, *The Lexpert/American Lawyer Guide to the Leading 500 Lawyers in Canada*, and *Who’s Who Legal Canada 2020*. He has dedicated his spare time to community service and volunteerism, and has served as Chair of the Canadian Tax Foundation, as a Bencher of The Law Society of British Columbia, on the Board of Directors of the Washington Kids Foundation, Big Brothers, a United Way Fundraising Coordinator for Blake, Cassels & Graydon LLP, as Chair of the Vancouver Opera, and as a Board member and Chair for the British Columbia Sports Hall of Fame and its Foundation for over 20 years. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Proposed Award Description

Awards totalling \$4,000 have been made available through an endowment established by the Huscroft Family Charitable Trust in honour of William “Bill” S. Maclagan, Q.C. (LL.B. 1986) for domestic second- or third-year J.D. students in good academic standing, who have demonstrated community service, volunteerism, or leadership. Financial need may be considered. After graduation, Bill clerked at the County Court and B.C. Superior Supreme Court, and joined Russell & DuMoulin before joining Blake, Cassels & Graydon LLP, where he became Partner in 1994. Bill’s dedication for law is evident and he has been recognized as a leading lawyer in Canada by a number of publications, including *Best Lawyers in Canada*, *International Tax Review’s World*, *The Canadian Legal Lexpert Directory*, *The Lexpert/American Lawyer Guide to the Leading 500 Lawyers in Canada*, and *Who’s Who Legal Canada 2020*. He has dedicated his spare time to community service and volunteerism, and has served as Chair of the Canadian Tax Foundation, as a Bencher of The Law Society of British Columbia, on the Board of Directors of the Washington Kids Foundation, Big Brothers, a United Way Fundraising Coordinator for Blake, Cassels & Graydon LLP, as Chair of the Vancouver Opera, and as a Board member and Chair for the British Columbia Sports Hall of Fame and its Foundation for over 20 years. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

1400 – James A. Shelford Memorial Scholarship

Rationale for Proposed Changes

The James A. Shelford Memorial Scholarship Endowment Fund was established in 2002 after Dr. Shelford’s passing. Dr. Shelford’s wife, Helen Mary Shelford, passed away in March 2022. As approved by the Board of Governors at their meeting in June 2022, the name of the James A. Shelford Memorial Scholarship Endowment Fund has been amended to include Helen’s name. The award title and description have been updated to include references to Helen.

Current Award Title: James A. Shelford Memorial Scholarship

Current Award Description

Scholarships totalling \$6,400 have been endowed by family, friends and colleagues of Dr. James A. (Jim) Shelford and by the Dairy Education and Research Centre to honour his memory and invaluable work with students at The University of British Columbia. The scholarships are awarded to graduate or undergraduate students studying topics related to dairy production. The awards are made on the recommendation of the Faculty of Land and Food Systems and, in the case of graduate students, in consultation with the Faculty of Graduate Studies.

Proposed Award Title: James A. Arthur and Helen Mary Shelford Memorial Scholarship

Proposed Award Description

Scholarships totalling \$6,400 have been ~~endowed~~ made available through an endowment established by family, friends, and colleagues and the Dairy Education and Research Centre, in memory of Dr. James (Jim) A. Shelford (1944-2002) and Helen Mary Shelford (1945-2022) and ~~by the Dairy Education and Research Centre to honour his memory~~ for outstanding undergraduate or graduate students studying topics related to dairy production. The scholarship was established in recognition of Jim's (B.Sc. (Agr.) 1966, M.Sc. 1969, Ph.D. 1974) and invaluable work with, and Helen's (B.Ed. (Elem.) 1969) support of, students at The University of British Columbia. ~~The scholarships are awarded to graduate or undergraduate students studying topics related to dairy production.~~ The awards are made on the recommendation of the Faculty of Land and Food Systems, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies.

8313 – Paul E. Thiele Bursary

Rationale for Proposed Changes

The award description has been updated to reflect that the Crane Library and Resource Centre no longer exists, and has become a part of the Centre for Accessibility.

Current Award Description

Bursaries totalling \$1,250 have been made available through an endowment established for students with disabilities in recognition of Paul Thiele's thirty-two years of service to The University of British Columbia. Paul Thiele, along with his late wife Judith, was instrumental in the establishment of the Crane Library and Resource Centre, expanding it from a collection of Braille books to an internationally recognized library and support service for persons requiring print alternatives. The award is adjudicated by the Committee on Awards for Students with Disabilities.

Proposed Award Description

Bursaries totalling \$1,250 have been made available through an endowment established for students with disabilities in recognition of Paul Thiele's thirty-two years of service to The University of British Columbia. Paul Thiele, along with his late wife Judith, was instrumental in the establishment of the Crane Library and Resource Centre, expanding it from a collection of Braille books to an internationally recognized library and support service for persons requiring print alternatives. ~~As UBC's student population grew, the Crane Library and Resource Centre integrated into the Disability Resource Centre (DRC) to better support students on campus with disabilities.~~ The DRC is now known as the Centre for Accessibility. The award is adjudicated by the Committee on Awards for Students with Disabilities.

7928 – John H and Dorothy M Wallis Memorial Bursary

Rationale for Proposed Changes

The Master of Education in English Education no longer exists. The description has been revised so that the bursary may be given to students in the Bachelor of Education, Secondary program whose teachable subject is English. The revised description has been reviewed and approved by University Counsel and John and Dorothy Wallis' children.

Current Award Description

One or more bursaries totalling \$1,850 have been made available through an endowment established by family and friends of the late John H and (BA 1955, MA 1961) and Dorothy M. Wallis (MEd, 1981). The award is made to a candidate working towards a Master of Education degree in English Education. If there are no qualified candidates, the award may be made to a student with a concentration or major in English, who is entering the undergraduate secondary education degree program. The award is adjudicated by Enrolment Services.

Proposed Award Description

~~One or more~~ Bursaries totalling \$1,850 have been made available through an endowment established by family and friends in memory of the late John "Jack" H. and (BA 1955, MA 1961-1925-2015) and Dorothy M. Wallis (MEd, 1981-1927-1982) for students in the Bachelor of Education, Secondary program whose teachable subject is English. Jack (B.A. 1955, M.A. 1963) was born in Cumberland, British Columbia. He was an early physical geographer, and served as an administrator for the Faculty of Education for most of his career. Jack was a member of both the Board of Directors for the UBC Alumni Association and the Geography Alumni Committee, as well as serving on the UBC Climate Committee for many years. Dorothy (B.A. 1948, M.Ed. 1980) was born in Victoria, British Columbia. She and Jack taught in Bamfield, British Columbia, then moved to Vancouver, British Columbia where they raised their five children. Dorothy later joined the Student Teaching Office in the Faculty of Education, where she helped to place students in schools for their practicums. She was also very involved in her community, serving on the Board of Directors for the Dunbar Community Centre and on the Dunbar-Point Grey-Southlands Community Resource Board. ~~The award is made to a candidate working towards a Master of Education degree in English Education. If there are no qualified candidates, the award may be made to a student with a concentration or major in English, who is entering the undergraduate secondary education degree program.~~ The bursaries are award is adjudicated by Enrolment Services.

Annual Awards

3222 – BC Association of Speech-Pathologists and Audiologists Prize

Rationale for Proposed Changes

The BC Association of Speech-Pathologists and Audiologists has changed its name to Speech and Hearing BC. The award title and description have been updated to reflect this change.

Current Award Title: BC Association of Speech-Pathologists and Audiologists Prize

Current Award Description

Two prizes of \$100 each are offered by the B.C. Association of Speech/Language Pathologists and Audiologists to two outstanding second year students in the School of Audiology and Speech Sciences. The awards are made to one Audiology and one Speech-Language pathology student on the recommendation of the School.

Proposed Award Title: ~~Speech and Hearing BC Association of Speech-Pathologists and Audiologists Prize~~ **Speech and Hearing BC Association of Speech-Pathologists and Audiologists Prize in Speech-Language Pathology and Audiology**

Proposed Award Description

~~Two prizes of \$100 each~~ **Prizes totalling \$200** ~~are offered by the~~ **have been made available annually through a gift from B.C. Association of Speech/Language Pathologists and Audiologists** ~~Speech and Hearing BC to~~ **for** two outstanding second-year students, ~~one in Audiology and one in Speech-Language Pathology,~~ **one in Audiology and one in Speech-Language Pathology,** in the School of Audiology ~~and~~ **&** Speech Sciences. ~~The awards are made to one Audiology and one Speech-Language pathology student on the recommendation of the School.~~ **The prizes are made on the recommendation of the School of Audiology & Speech Sciences.**

5655 – BC Association of Speech/Language Pathologists and Audiologists Travel Award in Audiology**Rationale for Proposed Changes**

The BC Association of Speech-Pathologists and Audiologists has changed its name to Speech and Hearing BC. The award title and description have been updated to reflect this change.

Current Award Title: BC Association of Speech/Language Pathologists and Audiologists Travel Award in Audiology

Current Award Description

Awards totaling \$1,500 are offered annually by the B.C. Association of Speech/Language Pathologists and Audiologists to graduate students conducting their externship in audiology outside of the Lower Mainland and the Fraser Valley but within British Columbia. The awards are made on the recommendation of the School of Audiology and Speech Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: ~~Speech and Hearing BC Association of Speech/Language Pathologists and Audiologists~~ Travel Award in Audiology

Proposed Award Description

Awards totaling \$1,500 ~~are offered annually by~~ **have been made available annually through a gift from** ~~the B.C. Association of Speech/Language Pathologists and Audiologists~~ **Speech and Hearing BC** ~~to~~ **for** graduate students **in the School of Audiology & Speech Sciences** who are conducting their externship in audiology outside of the Lower Mainland and the Fraser Valley but within British Columbia. The awards are made on the recommendation of the School of Audiology ~~and~~ **&** Speech Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.

5656 – BC Association of Speech/Language Pathologists and Audiologists Travel Award in Speech Pathology

Rationale for Proposed Changes

The BC Association of Speech-Pathologists and Audiologists has changed its name to Speech and Hearing BC. The award title and description have been updated to reflect this change.

Current Award Title: BC Association of Speech/Language Pathologists and Audiologists Travel Award in Speech Pathology

Current Award Description

Awards totaling \$1,500 are offered annually by the B.C. Association of Speech/Language Pathologists and Audiologists to graduate students conducting their externship in speech pathology outside of the Lower Mainland and the Fraser Valley but within British Columbia. The awards are made on the recommendation of the School of Audiology and Speech Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: ~~Speech and Hearing BC Association of Speech/Language Pathologists and Audiologists~~ Travel Award in Speech Pathology

Proposed Award Description

Awards totaling \$1,500 ~~are offered annually by the~~ **have been made available annually through a gift from** ~~B.C. Association of Speech/Language Pathologists and Audiologists~~ **Speech and Hearing BC** ~~to~~ **for** graduate students **in the School of Audiology & Speech Sciences** who are conducting their externship in speech pathology outside of the Lower Mainland and the Fraser Valley but within British Columbia. The awards are made on the recommendation of the School of Audiology ~~and~~ **&** Speech Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.

5956 – Entrance Award in Law for Indigenous Students

Rationale for Proposed Changes

The description has been updated to reflect that one of the donors is not a UBC alumnus.

Current Award Description

Entrance awards of \$15,000 each have been made available annually through gifts from Matthew Nathanson (LL.B. 1997), Irwin Nathanson, Q.C. (LL.B. 1968) and Joanie McEwen (LL.B. 1975), for First Nations, Inuit, or Métis students of Canada entering the J.D. program who demonstrate financial need and have a history of community service or volunteerism. Preference will be given to students who have demonstrated an interest in criminal law. Matthew Nathanson is a criminal defence lawyer practicing out of downtown Vancouver, Irwin Nathanson is a Vancouver civil litigator with Nathanson Schachter & Thompson L.L.P., and Joanie McEwen is a Vancouver lawyer, labour arbitrator, and author. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

Proposed Award Description

Entrance awards of \$15,000 each have been made available annually through gifts from Matthew Nathanson (~~LL.B. 1997~~), Irwin Nathanson, Q.C. (LL.B. 1968) and Joanie McEwen (LL.B. 1975), for First Nations, Inuit, or Métis students of Canada entering the J.D. program who demonstrate financial need and have a history of community service or volunteerism. Preference will be given to students who have demonstrated an interest in criminal law. Matthew Nathanson is a criminal defence lawyer practicing out of downtown Vancouver, Irwin Nathanson is a Vancouver civil litigator with Nathanson Schachter & Thompson L.L.P., and Joanie McEwen is a Vancouver lawyer, labour arbitrator, and author. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2022/2023 winter session).

5751 – Guru Nanak Award in Medicine

Rationale for Proposed Changes

The description has been updated to clarify the donor's intent for the award to support students who have lived experience of racism. The change has been approved by the Equity and Inclusion Office.

Current Award Description

Awards totalling \$2,000 have been made available annually through a gift from anonymous donors through the University of Victoria, in honour of Guru Nanak, for M.D. students in the Island Medical Program whose volunteer work or community service has focused on equity and inclusion. Preference will be given to students who are from communities that have been

historically, persistently and systemically discriminated against. Guru Nanak was the founder of Sikhism and originated the idea of Seva, or selfless service. This award was established to recognize students who have served their communities and helped to promote equity and inclusion. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2021/2022 winter).

Proposed Award Description

Awards totalling \$2,000 have been made available annually through a gift from anonymous donors through the University of Victoria, in honour of Guru Nanak, for M.D. students in the Island Medical Program whose volunteer work or community service has focused on equity, diversity and inclusion. Preference will be given to students who have lived experience of racism and/or other types of oppression. ~~are from communities that have been historically, persistently and systemically discriminated against. Guru Nanak was the founder of Sikhism and originated the idea of Seva, or selfless service.~~ This award was established to recognize students who have served their communities and helped to promote equity, diversity and inclusion. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2021/2022 winter).

1853 – Al Heaps & Associates Research Award in Dentistry

Rationale for Proposed Changes

Al Heaps & Associates have updated their organization's name to Heaps & Doyle and the award has been revised to reflect this change.

Current Award Title: Al Heaps & Associates Research Award in Dentistry

Current Award Description

A \$2,500 award is offered annually by Al Heaps & Associates to a 2nd or 3rd year DMD student in the UBC Faculty of Dentistry who demonstrates initiative, leadership and excellence in research. The award is in honour of Dr. Charles Shuler and his passion and dedication to scientific research, and it is made on the recommendation of the Faculty of Dentistry.

Proposed Award Title: Heaps & Doyle ~~Al Heaps & Associates~~ Research Award in Dentistry

Proposed Award Description

A \$2,500 award has been made available is offered annually through a gift from by Heaps & Doyle ~~Al Heaps & Associates to~~ for a 2nd or 3rd second- or third-year D.M.D. student in the UBC Faculty of Dentistry who has demonstrateds initiative, leadership and excellence in research. The award is in honour of Dr. Charles Shuler and his passion and dedication to scientific research, and it The award is made on the recommendation of the Faculty of Dentistry.

3723 – Gibb G Henderson Memorial Prize in Pharmaceutical Sciences

Rationale for Proposed Changes

The description has been updated to broaden the criteria to reflect changes to the undergraduate curriculum in the Faculty of Pharmaceutical Sciences.

Current Award Title: Gibb G Henderson Memorial Prize in Pharmaceutical Sciences

Current Award Description

A prize of \$750, donated by the College of Pharmacists of British Columbia, recognizes the long and distinguished service to the profession of pharmacy, both as a practitioner and as an Executive Officer of the College, of Mr. Gibb G. Henderson. It is awarded on the recommendation of the Faculty of Pharmaceutical Sciences to the student in the graduating class who has attained the highest standing in the pharmacology courses.

Proposed Award Title: Gibb G Henderson Memorial Award Prize in Pharmaceutical Sciences

Proposed Award Description

A prize of \$750 award, donated by has been made available annually through a gift from the College of Pharmacists of British Columbia, in memory of Mr. Gibb G. Henderson (1909-1988), for an outstanding graduating undergraduate pharmacy student in the Faculty of Pharmaceutical Sciences who has excelled in pharmacology and has demonstrated community service or volunteerism. recognizes the long and distinguished service to the profession of pharmacy, both as a practitioner and as an Executive Officer of the College, of Mr. Gibb G. Henderson. It is awarded on the recommendation of the Faculty of Pharmaceutical Sciences to the student in the graduating class who has attained the highest standing in the pharmacology courses. Mr. Henderson (B.A. 1931, B.A.Sc. 1933) served as the Executive Officer of the College of Pharmacists of British Columbia and the Executive Secretary and Deputy Registrar of the Pharmaceutical Association of British Columbia. In 1975 he received the Honorary Life Award from the Canadian Pharmacists Association for his contributions to the profession. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences.

5749 – Dr. J. Paul Whelan Urology Award

Rationale for Proposed Changes

Island Medical Program (IMP) awards will be adjudicated solely by the Faculty of Medicine. The description has been updated to reference the Faculty of Medicine as the sole adjudication body.

Current Award Description

Awards totalling \$1,000 have been made available annually through the University of Victoria for M.D. students in the Island Medical Program who are interested in pursuing a career in urology. The awards are made on the recommendation of the Faculty of Medicine, in consultation with the Island Medical Program and the Vancouver Island Health Authority Urology Department. (First award available for the 2020/2021 winter session).

Proposed Award Description

Awards totalling \$1,000 have been made available annually through the University of Victoria for M.D. students in the Island Medical Program who are interested in pursuing a career in urology. The awards are made on the recommendation of the Faculty of Medicine, ~~in consultation with the Island Medical Program and the Vancouver Island Health Authority Urology Department.~~ (First award available for the 2020/2021 winter session).



21 September 2022

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Summer Curriculum Proposals (approval)

In accordance with section 29 (b) of the *Rules and Procedures of the Vancouver Senate*, this is to inform you that at its meeting of 11 July 2022, the Senate Curriculum Committee approved the attached proposals from the Faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Applied Science, Arts, Education, and Medicine), and Land and Food Systems.

The following is recommended to Senate:

Motion: *“That Senate ratify the decisions of the Senate Curriculum Committee regarding the attached proposals.”*

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee



FACULTY OF APPLIED SCIENCE

New course

NURS 270 (3) Diverse Perspectives on Aging

Delete programs

Bachelor of Environmental Design; Minor in Arts

FACULTY OF ARTS

New courses

AMNE 394 (3) Introduction to Aramaic; **CHIN 467 (3)** Artistic Images in Chinese Literature from the Bronze Age to the Tang; **CHIN 468 (3)** Artistic Images in Chinese Literature from the Song to the Present; **JRNL 200 (3)** Journalism Here & Now; **RMST 400 (3)** Romance Linguistics; **THFL 312 (3)** Expanded Visual Media; **VISA 312 (3)** Expanded Visual Media

New course code

ASIX Asian Studies Crossings

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New course

CHBE 698 (1) Doctoral Seminar

Arts

New courses

ASIA 519 (3) Popular Cultures in Asia; **PPGA 528 (3)** Emerging Powers

Revised programs

Master of Archival Studies; Master of Archival Studies/Master of Library and Information Studies Dual Degree

Education

New courses

EPSE 631 (1-3) d Professional Seminar in School and Applied Child Psychology; **EETEC 541 (3)** Energy Literacy in Society and Digital Culture



Medicine

New course

NRSC 510 (1-6) d Topics in Neurodata

FACULTY OF LAND AND FOOD SYSTEMS

New courses

APBI 214 (3) Animal Sheltering and Companion Animal Support Services; **APBI 313 (3)**
Experimental Analysis of Animal Behaviour



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Applied Science Department: School of Architecture and Landscape Architecture Faculty Approval Date: 14 April 2022 Effective Session (W or S): W Effective Academic Year: 2022	Date: 14 April 2022 Contact Person: Theresa Juba, Academic Coordinator Phone: 604 822-0205 Email: academicservices@sala.ubc.ca
Proposed Calendar Entry:	URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,0 Present Calendar Entry: Bachelor of Environmental Design Contents <u>Introduction</u> <u>Admission</u> <u>Academic Regulations</u> <u>Degree Requirements</u> <u>Coordinated International Experience</u> <u>Minor in Arts</u> Type of Action: Delete section Rationale for Proposed Change: The B.En.D. program is no longer offered. The remaining candidates for the B.En.D. will graduate May 2022.
Proposed Calendar Entry:	URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,695 Present Calendar Entry:



Introduction

Applications for admission to the Bachelor of Environmental Design program will no longer be accepted effective the 2020 Winter Session.

The School of Architecture and Landscape Architecture offers a Bachelor of Environmental Design (B.En.D.) honours degree focusing on interdisciplinary design education in architecture, landscape architecture, and urban design. Intake to the B.En.D. program takes place at the third year of undergraduate studies.

A design studio sequence providing foundational skills in design forms the core of the curriculum. Additional required coursework in history, theory, media and technology contribute to a well-rounded design curriculum. Elective coursework provides the student opportunity to explore areas of his/her particular interest.

The B.En.D. prepares students to undertake a self-directed path towards a number of possible futures including graduate studies in architecture, landscape architecture, urban design and other associated fields of study.

Academic Advising

Academic Advising is provided through the Bachelor of Environmental Design Office located in Macmillan 379, 2357 Main Mall,



	<p>Vancouver, B.C., V6T 1Z4. The office is open year-round Monday to Friday, 9 am—4 pm for enquiry in person, telephone ((604) 827-7252) and email at ends@sala.ubc.ca.</p> <p>Type of Action: Delete Entry</p> <p>Rationale for Proposed Change: The B.En.D. is no longer offered. The remaining candidates for the B.En.D. will graduate May 2022.</p>
<p>Proposed Calendar Entry:</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,696</p> <p>Present Calendar Entry:</p> <p>Admission</p> <p>Applications for admission to the Bachelor of Environmental Design program will no longer be accepted effective the 2020 Winter Session.</p> <p>Admission to the Bachelor of Environmental Design requires completion of the equivalent of 60 UBC credits including 6 credits of English literature and/or composition and 6 credits of Geography. Physical geography is highly recommended.</p> <p>Applicants must have achieved an overall academic average of 65% or better, including any failed courses, on the most recent 30 credits of post-secondary coursework, in order to be considered for admission to the Bachelor of Environmental Design. The overall average is calculated in accordance with the <u>general admission requirements for undergraduate applicants from a college or university.</u></p>



~~All applicants to the B.En.D. are required to demonstrate competence in the English language prior to application. Applicants are directed to UBC's [English Language Admission Standard](#) for further information.~~

~~Application Process~~

~~Application for admission to the Bachelor of Environmental Design program must be made through UBC Enrolment Services no later than the [published deadline](#). The applicant is responsible for ensuring that all supporting documents, including official transcripts, and fees are submitted by the deadlines provided by UBC following the submission of an application, otherwise the application will not be considered.~~

~~Applicants to the Bachelor of Environmental Design must satisfy both University undergraduate admission requirements and B.En.D. requirements including the submission of a Supplemental Application to the Environmental Design Program.~~

~~New or previous UBC students must complete an [online application](#). Current students must complete the Change of Degree Program/Campus form on the [Student Service Centre](#).~~

~~Mature Applicants~~

~~Consideration will be given to applicants applying to the Bachelor of Environmental Design as a mature applicant. Further information is available [here](#).~~



Supplemental Application

A Supplemental Application to the Environmental Design Program must be submitted no later than the published deadline. Detailed information on the Supplemental Application to the Environmental Design Program is available from the Environmental Design website.

The Supplemental Application is comprised of the following:

- a Statement of Interest
- a Biographical Statement
- a Portfolio reflecting, in visual terms, evidence of creativity and design aptitude
- ONE set of Official Transcripts, in sealed and endorsed envelopes, issued by the Registrar[s] of the home institution[s] from ALL post secondary institutions attended
- TWO Letters of Reference including at least ONE academic reference
- a Statement identifying three compelling places, buildings or landscapes, each fifty words maximum, and how they define the applicant's current understanding of environmental design

The Supplemental Application is mailed to the Environmental Design Office as noted below:



	<p>Admissions Committee Environmental Design Program University of British Columbia 379—2357 Main Mall Vancouver, B.C. V6T 1Z4</p> <p>The Bachelor of Environmental Design program accepts thirty students annually. The number of qualified applicants far exceeds the number of seats available. Fulfillment of the minimum entry requirements does not guarantee admission.</p> <p>Type of Action: Delete entry.</p> <p>Rationale for Proposed Change: The B.En.D. has been discontinued. The remaining candidates for the B.En.D. will graduate May 2022.</p>
<p>Proposed Calendar Entry:</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,1487</p> <p>Present Calendar Entry:</p> <p>Academic Regulations</p> <p>Applications for admission to the Bachelor of Environmental Design program will no longer be accepted effective the 2020 Winter Session.</p> <p>Dean's Honour List</p> <p>A student with a Sessional Academic Average of 80% or better while taking 30 credits in any Winter Session will be recognized with the</p>



~~notation "Dean's Honour List" on the student's academic record.~~

~~Degree with Distinction~~

~~A student with an overall academic average of 80% or better on all core and elective requirements while registered in the B.En.D. program will be granted a Degree with Distinction upon graduation that will be notated on the student's academic record.~~

~~Design Studio Requirement~~

~~A grade of 60% is required as a passing grade for all design studio courses [ENDS 301, 302, 401, 402] or any substituting courses. Students must register in a design studio course in each term of the Winter Session.~~

~~Academic Standing and Promotion Requirements~~

~~Academic Standing will be determined by the student's Sessional Academic Average at the end of each Winter Session. One of three academic standings will be assigned as a result of a Sessional Academic Evaluation: In Good Standing, On Academic Probation, or Failed.~~

~~Good Standing~~

~~A student first admitted to the program is in Good Standing. To remain in Good Standing, a student must achieve a Sessional Academic Average and a grade of 60% or better in any~~



~~design studio course (ENDS 301, 302, 401, 402 or any substituting course). A student in Good Standing will be eligible to continue.~~

~~Promotion~~

~~A student will be promoted from third to fourth year if in Good Standing or on Academic Probation and the student has successfully completed 90 UBC or equivalent credits. A student must also have completed all required first and second year courses.~~

~~Academic Probation~~

~~If a student achieves a Sessional Academic Average or grade between 50% and 59% in any design studio course (ENDS 301, 302, 401, 402 or any substituting course), that student will be placed on Academic Probation. During the probationary term, a student on Academic Probation must register in a schedule of courses including a design studio course, the schedule of which must be approved by the Chair of Environmental Design.~~

~~Returning to Good Standing from Probation~~

~~In order to return to Good Standing from Probation, the student must achieve a studio grade of 60% or better, a passing grade in all coursework and a sessional average of 60% or better on an approved schedule of courses during the probationary term. The schedule of courses is arrived at in consultation with the Environmental Design Student Services~~



~~Coordinator and on approval by the Chair of Environmental Design.~~

~~A student may only be placed on Academic Probation for a single term while in the program.~~

~~If the student fails to meet these requirements, a Failed Standing will be assigned to the student.~~

~~Failed Standing~~

~~A student may be assigned a Failed Standing either by failing to meet the requirements of a probationary term as noted above or by achieving a Sessional Academic Average or grade of less than 50% in any design studio course (ENDS 301, 302, 401, 402 or any substituting course). A student assigned a Failed Standing will be required to withdraw from the program.~~

~~Returning and Readmission After Failed Standing~~

~~The earliest a student may be readmitted to the Bachelor of Environmental Design program after being required to withdraw due to a Failed Standing is twelve months following the requirement to withdraw.~~

~~In seeking to return after the failed standing, the student must submit an application for readmission by the stated UBC deadline.~~



	<p>Students seeking to return will be considered for readmission based on a combination of</p> <ul style="list-style-type: none"> • Space availability; • Strength of the application against the current applicant pool; • A letter of appeal outlining how the student has prepared to succeed in further studies at UBC; and • Two reference letters pertaining to the student's academic and/or work experience since withdrawing from the program. <p>A student planning to apply for readmission is required to meet with the Student Services Coordinator in Environmental Design well in advance of the application in order to develop a plan for readmission.</p> <p>Type of Action: Delete Entry</p> <p>Rationale for Proposed Change: The B.En.D. has been discontinued. The remaining candidates for the B.En.D. will graduate May 2022.</p>
<p>Proposed Calendar Entry:</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>



Degree Requirements

Applications for admission to the Bachelor of Environmental Design program will no longer be accepted effective the 2020 Winter Session.

First and Second Years: 60 credits, including:

6 credits of English in literature and composition

6 credits of Geography[†]

First year physics is recommended for students planning to Architecture program.

Third Year

~~ARCH 403~~

~~ARCH 437~~

~~ENDS 101~~

~~ENDS 220~~

~~ENDS 301~~

~~ENDS 302~~

~~ENDS 320~~

~~ENDS 420~~

~~LARC 440~~

Total Credits

Fourth Year

~~ARCH 411 or LARC 431~~

~~ENDS 404~~

~~ENDS 402~~

~~ENDS 440~~

~~One of: ARCH 404, 405, or LARC 522~~

~~Elective(s)~~

Total Credits

Minimum credits for degree

[†]Physical Geography is highly recommended.

Type of Action:

Delete entry.

Rationale for Proposed Change:



	<p>The B.En.D. has been discontinued. The remaining candidates for the B.En.D. will graduate May 2022.</p>
<p>Proposed Calendar Entry:</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,1629</p> <p>Present Calendar Entry:</p> <p>Coordinated International Experience</p> <p>Applications for admission to the Bachelor of Environmental Design program will no longer be accepted effective the 2020 Winter Session.</p> <p>The Coordinated International Experience (CIE) program offers a student the opportunity to apply to study a pre-selected and pre-approved set of courses over one academic term at an international CIE partner institution. The student gains new, global perspectives with the credit received from courses completed counting towards the student's B.En.D. degree.</p> <p>Participation in the CIE program is by application. A student may apply in the second term of Year 3 in order to participate in the CIE program in the first term of Year 4 in lieu of ENDS 401 and required elective coursework. Admission to the CIE program is competitive and admittance can not be guaranteed.</p> <p>The CIE program is administered by the Faculty of Applied Science. Further information is available at the Bachelor of Environmental Design website.</p>



	<p>Type of Action: Delete entry.</p> <p>Rationale for Proposed Change: The B.En.D. has been discontinued. The remaining candidates for the B.En.D. will graduate May 2022.</p>
<p>Proposed Calendar Entry:</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,196,525,1608</p> <p>Present Calendar Entry:</p> <p>Minor in Arts</p> <p>A student in the Bachelor of Environmental Design may undertake a Minor in Arts as noted below:</p> <ul style="list-style-type: none"> • An acceptable minor program must comprise courses in the Faculty of Arts that are for credit toward a B.A. degree and must consist of a minimum of 18 upper level credits [300-400 level] in a single subject or field of specialization. • Students should design a coherent and academically sound course of studies for the proposed minor. • The proposed course of studies for the Minor in Arts must be approved by the Chair of Environmental Design or their designate.



~~Upon successful completion of the minor program, the notation 'Minor in Arts' will be added to the student's transcript.~~

~~Students wanting a subject specific minor may undertake a minor in a specific Arts discipline's major or minor program, which requires the completion of at least 30 credits in a single subject or field of specialization, of which at least 18 credits must be numbered 300 or higher. The proposed course of studies must be approved by the Chair of Environmental Design or their designate following approval from an advisor from the appropriate unit within the Faculty of Arts.~~

~~Upon successful completion of the 30 credit subject specific minor program, the subject specific minor or field of specialization will be added to the student's transcript by including the notation 'Minor in [Subject]'.~~

Type of Action:

Delete entry.

Rationale for proposed change:

The B.En.D. has been discontinued. The remaining candidates for the B.En.D. will graduate May 2022.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1 or 2)

<p>Faculty: Applied Science Department: School of Nursing Vancouver Faculty Approval Date: May 16, 2022 Effective Session (W or S): W2 Effective Academic Year: 2023/24</p>	<p>Date: June 6 2022 Contact Person: Elsie Tan Phone: 604 822 7481 Email: elsie.tan@ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>NURS 270 (3) Diverse Perspectives on Aging</p> <p>This course examines the aging experience from interdisciplinary, equity, diversity, inclusion and Indigeneity (EDI-I) (race, sex, gender, disability)) and systems perspectives. Topics include older adult health and illness, age friendly communities, ageism and stigma, and end of life issues.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=NURS</p> <p>Present Calendar Entry: Current course not listed in present calendar</p> <p>Type of Action: Add a new course</p> <p>Rationale for Proposed Change:</p> <ol style="list-style-type: none"> 1. The School of Nursing was asked at the annual Enrolment Planning meeting in Fall 2020 about offerings of other Elective topics. One suggestion was a course on 'aging', based on the general topic of importance in our demographic shift in society, our experience with the courses in the Vancouver Summer Program, and our highly regarded faculty expertise in aging within the School. 2. The School conducted an environmental scan on aging/elder/seniors care on current offerings and consulted with other programs that appear to offer courses on aging. The NURS 270 Elective course will complement other UBC courses offered on this topic and our existing BSN and graduate coursework. 3. The School administration's review of this course's budgetary impact suggests it will cover costs with only 25 students enrolled and be revenue-generating at the proposed 50+ students per section. There is no budgetary impact on other programs. <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) Decision Required (if applicable) Not Applicable</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>Decision Required (if applicable) Not Applicable</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>Decision required (if applicable) Not applicable</p>
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Undergraduate Proposals – New Courses

AMNE: Department of Ancient Mediterranean and Near Eastern Studies

AMNE 394 (3) Introduction to Aramaic

<p>Category: 1 Faculty: Arts Department: Ancient Mediterranean and Near Eastern Studies (AMNE) Faculty Approval Date: April 14, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: Received Oct, 2021 Contact Person: Odessa Cadieux-Rey (Dept. contact) and Matthew McCarty (Course author) Phone: (604) 822-5613 Email: matthew.mccarty@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>AMNE 394 (3) Introduction to Aramaic</p> <p>The basics of Imperial Aramaic grammar and vocabulary, with readings from biblical and other ancient sources from the eastern Mediterranean and Southwest and Central Asia.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=amne</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <p>Note: The proposal to change our department name from the Department of Classical, Near Eastern and Religious Studies (CNERS) to the Department of Ancient Mediterranean and Near Eastern Studies (AMNE) was approved by UBC Senate in December 2021.</p> <p>This course will make UBC one of the only Canadian universities offering instruction in Aramaic and one of the very few North American universities offering it at the undergraduate level. This course will be an important addition to the increasingly interdisciplinary study of the ancient Mediterranean and West Asia at UBC, as reflected in our department's curriculum renewal, rebranding as 'Ancient Mediterranean and Near Eastern Studies (AMNE)' and recent hires. As the official legal and diplomatic language of the Achaemenid Persian empire (559-330 BCE), Imperial Aramaic is widely attested in sources from Turkey and Egypt to</p>



	<p>Afghanistan. Knowledge of Aramaic is a fundamental tool for students of the Hebrew Bible, Jewish Studies, Near Eastern Studies, Semitic languages, and Christian origins; it is also emerging as essential to the study of newly discovered documentary sources that problematize Eurocentric models of Hellenization. The course is designed to accommodate students with a variety of interests in ancient societies and is not limited by prerequisites in Biblical Hebrew, as is common at many other universities. At the same time, advanced undergraduate students (and graduate students) will benefit immensely from being able to study Aramaic in tandem with other Semitic languages offered at UBC (Biblical Hebrew, Classical Arabic, and Akkadian).</p> <p>This course is designed for the 300-level in concert with our other single-term introductory language courses in the CNERS/AMNE department: Middle Egyptian (NEST 313, now AMNE 391), Akkadian (NEST 315, now AMNE 392), and Coptic (NEST 317, now AMNE 393). Each of these courses provide students with sufficient skills to pursue research in ancient sources written in these languages with the help of standard resources like lexicons and grammars.</p> <p>The course could also be included in the lists of courses that count toward the undergraduate majors/minors in the Program in the Study of Religion, Jewish Studies, and Middle East Studies.</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: N/A</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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	(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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RMST: Department of French, Hispanic and Italian Studies (FHIS)

RMST 400 (3) Romance Linguistics

<p>Category: 1 Faculty: Arts Department: Dept of French, Hispanic & Italian Studies Faculty Approval Date: April 14, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: Received Nov, 2021 Contact Person: Min Ji Kang (Dept contact) and Marie-Eve Bouchard (Course author) Phone: Email: minji.kang@ubc.ca and me.bouchard@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RMST 400 (3) Romance Linguistics</p> <p>The vocabulary, phonetics, phonology, morphology, syntax, and sociolinguistics of spoken and written Romance languages. Credit will be granted for only one of RMST 400 or RMST 468.</p> <p><i>Prerequisite:</i> 2nd year standing. A beginners' knowledge (CFER A1) in at least one of the Romance languages is highly recommended.</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) submitted a proposal to update the curriculum in the Romance Studies (RMST) program. The program updates were approved by UBC Senate on February 9, 2022 and are pending approval from the Ministry of Advanced Education.</p> <p>We have developed new courses that intend to provide a broad cultural and transnational perspective on the Romance world of yesterday and today. This broad perspective is notably different from our specialized programs in French, Spanish and Italian. This proposal is for RMST 400 (3) Romance Linguistics. Because of its similarity to a course we are retiring</p>



	<p>(RMST 468), exclusion credit is appropriate.</p> <p>Whereas RMST 300 focuses on the internal and external history of Romance languages, from their Latin origin to their modern varieties in a comparative perspective, RMST400 focuses on how the different modern languages function and relate to each other and other languages. The main contrast is between historical varieties of Romance languages and Modern varieties, highlighting different debates and perspectives (emphasis on written sources vs. importance of oral aspects, socio-linguistic questions like language contact, multilingualism, standardization, and language attitudes, etc.). RMST 300 is not necessary for success in RMST 400.</p> <p>Second year standing as a prerequisite ensures students have a sufficient level of knowledge going into the course.</p> <p>With this course, taught in English, our department hopes to appeal to students who do not necessarily have advanced proficiency in all the Romance languages offered in our department, but who are interested in learning about their commonalities and specificities.</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: N/A</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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THFL: Department of Theatre and Film (THTR)

THFL 312 (3) Expanded Visual Media – to be equivalent to and cross-listed with VISA 312

<p>Category: 1 Faculty: Arts Department: Theatre and Film Faculty Approval Date: April 14, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: Received Dec, 20221 Contact Person: Department contacts Greg Gibson (AHVA) and Stephen Heatley (THFL); Christine D’Onofrio (Course author and Chair of Bachelor of Media Studies program) Phone: Email: greg.gibson@ubc.ca and stephen.heatley@ubc.ca; cdono@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>THFL 312 (3) Expanded Visual Media</p> <p>Pre- and/or post-production strategies, techniques, and processes for time-based media effects. Credit will only be granted for one of THFL 312 or VISA 312. <i>Prerequisite:</i> One of VISA 241 or VISA 210 or FIPR 133 or FIPR 233, or BMS students with 3rd year standing.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=THFL</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: The Faculty of Arts submitted a proposal to update the Bachelor of Media Studies (BMS) program, which is a four-year multi-disciplinary program. The proposal was approved by UBC Senate on February 9, 2022 and is pending approval by the Ministry of Advanced Education. This proposal is for THFL 312 (to be equivalent to and cross-listed with the proposed VISA 312), which will be a required course for BMS students in third-year standing who choose to specialize in the Visual focus area.</p> <p>The BMS program currently includes courses from 8 different units including English Language and Literatures, Art History, Visual Art & Theory, Journalism, Writing and Media, Information Studies, Central, Eastern & Northern European Studies, Creative Writing, Theatre and Film, and Computer Science, and utilizes them to negotiate media strategies.</p>



	<p>Our extensive program review revealed strong needs for more disciplinary connections in the courses, technical development in media practices, professional development and group methodologies, connections between theory and practice, developing media scholars and makers as agents of transformation, and specifically media targeted courses.</p> <p>This 300-level course will be mandatory in the Visual Focus Area in Year 3 of the updated BMS Program, providing students with the knowledge and techniques to build complex skills in media execution at the upper level.</p> <p>The course will be taught alternately, year to year, by faculty members in the Department of Art History, Visual Art and Theory and the Department of Theatre and Film who have expertise in time-based, moving images.</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: N/A</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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VISA: Department of Art History, Visual Art and Theory (AHVA)

VISA 312 (3) Expanded Visual Media – to be equivalent to and cross-listed with THFL 312

<p>Category: 1 Faculty: Arts Department: Art History, Visual Art and Theory (AHVA) Faculty Approval Date: April 14, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: Received Dec, 2021 Contact Person: Greg Gibson (AHVA) and Stephen Heatley (THFL), department contacts; Christine D’Onofrio (course author and Chair of Bachelor of Media Studies program)</p>
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	<p>Phone: Email: greg.gibson@ubc.ca and stephen.heatley@ubc.ca; cdono@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>VISA 312 (3) Expanded Visual Media</p> <p>Pre- and/or post-production strategies, techniques, and processes for time-based media effects. Credit will only be granted for one of THFL 312 or VISA 312. <i>Prerequisite:</i> One of VISA 241 or VISA 210 or FIPR 133 or FIPR 233, or 3rd year BMS standing.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=visa</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: The Faculty of Arts submitted a proposal to update the Bachelor of Media Studies (BMS) program, which is a four-year multi-disciplinary program. The proposal was approved by UBC Senate on February 9, 2022 and is pending approval by the Ministry of Advanced Education. This proposal is for VISA 312 (to be equivalent to and cross-listed with the proposed THFL 312), which will be a required course for BMS students in third-year standing who choose to specialize in the Visual focus area.</p> <p>The BMS program currently includes courses from 8 different units including English Language and Literatures, Art History, Visual Art & Theory, Journalism, Writing and Media, Information Studies, Central, Eastern & Northern European Studies, Creative Writing, Theatre and Film, and Computer Science, and utilizes them to negotiate media strategies.</p> <p>Our extensive program review revealed strong needs for more disciplinary connections in the courses, technical development in media practices, professional development and group methodologies, connections between theory and practice, developing media scholars</p>



	<p>and makers as agents of transformation, and specifically media targeted courses.</p> <p>This 300-level course will be mandatory in the Visual Focus Area in Year 3 of the updated BMS Program, providing students with the knowledge and techniques to build complex skills in media execution at the upper level.</p> <p>The course will be taught alternately, year to year, by faculty members in the Department of Art History, Visual Art and Theory and the Department of Theatre and Film who have expertise in time-based, moving images.</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: N/A</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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Undergraduate Proposals – New Courses

ASIA: Department of Asian Studies

ASIX – Create new course code, Asian Studies Crossings

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: May 12, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: Contact Person: Jessica Main Phone: 604-822-9305 Email: jessica.main@ubc.ca</p>
<p>Proposed Calendar Entry: ASIX: Asian Studies Crossings</p> <hr/>	<p>URL: Create a new page for ASIX 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 – ASIX: Asian Studies Crossings</p> <p>Rationale for Proposed Change: The year of 2021 marks the 60th year of UBC Department of Asian Studies since its founding in 1961. Ever since, the Department has been at the forefront of teaching and research about Asia in North America. So, as we reflect upon past achievements and recent growth, we also look to the future for new, more sophisticated ways to organize our content courses and present them to students.</p> <p>The Department of Asian Studies is proposing the creation of a new subject code, ASIX (Asian Studies Crossings), to identify both new and existing courses. The two main reasons we wish to create this new code are:</p> <ol style="list-style-type: none"> 1) Our unit is simply running out of course numbers due to the extensive size of our unit and the larger number of courses we offer; and, 2) We intend to use this new code for courses representing “Crossings” (“X”) in terms of language, culture, religion, or history;



including transnational, transregional, and translanguag approaches to Asian Studies as a field of teaching and research. These courses will foreground innovative and transregional pedagogy which expand upon and complement nation centered and national language centered approaches.

We confirm that courses will be taught in English (like all our courses using the ASIA subject code). All ASIX courses will be included in the existing minor, major, and Honours degree descriptions for Asian Studies (*Category 2 paperwork to follow*); ASIX courses are not part of a new degree or degree concentration. Course content will always be transnational, transregional, and/or transcultural (“Crossings”). Each course will be reviewed at the department level to promote the most recent theoretical and methodological advances in critical areas: decolonial, antiracist, ecological, and Indigenous approaches—enacting the critical curricular revision aspect of our three departmental committees (Indigenous Asias Initiative; Sustainability Initiative; Anti-Racism/Racial Justice Initiative). As such, ASIX courses will be set up to convey the ways that different social status groups have connected and formed across boundaries, as well as the way that colonial structures, racist, and anti-indigenous ideologies have impacted Asia and its study transregionally. An example of an ASIX course in development is ASIX 220 (3) Indigeneity in Asia and Asian Diaspora (being developed by Dr. Ayaka Yoshimizu).

About the department: The Department of Asian Studies serves a large and demographically complex clientele of learners, including heritage and non-heritage learners of various Asian languages, as well



	<p>as learners from outside the Faculty of Arts who place intense enrollment pressures on our most popular Asian language and Asian culture courses. We are the largest department in the Faculty of Arts, have an extensive catalogue of courses at the undergraduate and graduate levels, and continue to experience growth: welcoming new faculty members and developing new courses each year. Over the past several years, for example, Asian Studies has expanded its scope to include western Asia and the Persianate world; increased its instructional faculty and course offerings in popular culture, film, and media across Asian languages and cultures; and has expanded course offerings in Asian religions, particularly in Buddhist and Islamic studies.</p>
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Add to Subject Code list, Faculty of Arts page:

<p>Calendar Navigation: Homepage Course Descriptions Courses by Faculty/School/College Faculty of Arts</p> <p>Proposed Calendar Entry:</p> <ul style="list-style-type: none"> . . . ARTH Art History ARTS Arts One Program ASIA Asian Studies ASIX Asian Studies Crossings ASL American Sign Language ASLA Asian Languages 	<p>URL: https://www.calendar.ubc.ca/vancouver/course_s.cfm?page=code&institution=3</p> <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> ARTH Art History ARTS Arts One Program ASIA Asian Studies ASL American Sign Language ASLA Asian Languages . . . <p>Type of Action: Edit Courses search list by Subject Code on Faculty of Arts page to include ASIX</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a Category 1 proposal to create new subject code ASIX</i></p>
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Add to Subject Name list, Faculty of Arts page:

<p>Calendar Navigation: Homepage Course Descriptions Courses by Faculty/School/College Faculty of Arts</p> <p>Proposed Calendar Entry:</p> <ul style="list-style-type: none"> . . . ASTU Arts Studies ACAM Asian Canadian and Asian Migration Studies ASIX Asian Studies Crossings ASLA Asian Languages ASIA Asian Studies CDST Canadian Studies CNTO Cantonese 	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&institution=3</p> <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> ASTU Arts Studies ACAM Asian Canadian and Asian Migration Studies ASLA Asian Languages ASIA Asian Studies CDST Canadian Studies CNTO Cantonese . . . <p>Type of Action: Edit Courses search list by Subject Name on Faculty of Arts page to include Asian Studies Crossings</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a Category 1 proposal to create new subject code ASIX</i></p>
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Add to Search Calendar by Subject Code:

<p>Calendar Navigation: Homepage Course Descriptions Courses by Subject Code</p> <p>Proposed Calendar Entry:</p> <ul style="list-style-type: none"> . . . ARTS Arts One Program ASIA Asian Studies ASIC Arts and Science Interdisciplinary Courses ASIX Asian Studies Crossings ASL American Sign Language ASLA Asian Languages 	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code</p> <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> . . . ARTS Arts One Program ASIA Asian Studies ASIC Arts and Science Interdisciplinary Courses ASL American Sign Language ASLA Asian Languages . .
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<ul style="list-style-type: none"> . . . 	<ul style="list-style-type: none"> . . <p>Type of Action: Edit Search Calendar by Subject code to include ASIX</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a Category 1 proposal to create new subject code ASIX</i></p>
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Add to Search Calendar by Subject Name:

<p>Calendar Navigation: Homepage Course Descriptions Courses by Subject Name</p> <p>Proposed Calendar Entry:</p> <ul style="list-style-type: none"> . . . ASTU Arts Studies ASIC Arts and Science Interdisciplinary Courses ACAM Asian Canadian and Asian Migration Studies ASIX Asian Studies Crossings ASLA Asian Languages ASIA Asian Studies . . . 	<p>URL: https://www.calendar.ubc.ca/vancouver/course_s.cfm?page=name</p> <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> ASTU Arts Studies ASIC Arts and Science Interdisciplinary Courses ACAM Asian Canadian and Asian Migration Studies ASLA Asian Languages ASIA Asian Studies . . <p>Type of Action: Edit Search Calendar by Subject name to include ASIX</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a Category 1 proposal to create new subject code ASIX</i></p>
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CHIN 467 (3) Artistic Images in Chinese Literature from the Bronze Age to the Tang

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: May 12, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: 11/29/2021 Contact Person: Andrew Fong & Jessica Main Phone: 2-9266 Email: asia.curriculum@ubc.ca; jessica.main@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CHIN 467 (3) Artistic Images in Chinese Literature from the Bronze Age to the Tang</p> <p>Visual and material forms of Chinese culture, as represented in literary texts, from 1046 BCE to 978 CE. Emphasis on the interplay between images and words in the formation of ideas and cultures.</p> <p><i>Prerequisite:</i> One of CHIN 437, CHIN 443, CHIN 444, CHIN 447, CHIN 448. Or placement approval.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=CHIN</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course will serve as an integral supplement to the advanced Chinese content courses offered in the Department of Asian Studies. All advanced Chinese content courses are taught in Chinese only and aim to enhance heritage Chinese students' academic writing skills in Chinese. While the current CHIN 450+ curriculum addresses a variety of generic forms in the field of Chinese literature, there exists a cross-disciplinary gap, both for the students who have completed linguistic studies and want to pursue literary and cultural studies in the original, and for the heritage/international students who want to explore the dynamic interactions between material, artistic, and literary representations of common cultural motifs. Bridging the gap with an emphasis on the essential function of intelligible images in the process of linguistic, cultural, and intellectual acquisition, this interdisciplinary course can expand literary studies beyond independent academic disciplines, to meet the needs of those students with a wide curiosity across different subjects of interest.</p> <p>This course will help enrich the Chinese curriculum, as well as students' cross-disciplinary and cross-cultural learning, in a number of ways:</p> <p>First, for those students who have completed high-level language courses (e.g., CHIN</p>



313/314, 317/318, 443/444, 447/448) and want to take content courses (e.g., CHIN 450+) on Chinese literature in the original, this course will help them make a smooth transition from language learning to literary and cultural study. Combining visual and verbal components of a cultural history, the course affords students a balanced and informative examination of nuanced pictures of Chinese civilization by reading images side by side with their literary representations.

Second, for those students who want to take content courses (e.g., CHIN 450+) on Chinese literature in the original and yet are hesitant about which direction to go, the course will help them compare and discover subjects of interest. Involving a comprehensive survey on representative works of Chinese literature, this course can play an introductory role of guiding students in preparation for taking CHIN461/463/471/473 on pre-modern poetry, CHIN465/466 on pre-modern fiction, CHIN485 on contemporary cinema, and CHIN491/493 on classical Chinese language and prose. Exposed to a systematic survey on the primary sources of a cultural history, in addition, students are believed to be better informed of the position of Chinese literature in its cultural and historical context than permitted by reliance on literary texts alone.

Third, for those students who approach literary studies against a backdrop of humanities and social sciences, or who treat Chinese literature and culture as a site for interdisciplinary, cross-cultural, and pop-cultural studies, this course will provide them with critical perspectives and tools for assessing traditional cultural mosaic under the modern and global context. Distinct in its breadth of coverage, as well as in its interdisciplinary approach of study, the course promises to create an eclectic discourse for embracing diverse perspectives across boundaries. To revitalize dynamic interactions between material and literary representations, moreover, students will be guided through continuous discussions over possibilities of conducting contemporary adaptations of classical elements in film, music, costume,



	<p>visual arts, theater, comic books, video games, pop culture, etc. Through lectures, discussions, innovative presentations on popular adaptation, the course aims to prepare students for more advanced study of Chinese language and literature, art history, historical and religious studies, and East Asian cultures.</p> <p>CHIN 467 is not a pre-requisite for CHIN 468. The two courses cover topics from separate historical periods, and are independent of each other in content. As the sets of methodological and pedagogical tools applied in the two courses are similar to each other, students do not need preexisting knowledge to be successful in CHIN 468.</p> <p><input type="checkbox"/> X Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: This advanced-content course is designed to train students for enhanced academic research skills. Students' course performance is instrumental to assess if they have reached the standard. None of our existing 400-level CHIN courses offer this option. Therefore, it is not available for CR/D/F.</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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CHIN 468 (3) Artistic Images in Chinese Literature from the Song to the Present

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: May 12, 2022 Effective Session (W or S): W Effective Academic Year: 2022- 23</p>	<p>Date: 11/29/2021 Contact Person: Andrew Fong & Jessica Main Phone: 2-9266 Email: asia.curriculum@ubc.ca; jessica.main@ubc.ca;</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=CHIN Present Calendar Entry:</p>



CHIN 468 (3) Artistic Images in Chinese Literature from the Song to the Present

Visual and material forms of Chinese culture, as represented in literary texts, from 1082 to 2020. Emphasis on the interplay between images and words in the formation of ideas and cultures.

Prerequisites: One of CHIN 437, CHIN 443, CHIN 444, CHIN 447, CHIN 448. Or placement approval.

Type of Action: New course

Rationale for Proposed Change:

This course will serve as an integral supplement to the advanced Chinese content courses offered in the Department of Asian Studies. All advanced Chinese content courses are taught in Chinese only and aim to enhance heritage Chinese students' academic writing skills in Chinese. While the current CHIN 450+ curriculum addresses a variety of generic forms in the field of Chinese literature, there exists a cross-disciplinary gap, both for the students who have completed linguistic studies and want to pursue literary and cultural studies in the original, and for the heritage/international students who want to explore the dynamic interactions between material, artistic, and literary representations of common cultural motifs. Bridging the gap with an emphasis on the essential function of intelligible images in the process of linguistic, cultural, and intellectual acquisition, this interdisciplinary course can expand literary studies beyond independent academic disciplines, to meet the needs of those students with a wide curiosity across different subjects of interest.

This course will help enrich the Chinese curriculum, as well as students' cross-disciplinary and cross-cultural learning, in a number of ways:

First, for those students who have completed high-level language courses (e.g., CHIN 313/314, 317/318, 443/444, 447/448) and want to take content courses (e.g., CHIN 450+) on Chinese literature in the original, this course will help them make a smooth transition from language learning to literary and cultural study. Combining visual and verbal components of a cultural history, the course affords students a balanced and informative examination of nuanced pictures of Chinese civilization by reading images side by side with their literary representations.

Second, for those students who want to take content courses (e.g., CHIN 450+) on Chinese



literature in the original and yet are hesitant about which direction to go, the course will help them compare and discover subjects of interest. Involving a comprehensive survey on representative works of Chinese literature, this course can play an introductory role of guiding students in preparation for taking CHIN461/463/471/473 on pre-modern poetry, CHIN465/466 on pre-modern fiction, CHIN485 on contemporary cinema, and CHIN491/493 on classical Chinese language and prose. Exposed to a systematic survey on the primary sources of a cultural history, in addition, students are believed to be better informed of the position of Chinese literature in its cultural and historical context than permitted by reliance on literary texts alone.

Third, for those students who approach literary studies against a backdrop of humanities and social sciences, or who treat Chinese literature and culture as a site for interdisciplinary, cross-cultural, and pop-cultural studies, this course will provide them with critical perspectives and tools for assessing traditional cultural mosaic under the modern and global context. Distinct in its breadth of coverage, as well as in its interdisciplinary approach of study, the course promises to create an eclectic discourse for embracing diverse perspectives across boundaries. To revitalize dynamic interactions between material and literary representations, moreover, students will be guided through continuous discussions over possibilities of conducting contemporary adaptations of classical elements in film, music, costume, visual arts, theater, comic books, video games, pop culture, etc. Through lectures, discussions, innovative presentations on popular adaptation, the course aims to prepare students for more advanced study of Chinese language and literature, art history, historical and religious studies, and East Asian cultures.

CHIN 467 is not a pre-requisite for CHIN 468. The two courses cover topics from separate historical periods, and are independent of each other in content. As the sets of methodological and pedagogical tools applied in the two courses are similar to each other, students do



	<p>not need preexisting knowledge to be successful in CHIN 468.</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: This advanced-content course is designed to train students for enhanced academic research skills. Students' course performance is instrumental to assess if they have reached the standard. None of our existing 400-level CHIN courses offer this option. Therefore, it is not available for CR/D/F.</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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JWAM: School of Journalism, Writing, and Media

JRNL 200 (3) Journalism Here & Now

<p>Category: 1 Faculty: Arts Department: School of Journalism, Writing, and Media Faculty Approval Date: May 12, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: October 18, 2021 Contact Person: Kathryn Gretsinger and Peter Klein Phone: Kathryn Gretsinger: 604 822 6084 and Peter Klein: 604 822 6682 Email: kathryn.gretsinger@ubc.ca and peter.klein@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>JRNL 200 (3) Journalism Here & Now Examines the technologies and trends that are changing the profession of journalism. Explore the dynamic, changing, and sometimes problematic world of journalism through critical analysis and creating works of journalism.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=JRNL</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course is designed for students who are interested in journalism, media, and storytelling. JRNL 200 offers an</p>



	<p>experiential learning opportunity and will explore theoretical understandings of journalism and offer an experience with the technologies and trends that are changing it. This course will provide opportunities to create works of journalism, experiment within journalistic genres and provide frameworks for critical analysis of journalism.</p> <p>The intention is to foster curiosity about media/journalism, and support students to develop basic proficiency in storytelling and journalism. It will provide opportunities for critical analysis, as well as a chance to create works of journalism. We will also invite a series of prominent media professions to discuss and debate the current states of journalism.</p> <p>This course is proposed to be required in Year 2 of the Bachelor of Media Studies program update, fulfilling students' needs for journalism curriculum.</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: April 14, 2022 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: Received Oct, 2021 Contact Person: Andrew Fong (Dept. contact), Jessica Main (Dept. Curriculum Chair), and Hyung-Gu Lynn (Course author) Phone: 2-0019 Email: andrew.fong@ubc.ca; jessica.main@ubc.ca; and hlynn@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 519 (3) Popular Cultures in Asia</p> <p>Critical engagement with different disciplinary approaches to the study of Asian popular cultures.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=ASIA</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This 500-level seminar introduces graduate students to theories, methods, research strategies, and writing skills that are essential to the study of various forms and flows of popular cultures in Asia writ large and across the globe. While the seminar encourages application of these to specific texts, media, and countries, it will not focus on a specific country, language, or culture within Asia, but accentuate the importance of contextualization within, critical engagement with, and differentiation from existing works, old and new, that attempt to systematize the study of popular culture. The need for graduate students to understand, engage with, and apply in some form theories and methods of textual and contextual analysis is essential in order to navigate the constant waves of new academic publications purporting to provide new analytical insights, whether deductive or inductive, and the ubiquity of various forms of popular culture in mediating, filtering, and framing complex political, economic, and cultural realities.</p> <p>This course will provide a platform for promoting analytical rigour and judicious intellectual eclecticism in looking at media and popular culture for graduate students undertaking research not only in Asian Studies, but also diasporic studies, cultural studies, art history, visual studies, journalism, history, and anthropology.</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: APSC Department: CHBE Faculty Approval Date: 03/10/2022 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: 01/25/2022 Contact Person: Louise Creagh Phone: Email: louise.creagh@ubc.ca</p>
<p>Proposed Calendar Entry: CHBE 698 (1) Doctoral Seminar Current topics in chemical and biological engineering research. Pass/Fail. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=CHBE</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: To adequately prepare graduate students for their doctoral thesis defense, students are required to deliver a presentation in a seminar course. In addition, the purpose is to engage PhD students with peers' projects to broaden their knowledge on other areas of research within their discipline including multi-disciplinary areas of research. CHBE 598 is an existing seminar course but there is no doctoral seminar course for students who have already completed a masters degree. Creation of CHBE 698 will better align the masters and doctoral programs.</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>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: ECPSE Faculty Approval Date: 8 March 2022 Effective Session (W or S): W Effective Academic Year: 2022-2023</p>	<p>Date: January 26, 2022 Contact Person: Laurie Ford/Thomas Schanding Phone: 2-0091/7-1553 Email: laurie.ford@ubc.ca/Thomas.schanding@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EPSE 631 (1-3) d Professional Seminar in School and Applied Child Psychology Pass/Fail. Admission to the SACP Ph.D. program required. <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: None at present- new course</p> <p>Present Calendar Entry: None at present- new course</p> <p>Type of Action:</p> <p>Create new course, EPSE 631 (1-3) d Professional Seminar in School and Applied Child Psychology</p> <p>Rationale for Proposed Change: For the past three years we have held a monthly professional seminar from September to May for no credit. Given the time commitments for the students, feedback from our students, and the report from our recent CPA reaccreditation it was recommended that the seminar be offered for credit, similar to other professional psychology programs in Canada. A primary purpose of this seminar is to address current topics in school and applied psychology including professional practice, research, and policy issues. Through the seminar, support is provided as students transition from graduate student, to doctoral candidate, to psychology intern, and finally graduate/psychologist. Academic content will vary from year to year depending on current topics in the field but will include training in advanced clinical case conceptualization, advances and updates in therapeutic interventions</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Education Department: N/A (Faculty-wide) Faculty Approval Date: May 5, 2022 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: March 7, 2022 Contact Person: Dr. Derek Gladwin Phone: 604-822-3622 (MET Program) Email: derek.gladwin@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ETEC 541 (3) Energy Literacy in Society and Digital Culture</p> <p>Basic energy systems and technologies in the context of the cultural and social dimensions of environmental education and climate emergency -- through conceptual, digital, and narrative models, as well as policy, design, and science.</p>	<p>URL: No URL; new course</p> <p>Present Calendar Entry: No calendar entry; new course</p> <p>Type of Action: Addition of new course: ETEC 541</p> <p>Rationale for Proposed Change: This 3-credit course titled Energy Literacy in Society & Digital Culture has been successfully offered as a Master of Educational Technology (MET) special topics course twice, with full enrollment on each offering. We are proposing it be added permanently as a new course under the prefix/number ETEC 541.</p> <p>The topic of the course is hugely relevant for education today, and it does not overlap with other MET courses. The course is based on current research, theory, and educational practice in environmental education and digital culture, and it is highly relevant to MET students from diverse backgrounds both within and beyond education.</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: Neuroscience Faculty Approval Date: 05/09/22 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: Mar 29, 2022 Contact Person: Timothy Murphy Phone (604) 822-0705 Email: thmurphy@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>NRSC 510 (1-6) d Topics in Neurodata Lectures or projects on special topics in neuroscience related to neurodata and neuroimaging. <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: The Neuroscience graduate program at UBC does not currently have its own special topics course. Neuroscience is a continually changing and expanding discipline. As such, when new research or technology arises, we would like to provide our faculty with the opportunity to pilot new course offerings or to offer our students courses that address short-term needs and opportunities in response to the changing landscape. Having this kind of flexibility in the programs has the capacity to improve student experience and address current and special topics as they arise due to changes in technologies and industries or due to new expertise in UBC.</p> <p>Through version codes, we will pilot new courses if the need arises. Having variable value credit assignment allows flexibility to match the special topic or version to an appropriate credit level. We list the credit value at (1-6) meaning offering versions that are 1, 2, 3, 4, 5, or 6 credits each and students would be able to take a maximum of 6 credits total under this course code.</p> <p>Topics for an initial version of this course will be a focus on analytical methods in Neurodata (and will be 3 credits) and other</p>

	<p>topics with corresponding versions are under development.</p> <p>Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F:</p>
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<p>Category: 1 Faculty: Arts Department: SPPGA Faculty Approval Date: Mar. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: May 31, 2020 Contact Person: Kristen Hopewell Phone: 604-822-4687 Email: kristen.hopewell@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PPGA 528 (3) Emerging Powers Contemporary power shifts in the global political economy, and the agendas and impact of emerging powers in global politics, economics and governance.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?code=PPGA</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course.</p> <p>Rationale for Proposed Change: There is strong interest from MPPGA students in specialized but accessible courses in global political economy, which is essential training for future policymakers. There is also strong demand to diversify our course offerings and provide more opportunities for students to learn about public policy in, and related to, the Global South. In response, the School is introducing PPGA 528 to improve the educational experience of students enrolled in the MPPGA and to provide courses that help to meet the teaching goals of the program. The rise of emerging powers such as China and India has been identified as one of the most important transformations in modern history, and it has profound implications for virtually every area of global policy. This course will provide the opportunity for students to learn about the domestic political economy of emerging powers from the Global South, and their impacts on global politics and governance. The course will be relevant to students in all three streams of the program: (1) Development and Social Change; (2) Resources, Energy and Sustainability; and (3) Global Governance and Security. This has been offered as a special topics course in 2020W and 2021W. It is in high demand and has received extremely positive evaluations from students.</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: n/a</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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<p>Category: 1 Faculty: Arts Department: School of Information Faculty Approval Date: Mar. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2023-24</p>	<p>Date: January 11, 2022 Contact Person: Dr. Jennifer Douglas and Dr. Victoria Lemieux Phone: 604-827-5905 Email: jen.douglas@ubc.ca and v.lemieux@ubc.ca</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The School of Information Master of Archival Studies Program Overview</p> <p>Proposed Calendar Entry:</p> <p>Program Overview</p> <p>Degree Offered: M.A.S.</p> <p>Archives preserve records created by public and private bodies, individuals and communities and make those records available, as appropriate, for a broad range of scholarly and societal purposes. Archives play a vital role in holding public bodies to account and in preserving evidence, culture and social memory.</p> <p>The Master of Archival Studies program prepares graduates for a wide variety of careers as records and archives professionals, working with records throughout their life cycle. The roles of records professionals include creating and implementing policies, procedures, methods and technologies for managing records in their offices of origin; appraising, acquiring and preserving records with enduring value; and making them available to a wide range of researchers and users.</p> <p>The curriculum aligns with the guidelines for archival education published by the Association of Canadian Archivists and the Society of American Archivists.</p> <p>For information on the dual M.A.S./M.L.I.S. degree program, visit the Master of Archival</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,208,367,335</p> <p>Present Calendar Entry:</p> <p>Program Overview</p> <p>Degree Offered: M.A.S.</p> <p>Archives preserve the records created by public and private bodies and individuals in the normal course of their activities and make those records available for a broad range of societal purposes, including scholarly research. As such, archives are an important agency of many modern administrations (such as governments, businesses, churches, and universities) and are vital institutions in the preservation of society's documentary heritage. The role of the archivist is to plan and implement programs to appraise, acquire, preserve, and make available records of enduring value to society.</p> <p>The archivist's work involves promoting and administering the systematic management of records throughout their life cycle, acquiring a broad range of materials of all media, and applying automation to problems of retrieving information from archives—all within a legal and regulatory context. Thus, while maintaining close links with the study of history, professional archival studies also have interdisciplinary links with administrative studies, legal studies, media and communication studies, and library and information studies.</p> <p>The curriculum accords with the guidelines for archival education published by the Association</p>



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[Studies/Master of Library and Information Studies.](#)

Calendar Navigation: [Homepage](#)
[Faculties, Colleges, and Schools](#) [The School of Information](#) [Master of Archival Studies](#) Degree Requirements

Degree Requirements

The M.A.S. is awarded on the completion of 48 credits of work approved by the School, including an optional thesis **and optional, but recommended, professional experience.**

The required courses are ARST **500**, 510, 515, **516, 555, 573** (collectively, the “Core”) and 520.

Students must begin the program in September of a year. **It normally takes two years for students to complete the program. In the first term of the program, students will take the first four ‘Core’ courses: ARST 500, 510, 515 and 573. In the second term of the program, students will take the remaining two ‘Core’ courses (ARST 516 and 555), plus two or more elective courses. ARST 520 can be taken in the second term, or in a subsequent term. To complete the requirements of the degree, students can take up to 12 credits other than those designated “ARST” at UBC.**

Academic Regulations

The general academic regulations of the University and of the Faculty of Graduate and Postdoctoral Studies apply. The following regulations are specific to the School:

1. A student may continue in the M.A.S. program if an overall average of 70% is obtained in the ARST Core courses (ARST **500**, 510, 515, 516, **555**, 573), and if no individual course among

of Canadian Archivists and the Society of American Archivists.

For information on the dual M.A.S./M.L.I.S. degree program, visit the [Master of Archival Studies/Master of Library and Information Studies](#).

URL:

<https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,208,367,338>

Degree Requirements

The M.A.S. is awarded on the completion of 48 credits of work approved by the School, including an optional thesis ~~and an optional internship~~. The required courses are ARST 510, 515, ~~516, 573~~ (collectively, the “Core”), and 520.

~~Students must begin the program in September of a year and normally cannot complete it before April of the second year following. The full-time Core occupies the first term of the first Winter Session. ARST 520 must be taken in a subsequent term. The internship, if taken, can be expected to occupy much of a summer. University, public, and other archives within easy reach provide models of archival practice.~~

Academic Regulations

The general academic regulations of the University and of the Faculty of Graduate and Postdoctoral Studies apply. The following regulations are specific to the School:

1. A student may continue in the M.A.S. program if an overall average of 70% is obtained in the ARST Core courses (ARST 510, 515, 516, 573), and if no individual course among them is failed (grade below 60%), and if no more than two of these courses have marks below 70%. A student who fails to meet any of these requirements must withdraw from the program.
2. A student must maintain an overall average of 70% throughout the M.A.S.



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them is failed (grade below 60%), and if no more than two of these courses have marks below 70%. A student who fails to meet any of these requirements must withdraw from the program.

2. A student must maintain an overall average of 70% throughout the M.A.S. program. A student who fails to meet this requirement will be required to withdraw from the program.
3. A student must obtain at least 60% in any course to pass that course. However, only 6 credits graded under 70% can be credited toward the degree.
4. If a student fails a course outside the Core courses of the M.A.S. program, the student may repeat that course if the School so recommends and the Dean approves. A course in which a grade of less than 70% was obtained may be repeated for a higher standing if recommended by the School.
5. Field trips are integral parts of the program; satisfactory participation in them is required of all students.
6. A one-time fee will be charged at the start of the program for materials and services provided by the School. The fee is subject to change.
7. Written work may be refused a passing mark if it is, in the opinion of the faculty, deficient in English.

Experiential Learning

Field experience in an information-based centre is highly desirable for students, even those with experience in the work of the practising information professional. This may be in the form of ARST 596: Professional Experience (3 credits), ARST 595: Internship (3 credits) or an iSchool Co-op paid work placement.

Co-operative Work Program

M.L.I.S., M.A.S., and Dual M.A.S./M.L.I.S. students who have completed 24 credits of coursework are eligible to apply to the School's co-op work program. Applications are submitted in October for the work period that begins in January of the following year. Applications are submitted in January for the

program. A student who fails to meet this requirement will be required to withdraw from the program.

3. A student must obtain at least 60% in any course to pass that course. However, only 6 credits graded under 70% can be credited toward the degree.
4. If a student fails a course outside the Core courses of the M.A.S. program, the student may repeat that course if the School so recommends and the Dean approves. A course in which a grade of less than 70% was obtained may be repeated for a higher standing if recommended by the School.
5. Field trips are integral parts of the program; satisfactory participation in them is required of all students.
6. A one-time fee will be charged at the start of the program for materials and services provided by the School. The fee is subject to change.
7. Written work may be refused a passing mark if it is, in the opinion of the faculty, deficient in English.

Experiential Learning

Field experience in an information-based centre is highly desirable for students, even those with experience in the work of the practising information professional. This may be in the form of ~~the 3-credit~~ ARST 596: Professional Experience or a ~~SLAIS~~ Co-op paid work placement.

Internship

~~Some extended field experience in an archival repository is highly desirable for a student who has had limited prior contact with the work of the practising archivist. It is usual to undertake this during the summer between the two years of coursework. The decision to elect ARST 595: Internship must be confirmed with the Educational Services Coordinator by the end of the second week of classes in the second term of studies so that arrangements may be made.~~

Co-operative Work Program

M.L.I.S., M.A.S., and Dual M.A.S./M.L.I.S. students who have completed 24 credits of



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work period that begins in May. Depending on their individual needs, students may elect to take a term of work lasting either four months (January to April, May to August, or September to December), or eight months (January to August, May to December, or September to April), or do two consecutive four-month terms. Students are paid for their work according to industry standards, which will vary depending on the type of library or information agency. Students do not receive academic credit for their work term, but participation in the co-op is noted on transcripts.

Thesis

A student with research interests may elect to write a thesis. Consultation on this with the student's advisor should begin by the end of the term in which 24 credits have been completed.

First Nations Concentration

The First Nations Curriculum Concentration (F.N.C.C.) in the M.L.I.S., M.A.S., or Dual M.A.S./M.L.I.S. programs offers students the opportunity to build a deep appreciation for the influence of the information professions on Indigenous histories and ongoing Indigenous initiatives. As an integral part of the concentration, students are supported in gaining experience working in Indigenous-oriented information organizations. As part of the F.N.C.C., students must complete, in addition to the requirements of the M.A.S. program, 12 credits of First Nations coursework and the equivalent of 120 hours of experiential learning (e.g. professional experience, co-op) with an Indigenous community or Indigenous-oriented organization. Satisfactory completion of the concentration will be noted on the student's transcript.

coursework are eligible to apply to the School's co-op work program. Applications are submitted in October for the work period that begins in January of the following year. Applications are submitted in January for the work period that begins in May. Depending on their individual needs, students may elect to take a term of work lasting either four months (January to April, May to August, or September to December), or eight months (January to August, May to December, or September to April), or do two consecutive four-month terms. Students are paid for their work according to industry standards, which will vary depending on the type of library or information agency. Students do not receive academic credit for their work term, but participation in the co-op is noted on transcripts.

Thesis

A student with research interests may elect to write a thesis. Consultation on this with the student's advisor should begin by the end of the term in which 24 credits have been completed.

First Nations Concentration

The First Nations curriculum concentration in the M.L.I.S., M.A.S., or Dual M.A.S./M.L.I.S. programs offers students the opportunity to ~~complete courses selected for their relevance to the First Nations librarian or archivist. In addition to the required courses of the chosen program, a student enrolled in the concentration must also take courses in fundamentals of the School's other program, and elective courses offered by the School and other departments. All elective courses must be chosen for their particular application to First Nations studies. Satisfactory completion of the concentration will be noted on the student's transcript.~~

~~Sub-Specialization in Human Computer Interaction~~

~~The School offers a Sub-specialization in Human Computer Interaction (HCI) in conjunction with the Media and Graphics Interdisciplinary Centre (MAGIC), which is available to students in the Archival Studies program.~~



Program Overview

Methods of Instruction

The School employs a wide variety of instructional methods, including lectures, web-delivered courses, laboratories, discussions, seminars, directed studies, colloquia, field trips, and field work. Each student has an individual faculty advisor available for consultation and specific assistance.

Attendance

Regular attendance is expected. A student who cannot attend a class, field trip, etc., must notify the instructor concerned by telephone or email, preferably in advance if the absence is foreseen.

Part-Time Work

The School's programs are time-consuming, particularly during the first term of familiarization with new vocabulary, concepts, and professional issues. Most students find it unwise to consider more than four to six hours per week of outside work during the first term. Enquiries for part-time work at the University should be directed to Career Services in Brock Hall.

Field Trips

Field trips occur throughout the school session. For the most part, these are visits of observation of a few hours in libraries or archives in the Vancouver area, but day-long or even two-day trips may be required. The student is responsible for most expenses incurred in conjunction with such field trips and with off-campus activities in the practicum/internship/professional experience courses.

Admission to Courses

A student not registered in one of the School's programs who wishes to enrol in or audit any of its courses should apply to the School of Information Graduate Advisor.

Program Overview

Methods of Instruction

The School employs a wide variety of instructional methods, including lectures, web-delivered courses, laboratories, discussions, seminars, directed studies, colloquia, field trips, and field work. Each student has an individual faculty advisor available for consultation and specific assistance.

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Admission to Courses

A student not registered in one of the School's programs who wishes to enrol in or audit any of its courses should apply to the School of Information Graduate Advisor.

Type of Action:



- Updates to Master of Archival Studies program description Calendar page, including course sequence
- Updates to Master of Archival Studies degree requirements Calendar page including:
 1. Add two existing courses ARST 500 (3 credits) and ARST 555 (3 credits) to be required, which increases the core required courses from 15 credits to 21 credits
 2. Add an additional choice (ARTS 595 (3) Internship) to the Experiential Learning optional component; Remove Internship section and description while still keeping it as a possible choice
 3. Revise the description for the First Nations Concentration
 4. Remove Sub Specialization in Human Computer Interaction

***Note:** Admission requirements for the program will remain the same. No changes are being requested for the Admission calendar page.

Rationale for Proposed Change:

The MAS program has recently conducted a curriculum review, which included a curriculum mapping exercise in consultation with CTLT, feedback gathered through consultation with students, alumni and employers, and a comprehensive environmental scan completed by Dr. Victoria Lemieux and a doctoral research assistant. The program review indicated

- (1) no core courses focused on archival preservation, which is a core function of archival work and is emphasized in graduate education guidelines issued by professional bodies (e.g. the Association of Canadian Archivists and the Society of American Archivists);
- (2) the clear need for a stronger emphasis on emerging archival technologies in the program; and



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(3) the need for at least some technology-based courses to be included in the core to reflect the fact that in the 21st century, technology is core to how records are created, organized, preserved and used.

This proposal responds to the above concerns by requiring two additional core courses (6 credits) to fill this gap: ARST 500 (3) Information Technology and Archives and ARST 555 (3) The Preservation of Digital Records. These courses already exist in the iSchool's curriculum offerings. ARTS 500 is proposed to be taken in the first term and includes course content on emerging archival technologies. ARST 555, to be taken in the second term, examines technologies used in the creation, use and preservation of records and archives, a significant function of archival work and an emphasis in graduate education guidelines issued by professional bodies (e.g. the Association of Canadian Archivists and the Society of American Archivists). This proposes an increase of the core required courses from 15 credits to 21 credits, with the overall required credits for the program still remaining at 48 credits. As a result, program elective credits are thus reduced from 33 to 27.

The first year of the program has certain course requirements, and this revision makes that clear to students. Additionally, a current MAS program policy at the iSchool states that, with the approval of the Graduate Advisor, MAS students can take up to 12 credits other than those designated "ARST" at UBC. This internal policy is currently omitted in the UBC calendar, but is implemented in practice. We wish to clarify for students.

For the optional component of field experience, we want to include the course ARST 595 (3) Internship on the list that already includes ARST 596 (3) Professional Experience and a iSchool Co-op paid work placement. The previous calendar entry singled out the Internship as an especially desirable type of professional experience, but since it is an



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	<p>option that some students feel less able to take, we prefer to see it listed as one potential experiential learning option for students to consider.</p> <p>We wish to revise the description for the First Nations Concentration (FNCC) to include the existing credit requirements of 12 credits and the equivalent of 120 hours engaged learning with an Indigenous community. This is currently available on our website at https://ischool.ubc.ca/programs/specializations/fncc/ but we wish to make it more visible in the Calendar. No changes are being made to this concentration; we only want to update the description.</p> <p>The Sub-Specialization in Human-Computer Interaction is no longer offered at the School of Information in any of its programs. This was an interdisciplinary sub-specialization. Only one student from the iSchool completed the sub-specialization, and the last year during which an iSchool student enrolled was in 2014. The last student (not an iSchool student) to graduate with the sub-specialization did so in 2019, and the program stopped accepting applicants several years prior. Therefore, we request to remove the description from this Calendar page.</p>
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<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies Degree Programs Archival Studies</p> <p>Proposed Calendar Entry:</p> <p>Archival Studies Degree Offered: M.A.S.</p> <p>Members</p> <p>[...]</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.204.828.1118</p> <p>Present Calendar Entry:</p> <p>Archival Studies Degree Offered: M.A.S.</p> <p>Members</p> <p>[...]</p>
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Program Overview

[...]

Master of Archival Studies

Admission Requirements

The Program is open to those holding a bachelor's degree considered suitable by the admissions committee and who meet the minimum admission requirements of the Faculty of Graduate and Postdoctoral Studies. In addition, applicants must show promise of superior professional performance as attested by letters of reference and the School of Information application questionnaire. For detailed information, see [Archival Studies](#).

Program Requirements

For program requirements information, visit the [M.A.S. Degree Requirements](#) in the School of Information chapter.

Contact Information

School of Information
Irving K. Barber Learning Centre
#470-1961 East Mall
Vancouver, BC, Canada V6T 1Z1
Tel: 604.822.2404
Fax: 604.822.6006
Email: ischool.info@ubc.ca
Web: ischool.ubc.ca

Program Overview

[...]

Master of Archival Studies

Admission Requirements

The Program is open to those holding a bachelor's degree considered suitable by the admissions committee and who meet the minimum admission requirements of the Faculty of Graduate and Postdoctoral Studies. In addition, applicants must show promise of superior professional performance as attested by letters of reference and the School of Information application questionnaire. For detailed information, see [Archival Studies](#).

Program Requirements

For program requirements information, visit the [M.A.S. Degree Requirements](#) in the School of Information chapter.

~~Sub-Specialization in Human Computer Interaction~~

~~The Department offers a Sub-specialization in [Human Computer Interaction \(HCI\)](#) in conjunction with the [Media and Graphics Interdisciplinary Centre \(MAGIC\)](#), which is available to students in the Archival Studies program.~~

Contact Information

School of Information
Irving K. Barber Learning Centre
#470-1961 East Mall
Vancouver, BC, Canada V6T 1Z1
Tel: 604.822.2404
Fax: 604.822.6006
Email: ischool.info@ubc.ca
Web: ischool.ubc.ca

Type of Action:

Updating program description for M.A.S. on the Faculty of Graduate and Postdoctoral Studies pages in the Academic Calendar to remove mention of the Sub-Specialization in



Human Computer Interaction, which is no longer offered.

Rationale for Proposed Change:

See above for Rationale for updates to the Master of Archival Studies program.

The Sub-Specialization in Human-Computer Interaction is no longer offered at the School of Information in any of its programs. This was an interdisciplinary sub-specialization. Only one student from the iSchool completed the sub-specialization, and the last year during which an iSchool student enrolled was in 2014. The last student (not an iSchool student) to graduate with the sub-specialization did so in 2019, and the program stopped accepting applicants several years prior. Therefore, we request to remove the description from this Calendar page.



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<p>Category: 1 Faculty: Arts Department: School of Information Faculty Approval Date: Mar. 17, 2022 Effective Session (W or S): W Effective Academic Year: 2023</p>	<p>Date: January 11, 2022 Contact Person: Dr. Jennifer Douglas and Dr. Victoria Lemieux Phone: 604-827-5905 Email: jen.douglas@ubc.ca and v.lemieux@ubc.ca</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The School of Information Master of Archival Studies/Master of Library and Information Studies</p> <p>Proposed Calendar Entry: Degree Offered: M.A.S./M.L.I.S.</p> <p>The dual degree program is designed to allow students to earn both a Master of Archival Studies(M.A.S.) and a Master of Library and Information Studies (M.L.I.S.) within a reasonable period of time (generally between three and five years). Students considering this option should carefully read the descriptions, including the sections regarding undergraduate preparation for each of the two individual degrees. Students who wish to complete the Dual Degree program should indicate this as early as possible, preferably on their application submitted to the School prior to admission, or following admission by speaking to a faculty advisor.</p> <p>Admission Application Deadlines</p> <p>For September admission: Domestic/International students: January 15 Supporting document deadline: February 1</p> <p>For January admission: Domestic/International students: June 1 Supporting document deadline: June 15</p> <p>Prospective applicants may address inquiries and applications for admission to the Program Assistant, School of Information. Specify the dual M.A.S./M.L.I.S degree program.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,208,368,0</p> <p>Present Calendar Entry: Degree Offered: M.A.S./M.L.I.S.</p> <p>The dual degree program is designed to allow students to earn both a Master of Archival Studies(M.A.S.) and a Master of Library and Information Studies (M.L.I.S.) within a reasonable period of time (generally between three and five years). Students considering this option should carefully read the descriptions, including the sections regarding undergraduate preparation for each of the two individual degrees. Students who wish to complete the Dual Degree program should indicate this as early as possible, preferably on their application submitted to the School prior to admission, or following admission by speaking to a faculty advisor.</p> <p>Admission Application Deadlines</p> <p>For September admission: Domestic/International students: January 15 Supporting document deadline: February 1</p> <p>For January admission: Domestic/International students: June 1 Supporting document deadline: June 15</p> <p>Prospective applicants may address inquiries and applications for admission to the Program Assistant, School of Information. Specify the dual M.A.S./M.L.I.S degree program.</p>



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The program accepts only students whose personal and academic qualifications appear to make them suitable for successful practice in library, archival, and information professions.

The program has a limited enrolment. The number of qualified applicants exceeds the number of available places. In recent years, those accepted have shown academic ability above the minimum required standard specified below.

Students who are applying for the dual degree program must be admitted to both the M.L.I.S and the M.A.S. programs. For admission to the M.L.I.S program and the M.A.S. program, a candidate must:

1. possess a four-year bachelor's degree (or its equivalent) from a recognized university in a discipline acceptable to the Admissions Committee for the program;
2. have achieved a minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses of a bachelor's degree; and
3. show promise of superior professional performance as attested by letters of reference and the UBC iSchool questionnaire.

Applicants to the program from international institutions will be considered on a case-by-case basis for eligibility. An applicant possessing a bachelor's degree or its academic equivalent who does not meet the requirements of point two above should contact the School's Educational Services Coordinator for information regarding possible qualifying coursework.

Language Requirement

See the [Master of Library and Information Studies](#) or [Master of Archival Studies](#) degree programs.

Supervision

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Language Requirement

See the [Master of Library and Information Studies](#) or [Master of Archival Studies](#) degree programs.

Supervision



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Candidates admitted to the Dual Degree program will register in the School and will be assigned an advisor from each program.

Program Requirements

The two master's degrees, M.A.S. and M.L.I.S., are awarded on the completion of a total of 81 credits of work approved by the School. Students must complete the following:

- A total of 81 credits. Of these, at least 36 must be ARST and 36 must be LIBR. The remaining nine credits can be a combination of ARST, LIBR, or other approved courses.

Core Requirement: Within the total of 81 credits, each student must take the core courses in both **M.A.S. and M.L.I.S.** programs:

- **M.A.S. Core:** ARST 500, ARST 510, ARST 515, ARST 516, **ARST 555**, ARST 573, and (3 credits each for a total of **18** credits)
- **M.L.I.S. Core:** LIBR 506, LIBR 507, LIBR 508, and LIBR 509 (3 credits each for a total of 12 credits)

Appraisal Requirement (M.A.S.): All students are required to take ARST 520.

Management Requirement (M.L.I.S.): All students are required to take a minimum of 6 credits of courses in the organizational management area, drawn from the following courses: LIBR 504, LIBR 570, LIBR 571, LIBR 572, LIBR 573, LIBR 574, LIBR 575, LIBR 576, LIBR 577, and LIBR 578. Graduate or upper undergraduate level organizational management courses taken outside the M.L.I.S. program may be used to satisfy up to 3 credits of this requirement, with permission of the Graduate Advisor.

Students in the Dual M.A.S./M.L.I.S. program must meet all of the stated academic regulations of both the M.A.S. and M.L.I.S. programs in order to remain in the program. A student who fails to meet any of these must withdraw from the program. Students in the Dual program will start in either the M.A.S. or M.L.I.S. Core, depending on when they enter

Candidates admitted to the Dual Degree program will register in the School and will be assigned an advisor from each program.

Program Requirements

The two master's degrees, M.A.S. and M.L.I.S., are awarded on the completion of a total of 81 credits of work approved by the School. Students must complete the following:

- A total of 81 credits. Of these, at least 36 must be ARST and 36 must be LIBR. The remaining nine credits can be a combination of ARST, LIBR, or other approved courses.

Core Requirement: Within the total of 81 credits, each student must take the core courses in both programs:

- ARST 510, ARST 515, ARST 516, ~~ARST 520~~, and ARST 573 (3 credits each for a total of ~~15~~ credits)
- LIBR 506, LIBR 507, LIBR 508, and LIBR 509 (3 credits each for a total of 12 credits)

Management Requirement (M.L.I.S.): All students are required to take a minimum of 6 credits of courses in the organizational management area, drawn from the following courses: LIBR 504, LIBR 570, LIBR 571, LIBR 572, LIBR 573, LIBR 574, LIBR 575, LIBR 576, LIBR 577, and LIBR 578. Graduate or upper undergraduate level organizational management courses taken outside the M.L.I.S. program may be used to satisfy up to 3 credits of this requirement, with permission of the Graduate Advisor.

Students in the Dual M.A.S./M.L.I.S. program must meet all of the stated academic regulations of both the M.A.S. and M.L.I.S. programs in order to remain in the program. A student who fails to meet any of these must withdraw from the program. Students in the Dual program will start in either the M.A.S. or M.L.I.S. Core, depending on when they enter the School of Information. Students who begin the Dual program with the M.L.I.S. Core must successfully complete all Core Requirement courses before they can take any ARST courses. Students who begin the Dual program



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the School of Information. Students who begin the Dual program with the M.L.I.S. Core must successfully complete all Core Requirement courses before they can take any ARST courses. Students who begin the Dual program with the M.A.S. Core courses must complete all Core Requirement courses before they can take any LIBR courses. **To complete the requirements of the degree, students can take up to 12 credits other than those designated “ARST” or “LIBR” at UBC.**

with the M.A.S. Core courses must complete all Core Requirement courses before they can take any LIBR courses.

Type of Action:

Updating program requirements for M.A.S./M.L.I.S. on the School of Information pages in the Academic Calendar.

- Add two existing courses ARST 500 (3 credits) and ARST 555 (3 credits) to be required core courses
- Move ARST 520 (3 credits) from core ARST requirements to its own Appraisal Requirement (it is still required for completion of the MAS portion of the Dual degree program)
- Increase MAS core and required courses by 6 credits (from 15 credits to 21 credits)

Please note: no changes necessary to program information on Faculty of Graduate and Postdoctoral Studies page in the Academic Calendar:

<https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1119>

Rationale for Proposed Change:

The MAS program has recently conducted a curriculum review, which included a curriculum mapping exercise in consultation with CTLT, feedback gathered through consultation with students, alumni and employers, and a comprehensive environmental scan completed by Dr. Victoria Lemieux and a doctoral research assistant. The program review indicated

- (1) no core courses focused on archival preservation, which is a core function of archival work and is emphasized in graduate education guidelines issued by professional bodies (e.g. the Association of Canadian Archivists and the Society of American Archivists);
 - (2) the clear need for a stronger emphasis on emerging archival technologies in the program;
- and



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(3) the need for at least some technology-based courses to be included in the core to reflect the fact that in the 21st century, technology is core to how records are created, organized, preserved and used.

This proposal responds to the above concerns by requiring two additional core courses (6 credits) to fill this gap: ARST 500 (3) Information Technology and Archives and ARST 555 (3) The Preservation of Digital Records. These courses already exist in the iSchool's curriculum offerings. ARST 500 is proposed to be taken in the first term and includes course content on emerging archival technologies. ARST 555, to be taken in the second term, examines technologies used in the creation, use and preservation of records and archives, a significant function of archival work and an emphasis in graduate education guidelines issued by professional bodies (e.g. the Association of Canadian Archivists and the Society of American Archivists).

We request to move ARST 520 (3 credits, Archival Selection and Acquisition) from the list of core ARST requirements. In our program, the incoming cohort of students takes the "Core" in their first year, before they advance. ARST 520 was incorrectly listed as part of that set. Therefore, we wish to add a separate "Appraisal Requirement" to reflect that it is a required course for fulfillment of the MAS program portion of the Dual MAS/MLIS degree requirements, but does not need to be completed in the Core.

The above requested changes would increase the core and required courses by 6 credits (from 15 credits to 21 credits) as a response to the above findings in our curriculum review. We have accommodated for this increase in core required credits by a 6 credit decrease in electives, therefore, the total required credits for the dual degree program would remain at 81 credits.

Additionally, a current MAS/MLIS program policy at the iSchool states that, with the approval of the Graduate Advisor, MAS/MLIS (Dual) students can take up to



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	<p>12 credits other than those designated “ARST” or “LIBR” at UBC. This internal policy is currently omitted in the UBC calendar, but is implemented in practice. We wish to clarify for students.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Land and Food Systems Department: Faculty Approval Date: Feb 17th, 2022 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: November 29, 2021 Contact Person: Alexandra Protopopova Phone: 604-827-2256 Email: a.protopopova@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>APBI 214 (3) Animal Sheltering and Companion Animal Support Services History, philosophy, and current practices of animal shelters and companion animal support services, with a focus on emerging issues from a One Health/ One Welfare perspective.</p> <p>Prerequisite: 2nd year or above standing.</p>	<p>URL: NA Present Calendar Entry: NA Type of Action: Create new course Rationale for Proposed Change: The course will cover diverse topics in animal sheltering and companion animal support services such as strategies for supporting people and their animals in the community, managing a shelter, establishing community partnerships, public safety considerations, and disaster and crisis response. The course is an ideal starting point for students interested in the interconnectedness of the wellbeing of people and companion animals as well as for students interested in working with animal welfare organizations. The course will include topics within applied biology, such as herd health, managing infectious disease in the community, animal husbandry, public health, and animal behaviour and welfare with broad implications to many animal industries. The course will also allow students to learn and practice scholarly writing as well as engaging in critical thinking and scholarly discussion through weekly assignments and instructor feedback. The topics in the course have been developed in close collaboration with leaders at the British Columbia Society for the Prevention of Cruelty to Animals; topics presented reflect current issues in the field as well as prepare</p>



	<p>students for careers in companion animal welfare and applied biology.</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: NA</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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<p>Faculty: Land and Food Systems Department: Faculty Approval Date: Feb. 17th, 2022 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: November 29, 2021 Contact Person: Alexandra Protopopova Phone: 604-827-2256 Email: a.protopopova@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>APBI 313 (3) Experimental Analysis of Animal Behaviour Case studies will be used to discover how behavioural principles explain complexity in the behaviour of individual animals and contribute to our understanding of animal welfare.</p> <p><i>Prerequisites:</i> Third-year or above standing. One of PSYC 100, PSYC 101, or PSYC 102 recommended.</p>	<p>URL: NA</p> <p>Present Calendar Entry: NA</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: A course focused on proximate mechanisms of animal behaviour, with an emphasis on experimental assessments of animal learning and how these relate to animal welfare, is currently not offered at UBC. Understanding how animals learn, why they do what they do, and how we can ask questions to animals is integral to the fields of animal behaviour, animal welfare, animal biology, and human-animal interactions.</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: NA</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>



21 September 2022

To: Vancouver Senate

From: Senate Curriculum Committee

Re: September Curriculum Proposals – Workday Student (approval)

The Okanagan and Vancouver Senate Curriculum Committees have jointly reviewed the materials forwarded to them by the Office of the Senate. These materials include: (1) proposals for a variety of administrative shell courses required to enable certain functionalities in Workday Student; and (2) a proposal to print cumulative average and cumulative credits on future transcripts. The Vancouver Committee encloses those proposals it deems as ready for approval.

The following is recommended to Senate:

Motion: *“That administrative shell courses (ADMIN 000, GRTU_V 001, SUPL 001, SUPL_V 001) are approved, and that cumulative average and cumulative credits are printed on transcripts effective upon implementation of Workday Student.”*

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee



May 10, 2022

To: Okanagan and Vancouver Senate Curriculum Committees

From: Office of the Senate

Re: **Administrative Shell Courses**

Administrative shell courses are used in order to enable certain functionality in the current Student Information System (SIS). For example, PHRM 455 is a shell course that is used for assessing fees when Pharmacy students are partaking in a residency. There are shell courses that hold a student's registration at UBC while they are attending Sciences Po as part of the dual degree program. There are also shell courses that allow the assessment of fees for visiting research students.

In Workday Student, administrative shell courses will be used in a similar manner to how they are used in the current SIS. Some of the existing administrative shell courses will be brought into Workday Student while others will be replaced by other functionality. The need for a number of new shell courses in Workday Student has been identified. Proposals for those courses with specific rationales have been included for your approval.

Recommendations:

THAT THE Okanagan Senate Curriculum Committee approve Administrative Course Shells (ADMIN 000, GRTU_O 001, SUPL_O 001), as presented.

THAT THE Vancouver Senate Curriculum Committee approve Administrative Course Shells (ADMIN 000, GRTU_V 001, SUPL 001, SUPL_V 001), as presented.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Unit: Enrolment Services Senate & Curriculum Services</p> <p>Effective Academic Year: Effective upon implementation of Workday Student</p>	<p>Date: May 10, 2022</p> <p>Contact Person: Jessica Iverson</p> <p>Email: jessica.iverson@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ADMIN 000 (0) Administrative Shell Course</p> <p>*Not to be published in the Academic Calendar</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New administrative shell course</p> <p>Rationale for Proposed Change: ADMIN 000 is an administrative shell course being proposed to use as a placeholder in academic requirements when a student is required to meet with an advisor to determine which courses can be used to satisfy the requirement.</p> <p>To prevent any course from automatically being used to satisfy the requirement, the shell course is needed to allow the creation of the specific requirements in the Academic Progress Report and to prevent students from automatically satisfying it with another course. Once the advisor meets with the student, they would add in the specific course(s) that the student can use to satisfy the requirement and ADMIN 000 would be replaced.</p> <p>This course is intended to be used by both campuses – allowed location will be set to both Vancouver and Okanagan.</p> <p>ADMIN 000 will not appear in the Academic Calendars nor on the transcript.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Unit: Enrolment Services Senate & Curriculum Services</p> <p>Effective Academic Year: Effective upon implementation of Workday Student</p>	<p>Date: May 10, 2022</p> <p>Contact Person: Jessica Iverson</p> <p>Email: jessica.iverson@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>GRTU_V 001 (0) Continuous Enrolment for Tuition Instalment</p> <p>*Not to be published in the Academic Calendar</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New administrative shell course</p> <p>Rationale for Proposed Change: This administrative shell course is being proposed to enable all continuing graduate students to be charged fees, when appropriate. The shell course will not carry a specific fee value; the student will be charged according to the fee structure for the program in which they are enrolled.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Unit: Enrolment Services Senate & Curriculum Services</p> <p>Effective Academic Year: Effective upon implementation of Workday Student</p>	<p>Date: May 10, 2022</p> <p>Contact Person: Jessica Iverson</p> <p>Email: jessica.iverson@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SUPL 001 (0) Supplemental Pass/Fail</p> <p>SUPL_V 001 (0) Supplemental Pass/Fail</p> <p>*Not to be published in the Academic Calendar</p>	<p>URL: N/A</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New administrative shell course</p> <p>Rationale for Proposed Change: The SUPL administrative shell courses are being proposed along with a policy change to the supplemental examination policy (which is being considered by the Okanagan and Vancouver Senate Academic Policy Committees).</p> <p>With the policy change, the course for which the supplemental examination was granted will display the original percentage grade received and a course standing of Supplemental (S). The pass/fail result of the supplemental examination will be shown on the student's record under the SUPL shell course.</p> <p>SUPL 001 is being proposed for conversion of supplemental examinations that were taken pre-July 1, 2005 from the current SIS to Workday Student. SUPL_V 001 will be used for examinations that were taken from July 1, 2005 onwards.</p>



May 10, 2022

To: Okanagan and Vancouver Senate Curriculum Committees

From: Office of the Senate

Re: **Cumulative Average and Credits Earned on Future Transcripts**

A recommendation is being put forward to include cumulative average and cumulative credits earned and attempted on unofficial transcripts and cumulative average and cumulative credits earned on official transcripts. The transcript will continue to include the sessional average and sessional credits. This proposal has support from Enrolment Services leadership, Advising Directors, the IRP Student Process & Outcomes Committee, and the IRP Academic Model & Transformation Advisory Committee.

It is common in higher education to include cumulative average and cumulative credits on the transcript. Canadian institutions that display cumulative average/GPA on the transcript include: Alberta, Dalhousie, McGill, Queens, Simon Fraser, and Toronto. This practice is also in line with Association of Registrars of the Universities and Colleges of Canada (ARUCC) transcript standards. In addition, many institutions use cumulative average in their admission processes.

Cumulative average and cumulative credits will be visible to students on the Workday Student academic history tab. In Workday Student, the cumulative average and credits earned or attempted will be based on all courses taken within an academic record.

Including these calculations on the transcript will:

- bring UBC into alignment with ARUCC standards and industry common practice;
- enable student mobility by including averages commonly used by receiving institutions;
- align the transcript with averages that will be displayed on the student's academic record.

Recommendations:

THAT THE Okanagan Senate Curriculum Committee approve printing Cumulative Average and Cumulative Credits on Transcripts effective upon implementation of Workday Student.

THAT THE Vancouver Senate Curriculum Committee approve printing Cumulative Average and Cumulative Credits on Transcripts effective upon implementation of Workday Student.

To: Senate
From: Senate Curriculum Committee
Re: Modes of Delivery
Date: 21 September 2022

For the Information of Senate, the University's Curriculum guidelines, which may be found in full at <http://scs-senate-2021.sites.olt.ubc.ca/files/Guide-to-Curr-Submissions-Version-15-1.pdf> for Vancouver programs, have been updated to specify modalities of instruction. An excerpt of the relevant section is below.

Modes of Delivery

The following 4 course modality descriptions shall be used. The first three of these relate directly to the way that the course section is designed for students. The final modality – multi-access – is distinct from these but relates more to the course operation or delivery.

ONLINE:

The course activity is fully online and does not require any in-person attendance to complete.

- Learners do not need to attend in person to complete learning outcomes for the course.
- Learning activities are not tied to learners being in the same physical locations.
- This modality encompasses what was previously called 'distance learning' to reflect modality rather than location of learners (previously many 'DE' learners were actually based on campus)
- Sometimes, equivalently referred to as 'remote learning' (though some use that to describe 'what we did during COVID', emergency remote instruction, as distinct from online learning.)
- Learning activities may be wholly or partly synchronous, asynchronous or a combination of both, where 'synchronous'/'asynchronous' refer to characteristics of learning activities in a particular modality, not tied to the modality itself.¹

IN-PERSON:

The course activity takes place in-person.

- Learners do need to attend [some/all] elements of the course in person to complete learning outcomes for the course.
- Most will be campus-based, but some of the learning activities may take place outside campus facilities e.g. health care provider sites, community locations, field schools, etc.
- Course is defined by a sequence of synchronous, in-person learning activities (often on a regular schedule).

¹ Synchronous learning activities are those learning activities that happen at the same time for the instructor and the learners, facilitating real-time interaction between them. Asynchronous learning activities do not necessarily happen at the same time for the instructor and the learners, facilitating self-paced learning.

- May incorporate online digital resources, materials, activities that are intended to supplement/ augment (but not substantially replace) the in-person learning activities, usually as asynchronous components, e.g. pre-class videos, online readings, quizzes, etc.
- Courses using these online tools and resources are technology-enhanced, but are fundamentally still in-person courses.
- This modality incorporates pedagogical approaches such as flipped classroom approaches that provide asynchronous content made available prior to scheduled synchronous sessions, using subsequent class time to deepen understanding of concepts and ideas.

HYBRID:

The course activity has a mixture of mandatory in-person and online activities as designed by the instructor.

- Learners do need to attend some activities in person to complete learning outcomes for the course, but not all activities take place in person.
- Synonymous with the term blended learning.
- Learning activities are a mixture (a hybrid) of on-campus/in-person learning activities and online activities, such that the online activities contribute to some significant fraction of the total credit value or credit hours, in a pattern/course design that is determined by instructors.
- The online activities may be asynchronous, synchronous or a combination of both.
- For the question of 'how much is enough to designate something as hybrid?' would suggest 'normally 20% or more of class sessions/credit hours' (sensitive to context, rather than a fixed rule)
- There are many and varied hybrid designs ranging from end-points of an effectively online course with in-person exams to an effectively in-person course with one class of 3 per week offered online (asynchronous or synchronous). Hybrid covers a lot of ground and 'Section comments' in the SIS could be used to amplify additional essential details of the course design and expectations to students ahead of registration.

MULTI-ACCESS LEARNING:

The course activity allows students the choice to attend either in person or online, as designed by the instructor.

- Based on how the course is intentionally designed, learners may choose (or their locations may dictate) whether they attend in person or online to complete learning outcomes for the course.
- One example would be a specific combination of in-person learning and online learning options co-existing within the same course (or section), giving students choice as to how they engage with a course, and options to change this mode of engagement throughout the course.
- Another example would be the distributed cohort programs (e.g. the undergraduate medical program), where cohorts join either in person or online, dependent on their location.



To: Senate
From: Nominating Committee
Re: A) Presidential Search Committee
B) Vice-Provost and Associate Vice-President Faculty Planning Search Committee

Date: 21 September 2022

Following a broad canvassing for interest and a consideration of personal statements and backgrounds, the Nominating Committee is pleased to recommend the following to Senate:

That Robert Kozak be elected to the Presidential Search Committee; and

That Paul Harrison, Joanne Fox, Romina Hajizadeh and Laia Shpeller be appointed to a President's Advisory Committee for the Selection of a Vice-Provost and Associate Vice-President Faculty Planning.

The Committee would note that Dr Harrison recused himself and was not present for discussions or decision regarding his appointment.

UBC Emeritus College

UBC Emeritus College Report to Senate 2021-2022



THE UNIVERSITY OF BRITISH COLUMBIA

Executive Summary

I am pleased to present to Senate the 2021-22 annual report of the UBC Emeritus College.

The College had an active and successful year, despite having to operate, for the second year running, on a practically online-only basis. The activities over the year are described below under ten headings, which reflect the wide range of purposes that the College serves.

Those aspects of the College's mandate that were most seriously affected by the pandemic were the ones that involved in-person gatherings, from committee meetings to Special Interest Group meetings to General Meetings of the membership. Except for a General Meeting in the form of a live concert in November 2021, another live event that concluded the Emeritus College / Green College Thematic Lectures Series on Intergenerational Trauma on 12 April 2022, and two College Council meetings in spring 2022 that were held in hybrid format, all meetings of members (there were 73, including Council meetings — see below, under heading 4) were held virtually. On the positive side, participation in meetings became possible for members who could not come to the Vancouver campus. The downside was that much of the value of the College to its members lies in the opportunities to meet, enjoy shared interests, exchange views, and socialize with each other. That value has been substantially diminished for the past two years by being able to see fellow members only via Zoom.

This was the first full year in which the College was organized internally around three "clusters": Retirement Matters (including various services to members and support for members' scholarly activities), Programs (including all forms of events), and Special Interest Groups. All committees and coordinators are part of, and report through, one of these three clusters. The reorganization, which was initiated by Graeme Wynn, Principal 2020-21, has provided better coordination and avoidance of overlap among the College's many activities. Council agreed in June to minor adjustments to the structure to take effect in 2022-23.

I want to highlight that everything the College does, without exception, is only possible because so many members put in countless hours of volunteer service on committees, in Special Interest Groups, and helping to organize events. The College has no personnel except for its small, hard-working office staff. I want to express the College's gratitude to all the volunteer members and the staff for making possible, even under sometimes difficult circumstances, the many activities described below. The UBC Emeritus College exists to enrich the retirement years of its members and, by so doing, enhance the life of the University. Thanks to its members' efforts, it continues to fulfil that role.

Joost Blom
Professor Emeritus of Law
Principal, UBC Emeritus College, 2021-22

UBC Emeritus College Activities 2021-22

1. Representing the interests of emeriti in relation to university policy matters affecting emeriti.

- The overarching issue is to define the extent to which emeritus faculty are treated as “faculty” for the purposes of access to university facilities and services.
- One long-term goal is a policy handbook detailing which university services are accessible to emeriti on the same basis as current faculty, which are available on a different basis, and which are not available to emeriti. Such a handbook would save a good deal of searching and inquiring both by emeriti and by University staff that deal with requests from emeriti.
- This year, good progress was made on facilitating emeritus access to UBC IT services. For example, Microsoft Teams will be made accessible in the first instance to emeriti doing work on College committees and activities. Thanks to UBC IT Services for their support and cooperation on this issue.
- The Principal and Vice-Principal met regularly with Moura Quayle, Vice-Provost and Associate VP, Academic Affairs. They thank the Vice-Provost for her helpful and prompt responses to issues they raised.

2. Supporting College members’ personal retirement arrangements.

- The College’s Transitions to Retirement Committee worked with UBC Faculty Relations to reinstate the annual seminar for faculty approaching retirement. The seminar covered an extensive range of issues, both financial and personal. The College is grateful to the University for sponsoring the new edition of this highly-valued seminar, which was held in April 2022 and accommodated 70 registrants along with 60 others who asked to be put on a waiting list. The next seminar is being planned for Fall 2022.
- The Benefits Committee continued to respond to members’ questions and also updated its *UBC Emeritus College Guide to Insurance* (available on the [College website](#)) to reflect changes in extended health and trip cancellation policies that the insurers have made to deal with Covid-related claims. The College has a Specialty Products Agreement with Johnson Insurance that allows members to acquire group insurance products designed for the College membership. In return, the College receives a sponsorship allowance equal to 2 percent of the premiums paid by members.

3. Supporting members' scholarly activities.

- The College annually allocates up to \$100,000, funded by the University, in subsidies to individual members' scholarly activity expenses. The allocation is made by the Subsidy for Scholarly Activities Committee, which seeks to support as many applications as can be funded, provided the expenses are eligible. The committee applies the definition of scholarly activity in the University's collective agreement with faculty. Before the pandemic, requests for reimbursement typically exceeded the funds available, so requests were partly funded, essentially on a pro rata basis. The total of eligible requests in 2021-22 (like 2020-21) was less than the maximum because the pandemic had a serious impact on scholarly activities that involve travel, such as fieldwork and scholarly conferences. Details of this year's applications are provided in [Appendix 2](#). We expect requests to rebound in the coming years.
- The College's Continuing Scholarly Activity and Engagement Committee (CSAEC) sponsored an online event on 15 March 2022, introducing College Council and committee members to the UBC Indigenous Strategic Plan (ISP). The event was very successful and has started an extensive discussion of ways that emeriti and the College can contribute to the ISP. The CSAEC made recommendations to Council at its June 2022 meeting for next steps, which were unanimously adopted (see [Appendix 3](#)), and CSAEC will be heading up the College's new initiatives in the coming months.
- In June 2022, Council approved a proposal for creating an Emeritus Cohort to participate in the Peter Wall Institute's 2022-23 Wall Scholars' Catalyst Program, "The Climate and Nature Emergency". Up to ten emeriti (the Cohort) will contribute actively to the program, while other College members will be able to attend Cohort meetings during the program and two general sessions at which the conclusions of the program will be presented and discussed.

4. Providing events for members' intellectual and social enjoyment (including both our programs and the Special Interest Groups).

- [Appendix 1](#) includes tables showing the number of College events that took place, figures for registration and for actual attendance, the top three faculties for UBC attendees of events, and the affiliations of all attendees.
- Naturally, the pandemic, for the second (and, for events March-June, the third) year running, obliged the College to hold online-only events. There were 62 such events held for the membership as a whole (and interested members of the public) or for members in the Special Interest Groups. The "membership as a whole" online events included 3 General Meetings and 1 AGM (each with a featured speaker) (average registration 77), the Senior Scholars interview series (5, average registration 43), the College Conversations series (2, average registration 69), the

Healthy Ageing symposium held in conjunction with the European Association of Professors Emeriti on 1 Oct. 2021 (registration 184), an Occasional Lecture, featuring Paul Steinbok, the Emeritus College / Green College Thematic Lectures Series on Intergenerational Trauma (7 sessions) and the 2022 College and University Retiree Associations of Canada (CURAC/ARUCC) Virtual Assembly on 19 May 2022 (registration 202). (Actual attendance online was generally between 1/5 and 1/3 less than the registration figure because of no-shows. Details are in the Registration and Attendance table in [Appendix 1.](#))

- The College was fortunate enough to be able to hold one General Meeting in person, an all-Beethoven concert with Jane Coop (piano) and David Gillham (violin) on 17 November 2021. It was just in the interval between the fourth and fifth (Omicron) Covid waves. It was the first in-person College event since March 2020, and warmly appreciated by all who attended.

- President Ono hosted the annual Reception for New Emeriti in September 2021. The College is grateful for President Ono's sponsorship of this event.

- The Special Interest Groups (SIGs), even during the pandemic, were able to stay active by holding online meetings. In addition to the Photography, Travel, Film, and Poetry groups (8, 9, 9, and 4 meetings, respectively), two new groups started up, an Easy Riders group for cycling (4 meetings, obviously in-person), and a Community Volunteer group (5 meetings).

A survey of the membership in 2021 (see the [College website](#)) showed a high level of interest in new groups, and the College Council adopted guidelines this year to encourage the formation of new groups by setting out the (relatively few) formalities involved. The guidelines and information on the current SIGs are on the [College website](#).

- Past and future College events can be found on the [College website](#).

5. Promoting members' social and civic engagement with the campus community.

- Emeriti, through their participation in various campus committees, contribute to the evolution of the campus community. The President's Advisory Committee on the Campus Environment (PACCE), for example, is one in which emeriti are strongly represented. In April, the College invited representatives of the UBC Campus Vision 2050 public planning process to make an online presentation on the current state of the process to the College Council and College committee members.
- College Council supports the aim of making the College less Vancouver-centric in its focus. An incidental benefit of the shift to online programming that Covid forced on us was to make the programming accessible to those who are not in Vancouver. One important group of our members are the emeriti from UBC Okanagan. At a meeting in fall 2021 the Okanagan Senate took cognizance of the formation of an Okanagan Chapter of the Emeritus College. It is not a separate entity from the

College, but a grouping of all College members who live in the Okanagan and may wish to take part in activities in that area. Now that in-person events are (we hope) within the realm of possibility again, the College is working out ways in which the Okanagan Chapter can be most useful to our members resident in that region.

- The College's Unit Representatives provide liaison between the College and each of 75 campus units. A list of the representatives is on the [College website](#).

6. Promoting members' social and civic engagement with the larger community (including fundraising for non-university projects).

- Many emeriti individually are prominent in social and civic initiatives in the Greater Vancouver area. The College itself has not yet built the capacity to support its members in such participation, but a major step in that direction was taken this year by the formation of a Special Interest Group on Community Volunteering (for details, see the [College website](#)). The SIG has attracted large participation at its meeting this year and holds much promise for the College's future contributions in this area.

7. Promoting recognition of members' achievements, scholarly and otherwise.

- The most visible College activity to recognize members' achievements are the two prizes that it awards. One is the President's Award for Distinguished Service, sponsored by the President's Office, which is to recognize emeriti who have, since attaining UBC emeritus status, displayed exceptional leadership in volunteer community services. The other is the UBC Emeritus College Award for Excellence in Innovative and Creative Endeavours, which is to recognize emeriti who have demonstrated excellence in their engagement in innovative research, artistic creation, or new application of previous research since attaining emeritus status. Both were awarded at the College's Annual General Meeting in May 2022.

The recipient of the [President's Award for Distinguished Service](#) was Frank Tester, Professor Emeritus of Social Work (2016).

The recipient of the [Award for Excellence in Innovative and Creative Endeavours](#) was Diana Lary, Professor Emerita of History (2007).

8. Communicating with members and with the larger public (through our website, Newsletter, Alerts, etc.).

- The College's Newsletter, published five times during the year, is the College's main instrument for communicating with its members and interested members of the University and the public. The [College website](#) is also an important resource. Both are supplemented by regular email Alerts from the College to the membership.

- For some years, the College has been working on putting together a Communications Group of members to advise the College Council on all aspects of the College's communications with its members and with the public. This is still a work-in-progress. The lack of in-person contact among members during the pandemic has inhibited the usual networking that is so helpful in finding potential volunteers for this group and for other committees.

9. Participating in national and international associations for retired university faculty, and national and international activities relating to healthy aging.

- The College has active relationships with CURAC / ARUCC (College and University Retirees' Association of Canada / Associations de retraités des universités et collèges du Canada); the Association of Retirement Organizations in Higher Education (AROHE) (United States); and the European Association of Professors Emeriti (EAPE), currently based in Athens. The College is a member association of CURAC and AROHE.
- Jointly with the University of Victoria Retirees' Association and the Simon Fraser University Retirees' Association, the College was to host the CURAC / ARUCC Annual Conference as an in-person event on the UBC Campus in May 2022. This was originally to take place in May 2020, but was shifted to 2022 because of the pandemic. With Covid still threatening to prevent or curtail an in-person conference, the parties decided in fall 2021 to hold a virtual Assembly instead, on 19 May 2022, with a separate CURAC General Meeting and Best Practices Session, also virtual, a month later. The Virtual Assembly, with sessions devoted to the theme, "Faces of Wellness and Well-Being", was well attended (202 registrants, 141 attendees). The three-hour program included brief videos of the recipients of the 2022 CURAC Tribute Awards. One of these awards went to Linda Leonard, for her many achievements as Chair of the UBC Emeritus College Transitions to Retirement Committee.
- The College jointly sponsored an online symposium with the European Association of Professors Emeriti (EAPE) on 1 Oct. 2021, to mark the International Day of Older Persons and the first year of the United Nations' "Decade of Healthy Ageing" (2021-2030). Two speakers from each of the two sponsoring organizations were featured. The program, which addressed the theme, "Healthy Ageing", attracted widespread interest (184 registrants, 163 attendees).

10. Managing and building the College's own resources (membership, budget, fundraising).

- Under the [Terms of Reference](#) approved by Senate in 2019, all UBC emeriti automatically become members of the College (section 3.1.2). No membership fee is charged. When the College surveyed its membership in 2021, the College membership registry totaled 1,740 members, for 1,227 of which the College had

current email addresses. (And 456 members responded, a very good 37 percent response ratio.) The survey is on the [College website](#).

- The College receives an annual operating budget from the University of (in fiscal 2021-22) \$142,391, which provides for office staff (2 continuing positions (1.4 FTE), and 1 term position (0.5 FTE) through March 2023), plus a modest amount for the expenses of operations (Council meetings, committees). In addition, the University provides \$100,000 for subsidies to members' scholarly activities (see under heading 3 above, and [Appendix 2](#)).
- The College also receives an allowance from Johnson Insurance under the College's Specialty Products Agreement with Johnson (see above, under heading 2). The allowance is 2 percent of the premiums paid by College members for Johnson products. In fiscal 2021-22 the allowance totaled \$19,838. The number of members subscribing to the insurance policies changes significantly from year to year, especially in response to travel conditions, therefore so does the amount paid to the College.
- When the College was established as the successor to the UBC Association of Professors Emeriti, a very generous emeritus member of faculty, with his spouse, contributed \$50,000 to start an Endowment fund. The donors asked that their gift be used for promoting alternatives to the common practice of "closing the door behind" emeritus professors when they retire. It was this large donation that enabled the College in 2019 to establish a protected, high-interest endowment fund from which the Emeritus College receives a portion of the annual interest earned to spend on any aspect of its programs or operations. Two further contributions of \$50,000 each were subsequently added, one from the University; the other from the Emeritus College, drawn from funds derived from the old Association. The Council has decided to reinvest, for the first several years, the annual income from the fund to build up the capital, which stands at \$230,316 (31 March 2022).

Appendices

1. [Events](#)
2. [Subsidy for Scholarly Activities](#)
3. [Indigenous Strategic Plan](#)
4. [Executive and Council](#)

Appendix 1 — Events

Overview of All Events

Event Category	# Events
General Meetings	4
AGM	1
Senior Scholars' Series	6
Council Meetings	7
Council Retreat	1
Special Interest Group (SIG): Photo	8
SIG: Travel	9
SIG: Film	9
SIG: Poetry	4
SIG: Volunteer	5
SIG: Cycling (Easy Riders)	4
Conversations	2
President's Reception for New Emeriti	1
Presentations on UBC Initiatives	2
Occasional Lecture	1
Green College Series on Intergenerational Trauma	7
Lecture Series: My Health, My Responsibility	1
CURAC Conference	1
Total	73

Top 3 Faculties in Attendance		
Medicine	196	21%
Arts	174	18%
Science	81	9%

INSIGHT: This directly correlates to overall department sizes at UBC

Registration and Attendance

Registration and Attendance Averages				Overall Attendance Rate		72%
Events	Speakers	Date	Registered	Attended	No-Show	Attendance Rate
General Meetings			77	59	18	77%
	Susan Herrington	06-Oct-22	90	67	23	74%
	Daniel Heath Justice	09-Feb-22	72	57	15	79%
	Alfred Hermida	23-Mar-22	69	53	16	77%
	AGM with David Wilkinson	04-May-22	83	71	12	86%
Senior Scholars			43.25	32	11.25	74%
	Kogila Moodley	14-Sep-22	44	33	11	75%
	Beverly Scott	12-Oct-22	52	41	11	79%
	Anne Gorsuch	11-Jan-22	49	35	14	71%
	Frank Tester	08-Feb-22	45	32	13	71%
	Fes de Scally	22-Mar-22	27	20	7	74%
Conversations			69	53	16	78%
	Features of a Post-Pandemic Society	30-Mar-22	84	61	23	73%
	on the use of Models	20-Oct-22	54	45	9	83%
Green College Series	Marvin Westwood, Judith Hall and					
Intergenerational Effects of Psychological Trauma	Richard Vedan, Conveners					
	Moshe Szyf, Judith Hall	14-Sep-21				
	Grant Charles	19-Oct-21				
	Richard Vedan	23-Nov-21				
	Mari Pighini, Alejandra Sanchez Alvarez	18-Jan-22				
	Fred Chou	15-Feb-22				
	Panel Discussion	15-Mar-22				
	Nancy Hermiston	12-Apr-22				
Healthy Ageing		01-Oct-21	184	163	21	89%
Occasional Lectures with Paul Steinbok		01-Dec-22	101	69	32	68%
Dialogue on the UBC Indigenous Strategic Plan		15-Mar-22	41	28	13	68%
Campus Vision 2050 Engagement Session		12-Apr-22	23	19	4	83%
2022 CURAC/ARUCC Virtual Assembly		19-May-22	214	156	60	73%

INSIGHTS:

- Our highest attended events were the Healthy Ageing Seminar and the CURAC Conference.
- Second to this is our General Meetings.
- Generally our attendance rate is high and drops with events with higher registration.

Top Attendee Affiliation		
UBC Emeriti	723	76%
Emeriti, Faculty, Staff or Students from another university	110	12%
Other	83	9%
UBC Faculty	13	1%
Community	12	1%
UBC Staff	7	1%
UBC Alumni	1	0%
UBC Students	1	0%

*INSIGHTS: This shows the majority of attendees are EC Members.
*The high rate of engagement from individuals from other universities is likely due to the Healthy Ageing and CURAC Conference events which were targeted to a wider audience.
Engagement from Students is low, as well as Alumni (although it is likely there are Alumni amongst the UBC Emeriti group).

Attendance Frequency (How many attendees are only coming to 1 event per year, vs. multiple events?)		
1 Event	378	40%
2 Events	57	6%
3 Events	34	4%

INSIGHT: This means that the vast majority of attendees only come to 1 event in the year.

Appendix 2 — Subsidy for Scholarly Activities

(The following was prepared by the Emeritus College Subsidy/Reimbursement Committee)

President Ono and Provost Szeri established a fund to encourage continuing scholarly activities for all post-retirement faculty. This is the fourth year that this reimbursement/subsidy fund has been available. It is intended to reimburse money which retired faculty have spent out of their own pockets for their scholarly activities. Most years we will not be able to reimburse all expenses, so it is considered a subsidy fund. This year, of course, was an extremely unusual year, with only one person applying for travel expenses. In the past, more than half of the requests for reimbursement were to support going to meetings in order to participate in invited presentations, committees and workshops, and to work on policy papers. However, support for publication, research activities, membership fees, journal subscriptions in a discipline-specific area, and educational and graduate student supervision activities were also considered.

This year we had 15 requests, about half the usual number, for an amount that totaled just over \$23,000. There were five from Arts, one from Medicine, five from Education, one from Business and three from Applied Science. The average time since retirement for these requests was 7.9 years; nine individuals have applied before, six were first-time applicants. This year, three requests were to attend virtual meetings, a new category; six were for research; three were for providing education or supervising students; three included artistic or scholarly productions; and four were for enabling publications. It is reassuring and inspiring that our members continue to pursue scholarly endeavours, often in interdisciplinary, innovative and creative ways. We continue to be indebted to UBC Administration for helping with these scholarly expenses that are not covered by grants. We also appreciate the support from the office. And thanks to Ashok Kotwal, Sharon Kahn and Margery Fee for their help and hard work on the committee.

Murray Isman, Chair of the Emeritus College Subsidy/Reimbursement Committee

Table with overview of applications on next page

APPLICATIONS					
Year	Number	Total RQ	Avg. yrs since retirement	UBCO/UB CV	Repeat/New
2017	43	156K	9.1	2/41	
2018	41	135K	11.0	3/39	15 repeat/26 new
2019	48	142K	10.0	4/45	30 repeat/19 new
2020	25	75K	9.8	3/22	18 repeat/7 new
2021	15	23K	7.9	0/15	9 repeat/6 new
Faculty/School	2017	2018	2019	2020	2021
Arts	11	13	20	8	5
Education	4	6	7	3	5
Medicine	10	5	6	4	1
Science	9	9	4	2	0
Business	2	2	3	2	1
Law	0	0	2	0	0
Applied Science	2	1	1	2	3
Library	0	1	1	1	0
Food & Land	1	0	0	0	0
Okanagan	2	3	4	3	0
Purpose	2017	2018	2019	2020	2021
Meeting in-person	22	23	31	13	0
Meeting virtual	0	0	0	0	3
Research	9	7	8	1	6
Education	1	2	2	3	2
Production	0	3	4	3	2
Other	0	1	0	0	5
Publication	4	4	7	7	4
Membership	2	0	2	1	5

Appendix 3 — Indigenous Strategic Plan

Continuing Scholarly Activity and Engagement Committee (CSAEC) Report to Emeritus College Council on the UBC Indigenous Strategic Plan

Submitted: May 2022

On March 15, 2022, the Continuing Scholarly Activity and Engagement Committee (CSAEC) organized a virtual discussion session that focused on the UBC Indigenous Strategic Plan, with ~35 emeritus members and guests in attendance. Vickie George, the Associate Director of the UBC Office of Indigenous Strategic Initiatives presented ISP background information, planning tools, and funding grants to units for ISP purposes. Afterwards, four discussion groups focused on one of the following topics in relation to the Indigenous Strategic Plan: (1) Role and Contributions of EC Committees and Clusters; (2) Role and Contributions of the EC Organizational Structure, Programs, and Communications; (3) Open Discussion on ISP Emerging Issues and Suggestions; and (4) Role and Contributions of Individual EC Members. Two CSAEC and other EC members either facilitated the discussion or took notes.

The notes from the discussion groups were then organized into major ISP themes. The CSAEC devoted its April 26, 2022 committee meeting to the results of the ISP discussion notes and thematic recommendations. The CSAEC agreed to the seven major thematic actions presented in this report. Each thematic action includes recommendations for achieving it.

The CSAEC also made the following motion for the seven ISP thematic actions: that the Emeritus College Executive and Council commit resources and staff time to supporting the thematic actions identified by the CSAEC. This motion was passed unanimously.

The CSAEC also encourages the EC Executive and Council to develop an internal process for determining a short-term and ongoing implementation and reporting plan to generate and maintain momentum on the seven thematic actions based on the UBC Indigenous Strategic Plan.

Thematic Actions

1. Confirm Emeritus College (EC) commitment and systemic action to address aspects of the Indigenous Strategic Plan (ISP)

-all levels of the EC (for example, committees, council, clusters etc.) should be involved in the university's ISP.

-embed Indigenous viewpoints at all levels of the EC, by including Indigenous members or members who have interests and expertise in Indigenous areas.

-work with applicable UBC Indigenous units (such as the First Nations House of Learning), listed in the university's Indigenous Portal, on thematic actions related to education and awareness about Indigenous matters.

-establish a specific role or designate a person to assist with identifying educational and awareness opportunities for EC members, identifying potential Indigenous speakers, seeking Indigenous-related perspectives for ISP actions, and other Indigenous matters as needed.

-consider annual funding of ISP initiatives through the EC budget and the university's ISP funding grants (for example, committees submit applicable budget requests)¹.

2. Educate EC members about Indigenous topics, approaches, issues, and services

- use existing EC program structure to develop activities such as a seminar series, a study group, and individual talks, on Indigenous topics such as Indigenous art, sustaining the environment, harvesting resources in a sustainable way etc.

- list appropriate on-going UBC courses on Indigenous topics (that EC members are allowed to access) on the EC website (examples may include: April 2022, Senate List of Indigenous Courses, the Faculty of Education's Indigenous MOOC, and Orientation course at MOA).

-in relation to the university's land acknowledgement, learn more about the Indigenous perspective on land, and the historical and present situation.

-use Indigenous services where possible; eg. events, travel (for example, through the alumni trips), catering etc.

3. Share EC members' expertise and experience with Indigenous students and Indigenous communities

-obtain input from the AMS Indigenous groups to obtain feedback from them on their needs; also from the SAGE group of Indigenous graduate students.

--develop a list of EC members willing to mentor (or just converse with) Indigenous students, if this is concluded to be appropriate by Indigenous student groups.

-consider meeting with Elders from Musqueam and other Indigenous communities to develop personal contacts and to learn from each other, if there is interest in doing so from the Musqueam and other Indigenous Elders.

¹ Action items in bold font could be started fairly soon.

4. Address Indigenous EC members' needs within EC

-determine what barriers, disincentives or structural problems may be limiting Indigenous involvement in the EC and correct them (Membership Committee and EC departmental representatives could be of value here).

5. Ensure Indigenous and Indigenous-informed input to EC

-expert guidance is required to ensure accurate information and direction.

-learn about the role of Elders and Elders' Councils and how organizations have benefitted from their guidance, which may be lessons for the EC to consider. (Topic for panels/guest speakers; grandparenting special group).

6. Share the ISP work of the EC and expand ISP dialogue with units external to EC

-ensure that UBCO is involved; (possibly others).

-share the ISP objectives with others, such as colleagues (for example, University of Victoria and Simon Fraser University; CURAC, AROHE) and friends.

7. Create EC awareness of emerging Indigenous academic needs

-commit to educating ourselves in such topics as endangered languages and the need for the training of Indigenous scholars in these areas.

Appendix 4 — UBC Emeritus College Council

Executive and Council 2021-22

Principal - Joost Blom, Professor Emeritus of Law

Vice-Principal - Anne Junker, Associate Professor Emeritus of Pediatrics

Past Principal - Graeme Wynn, Professor Emeritus of Geography

Council Members-at-Large:

Gail Bellward, Professor Emerita of Pharmaceutical Sciences

Sandra Bressler, Clinical Associate Professor Emeritus of Occupational Science and Occupational Therapy

Margery Fee, Professor Emerita of English

Paul Harrison, Associate Professor Emeritus of Botany

Michael MacEntee, Professor Emeritus of Oral Health Sciences

Alan Mackworth, Professor Emeritus of Computer Science

Patricia Shaw, Professor Emeritus of Anthropology

Richard Unger, Professor Emeritus of History

Marvin Westwood, Professor Emeritus of Educational and Counselling Psychology and Special Education

Executive and Council 2022-23 (new members elected May 2022)

Principal - Anne Junker, Associate Professor Emeritus of Pediatrics

Vice-Principal - Paul Harrison, Associate Professor Emeritus of Botany

Past Principal - Joost Blom, Professor Emeritus of Law

Council Members-at-Large:

Gail Bellward, Professor Emerita of Pharmaceutical Sciences

Sandra Bressler, Clinical Associate Professor Emeritus of Occupational Science and Occupational Therapy

Wendy Hall, Professor Emeritus of Nursing

Niamh Kelly, Associate Professor Emeritus of Pathology

Alan Mackworth, Professor Emeritus of Computer Science

Paul Rogers, Clinical Professor Emeritus of Pediatrics

Patricia Shaw, Professor Emeritus of Anthropology

Vijay Verma, Researcher Emeritus, TRIUMF

Marvin Westwood, Professor Emeritus of Educational and Counselling Psychology and Special Education



To: Senate
From: Kathleen Ross, Associate Vice-President Enrolment Services and University Registrar
Re: 19 September 2022
Date: 21 September 2022

As you are aware, on 13 September 2022, the Government of Canada proclaimed 19 September 2022 as a National Day of Mourning for Canada's late Head of State, Her Majesty Queen Elizabeth II. Later that day, the Provincial Government further issued a press release to the public, advising, inter alia, "K-12 public schools and public post-secondary institutions, and most Crown corporations will be closed" (See <https://news.gov.bc.ca/releases/2022PREM0063-001379>).

Although not formally a statutory holiday in British Columbia, at the direction of our Government UBC observed this day as we would a statutory holiday (See <https://broadcastemail.ubc.ca/>), and thus, most offices and services were closed as they would normally be on a holiday.

In our Academic Year, 19 September was set as the "Last day for change in registration and for withdrawal from most Winter Session Term 1 courses without withdrawal standing of W recorded on a student's academic record." This date is set annually, and is normally the 10th working day of the term. In almost all cases, these changes in registration can be accomplished by students via the Student Service Centre and do not require interactions with UBC staff. The SSC continued to function as normal on 19 September. The University did understand however that there are a limited number of cases where students may need or want to speak with an advisor for a change of registration and that this may not have been possible on 19 September due to this direction. Further, the University considered that advising and support may be of particular import to students who have been negatively affected by colonialism, either here in Canada or abroad.

While normally the "add" and "drop" dates are the same day, I recognized the hardship posed to students by losing a working day to decide if they should drop a course, and I also recognized the hardship for instructors (and potentially learning challenges for students) if a course is added late in a term. In consideration of the timing and circumstances, I felt the best course of action was to allow one additional day for "drops" but not for "adds".

The extraordinary timing of this holiday did not allow me to seek your approval to amend the Academic Year before the fact, so I would ask that you ratify my decision now to allow students to withdraw from Term 1 courses (but not allow further addition of courses) on 20 September without a formal Withdrawal (W) standing in light of the unforeseen circumstance of an unexpected holiday's effect on the Academic Year.



21 September 2022

To: Vancouver Senate

From: Dr Kate Ross, Registrar

Re: 2022 Vancouver Student Senate and Board of Governors Elections

Set out below are the final results of the 2022 Student Senate and Board of Governors Elections.

Student Representative of a Faculty to the Senate

Further to the third call for nominations issued on 21 April 2022 for a student of the Vancouver Campus to fill the one (1) position for a representative of the Faculty of Dentistry on the Vancouver Senate, two (2) valid nominations were received. Pursuant to Section 16 of the *University Act*, the following student is elected as representative of the Faculty on the Vancouver Senate for a term ending 31 March 2023 and thereafter until a successor is elected:

- Alex Mitchell, Faculty of Dentistry

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This concludes the 2022 elections. Note the Education student senator's term runs from 1 October 2022 to 30 September 2023 and that election is conducted under a separate process.