



Vancouver Senate

THE FOURTH REGULAR MEETING OF THE
VANCOUVER SENATE
FOR THE 2017/2018 ACADEMIC YEAR

WEDNESDAY, 13 DECEMBER 2017

6:00 P.M.

**ROOM 182, IRVING K. BARBER LEARNING CENTRE,
1961 EAST MALL**

1. Call to Order – Dr Santa Ono (information)
2. Senate Membership – Dr Kate Ross

Resignation:

Mr Ian Sapollnik, a Student Member At-Large, has submitted a letter of resignation effective 14 December 2017. (information)

Nominating Committee:

A vacancy exists for a student member of Senate to serve on the Senate Nominating Committee until 31 March 2018 and thereafter until replaced, to replace Mr Kevin Doering. Any interested student member of Senate should indicate their willingness to stand by email to christopher.eaton@ubc.ca by 5 January 2018. Should there be more than one person nominated, an election will be held at the January meeting of Senate pursuant to Rule 26 (f) of the *Rules and Procedures of Senate*. (information)

3. Minutes of the Meeting of 15 November 2017 – Dr Santa Ono (approval) (docket page 3-15)
4. Business Arising from the Minutes – Dr Santa Ono (information)
5. Remarks from the Chair and Related Questions – Dr Santa Ono (information)
6. Academic Policy Committee – Dr Paul Harrison

Exception to Policy V-125 (Term and Formal Examination Scheduling) to Facilitate the Hosting of the Congress of the Humanities and Social Sciences in 2019 (approval) (docket pages 16-17)



7. Agenda Committee – Mr Jakob Gattinger

- a) Change in the *Rules and Procedures of Senate* for Publication of Senate Committee Minutes (approval) (docket page 18-19)
- b) Establishment of a Senate Ad-hoc Committee on Diversity and Inclusion (approval) (docket pages 20-28)

8. Awards Committee – Dr Lawrence Burr

New and Revised Awards (approval) (docket page 29-34)

9. Joint Report of the Admissions and Curriculum Committees – Prof. Carol Jaeger and Dr Peter Marshall

- a) New Program: Master of Science in Oceans and Fisheries (approval) (docket page 35-64)
- b) New Program: Doctor of Philosophy in Oceans and Fisheries (approval) (docket page 65-94)

10. Curriculum Committee – Dr Peter Marshall

Curriculum Materials from the Faculties of Applied Science, Arts, Graduate and Postdoctoral Studies, and Science (approval) (docket page 95-128)

11. Nominating Committee – Dr Richard Tees

Adjustments to Committee Assignments (approval) (docket page 129)

12. Tributes Committee – Dr Sally Thorne

Candidates for Emeritus Status (approval) (docket page 130-131)

13. Report from the Provost – Dr Andrew Szeri

- a) Establishment of the Haida Gwaii Institute in the Faculty of Forestry (approval) (docket pages 132-149) – Vice-Provost Eric Eich on behalf of Dr Szeri
- b) Change in name from the Department of English to the Department of English Language and Literatures (approval) (docket pages 150-154) – Vice-Provost Eric Eich on behalf of Dr Szeri

14. Report from the Faculty of Medicine – Dean Dermot Kelleher

Faculty of Medicine Governance Renewal (approval) (docket pages 155-212)

15. Other Business



VANCOUVER SENATE

MINUTES OF 15 NOVEMBER 2017

Attendance

Present: Dr S. Ono (Chair), Dr K Ross (Secretary), Mr T. Ahmed, Dean G. Averill, Ms J. Booth, Dr R. Boushel, Ms S. Brar, Dr H. Brock, Dr V. Bungay, Dr L. Burr, Dean M. Coughtrie, D. Ms Coulbourn, Dean C. Dauvergne, Mr K. Doering, Mr B. Fischer, Dr A. Fisher, Dr S. Forwell, Dean B. Frank, Mr F. Gallegos, Dr J. Gattinger, Dr S. Grayston, Mr S. Haffey, Ms M. Hamid, Dr P. Harrison, Dean R. Helsley, Dr M. Isaacson, Dr A. Ivanov, Prof. C. Jaeger, Dr A. Kindler, Dr M. Koehoorn, Dr C. Krebs, Dr M. Kuus, Dr K. Lo, Dr P. Loewen, Dr D. MacDonald, Ms A. MacDougall, Mr K. Madill, Dr C.W. Marshall, Dr P. Marshall, Dr S. Matsui, Mr B. McNulty, Dr A. Murphy, Ms S. Ngo, Ms S. Parker, Dean S. Peacock, Mr I. Sapollnik, Ms A. Shilling, Dr J. Shepherd, Prof. A. Sheppard, Dr S. Singh, Mr M. Stewart, Dr L. Stothers, Dr A. Szeri, Dr R. Tees, Dr M. Thachuk, Dr S. Thorne, Ms L. Wang, Dean R. Yada

Regrets: Dr A. Collier, Dr G. Faulkner, Dean J. Innes, Dean D. Kelleher, Dr D. Lam, Dean M. MacDougall, Dr W. McKee, Dr C. Nislow, Dean *Pro Tem.* J. Olson, Ms S. Park, Mr M. Pratt, Dean S. Porter, Mr Q. Salehmohamed

Clerk: Mr C. Eaton

Call to Order

The Chair of Senate, Dr Santa J. Ono, called the third regular meeting of the Vancouver Senate for the 2017/2018 Academic Year to order at 6:04 pm

Senate Membership

The Registrar introduced Ms Amber Shilling to Senate as a student representative for the Faculty of Graduate and Postdoctoral Studies until 31 March 2018 and thereafter until replaced.

Minutes of 18 October 2017

Richard tees
Lynn Stothers

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That the Minutes of the Meeting of 18 October 2017 be adopted as corrected.

Corrections: Shepperd name. A MacDougall



appointed to appeals committee.

Approved

Business Arising from the Minutes

The President noted that at its last meeting, Senate approved a change to Policy 18 with the proviso that changes be made to its procedures. Dr Ono said he appreciated the concerns of Senators and others and thanked them for their views. He advised that he has asked the University Counsel to prepare amendments to Policy 18 that recognize both the participation of Senators, and those of faculty members at large, and hoped to see those amendments come forward in the upcoming months.

Tributes Committee

Dr Sally Throne, Chair of the Senate Tributes Committee, presented.

DR ROBERT KUBICEK

Robert Kubicek was born in Drumheller, Alberta, in 1935. Educated at the University of Alberta, the London School of Economics, and Duke University, Dr Kubicek was a member of the Department of History at UBC for 37 years. He served as a member of Senate from 1972 to 1975 as a representative of the joint faculties.

Dr Kubicek's primary research interest was the history of the British Empire, with a focus on the administrative, economic, and technological aspects of the Empire in the 19th century. He published widely on subjects that ranged from class relations in South Africa, to the history of mining in British Columbia, to 19th century ship design. Dr. Kubicek was known as a conscientious teacher and dedicated supervisor to his graduate students.

Inducted into the Quarter Century Club in 1996, Dr Kubicek's contributions to the University were extensive and varied. In addition to his time on Senate, he served terms as President of the Faculty Association, Associate Dean of the Faculty of Arts, and Head of the Department of History. Dr. Kubicek retired as Professor Emeritus in 2000.

In his retirement, Dr Kubicek enjoyed fly-fishing with the Harry Hawthorn Club, and was an active member of the Men's Mid-Week Golf Club at the University Golf Club.

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



Sally Thorne
Lawrence Burr

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

Approved

Remarks from the Chair

The President apologized for missing the last meeting of Senate; noting that he was in Kigali Rwanda with the MasterCard Foundation: an organization that sponsored students at UBC. he advised that he had joined a group drafting a white paper to chart the course for the next decade for the MasterCard Foundation's work.

UBC DEVELOPMENT

Dr Ono advised that at a recent board meeting, we noted that philanthropic giving to UBC has gone up significantly. Last year, we had 7 gifts of \$5 million or more, up from zero the year before. Last year was close to a record and we are ahead of that pace for this year. There will be an announcement in the next few weeks on a focused effort to enhance scholarship support for students.

FEDERAL RELATIONS

The President reminded Senate that the former Governor General, David Johnston, has convened a group for student mobility. This document is intended to ask the government of Canada to support students who want to have an international experience. Dr Ono noted that the other major advocacy role UBC is undertaking federally is encouraging the government to provide competitive Tricouncil funding. In real dollars, there has been a 35% drop in five years for Tricouncil support.

UNITED STATES

Dr Ono advised Senate that he had just returned from the Association of Public and Land Grant Universities in the United States, where they were in the midst of dealing with uncertainty around both immigration and tax reform. It is clear that universities are a target of tax reforms with plans under development for endowments, faculty, and tuition waivers to be subject to more taxation.

The President noted that with United States immigration reform, including Republican interest in reducing "J" visas, green cards, and "exceptional ability" exceptions, there is a significant amount of interest among faculty and students in Canada; we are in a competition with the Canada 150 chairs program for exactly this kind of talent.



STRATEGIC PLAN

Dr Ono noted that working groups that are working intensively and the Senate would be updated as their work progressed.

FREEDOM OF EXPRESSION

Dr Ono explained that in the midst of the summer there were some challenging events at some American universities where the principle of freedom of expression vs concerns around hate speech were blurred in a harmful way. A number of faculty members reached out the president and suggested a dialogue or conversation on Stephen Toope's statement on Freedom of Expression from 2009. There were also a number of flyers distributed across campus and there was a dialogue on if this was offensive or appropriate.

At the encouragement of faculty, Dr Ono advised that he turned to Neil Guppy, Senior Advisor to the Provosts on Academic Freedom, and Dr Guppy convened a group to look at UBC's existing statement. Dr Ono stated that as an alumnus of the University of Chicago, he was often asked why he did not suggest UBC adopt their statement. To that, he replied that we need a policy that worked for British Columbia and not for Chicago. To that end, A group of faculty and staff produced a draft statement that was sent to the President at the end of September. Dr Ono advised that The Globe and Mail's claim that UBC decided to "shelve" the statement was inaccurate; rather, we were considering what time and what forum to continue that conversation. The President opined that at the core, this issues has to do with both academic freedom and freedom of expression, and both of these are integral to any institution. Dr Ono stated that we need to decide on a path forward for UBC in this area, and suggested that those members of the working group who wish to engage could consider that input and revise the statement as appropriate

Candidates for Degrees

Philip Loewen
Catherine Dauvergne

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That the candidates for degrees and diplomas, as recommended by the faculties, be granted the degree or diploma for which they were recommended, effective November 2017, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of the Vancouver Senate be empowered to make any necessary adjustments.

Approved

Awards Committee



The Chair of the Senate Awards Committee, Dr Lawrence Burr, presented.

NEW AND REVISED AWARDS

See Appendix A: Awards Report

| | | |
|----------------|---|---|
| Lawrence Burr | } | <i>That Senate accept the awards as listed and forward them to the Board of Governors for approval; and that letters of thanks be sent to the donors.</i> |
| Peter Marshall | | |

Dr Burr noted that around \$75 000 in new awards were proposed this month.

Senator Doering asked if we had non-student awards policies.

The Acting Secretary, Mr Christopher Eaton, replied that we did have the same regulatory structure around non-student awards that we had around student awards. Non-student awards were proposed by the faculties (or in one case the library) and approved on a case-by-case basis.

Approved

Admissions Committee

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

CHANGES IN ADMISSION REQUIREMENTS FOR DIRECT-ENTRY UNDERGRADUATE APPLICANTS – CANADIAN ABORIGINAL LANGUAGES

| | | |
|-----------------|---|--|
| Carol Jaeger | } | <i>To approve the proposed changes in admission requirements for direct-entry undergraduate applicants, effective for entry to the 2018 Winter Session and thereafter.</i> |
| Jakob Gattinger | | |

Approved

Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Peter Marshall, presented.

PROPOSALS FROM THE FACULTIES OF OF APPLIED SCIENCE, ARTS, EDUCATION, FORESTRY, GRADUATE AND POSTDOCTORAL STUDIES LAND AND FOOD SYSTEMS, AND PHARMACEUTICAL SCIENCES



See Appendix B: Curriculum Report

| | | |
|----------------|---|--|
| Peter Marshall | } | <i>That the new courses and new program requirements brought forward by the faculty of Applied Science, Arts, Education, Forestry, Graduate and Postdoctoral Studies (Law, Medicine, Pharmaceutical Sciences), Land and Food Systems, and Pharmaceutical Sciences be approved.</i> |
| Richard Tees | | |

Dr P.Marshall noted that while this docket was lengthy, there were fewer new courses that it appeared. One course was repeated six times, it was an interdisciplinary proposal that was acceptable to many faculties.

Senator Thachuk noted that the Faculty of Science wasn't offering the Science and Society course.

Dr Harrison suggested that the course was language science not science at large. For science students, the course was more valuable as an Arts elective than as a Science course.

Approved

NEW CERTIFICATE PROGRAMS: GRADUATE CERTIFICATE IN INDIGENOUS PUBLIC HEALTH (FOR CREDIT); CERTIFICATE IN INDIGENOUS PUBLIC HEALTH (NON-CREDIT)

Dr P. Marshall informed Senate that the Senate Curriculum Committee had approved two new certificate programs, one for credit, and one non-credit in Indigenous Public Health.

Mr Marshal German, Program Manager, Public Health Certificate, Faculty of Medicine was welcomed to the floor and spoke on the importance of these new certificates to the community, to UBC, and to its students.

Report from the President

DRAFT STATEMENT ON FREEDOM OF EXPRESSION

Dr Neil Guppy, Senior Advisor to the Provost's on Academic Freedom, presented. He noted that there was some confusion between Academic Freedom and Freedom of Expression and assured Senate that there was no intention to rewrite or in any way change the Senate's policy on Academic Freedom through this process.

Dr Guppy noted that they had received around 150 responses so far to the draft statement. Three or four said freedom of expression is freedom of expression and should be protected full stop. A



lot of people asked what the line was when speech became hate speech. The other side of the issue is people who want a learning environment that is conducive to freedom to expression. We tried to go further than many universities have and say what learning environment we value. We are trying to balance those discussions. People are focusing on various things and we will try to parse that out when we share the feedback. To that end, 2 to 15 people have asked to write extended reviews. The question is what will we do next. We need to read everything, see what the opinions are, and then have a working group come together to try to reconcile a contentious set of issues.

Senator Isaacson asked what the consequences would be adopting such a statement. Would administrators make decisions about appropriateness of speech under this statement?

Dr Guppy said that we had a lot of policies and processes in place and we don't think we are re-writing many of those things. He noted that the statement is just that, a statement; the Board or the Senate as a policy didn't consider or approve it as they would with a formal policy.

The President said in response to administrative actions, the idea of Richard Spencer showed how different institutions could have different views on freedom of expression. The University of Cincinnati invited him; The Ohio State University decided that they wouldn't invite him and they would put up with litigation so they didn't have to put their faculty and staff in harms way. Dr Ono also mentioned the economics of these situations when security is needed for controversies, with some universities having to spend hundreds of thousands of dollars.

Senator Thachuk said a conversation is fine, but a policy that was applied and had consequences needed to be more specific.

Richard Tees thanked Dr Guppy for his work. He requested that this document be brought back to Senate and that a further conversation happen closer to the final version.

Report from the Provost

ANNUAL REPORT ON STUDENT EVALUATION ON TEACHING

The Provost, Dr Andrew Szeri, introduced Vice-Provost Eric Eich to present on his behalf.

Dr Eich noted that the overall quality of teaching is assessed on a 5-point scale with an overall of 4.2. 70% were 4 or higher. Most low ratings come from classes with a low response rate. If we apply a minimum response standard, 12 of our 13 worse cases are removed from the dataset.

Most departments also use peer review of teaching, review of assignments and workload, and other data to get a more rounded picture of teaching. The average has always been in the low 4s.



Senator Gattinger asked if there was a correlation between sessional status and tenure track faculty and certain scores.

Dr Eich replied that there didn't seem to be a difference in the data.

Senator Doering noted that since 2011 the number of faculty members who chose to share results have decreased from 11% to 7%.

Dr Eich said he valued transparency and wasn't sure why faculty didn't want to do so. We would look into this further and encourage faculty to share their results.

Senator Tees noted that SEE TAPE.

Report from the University Librarian

ANNUAL REPORT ON THE LIBRARY

NB: FOR A COPY THIS REPORT, PLEASE SEE THE SECRETARY

The University Librarian, Ms Susan E Parker, she gave her to the Senate Library Committee and its chair, Dr Lawrence Burr, Provost Andrew Szeri, as well as the library staff for their support in her first year at UBC.

Senator Gattinger asked with the exchange rate gap, does the library currency hedge its acquisitions budget.

Ms Parker replied that there were challenges to do that because the renewal cycles weren't in sync. In the US we cannot buy ahead, but apparently you can in Canada.

Senator Krebs noted the high price of electronic research journals; are we working to negotiate better prices?

Ms Parker replied yes. We belong to a series of overlapping consortia that has done better on average in negotiating prices. We want to continue that strategy; it is hard to lose access to journals. We do look to find alternatives to change the publishing paradigm.

Senator Gattinger asked what our total journal subscription cost was.

Ms Parker said \$18M last year total, 2/3rds of which was journals and most of those electronic.

In Camera – Tributes Committee

RECOMMENDATIONS FOR HONORARY DEGREES



Adjournment

Seeing no other business, the meeting was adjourned at 8:10 pm.

Appendix A: Awards Report

New Awards – Endowed

David Black Thunderbird Men's Basketball Award

One award to the maximum allowable value under athletic association guidelines has been made available through an endowment to a member of the Thunderbird Men's Basketball team in any year of study who has demonstrated excellent leadership skills and maintained good academic standing. Preference will be given to a graduate of Victoria High School in Victoria, BC; or a high school on Vancouver Island; or a student who is a Canadian citizen. The award is made on the recommendation of the Athletics Awards Committee. (First Award Available in the 2017/2018 Winter Session.)

Dell and Del Johnson Memorial Prize in Nursing

A \$1,200 prize has been made available through an endowment established by Cathy Ebbehoj (BSN 1975, MSN 1999), a retired faculty member of the UBC School of Nursing, to the graduating student who achieves the overall top grade in the Bachelor of Science in Nursing program. This prize was established in honour of Cathy's parents Dell and Del Johnson, who both deeply valued education and in memory of Cathy's classmate Laura-Lynne McBain (1952 – 2006) who achieved top marks in the BSN class of 1975. The prize is made on the recommendation of the School of Nursing. (First Award Available in the 2017/2018 Winter Session.)

Michael John Page Postdoctoral Fellow Award

Awards totalling \$1,200 have been made available through an endowment to recognize postdoctoral fellows who reflects Dr. Page's academic excellence and his passion for life. These awards are open to Postdoctoral Fellows (PDF) in the Department of Biochemistry & Molecular Biology or the Centre for Blood Research in recognition of outstanding academic achievement combined with significant extra-curricular achievements (both scientific and non-scientific). Nominees must have held a PDF appointment at UBC for at least one year. The awards will be made on recommendation of the Postdoctoral Fellow's research supervisor; each research supervisor may nominate only one PDF per year. The nominator must hold an appointment as a full member of the Department of Biochemistry & Molecular Biology or be an Investigator in the Centre for Blood Research. (First Award available in the 2018/19 academic session.)

Leon Tuey Bursary in Art Education

Bursaries totalling \$2,000 have been made available through an endowment established by Leon Tuey for students who are studying art education in the Faculty of Education. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2018/19 academic session.)

New Awards – Annual

Maureen Howe AWF Lifetime Achievement Award



A \$3,750 award is offered annually by the Association of Women in Finance in honour of Maureen Howe to a female undergraduate student entering the third year of the Bachelor of Commerce program at the UBC Sauder School of Business who has achieved outstanding academic merit. Preference is given to a student who is specializing in finance, has a history of community service, plans to pursue a career in finance and has demonstrated an ability to overcome adversity. Maureen is the former managing director of Equity Research with RBC Capital Markets and is currently on the board of directors of several Canadian companies and foundations. The award is made on the recommendation of the UBC Sauder School of Business. (First Award Available in the 2017/2018 Winter Session.)

Master of Community and Regional Planning Bursary

Bursaries are offered annually by the Faculty of Applied Science to graduate students in the Master of Community and Regional Planning program who demonstrate financial need. Available funding is determined based on the number of students enrolled in the program. The bursaries are adjudicated by Enrolment Services. (First Award Available in the 2018 Summer Session.)

Dr. Geoffrey Newman Graduate Scholarship in Music

Scholarships totalling \$7,500 are offered annually by Dr. Geoffrey Newman to graduate students in the School of Music who demonstrate commitment and exceptional talent in voice or instrumental performance. Geoffrey is a scholar and a music journalist who benefited from extensive musical education. It is his hope to inspire deeper interest in classical music among UBC students. The scholarships are made on the recommendation of the School of Music in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/2018 Winter Session.)

Tianzhu Fellowship in Buddhist Studies

Fellowships totalling \$40,000 are offered annually by the Liuzu Temple of Guangdong for graduate students in the Faculty of Arts undertaking research on East Asian Buddhist Studies. Preference will be given to students researching Chinese Buddhism. The fellowships are renewable for a period of three years or until a graduate degree is completed, whichever is shorter. The fellowships are made on the recommendation of the Department of Asian Studies in consultation with the Faculty of Graduate and Postdoctoral Studies. (First Award Available in the 2017/18 Winter Session.)

President's Award for Distinguished Service by a UBC Emeritus.

One or more awards of \$1000 are offered annually by the UBC Association of Professors Emeritus to UBC Emeriti who have, since attaining Emeritus status, displayed exceptional leadership or initiative in volunteer community service that benefits others in Canada or abroad. It is anticipated that the recipient will direct the Award to an organization, charity, or fund of



their choosing. Nominations for the award may be made by any Emeritus to the Vice Provost's Office, UBC. The first Award will be in 2017-2018.

Eligibility: all persons listed under "Emeritus Staff" in The UBC Vancouver Academic Calendar.

Previously-Approved Awards with Changes in Terms or Funding Source:

7319 - Medicine Class of 1966 Fred Scriver UBC MED '66 Memorial Bursary

Bursaries totalling \$3,000 have been endowed made available through an endowment by members of the Graduating Class of Medicine 1966 in memory of their late classmate, Fred Scriver, to aid students in the M.D. Program who are in need of financial assistance for medical students who demonstrate financial need. Originally established in 2007 to recognize the untimely passing of classmate Fred Scriver, the bursaries also honour the memories of additional classmates who are no longer with us while recognizing each classmate's unique area of contribution and the unique challenges that life has brought. The bursaries are adjudicated by Enrolment Services.

Rationale for Proposed Changes

Upon the request of The Graduating Class of Medicine 1966 as represented by Dr. Steve Tredwell, and supported by Fred Scriver's widow, and in collaboration with the Medicine Development team, we are revising the name of the "Graduating Class of Medicine 1966 Fred Scriver Memorial Bursary" to the new name "UBC MED '66 Memorial Bursary" to better reflect that the fund is in memory of all classmates who have died.

1830 - Impact of Ten Dental Hygiene Scholarship

A \$1,550 Scholarships totalling \$1,550 have been made available through an endowment established has been endowed by the Impact of Ten group - alumni and friends of the UBC Dental Hygiene Degree Program. The scholarships is are awarded to a 4th year students enrolled in the Dental Hygiene Degree Program. The recipient is selected on the basis of academic standing. The scholarships are made on the Recommendations are made by of the Faculty of Dentistry.

Rationale for Proposed Changes

Upon the request of the donors and the Dental Development team, we are revising the award description to offer multiple scholarships as the endowment has grown in size.

Appendix B: Curriculum Report

FACULTY OF APPLIED SCIENCE

New course

APSC 402 (3) Living Language: Science and Society

**ARTS***New course*

ASTU 402 (3) Living Language: Science and Society

EDUCATION*New course*

LLED 402 (3) Living Language: Science and Society

FORESTRY*New course*

FRST 402 (3) Living Language: Science and Society

LAND AND FOOD SYSTEMS*New course*

LFS 402 (3) Living Language: Science and Society

PHARMACEUTICAL SCIENCES*New courses*

PHAR 402 (3) Living Language: Science and Society;

PHRM 455 (0) PharmD Registration

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES**Law***New program requirements*

G+PS>Laws>Master of Laws

Medicine*New concentration*

Master of Science in PPH>Health Economics concentration

New courses

SPPH 546 (3) Introduction to Health Economics; SPPH 549 (3)

Advanced Economic Evaluation in Healthcare

Pharmaceutical Sciences*New course*

PHAR 560 (3) Advanced Economic Evaluation in Health Care



27 November 2017

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: **Exception to Policy V-125 (Term and Formal Examination Scheduling) to Facilitate the Hosting of the Congress of the Humanities and Social Sciences in 2019**

UBC will be hosting the Congress of the Humanities and Social Sciences in 2019. Congress is a convergence of 70 scholarly associations over a week and typically has over 8 000 attendees from across Canada and beyond. Given the size of Congress, it will take a substantial volume of classroom inventory for an eight-day period in June 2019 and this will not allow for the usual Summer Session schedule during that time. Similar to the last time UBC hosted Congress, an alternative Summer Session schedule proposal is being proposed that accommodates a one-week break in classes during Congress.

Note that not all professional or graduate programs follow the usual schedule; however, classroom space used by those programs may be affected regardless if drawn from the general pool.

The Senate Academic Policy Committee discussed potential options and recommends the following proposed schedule:

| | Usual Schedule | Proposed Schedule |
|----------------------|-----------------------|--------------------------|
| Summer Term 1 Start | Mon. 13 May 2019 | Mon. 6 May 2019 |
| Congress Break | N/A | Mon. 3 – Fri. 7 June |
| Summer Term 2 End | Thur. 20 June | Thur. 20 June |
| Term 1 Teaching Days | 28 | 28 |
| Term 1 Exam Start | Mon. 24 June | Mon. 24 June |
| Term 1 Exam End | Fri. 28 June | Fri. 28 June |
| Summer Term 2 Start | Tue. 2 July | Tue. 2 July |
| Summer Term 2 End | Fri. 9 August | Fri. 9 August |
| Term 2 Teaching Days | 28 | 28 |
| Term 2 Exams Start | Tue. 13 August | Tue. 13 August |



| | | |
|------------------|----------------|----------------|
| Term 2 Exams End | Sat. 17 August | Sat. 17 August |
|------------------|----------------|----------------|

The following is recommended to Senate:

Motion: *“That, Policy V-125 notwithstanding, Senate direct the Registrar to modify the academic year for the 2019 Summer Session as set out in the attached report.”*

Respectfully submitted,

Dr. Paul Harrison, Chair

Senate Academic Policy Committee



To: Senate
From: Senate Agenda Committee
Re: Publication of Committee Minutes
Date: 1 December 2017

The Senate Agenda Committee has considered feedback from other committees of Senate as well as from Senate itself at its last meeting regarding publication of the minutes of Senate Committees. The Committee is generally supportive of the publication of minutes of Senate Committees. The committee is aware that this may require a change in practice from those committees that routinely mix consideration of confidential and non-confidential information in their deliberations, as well as how discussions are minuted generally, but finds there to be a compelling public interest in the publication of material that is not private nor confidential. Therefore, the Senate Agenda Committee recommends that Senate resolve to amend the *Rules and procedures of Senate* as follows:

That the following new sections be added:

“(37) Unless a committee resolves otherwise either for a particular matter or for a category of matters, the minutes of committees of Senate shall be made publicly available for all meetings that occur after 1 January 2018.

(38) A resolution under Section 37 notwithstanding, the Secretary shall redact any personal or otherwise confidential information in minutes made publicly available, including, but not limited to:

- A) discussions and dealings with other entities or persons where disclosure of the information being discussed may compromise the relationship of the University with them or its relationship with its stakeholders;*
- B) labour relations or human resources issues;*
- C) financial, personnel, contractual and/or other matters for which a decision must be made in which premature disclosure would be prejudicial;*
- D) matters which the Senate or the University are required by contract or law to keep confidential;*



E) matters related to civil or criminal proceedings; and

F) personal information related to an individual.” And

*That all subsequent and referential section numbers be
renumbered accordingly.*

**a place of mind**

THE UNIVERSITY OF BRITISH COLUMBIA

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To: Senate
From: Senate Agenda Committee
Re: Ad-hoc Committee on Diversity and Inclusion
Date: 1 December 2017

The Senate Agenda Committee has considered a proposal from the student members of Senate for an ad hoc committee of Senate on diversity and inclusion. Attached in background is their submission to the committee. The Senate Agenda Committee agrees that this would be a worthwhile endeavour and thus recommends the following to Senate

That Senate establish an Ad-hoc Committee on Diversity and Inclusion;

That the Senate Nominating Committee be directed to recommend the membership and formal terms of reference for this the Ad-hoc Committee on Diversity and Inclusion at the next meeting of Senate;

That the Ad-Hoc Committee present interim reports at least annually and its final report to Senate no later than the March 2020 meeting of Senate.

UBC-Vancouver Senate Ad-Hoc Committee Proposal:
*Ad-Hoc Committee on Fostering an Inclusive Academic Environment to Support Student Diversity
 And Academic Success*
 October 6, 2017

Submitted by: Marium Hamid, Jakob Gattinger, Kevin Doering, and Ian Sapollnik on behalf of the UBC-Vancouver
 Student Senate Caucus

1. Background

The diversity of our students and their experiences with regards to inclusion have bearing on all UBC community members and their learning, living and working environments. The actualization of inclusive environments must be a key priority in order to achieve excellence for all students, staff and faculty at UBC. Creating exceptional learning environments through the recruitment and inclusion of diverse students were key commitments arising from UBC's last Strategic Plan, Place and Promise. One of the two goals identified under this category was:

Increase awareness and experience of the benefits of intercultural learning and developing intercultural fluency¹.

Intercultural Understanding, Aboriginal Engagement, and Community Engagement² were all identified as Goals for UBC's Strategic Plan and the future iteration of the plan UBC's Next Century has also preliminarily identified Diversity, Indigeneity, Engagement and Reciprocity as strategic priorities³. It is important to note that both iterations pay emphasis to the fact that the aforementioned issues are to be implemented university wide and are of equal importance in practices across the communities in UBC and beyond.

In the realm of diversity and inclusion particularly, many successful initiatives have been implemented to address barriers to access. These include Policy 72 (Access to UBC) and the UBC Access Promise, support for Aboriginal students, Jump Start, and first year orientations and transition leader educations which diversity and respectful environment are core elements of these students preparation to welcome and support our students. However, while such efforts work to reduce episodic sources of exclusion and discriminatory behaviors in our university environments, there is still extensive work to be done in areas like curriculum, teaching and research environments. Such changes in the academic environment require not just commitments, but action in order to address and shift negative learning and research cultures, processes and practices influencing faculty and students. The UBC Vancouver Senate has a place in articulating and implementing these actions given their relevance and reach in establishing practices and policies that guide the entire university.

2. The Landscape of Inclusive Academic Environment

2.1 History of Past Work

Valuing Diversity: A Strategy for Advancing Equity and Diversity⁴ at UBC was the strategic plan completed in 2010 that focused solely on Equity and Diversity at UBC. The plan prioritized all plans based on the focus areas of strategic commitment, curriculum and classroom climate and lastly recruiting and admissions. All work was categorized based on the departments and executive portfolios at UBC. The strategic goals described under Curriculum and Classroom Climate directly corresponded to the priorities set forth in Place and Promise. The Vice President, Students as well as the Equity and Inclusion office took on the role of supporting and fulfilling the commitments to building capacities for staff and student leaders. However, progress in the realm of teaching and learning has largely lagged behind. While issues of engagement and culture outside of the classroom are being addressed through increased awareness and dialogue, substantive steps to find gaps in policies in relation to access, equity and diversity within our academic framework is currently absent.

Most notably, the Task Force Report and the subsequent response to the report both emphasize the need for Senate to not only consider, but also renew their commitment to past recommendations:

The Senates have core responsibility for curriculum design and graduation requirements, and so the Senate administration will:

- *Refer the Task Force's recommendations regarding curricular and graduation requirements to Senates for consideration⁵.*

¹ [Place and Promise: The UBC Plan \(2012\)](#) page 9.

² [Place and Promise: The UBC Plan \(2010\)](#), page 11.

³ [UBC's Next Century: Phase 3A Public Open House Summary Report \(2017\)](#), page 3.

⁴ [Valuing Diversity: A Strategy for Advancing Equity and Diversity](#), page 8-16.

⁵ [Renewing Our Commitment to Equity and Diversity: UBC's response to the Task Force Recommendations \(2014\)](#)

Since the completion of these reports in 2014, Senate has not renewed or given a directive to fulfill the recommendations of both the Task Force as well as Valuing Differences Report.

From the student side of advocacy, student leaders have increasingly made the experiences of diverse students and the intersections of diversity a priority. Key student organizations have been working for years to support marginalized students, as well as respond to their experiences and sense of belonging in and outside the classroom. This includes but is not limited to consultations and submissions on UBC Policies, Committees and Task Force⁶. This is increasingly becoming a dominant issue and concern amongst students including within many of the AMS Resource Groups, the Global Lounge network member groups, as well as student clubs that support specific marginalized populations.

2.2 Current State of Student Diversity at UBC

Our survey data indicates students who identify as diverse attending UBC report difficult experiences on campus. Results from the 2017 Alma Mater Society (AMS) Academic Experience Survey indicate that particular groups of students feel excluded from the student experience at UBC across a range of variables.

| Agree | TOTAL (n=2,047) | Gender | | Age | | | |
|--|--------------------|------------------------|----------------------------|-----------------------|-------------------------------|-----------------------------|-----------------------|
| | | Male (n=635) [D] | Female (n=1,372) [E] | <20 (n=647) [F] | 20 to <25 (n=1,160) [G] | 25 to <30 (n=158) [H] | 30+ (n=82)* [I] |
| I feel safe on campus at night | 63% | 80% E | 51% | 61% | 64% | 65% | 57% |
| I feel a sense of belonging on campus | 56% | 56% | 57% | 60% HI | 58% I | 48% I | 31% |
| I feel connected to the UBC Thunderbirds | 17% | 18% | 16% | 20% HI | 17% HI | 9% | 4% |

| Agree | TOTAL (n=2,047) | Ethnicity | | | | |
|--|--------------------|-----------------------------|---------------------------|-------------------------------|-------------------------------|-------------------------|
| | | Caucasian (n=906) [N] | Chinese (n=651) [O] | Other Asian (n=302) [P] | South Asian (n=173) [Q] | Other (n=249) [R] |
| I feel safe on campus at night | 63% | 68% OP | 55% | 58% | 67% O | 64% O |
| I feel a sense of belonging on campus | 56% | 61% R | 55% | 54% | 54% | 52% |
| I feel connected to the UBC Thunderbirds | 17% | 19% O | 14% | 15% | 16% | 15% |

*Small base size, interpret with caution.
Base: All respondents
C3. Please indicate your level of agreement with the following statements about campus community.

D/E/H/G/H/V/N/O/P/Q/R • Statistically significantly higher than corresponding comparison group(s).

Insights West 39

Sense of safety/belonging/connection:

The 2017 AMS Academic Experience Survey also asked students about their experiences of discrimination on campus. Sixty-five percent of students noted they have personally experienced discrimination on campus, with one in ten experiencing discrimination frequently or often. Students also noted the type of discrimination they experienced:

⁶ <http://www.ams.ubc.ca/wp-content/uploads/2014/07/AMS-Submission-on-Task-Force-March-2014.pdf>
<http://www.ams.ubc.ca/wp-content/uploads/2014/03/AMS-Submission-on-Task-Force.pdf>

| Race/Ethnicity | | Ethnicity | | | | | Type of Student | |
|------------------|--------------------|-----------------------------|---------------------------|-------------------------------|-------------------------------|-------------------------|------------------------------|---------------------------------|
| | TOTAL (n=2,047) | Caucasian (n=904) [N] | Chinese (n=651) [O] | Other Asian (n=302) [P] | South Asian (n=173) [Q] | Other (n=249) [R] | Domestic (n=1,707) [J] | International (n=340) [K] |
| Frequently/Often | 5% | 2% | 6% N | 7% N | 7% N | 7% N | 5% | 5% |
| Ever | 42% | 24% | 58% N | 54% N | 49% N | 55% N | 41% | 50% J |

| Gender | | | Sexual Orientation | | | Age | | | | |
|------------------|--------------------|------------------------|----------------------------|--|--------------------|---------------------------|-------------------------|--|--------------------|-----------------------|
| | TOTAL (n=2,047) | Male (n=635) [D] | Female (n=1,372) [E] | | TOTAL (n=2,047) | Hetro (n=1,677) [L] | LGBTQ (n=262) [M] | | TOTAL (n=2,047) | <20 (n=647) [F] |
| Frequently/Often | 4% | 4% | 4% | | 2% | 1% | 6% L | | 3% | 2% |
| Ever | 42% | 25% | 54% D | | 18% | 12% | 52% L | | 31% | 35% G |

| | TOTAL (n=2,047) | 20-25 (n=1,160) [G] | 25-30 (n=158) [H] | 30+ (n=822)* [I] |
|------------------|--------------------|---------------------------|-------------------------|------------------------|
| Frequently/Often | 3% | 2% | 2% | 4% 23% FGH |
| Ever | 31% | 35% G | 26% G | 66% FGH |

***Small base size, interpret with caution.** Base: All respondents (Undergraduate students n=2,047)

C4. How often do you personally experience discrimination on campus for each of the following?

D/E/R/G/H/I/J/K/L/M/N/O/P/Q/A/B/R - Statistically significantly higher than corresponding comparison group(s).

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Diverse students at UBC report difficult experiences inside and outside of the classroom. Analysis of the 2016 UBC Vancouver Undergraduate Experience Survey (UES) data indicates that particular groups of students feel excluded from the student experience at UBC across a range of variables. When comparing to the most appropriate comparator groups, we see significant differences between our populations.

| | Overall | Domestic | International | Transgender or other gender identities | Mental health condition | Korean | Int-Korea |
|---|---------|----------|---------------|--|-------------------------|--------|-----------|
| I would recommend enrolling at UBC to others | 76% | 76% | 76% | 53% | 66% | 69% | 64% |
| I am proud to say that I attend UBC | 82% | 82% | 82% | 49% | 71% | 71% | 68% |
| If I was starting again, I would choose to attend UBC | 64% | 64% | 63% | 43% | 54% | 49% | 38% |
| I feel I belong at UBC | 59% | 58% | 63% | 37% | 47% | 49% | 42% |

| | Overall | Domestic | International | Aboriginal students | Other domestic students | African |
|---|---------|----------|---------------|---------------------|-------------------------|---------|
| I would recommend enrolling at UBC to others | 76% | 76% | 76% | 70% | 77% | 80% |
| I am proud to say that I attend UBC | 82% | 82% | 82% | 80% | 82% | 86% |
| I feel a strong sense of connection to UBC | 52% | 50% | 58% | 51% | 51% | 56% |
| I feel I belong at UBC | 59% | 58% | 63% | 52% | 59% | 58% |
| If I was starting again, I would choose to attend UBC | 64% | 64% | 63% | 62% | 64% | 59% |

3. The Role of Diversity & Inclusion in Higher Education

As an institution of higher learning, UBC prides itself as an educator and leader in not just community here in Canada but in the world. As educators, we hold the responsibility of not only propagating knowledge but also rather knowledge that acknowledges and addresses injustices and systemic barriers that may prevent diverse voices from attending and working in UBC. The Public Interest Values statement of UBC emphasizes on creating “opportunities to bring together scholars and the wider community to enhance societal good”. As such, we must be active leaders in not only promoting equity and diversity within our own backyard but also in providing the tools and programs for our students, staff, faculty and graduates to bring these values back to the community at large.

3.1 Student Success

Universities must be innovative and progressive, both to ensure academic excellence and to be attractive in an increasingly competitive environment.⁷ Research indicates students who are exposed to diverse perspectives will have more cognitive tools for understanding new ideas and resolving problems, and will be better prepared for the challenges they will face after graduation.⁸ Further, research demonstrates a strong connection between student perceptions of inclusion and academic performance. For example, students who completed undergraduate diversity requirements were shown to hold less prejudiced attitudes and beliefs, are more likely to engage with students from minority populations⁹, and are more likely to demonstrate intercultural competence¹⁰. At UBC, students have pointed to classroom climate and academic culture as an issue, and affecting their learning. During consultations with a range of diverse students hosted by the Student Diversity Initiative, the academic environments were consistently referenced across multiple conversations as being a barrier to student success and feeling a sense of connection.¹¹

3.2 Teaching and Learning Environment

Support for diversity and inclusion in the teaching and learning environments benefits all students' ability to succeed. Research shows that students who participated in frequent discussions of social and political issues, talked more frequently about racial issues, and had attended workshops on another racial group, were more likely to report higher levels of cultural awareness¹² and a greater commitment to the goal of promoting understanding of others.¹³ Curricular and pedagogical interventions used to introduce diverse perspectives also led to increased students' openness to diversity and improved their critical thinking skills.¹⁴ Emphasis by faculty on diversity within courses also had positive effects on increased understanding across difference and overall satisfaction with college.¹⁵ The integration of a diversity of perspectives and experiences within the classroom has positive effects beyond the classroom, supporting the overall student experience.

4. Our Vision

Inclusive Excellence conceptualizes diversity beyond demographic features, and works towards embedding diversity systemically into programs, policies, and practices throughout the institution. Inclusive Excellence is fundamental to leveraging the quality, presence, and impact of the University in the broader society. The UBC Student Diversity Initiative¹⁶ has adopted Inclusive Excellence as its framework to achieve success, following the lead from many leading post-secondary institutions in the United States. These institutions have taken bold steps to develop creative and system solutions to address academic barriers to student success under the guidance of academic leadership. For examples of these institutions including the University of Michigan, University of California at Berkeley, and the University of Cincinnati, see Appendix I. A key aspect in instilling Inclusive Excellence at UBC includes a systems thinking approach to the issues at hand. Working in conjunction with the factors that contribute to a more inclusive

⁷ Jarvis, P. (2013). *Universities and corporate universities: The higher learning industry in global society*. Routledge.

⁸ Milem, J.F. (2003). The educational benefits of diversity: Evidence from multiple sectors. In M. Chang, D. Witt, J. Jones, & K. Hakuta (Eds.). *Compelling interest: Examining the evidence on racial dynamics in higher education*. Palo Alto, CA: Stanford University Press.

⁹ Chang, M. J. (2002). The Impact of an Undergraduate Diversity Course Requirement on Students' Racial Views and Attitudes. *The Journal of General Education*, 21-42.

¹⁰ Deardorff, D.K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, 10, 241.

¹¹ Student Diversity Initiative student dialogues, 2017.

¹² Milem, J. F. (1994). College, Students, and Racial Understanding. *Thought & Action* (9), 2, 51-92.

¹³ Villalpando, O. (2002). The Impact of Diversity and Multiculturalism on All Students: Findings from a National Study. *Journal of Student Affairs Research and Practice*, 40(1). <https://doi.org/10.2202/1949-6605.1194>

¹⁴ MacPhee, Kreutzer, and Fritz (1994). Infusing a Diversity Perspective into Human Development Courses, *Child Development*, 65 (2), 699-715.

¹⁵ Astin, A.W. (1993). *What Matters in College: Four Critical Years Revisited*. San Francisco: Jossey-Bass.

¹⁶ Following international tuition increases in December 2015, student leaders through the AMS advocacy called for funding that would support the increase of student diversity at UBC Vancouver. The Board of Governors established the *Commitment to Diversity Fund* and it is the basis for the Student Diversity Initiative, which the AMS and Student Senators students are invested in its impacts and success.

student experience, we have to simultaneously look at the changes we can make in the realms of teaching and learning to make sure that our efforts are effective in creating an inclusive academic experience.

4.1 Curriculum and Scholarship

Our classrooms are active premises of academic inquiry and personal growth that can be utilized as powerful tools for promoting diversity and equity. Our curriculum should reflect the complexities of the world and give both the learners and educators a chance to not only raise issues that are difficult in nature but are also guide discussions and resolutions to the same issues. While standalone courses with words such as “women” or “aboriginal” or “critical race” in the title are evidence of the strides that UBC has made in integrating different ways of knowing within rational methods of inquiry, a strategic and distinctive commitment to not just allowing but encouraging marginalized ways of thinking should be present for both faculty and students alike across all disciplines¹⁷. Research guides curriculum, so it is important that faculty be supported to conduct academic inquiry into areas that reflect the experiences and interests of disadvantaged groups. An active consideration and effort to create and change programs, interdisciplinary options as well as second degree programs should be proposed and encouraged across all faculties.

4.2 Student Recruitment and Admissions

The stakeholders that make UBC- student, faculty members, staff and alumni are ambassadors through which we display our excellence. This excellence is driven and reinforced by the practices and policies that we employ to include govern and sustain the university. This is necessary to ensure that UBC as an institution is able to draw from the broadest possible of qualified students, faculty members and staff. Identifying goals in the area of student recruitment and admissions include being cognizant of the barriers that prevent qualified applicants from disadvantaged groups from admissions to UBC. A critical examination of whether these barriers are a result of existing policies or a failure to adapt new ones can shed a light at the tangible steps that Senate can reform through our practices of recruiting, reviewing and granting appeals of admission and readmission.

5. Motivation

5.1 The Role of Senate

Inclusive excellence (IE) recognizes that intellectual excellence and university performance outcomes are not only *enhanced* through diversity, but that diversity is *required* to achieve these goals.¹⁸ The policies, procedures and academic environment of an institution have both direct and indirect impacts on equity, diversity, and inclusion, and therefore affects our students’ capacity to be academically successful, and importantly, for our faculty’s success in their research and teaching.

Given the vital links between academic excellence, student diversity and inclusion in learning environments, the Senate has an invaluable role in leading the institution’s systemic approach to addressing diversity and inclusion in the academic milieu. The Senate is best positioned to take on this leadership role given the high level and wide reaching perspective, which Senators possess and are responsible to enforce. The Senate has the tools to be both pragmatic and aspirational in moving the university towards its vision of excellence and prominence in the world. Additionally, the academic expertise within the Senate, including diverse pedagogical and discipline approaches to formulate and develop effective frameworks for action. Examples of other such involvements of Senate can be found in Appendix II. Therefore, on behalf of the UBC Vancouver Student Senators, we are proposing the establishment of an Ad-hoc Committee on Diversity and Inclusion.

5.2 Establishment of an Ad-Hoc Committee

The Student Senate Caucus proposes the establishment of an ad-hoc committee to address the broad reaching nature of academic success and diversity, recognizing that this issue goes beyond the scope of one Senate Standing Committee alone. With the proposal of establishing an Ad-hoc, we are cognizant that work produced by this committee would need to be referred and sent for consideration to multiple Standing committees of Senate for implementation. Nevertheless, we are certain that recommendations and information presented by this committee will be essential in identifying gaps in our current system and transforming them into opportunities that are not supplements, but rather essentials to the academic experience of UBC. Under the framework of Inclusive Excellence, we note that the most profound and impactful strategies to support diversity and inclusion take into account the entire system of an institution in decision-making. The learning environment, curriculum, policies, procedures, and learning all play a role in a systemic approach.

¹⁷ [Valuing Diversity: A Strategy for Advancing Equity and Diversity](#), page 13.

¹⁸ University of Cincinnati, UC Inclusive Excellence: Moving Forward,

DRAFT Terms of Reference¹⁹**UBC-V Senate Ad-Hoc Committee on Fostering an Inclusive Academic Environment***Suggested terms of reference:*

*To examine and report back to the UBC Vancouver Senate on the current academic environment and its impact on student and faculty diversity and inclusion;
 To develop a framework for incorporating considerations of diversity and inclusion into academic decision making; and
 Where appropriate, to provide recommendations to changes in Senate policies to better support students and faculty in fulfilling their full academic, professional and personal potential;*

The following Areas of exploration are recommended:

- 1) Examine how the academic environment impacts marginalized students and faculty inclusion
 - (a) Review existing plans and reports
 - (b) Renew commitments to past recommendations
- 2) Articulate the role of Senate in providing leadership in building an inclusive academic environment
 - (a) Recommend to Senate areas where core principles of inclusivity can be introduced
 - (b) Connect resources outside of the Senate to support academic endeavors
- 3) Develop opportunities for members of the university to share suggestions, experiences and feedback for improving the academic environment at UBC
 - (a) Support diversity and inclusion through identifying policies and procedures that support or detract from student and faculty experiences.
- 4) Examine and evaluate current university academic policies and procedures to assess their impacts on diversity, inclusion and embedding of diversity into the curriculum and teaching practices
 - (a) Create recommendations for academics policy changes that lead to the objectives of UBC's Strategic priorities of intercultural and community engagement
- 5) Examine Inclusive Excellence frameworks and models employed at other institutions to incorporate diversity and inclusion into academic decision making and suggest an implementation model appropriate for UBC

Potential Deliverables and Outcomes

The ad-hoc committee will:

- 1) Examine existing data, information, and research on diverse student and faculty inclusion at UBC and engage with key expert stakeholder groups to gain insights into the current state of the academic environment in relation to diversity and inclusion
- 2) Deliver to Senate a final report that:
- 3) Provides a summary of the feedback received from key stakeholders
 - Proposes a framework that can be utilized in academic decision making to incorporate understanding and recognition of impacts on diversity and inclusion
 - Articulates the role of Senate in building an inclusive academic environment
 - Provides recommendations to the Senate for changes to existing institutional structures and policies to better support student and faculty diversity and inclusion
 - Share the results of its report widely with the university community

¹⁹ These terms of reference (TOR) are meant to provide an overview of the scope of work the ad-hoc committee may Undertake for the purposes of the discussion of this Topic of Broad Academic Interest. Senate is not being asked to approve these TOR at this time. If an ad-hoc committee is struck, the development of the final TOR and composition will be referred to Senate Nominating Committee.

Appendix I: Inclusive Excellence

- [University of Michigan](#)
- [University of Cincinnati](#)
- [UC Berkeley](#)
- [Dartmouth College](#)

Appendix II: Example of Diversity and Inclusion in Senate and Academic Leadership

- University of Michigan
 - [‘Support Innovative and Inclusive Scholarship and Teaching’ Strategy in the Strategic Plan on Diversity, Equity and Inclusion](#)
 - [Provost’s Committee on Diversity, Equity and Inclusion](#)
 - [Faculty vote in Senate for the institution to more thoughtfully consider diversity in student recruitment](#)
- UC Berkeley
 - [Senate Policy on University of California Diversity Statement](#)
 - [Senate Committee on Diversity, Equity and Campus Climate](#)
 - [Senate Report](#)
- University of Cincinnati
 - [Diversity Plan addressing the learning environment, as well as recruitment and retention](#)
 - [Creation of Inclusive Classrooms Guidelines](#)
 - [Diversity Recruitment Committee](#)
- University of Winnipeg
 - [Indigenous Course Requirement](#)
- Queen’s University
 - [Educational Equity Report and Policy Statement](#)
 - [Diversity and Equity Assessment and Planning Tool](#)

13 December 2017

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards (December 2017)

NEW AWARDS – ENDOWED

Badr Faris Graduate Award in History

A \$3,000 award has been made available through an endowment established by Reema Faris (BA 1983) for a second-year MA student in History. First preference is given to students with an interest in the history of gender, women or families, or labour and immigration studies, and second preference is given to students with an interest in social or oral history. The award was established in honour of Ms. Faris' paternal grandmother, Badr Faris, who showed resourcefulness from a young age and believed strongly in education. The awards are granted on the recommendation of the Department of History in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/2019 winter session).

NEW AWARDS – ANNUAL

Grant/Vignale Award in Fine Arts and Business

A \$2,000 award is offered annually by Cathy Grant and Damon Vignale to a student, enrolled in the UBC Bachelor + Master of Management Dual Degree, who has fulfilled the continuation requirements and transferred successfully to the Master of Management portion of the program. In addition to academic merit, the student will have demonstrated leadership ability and/or involvement in the community. Preference will be given to a student from the Film Studies program. The award is made on the recommendation of the Sauder School of Business in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available during the 2017/2018 winter session).

Go Global International Community Field Experience Award

Awards valued up to \$1,000 each are offered to domestic UBC Teacher Education students participating in recognized student activities through international practicum placements arranged by Go Global. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services. (First award available during the 2017/2018 winter session.)

Go Global Structured Undergraduate Research Program Award

Awards valued up to \$2,000 each are offered to domestic undergraduate UBC students participating in recognized student activities through structured international research placements arranged by Go Global. Awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services. (First award available in the 2017/2018 winter session).

Go Global Self-Initiated Research Award

Awards valued up to \$2,000 each are offered to domestic undergraduate UBC students participating in recognized student activities through self-initiated international research placements arranged by Go Global. Awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services. (First award available in the 2017/2018 winter session).

Thunderbird Men's Field Hockey Award

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Men's Field Hockey team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First award available in the 2017/2018 winter session).

Thunderbird Men's Rugby Award

One or more awards, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to outstanding members of the Thunderbird Men's Rugby team in any year of study. Awards are made on the recommendation of the Athletics Awards Committee. (First award available in the 2017/2018 winter session).

Thunderbird Women's Ice Hockey Alumni Award

One or more awards which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, are offered to members of the UBC Women's Ice Hockey team in any year of study. Awards are made on the recommendation of the Women's Ice Hockey Head Coach and the Women's Ice Hockey alumni group and administered by the Athletics Awards Committee. (First award available in the 2017/2018 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

3175 – Dr. Harold L. Chambers Memorial Prize in Urology

Current Award Description

A prize of \$500, endowed by his partners of The Seymour Medical Clinic in tribute to Dr. Harold L. Chambers, is offered to an undergraduate medical student who has shown interest and proficiency in the field of Urology. This award is made on the recommendation of the Department of Urologic Sciences.

Proposed Award Description

A prize of \$500, endowed by his partners of The Seymour Medical Clinic and augmented by his daughters Janet MacPhail and Barbara Knowles, in tribute to Dr. Harold L. Chambers, is offered to an undergraduate medical student who has shown interest and proficiency in the field of urology. This award is made on the recommendation of the Department of Urologic Sciences.

Rationale for Proposed Changes

This is an administrative change to reflect regular contributions to the fund by the daughters of the late Dr. Chambers.

5913 – Gervin Prize in Advocacy and Criminal Law Reform

Current Award Description

A \$1,000 prize is offered annually by Mark Gervin to recognize a student in the J.D. program with the highest academic achievement in the UBC Innocence Project at the Allard School of Law. The award is made on the recommendation of the Peter A. Allard School of Law.

Proposed Award Name: Gervin Prize in ~~Advocacy and Criminal Law Reform~~ the UBC Innocence Project

Proposed Award Description

No changes.

Rationale for Proposed Changes

As requested by the donor and in collaboration with DAE colleagues at the Peter A. Allard School of Law, the name of the award is being revised to better reflect its purpose.

5123 – Go Global Award: Global Seminar Program

Current Award Description

Awards valued up to \$5,000 each are offered to undergraduate and graduate UBC students participating in recognized student activities through Go Global such as study abroad, international internships / practica, international service learning, cooperative education or research placements. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

Proposed Award Description

Awards valued up to \$5,000 each are offered to **domestic** undergraduate and graduate UBC students participating in recognized student activities through ~~Go Global such as study abroad, international internships / practica, international service learning, cooperative education or research placements~~ **the global seminar program at Go Global**. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

Rationale for Proposed Changes

As directed by Enrolment Services, the award description criteria has been narrowed to focus on the Global Seminar program. Dedicated awards are being established for programs that were once part of this award.

5925 – Kyla Lee Indigenous Law Students Bursary

Current Award Description

Bursaries totalling \$3,300 are offered annually by Kyla Lee (JD 2011) to students in any year of the Indigenous Legal Studies Program at the Peter A. Allard School of Law who demonstrate financial need. Preference will be given to First Nations, Inuit, or Métis students of Canada who are sole-supporting and who do not receive Band funding. The bursaries are made on the recommendation of the Peter A. Allard School of Law in consultation with Enrolment Services. (First Award Available in the 2017/2018 Winter Session.)

Proposed Award Name: Kyla Lee Indigenous Law Students ~~Bursary~~ **Award**

Proposed Award Description

~~Bursaries~~ Awards totalling \$3,300 are offered annually by Kyla Lee (JD 2011) to students in any year of the Indigenous Legal Studies Program at the Peter A. Allard School of Law who ~~demonstrate financial need~~ **maintain good academic standing**. Preference will be given to First Nations, Inuit, or Métis students of Canada who are sole-supporting and who do not receive

Band funding. **Financial need may be considered**. The ~~bursaries~~ **awards** are made on the recommendation of the Peter A. Allard School of Law ~~in consultation with Enrolment Services~~. (First award available in the 2017/2018 winter session).

Rationale for Proposed Changes

As requested by the donor and in collaboration with DAE colleagues at the Peter A. Allard School of Law this award is being revised to honour the donor's intent of recognizing candidates based on a holistic assessment that considers the student's academic standing and unique responsibilities while giving preference to students who do not receive external financial support.

587 – World University Service Summer Seminar Bursary

Current Award Description

Bursaries to a total of \$5,000 are offered annually to World University Service of Canada (WUSC) Student Refugee Program (SRP) students participating in the summer seminar(s) organized by the World University Service of Canada. The bursary recognizes UBC's longstanding support for the WUSC Student Refugee Program and offers SRP students a chance at personal and professional development in leadership that otherwise might not be accessible due to financial constraints. The bursaries are made on the recommendation of the World University Service of Canada Local Committee.

Proposed Award Name: World University Service ~~Summer Seminar~~ **Canada Student Refugee Program Leadership Bursary**

Proposed Award Description

Bursaries to a total of \$5,000 are offered annually to World University Service of Canada (WUSC) Student Refugee Program (SRP) students participating in ~~the summer seminar(s)~~ **seminars** organized by the World University Service of Canada. The bursary recognizes UBC's longstanding support for the WUSC Student Refugee Program and offers SRP students a chance at personal and professional development in leadership that otherwise might not be accessible due to financial constraints. The bursaries are made on the recommendation of the World University Service of Canada Local Committee.

Rationale for Proposed Changes

As directed by Enrolment Services, the name of this award is being updated to better reflect its purpose and that it is now available year-round.

3191 – Cornelius Leonard Mitchell Scholarship

Current Award Description

An award of \$900 is available through Vancouver Foundation as a result of a bequest from the estate of Alice T. D. Mitchell. The scholarships are awarded on the recommendation of the Faculty of Medicine to two students in FMED 426 (Brain and Behaviour).

Proposed Award Description

~~An Award~~ Awards totalling \$900 have been made available annually through the Vancouver Foundation as a result of a bequest from the estate of Alice T. D. Mitchell. The scholarships are awarded to students who excel in the Brain and Behaviour components of year one ~~on the recommendation of the Faculty of Medicine to two students in FMED 426 (Brain and Behaviour).~~ The awards are made on the recommendation of the Faculty of Medicine.

Rationale for Proposed Changes

In collaboration with DAE colleagues in the Department of Medicine and with the donor's approval, the award description is being updated to reflect curriculum changes that have eliminated FMED 426. The updated award description refers to course content rather than a course number and now follows the Senate's preferred terminology and format while giving the Faculty of Medicine flexibility in its adjudication.



13 December 2017

To: Vancouver Senate

From: Senate Curriculum and Admissions Committees

Re: Master of Science in Oceans and Fisheries (approval)

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the Faculty of Graduate and Postdoctoral Studies (Science) and enclose those proposals they deem ready for approval.

The following is recommended to Senate:

Motion: *“That the new Master of Science in Oceans and Fisheries degree program and its associated new course be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair, Senate Curriculum Committee
Dr. Carol Jaeger, Chair, Senate Admissions Committee



FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

New program

Master of Science in Oceans and Fisheries

New course

FISH 549 (12/18) c Master's Thesis

Ocean and Fisheries Master of Science Program

Degree offered: M.Sc.

Proposal

Institute for the Oceans and Fisheries
Faculty of Science
University of British Columbia
November 14, 2017

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1 Executive Summary

1.1 Overview

The Institute for the Oceans and Fisheries¹ proposes to offer a new Ocean and Fisheries Master of Science Program (“the Program”) and a Master of Science will be awarded. The Program is designed to train marine and freshwater scientists to undertake basic and applied research that will help foster healthy marine and freshwater ecosystems and sustainable resource use. Students will broaden their interdisciplinary expertise and acquire professional experience in areas including fisheries science, aquatic ecology, environmental physiology, natural resource economics, marine governance, and climate change. In the process, the programs will foster cutting-edge research on marine and freshwater systems, and address national and global priorities in environmental science and technologies, and natural resources and energy.

The Program requires completion of 30 credits and has two streams. The 12-credit thesis stream requires the completion of 18 credits of coursework and a 12 credit thesis project. The 18-credit thesis stream requires the completion of 12 credits of course work and an 18 credit thesis project. The courses will consist of lectures, tutorials and laboratory sessions. The coursework and thesis project will enable students to (1) gain competency in designing research programs and analyzing ecological, oceanographic and fishery data, (2) integrate concepts across multiple levels of ecological, management and governance systems, (3) write, comprehend and critically review scientific articles, and reports that address hypotheses and issues critical to ocean and freshwater conservation, fisheries management and governance, and (4) critically evaluate hypothesized human and natural drivers, their effects on ecosystems, and implications for ocean and freshwater conservation and fisheries management. The expected time to completion is 2 years.

The Program will attract: 1) recent graduates from a range of undergraduate degree specializations, including zoology, ecology, forestry sciences, environmental sciences, oceanography, economics, geography, anthropology, resource management and biology and 2) individuals engaged in a variety of careers who want to upgrade their degree qualifications or change to a more interdisciplinary research-oriented career in ocean and fisheries sciences. The Program will produce uniquely trained highly qualified personnel with the research capacity and knowledge translation skills necessary for influential careers in academia, industry, government, consulting, and civil society, among others. The graduate students will gain exposure to potential future careers and develop professional connections through cooperation and continual interaction with a diverse partner group in industry (e.g., fishermen’s organizations such as the United Fishermen and Allied Workers Union), consulting (e.g., LGL Limited), government (e.g., Fisheries and Oceans Canada (DFO), B.C. Ministry of the Environment), and non-governmental organizations (e.g., Suzuki Foundation, Hakai Institute), and through public engagement.

The Provincial and Federal Governments are committed to achieving a balance between environmental protection, economic development in BC resource sectors, and growth in BC Seafood Industries². DFO has recently contacted the IOF noting that sustainable management of BC fisheries is becoming increasingly challenging given “the uncertainties of climate change and other pressures” and that DFO “need[s] to recruit individuals with the skills to engage and address the problems”³. The Program thus responds to the need for graduates with scientific expertise appropriate to address the existing and emerging new challenges to the management of fisheries and other resource use activities on Canada’s and the world’s vast coastline and marine territory and inland water bodies.

¹ <http://oceans.ubc.ca/about/staff-and-faculty/>

² http://bcbudget.gov.bc.ca/2017/stplan/Strategic_Plan_2017-18_2020-21.pdf

³ See attached letter from DFO’s Regional Director of Fisheries Management

1.2 Credentials

Graduates from the M.Sc. Program will be awarded an M.Sc. in Oceans and Fisheries.

1.3 Location

The University of British Columbia's Point Grey campus is the location for education and administration.

1.4 Faculty Offering Program

The Institute for the Oceans and Fisheries (IOF) within the Faculty of Science will offer the Program.

1.5 Program Start Date

The program will be offered starting in September 2019.

1.6 Program Completion Time

The expected time to completion of the program is 24 months of full-time academic study for the M.Sc. program.

1.7 Objectives and Program Learning Outcomes

By the end of the program students will be able to:

- Integrate concepts across multiple levels of ecological, management and governance systems;
- Critically evaluate hypothesized human and natural drivers, their effects on ecosystems, and implications for ocean and freshwater conservation and fisheries management;
- Critically evaluate different viewpoints and perspectives on how to achieve the future sustainability of marine ecosystems and fisheries;
- Competently design research programs and analyze ecological, oceanographic and fishery data;
- Work collaboratively with other scientists and experts to develop innovative solutions to difficult conservation and resource use problems associated with aquatic systems.
- Write and publish detailed scientific reports and scientific papers and competently deliver highly professional oral presentations to both scientific and lay public audiences.

1.8 Contribution to UBC's Mandate and Strategic Plan

"Place and Promise: The UBC Plan" (hereafter "the Strategic Plan") from 2012⁴ has as a goal for UBC to be a leader in fostering public understanding of societal issues and in stimulating action for positive change. This goal is central to the proposed Program, which is designed to educate graduates that can collaboratively develop evidence-based innovative solutions to the complex problem of how to sustainably manage fisheries and other resource use activities in the oceans and inland water bodies.

The Strategic Plan calls for scholarly pursuits that contribute to knowledge and understanding within and across disciplines, and the Program will be one of a few programs at UBC, in BC, and indeed in Canada, that emphasizes both disciplinary and interdisciplinary components of this pursuit with focus on fisheries, marine and freshwater social-ecological systems⁵. The Program will provide training in both disciplinary and interdisciplinary research approaches that will enable a new generation of scientists to deepen and broaden understanding of the complex issue of how to sustainably manage fisheries and other resource use activities in the oceans and inland water bodies, and prepare for the multiple challenges that climate change poses.

Further, the Strategic Plan seeks to strengthen UBC's presence as a globally influential university and further its role in international development. The faculty that are involved in the Program have a very strong track record for this as the IOF predecessor, the Fisheries Centre, was recognized for its strong international training capacity as well as being a conduit for training a high number of underprivileged students. All of the faculty that made the Fisheries Centre an internationally recognized leader are members of the IOF and have been joined by additional, broader expertise to strengthen IOF and the Program.

1.9 Delivery Methods

Training of graduate students in research methods, theory, data analysis and computer modeling will be through required and optional course work and supervised thesis research (see Section 2.6 below for details on degree requirements). Two M.Sc. streams are to be offered to allow students the flexibility to choose the weighting of research and coursework components of the Program: 1) an 18-credit thesis stream with an 18 credit thesis and 12 credit course component, and 2) a 12-credit thesis stream with an 18 credit course component and a 12 credit thesis component. Collaborative arrangements that have recently been established between the IOF and governmental and non-governmental research agencies, such as Fisheries and Oceans Canada, the BC Ministry of Environment, the Pacific Salmon Foundation and the Hakai Institute, will offer graduate students opportunities to take up co-op-type research positions⁶ in these institutes and to focus thesis research on topics and case studies that have both academic and strong applied components.

⁴ <http://strategicplan.ubc.ca/the-plan/>

⁵ McGinnis MD and Ostrom E 2014. Social-ecological system framework: initial changes and continuing challenges 19(2): 30.

⁶ These would be temporary, e.g., two to eight week, paid or unpaid positions housed within the research facilities, or on research vessels or field sites of these institutes with supervision provided jointly by UBC academics and senior scientists and research technicians from these organizations. The research carried out would be a component of the student's thesis research.

1.10 Linked Learning Outcomes and Curriculum Design

The proposed curriculum will address the program learning outcomes outlined in Section 1.7 of this document through the following curriculum elements.

- A mandatory three-credit course on writing and presentation skills. This is to be FISH 500: Issues in Fisheries Research.
- For the 12-credit thesis M.Sc. stream, a mandatory six-credit interdisciplinary core course, FISH 520: Fisheries conservation, governance and evaluation. This includes the following modules that are led by IOF Faculty members: Aboriginal fisheries, fisheries stock assessment, fisheries ecology, fisheries oceanography, fisheries management and governance, fisheries economics and global environmental change and reconciling fisheries with conservation.
- Students in both master's streams will be required to take a minimum of nine credits of elective courses from a select group of courses offered by faculty members in the IOF and other affiliated academic units including the Institute for Resources, Environment and Sustainability (IRES), Zoology, Forestry, Statistics, Anthropology, Geography, and Earth, Ocean and Atmospheric Sciences (EOAS).
- M.Sc. students in the 12-credit thesis stream will be required to complete a thesis of 12 credits; those in the 18-credit thesis stream, a thesis of 18 credits.

Table 1: Linkages between curriculum design elements and program learning outcomes in Oceans and Fisheries Graduate Program

| Curriculum Design Element | Linkages | Learning Outcome: Ability to: |
|---|----------|---|
| Mandatory for master's students in the 12-credit thesis stream an interdisciplinary course: FISH 520 (6) - Fisheries Management, Conservation and Governance | | Integrate concepts across multiple levels of ecological, management and governance systems |
| Mandatory for all Masters students a two-term course on science communication skills. FISH 500 (3): Issues in Fisheries Research: Seminar. | | Critically evaluate main hypotheses about human and natural drivers, their effects on ecosystems, and implications for ocean conservation and fisheries management |
| For all MSc students, nine credits of elective courses from a select group of courses offered by faculty members in the IOF and other affiliated academic units including IRES, Zoology, and EOS. A minimum of two courses from the following categories of courses: 1. Ocean and fisheries assessment and scientific methods, 2. Ecological, economic & social studies, 3. Governance and Policy, 4. Aboriginal ocean and fisheries management and governance, 5. Conservation science, 6. Science communication | | Critically evaluate different viewpoints and perspectives on how to achieve the future sustainability of marine ecosystems and fisheries |
| MSc students in the 12-credit thesis stream will be required to complete a thesis of 12 credits; in the 18-credit thesis stream, a thesis of 18 credits | | Work collaboratively with other scientists and experts to solve difficult societal problems concerning oceans and fisheries |
| Mandatory for all graduate students, two weeks of field work | | Gain competency in designing research programs and analyzing ecological, oceanographic and fishery data |
| Optional cooperative work-study appointments in DFO, BC Ministry of the Environment, the Hakai Institute and other government departments, non-governmental organizations and industrial partners to carry out research under the joint supervision of external scientists and UBC academics | | Write and publish detailed scientific reports and scientific papers and competently deliver highly professional oral presentations to both scientific and lay public audiences. |
| Collaborative graduate research projects with partnering organizations from government, industry and nongovernmental conservation organizations | | |

For further details on the curriculum please see section 2.6 below.

1.11 Program Strengths

The Program builds on a proven record of accomplishment where the core faculty of the former UBC Fisheries Centre has supervised several hundred graduate students through Zoology and RES graduate programs. The proposed new program will bring together components of the natural science-type graduate programs (i.e., the Zoology Graduate Program and Oceanography Graduate Program) with the applied management and sustainability type programs (i.e., Resources and Environmental Sustainability Graduate Program) and build on their collective strengths. The establishment of the IOF in 2015, which includes the entire former Fisheries Centre faculty, adds additional expertise (for a total of 18 faculty members)⁷, and with that considerable interdisciplinary strength in support of the Program.

The Province projects that the Agrifood and Seafood industry will continue to grow and is “continuing to support the socially and ecologically responsible management of B.C. fisheries, including an environmentally and economically sustainable aquaculture industry”. The Province in 2015 “launched the ... BC Agrifood and Strategic Growth Plan ... that identifies the next steps in [its] goal to growth the B.C. agrifoods industry to a \$15-billion-a-year industry by 2020”⁸. DFO’s Regional Director of Fisheries Management has further identified that it is DFO’s responsibility that “fisheries and aquaculture industries in BC are managed sustainably, which is becoming an increasing challenge give the uncertainties of climate change and other pressures. [and that he will] need to recruit individuals who possess the skills to engage and address the problems as well as the passion to want to make a difference.”⁹ Students in other related graduate programs are typically required to take either relatively few courses focussed on their discipline of study and data analysis methods (e.g., UBC Zoology), or if they are required to take a number of courses, these courses focus either on social science topics (RES) or a mixture of discipline-focussed and quantitative analysis classes (SFU REM). Through the requirement for students to take courses from at least three topic areas, e.g., (i) oceans and fisheries assessment and scientific methods, (ii) ecological, economic and social studies, and (iii) governance and policy, the Program will educate graduates to meet the need for 1) broadened understanding of aquatic social-ecological systems¹⁰ and 2) improved capability to reshape management approaches to more successfully achieve sustainable aquatic resource use globally and particularly on Canada’s vast coastline and marine territory and array of inland waterbodies. A further strength of the program is the co-offering of a PhD degree program in oceans and fisheries. This gives academically oriented MSc students a convenient gateway to PhD studies also in the field of oceans and fisheries and also creates a larger more diverse graduate student community within the IOF.

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

The Program will be the only M.Sc. program in BC, indeed in Canada that offers both 18-credit thesis and 12-credit thesis streams, and is interdisciplinary in providing training in both ocean and fisheries science (see Table 2).

⁷ <http://oceans.ubc.ca/about/staff-and-faculty/>

⁸ http://bcbudget.gov.bc.ca/2017/stplan/Strategic_Plan_2017-18_2020-21.pdf

⁹ See attached letter from DFO’s Regional Director of Fisheries Management

¹⁰ McGinnis MD and Ostrom E 2014. Social-ecological system framework: initial changes and continuing challenges 19(2): 30.

UBC offers a graduate program in Oceanography through the Department of Earth, Ocean and Atmospheric Sciences (EOAS). This is mainly focussed on training in natural sciences. Fisheries related graduate studies at UBC are currently conducted either through the Zoology Program or through the Resource Environment and Sustainability (RES, formerly RES) program of the Institute for Resources, Environment and Sustainability (IRES). The majority of fisheries graduate students in these programs are, however, supervised by faculty in IOF, and it is expected that considerable future enrolment of MSc students with an ocean and fisheries focus will be through the Program. There had been up until a few years ago a stream in the RES program that allowed MSc students interested in fisheries to focus on fisheries within a fisheries-focussed curriculum. However, due to insufficient resources within IRES to administer the fisheries stream, the fisheries stream was removed from the RES program offerings in 2016. IRES has allowed RES graduate students interested in fisheries only until 2019 to continue to follow the previous fisheries-related curriculum that had been in the RES Fisheries Stream. See Table 2 for a summary of graduate programs inside and outside of UBC that offer training in oceans and fisheries sciences.

Simon Fraser University (SFU) offers an interdisciplinary Master of Resource Management program that includes a Quantitative Methods in Fisheries Management graduate diploma¹¹. The Quantitative Fisheries Research Group¹² that enables this specialization in the School of Resource and Environmental Management (REM) has however only one resident professor who specializes in fisheries stock assessment modeling. A few other REM professors have expertise in other aquatic and fisheries related fields, e.g., fisheries anthropology and salmon ecology. In contrast, the IOF has eighteen professors with a much wider variety of fisheries and oceans disciplinary expertise¹³ and has a much broader offering of fisheries and oceans graduate courses than are available in the SFU School of Resources and Environmental Management (see section 2.6 below).

The University of Victoria (U Vic) has a multidisciplinary Earth and Ocean Sciences Graduate Program. This allows for an MSc specialization in Oceanography. However, the program while multidisciplinary, is grounded entirely in natural sciences and does not concern itself with training relevant to fisheries management or the management of human activities where ocean-related resources are concerned.

Vancouver Island University (VIU) offers a BSc and post degree diploma in fisheries and aquaculture. The post degree diploma allows for graduate studies in fisheries and aquaculture and has some interdisciplinary training offered in fish husbandry, biology, applied ecology, statistical methods, and fisheries management. The VIU program, however, unlike the proposed Program, stops short of providing full graduate courses on oceans and fisheries assessment and scientific methods, economic and social studies, and governance and policy. The VIU program offers to provide a highly suitable source of candidate students for the proposed new MSc Program.

¹¹ <http://www.sfu.ca/students/calendar/2017/fall/programs/quantitative-methods-in-fisheries-management/graduate-diploma.html>

¹² <http://www.quantitativefisheries.com/>

¹³ <http://oceans.ubc.ca/about/staff-and-faculty/>

1.13 Institutional Contacts

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Dr Murdoch McAllister, Associate Professor, m.mcallister@oceans.ubc.ca

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2 Program Description and Specification

2.1 Need for the Program

The Program comes at a critical time for Canada. A recent report from the Council of Canadian Academies highlights the “coordination gap” in how different ocean science disciplines and sectors address today’s sustainable ocean-use challenges. The report specifically calls for “new alignments and collaborations between researchers, policy-makers, and practitioners”¹⁴. At a moment when communities and different levels of government across the country face decisions surrounding coastal and Arctic energy developments¹⁵, marine protected areas¹⁶, growth of the new “blue economy” like aquaculture¹⁷, shipping¹⁸, tourism¹⁹, and renewable energy²⁰, and adapting to the twin threats of climate change and ocean acidification²¹, graduate ocean science training programs remain in a disciplinary structure.

Fisheries and Oceans Canada has recently approached the IOF seeking to recruit to DFO as biologists and fisheries managers, graduate students with interdisciplinary training to face the above mentioned challenges (e.g., see attached letter from the Regional Director of the Pacific Region Fisheries and Oceans Canada Fisheries Management Branch). In terms of hires of IOF graduate students, since 2010, two IOF graduate students hired by DFO have become section heads in Conservation Biology and Quantitative Assessment Methods, one is a quantitative research scientist on Newfoundland groundfish, and three in the past three years have been hired into permanent fisheries biologist positions. Dr. Mike Ramsay, Associate Director, Fisheries Management Section, BC MFLNRORD writes in a letter of support for the Program the following. “Graduate students are an invaluable potential resource for answering research questions that are of importance to the stewardship and management of BC freshwater fisheries. ... Thus, we

¹⁴ Expert Panel on Canadian Ocean Science (2013) Ocean Science in Canada: Meeting the Challenge, Seizing the Opportunity. Council of Canadian Academies, 200 p.

¹⁵ Gautier DL et al. (2009) Assessment of Undiscovered Oil and Gas in the Arctic. Science 324: 1175-1179.

¹⁶ Government of Canada (2011) National Framework for Canada’s Network of Marine Protected Areas. Fisheries and Oceans Canada, Ottawa. 31 pp.

¹⁷ Chop F (2015) Marine Aquaculture in Canada. Fisheries 40: 28-31.

¹⁸ Port of Metro Vancouver (2015) Roberts Bank Terminal 2 Project Environmental Impact Assessment. Canadian Environmental Assessment Agency Reference No. 80054, 124 p.

¹⁹ Burke R, Dumbille A (2014) Canada’s Tourism Industry Needs Marine Management and Protection, Hill Times, January 27.

²⁰ Marine Renewables Canada (2013) Marine Renewable Energy in Canada & the Global Context. State of the Sector Report, 71 p.

²¹ Hoegh-Guldberg O et al. (2014): The Ocean. In: Climate Change 2014: Impacts, Adaptation, and Vulnerability. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change, Cambridge University Press.

are endorsing the IOF graduate program in “Oceans and Fisheries. We would contribute to the program through in kind support from FLNRORD personnel and access to FLNRORD facilities and field opportunities where projects of mutual benefit are identified.”²² The Director of the Conservation Science Section of the B.C. Ministry of the Environment, Mr. Manjit Kerr-Upal, wrote in his support letter for the proposed Program: “The contribution of the UBC IOF would be an asset to the Province, as it offers opportunities for scientific collaboration, training of future professionals engaged and familiar with the complexities of ecosystem science, and increased focus on conservation science challenges that are being faced across the province.”²³ The Program will be the first graduate program in Canada to unite highly qualified personnel (HQP) from a core set of disciplinary backgrounds involved in ocean and fisheries research. The Program is solidly positioned to train HQP to develop scholarly contributions to improve both disciplinary and interdisciplinary understanding of marine and freshwater systems and promote sound environmental decision-making.

2.2 Program Objectives and Themes

The core objective of the Program is to train HQP for careers that contribute to the sustainable management of Canada’s oceans, coastlines and inland water bodies as well as those of other countries. The Program aims to:

- Assist Canada and other countries in sustainably managing the ocean and inland water bodies and their fisheries resources by preparing graduates to contribute to marine and freshwater science, management and policy in organizations across sectors of society;
- Build sustained relationships with private sector, public sector, and civil society partners to support the Program, and through this provide graduate students with important professional networks.

2.3 Relationship to Established Programs

The Program will offer an interdisciplinary training program anywhere to focus jointly on both aquatic (oceans and freshwater) and fisheries issues and research. There exist elsewhere excellent programs that focus mainly on one or the other, but not jointly on both. Section 1.12 describes the relationship of the Program to existing programs at UBC and at other BC postsecondary institutions. There are no known proposed new overlapping programs elsewhere.

Table 2 lists graduate programs offered in Canadian universities that provide interdisciplinary training in fisheries and oceans research and management, the degrees offered and the focus of the training provided. This shows that none provide a joint focus on graduate training in interdisciplinary research approaches to both oceans and fisheries. For example, the interdisciplinary School of Resource and Environmental Management (REM) at Simon Fraser University includes a fisheries research unit that rigorously trains both Masters and PhD students in fisheries modeling techniques. Masters students in REM are required to take graduate courses on ecological modeling, environmental law, and resource economics. The proposed Program in

²² See appendix for letter of support from the BC Ministry of FLNRORD.

²³ See appendix for letter of support from the Director of the Conservation Branch of the BC Ministry of the Environment.

contrast offers a larger number of graduate courses with more direct focus on fisheries and oceans science skills and knowledge training that MSc students can take as electives. For example, unlike REM which offers a wide range of more generic resource management-related courses, the proposed Program's core courses include Fisheries Economics and Management, Biological Oceanography, Methods in Oceanography, Bayesian Decision Analysis for Fisheries Management, and Fisheries Ecosystem Modeling with Ecopath and Ecosim.

As mentioned above, the University of Victoria (U Vic) has an excellent multidisciplinary Earth and Ocean Sciences Graduate Program. This offers an MSc specialization in oceanography. However, unlike the proposed Program, the U Vic program, while multidisciplinary, is grounded mainly in natural sciences and does not appear to provide both natural and social sciences training in fisheries management and the management of human activities where ocean-related resources are concerned. Graduates from the BSc in Oceanography would be highly suitable applicants for the proposed program.

Vancouver Island University (VIU) offers an excellent post-B.Sc. degree diploma in Fisheries and Aquaculture that takes both domestic and international graduates. The VIU program offers an excellent selection of applied and lab-oriented courses in fisheries and aquaculture with an emphasis on practical skills and knowledge about fish biology and husbandry and provides excellent training for careers in aquaculture, research labs and fish farms. However, unlike the proposed Program, it does not appear to emphasize interdisciplinary training in both social and natural sciences for research and management of fisheries and other ocean-related resource use activities. The VIU B.Sc. and post-degree diploma program would provide an excellent source of applicants for the currently proposed Ocean and Fisheries M.Sc. program.

The University of Northern B.C. offers excellent interdisciplinary Master of Science and PhD degree programs in Natural Resources and Environmental Studies. Graduate students can focus their thesis research on fisheries-related research projects. However, unlike the proposed Program, within the UNBC program there appears to be no explicit focus on providing training specific to oceans and fisheries management, governance and science.

Most prominently outside of Canada, the School of Aquatic and Fishery Sciences at the University of Washington conducts "innovative research from the organism to the ecosystem scale, and ... [focuses] on aquatic biology, sustainable fisheries management and aquatic resource conservation." Science-based research MSc and PhD degrees are offered. Graduate students "develop, articulate and implement novel research that addresses relevant questions or issues in a selected discipline; [and] communicate science efficiently to peers and integrate knowledge across disciplines". However, there appears to be no specific focus on interdisciplinary graduate training on both fisheries and the oceans and the emphasis is on training graduates to communicate with peers and but not also to, e.g., fisheries managers, ENGOs and policy makers as in the proposed Graduate Program.

In contrast, Imperial College London offers a one-year interdisciplinary course-based master's program on Environmental Technology. Students take a mandatory intensive core course in their first term which includes modules on resource ecology, environmental pollution and control, environmental policy and management, environmental law, environmental economics and quantitative skills and uncertainty. Students then take a specialization course option in the second term. While the graduate training is broad in scope and allows graduate students to do projects

on fisheries sustainability and marine policy, there is no focus on providing specialized graduate training to enhance expertise in both fisheries and ocean sciences.

In summary, the proposed new program will bring together key components of UBC's natural science type graduate programs (e.g., zoology and oceanography) with applied management and sustainability type graduate programs (e.g., RES) to build on each other's collective strengths. This integration of natural science and applied management and sustainability graduate training streams and the consolidation of research focus on both fisheries and oceans are prominent features of the proposed new Program.

Table 2 provides further details on other existing M.Sc. and PhD graduate programs at Canadian peer institutions.

Table 2. Related graduate programs at peer institutions

| University | Program | Ph.D. | Masters | Inter-disciplinary | Ocean focus | Fisheries focus | Comments |
|------------------|--|-------|---------|--------------------|-------------|-----------------|------------------------------|
| UBC | Resource, Environment and Sustainability, Faculty of Science | + | + | + | | | |
| UBC | Oceanography, Faculty of Science | + | + | | + | | |
| UBC | Zoology, Faculty of Science | + | + | | | | |
| Simon Fraser | Resource and Environmental Management | + | + | + | | + | |
| Victoria | Earth & Ocean Sciences | + | + | | + | | |
| Vancouver Island | Fisheries and Aquaculture | | | | | + | Offers a post-Degree Diploma |
| Northern BC | Natural Resources and Environmental Studies | + | + | | | | |
| New Brunswick | Master of Environmental Management | | + | | | | |
| Dalhousie | Master of Environmental Studies | | + | + | | | |
| Dalhousie | Master of Marine Management | | + | + | + | | Course-based, 16 m. duration |
| Dalhousie | Master of Resource & Environmental Management | | + | + | | | Course-based, 16 m. duration |
| Dalhousie | Oceanography | + | + | | + | + | |
| Memorial | Master of Marine Studies | | + | + | + | | |
| Memorial | Maritime Studies | + | | + | + | | |

2.4 Demand for Program

The blue economy is increasingly a knowledge economy. There is a high demand for scientists equipped with the research and knowledge translation skills necessary to guide the response of industries, communities and economic sectors to global change, as well as to inform the many proposed developments (e.g., pipelines, coastal energy facilities, and aquaculture) that could affect marine, freshwater and coastal ecosystems. Environmental professionals, including workers in marine industries and coastal impact assessment, are one of the most rapidly growing segments of the Canadian workforce. They represented 4% of the workforce in 2003, with the

number of workers almost tripling in ten years²⁴. The demand for marine environmental professionals and scientists will continue to expand with the blue economy and proposed energy developments.

As mentioned above, Fisheries and Oceans Canada has this year approached the IOF to announce its interest in hiring graduates as biologists and fisheries managers and indicated that there is a need for graduates to be appropriately trained and motivated to “ensur[e] that the fisheries and aquaculture industries in BC are managed sustainably, which is becoming an increasing challenge give the uncertainties of climate change and other pressures”. Further: “I need to recruit individuals who possess the skills to engage and address the problems as well as the passion to want to make a difference. My Department has been fortunate to receive significant new funding injections to support our science, oceans and fisheries management programs, and as such we’re in a position to hire the next cohort of managers and biologists to help steward Canada’s marine resources.” DFO Section Head, Dr. Robyn Forrest, head of the Quantitative Assessment Methods Section has also this year approached IOF faculty members seeking to recruit IOF graduate students (see Appendix for e-mail from Dr. Forrest).

Dr. Mike Ramsay, Associate Director, Fisheries Management Section, BC MFLNRORD for writes in support of the Program the following: “Graduate students are an invaluable potential resource for answering research questions that are of importance to the stewardship and management of BC freshwater fisheries. ... Thus, we are endorsing the IOF graduate program in “Oceans and Fisheries. We would contribute to the program through in kind support from FLNRORD personnel and access to FLNRORD facilities and field opportunities where projects of mutual benefit are identified”.²⁵

Mr. Manjit Kerr-Upal, Director, Conservation Science Section of the BC Ministry of the Environment in his letter of support for the Program writes: “The contribution of the UBC IOF would be an asset to the Province, as it offers opportunities for scientific collaboration, training of future professionals engaged and familiar with the complexities of ecosystem science, and increased focus on conservation science challenges that are being faced all across the province.”²⁶

The Program graduates will leverage their collaborative research skills to lead marine and freshwater investigations that will address the critical multi-faceted challenges of direct and indirect impacts of industrial fishing, other resource-, and energy based developments and climate change on aquatic ecosystems and coastal communities. Depending on the stream and interests of the student, graduates will gain expertise in particular sectors of interest, or develop expertise in new sectors of the growing blue economy. New sectoral expertise may come through research collaborations, workshops, networking opportunities and internships. We expect graduates to follow career trajectories in seven different sectors in addition to academia:

- Government science and policy;
- Non-governmental organizations;
- Engagement and research organizations;

²⁴ Eco Canada (2013) Profile of Canadian Environmental Employment: Labour Market Research 2013, 54 p.

²⁵ See Appendix for a copy of the support letter from the BC MFLNRORD.

²⁶ See Appendix for a copy of the support letter from the BC Ministry of the Environment.

- Environmental consulting;
- Industry, including aquaculture;
- Regional, national and international fisheries management organizations;
- Intergovernmental agencies.

2.4.1 Estimation of Program Demand

The precursor to the IOF, the former UBC Fisheries Centre, had a graduate student population that ranged annually between approximately 50-60 graduate students with about five M.Sc. students graduating per year. With a total of 18 faculty members, we'd expect to recruit to the Program about 5-10 new M.Sc. students per year.

The new proposed graduate program will be in demand by those recently graduated from undergraduate programs and professionals interested in both research-focussed careers and careers that require graduate training in interdisciplinary research methods and state-of-the-art decision support tools in oceans, freshwater and fisheries management and policy. We expect applicants who have recently graduated from undergraduate science degrees and are keen on graduate training in basic and applied research on the oceans and fisheries. Applications should also come from professionals who have already begun careers in government and industry but would like further interdisciplinary training and enhanced expertise in research approaches and decision-support techniques specific to oceans and fisheries management and policy decision-making.

IOF faculty members receive e-mail inquiries from prospective MSc students on a regular basis, in some instances several inquiries per month. In recent years about 5 MSc students have been recruited per year by IOF faculty members. We've accepted about 5% of the prospective MSc students who've sought positions within the IOF in the past year. Inquiries are being received from a roughly equal proportion of domestic and international students and a portion of the inquiries are coming from recent graduates but also graduates who've been in the workforce.

A survey of graduate students currently and previously supervised by IOF faculty members was conducted in September and October 2017. Eight persons responded, four current students and four alumni. Six of the eight stated that they supported the proposed new graduate program. Of the four current students who were asked whether they would have preferred to take the proposed program, three replied positively, and one preferred her current program because it offers TA-ships and is a long-established program. The 2nd respondent who was less receptive, an alumni, questioned whether the new institute had sufficient administrative support to implement the program, unaware that funding has been obtained by the IOF to hire a full-time program administrator. Reasons for enthusiastic support in the other six respondents included the program's "interdisciplinary nature, the quality and diversity of instruction at the Institute for Oceans and Fisheries, and the opportunities that applicants may have to gain diverse work experience with various key government or not-for-profit institutes." Also, "the courses listed as options are all highly current, and will contribute to developing highly marketable and competent graduates."

The SFU Resources and Environmental Management, Masters of Resource Management (MRM) Program has had between 115 and 139 applicants per year since 2013, of which 18% have on average been accepted. There've been between three and seven fully qualified fisheries applicants to the MRM program per year with about half of these being accepted (see appendix for the detailed results).

With the recruitment of a new aboriginal fisheries Director to the IOF, it is expected that there will be about 3-6 applicants each year from aboriginal persons with undergraduate science and arts degrees. When there was an aboriginal fisheries professor 2008-2014, he supervised two aboriginal graduate students and mentored two aboriginal undergraduate students and six aboriginal high school students.

Based on past enrolment to the Fisheries Centre, it is expected that about half of the applicants will be Canadian citizens or residents, some will be from other developed countries and others from developing countries who seek to complete an interdisciplinary graduate degree in oceans and fisheries.

2.5 Target Audience and Enrolment Expectations

In summary, the Program is expected to attract:

- Recent graduates from a range of undergraduate degree specializations, including zoology, ecology, forestry sciences, environmental sciences, oceanography, resource management and biology.
- Individuals engaged in a variety of careers who want to upgrade their degree qualifications or change to a more interdisciplinary research-oriented career in ocean and fisheries sciences.

The program expects to admit 5 M.Sc. students in year 1, building up to 10 in subsequent years. It is expected that about 50% of the students will be international.

2.6 Program Requirements

Masters students in the program are required to take a minimum of 30 credits. To allow flexibility, students will have the option to decide up to the beginning of their second year between the 12-credit and 18-credit thesis streams. Those in the 12-credit thesis stream will take a minimum of 18 credits from courses, which can include graduate and up to 3 credits of senior undergraduate courses. A thesis (FISH 549) amounting to 12 credits is also required of MSc students in the 12-credit thesis master's stream. Masters students in the 18-credit thesis stream will take a minimum of 12 credits from courses, which can include graduate and up to 3 credits of senior undergraduate courses. Masters students in the 18-credit thesis stream are required to complete a thesis amounting to 18 credits. A category 1 proposed change to accompany this program proposal is to change the current course listings FISH 599 (18) to FISH 549 (12/18). For guidelines for the format and approval process for the MSc thesis research proposal and how expectations for the format and content for the 12 and 18 credit theses can differ, please see the proposed FISH 549 syllabus that accompanies the FISH 549 new course proposal. M.Sc. students are further required to participate in supervised fieldwork, a requirement that can be met

through completing a minimum of 10 fieldwork days in, e.g., a field research laboratory, a research vessel or a fishing vessel. It is expected that the fieldwork will support the thesis. The student will be required to have their proposed fieldwork approved in writing by their research supervisor to ensure that it qualifies as supervised fieldwork. Following completion of the fieldwork the student must obtain a letter from the person supervising the fieldwork, verifying the number of days of fieldwork that the student has completed. Each student's research supervisor will be required to review the fieldwork verification letter and provide the letter to the IOF graduate advisor to be kept on file, verifying that the student has completed the required minimum of 10 days of fieldwork.

MSc students must take in the first and second term

- FISH 500 (3) Issues in Fisheries Research: Seminars (Terms 1 and 2)
 1. FISH 500 is based on a weekly IOF departmental seminar series that runs through the autumn and winter terms. The series began to include additional new focus on ocean science, governance and conservation issues following the initiation of the IOF. The aims of this course are to broaden understanding of state-of-the-art scientific approaches and findings in oceans and fisheries and also to improve graduate students' ability to critically analyze seminar presentations and improve their oral presentation and communication and essay writing skills. The course involves student presentations and also discussions and written evaluations of guest speakers in the seminar series.

Masters students in the 12-credit thesis stream are required to take in the first or second year:

- FISH 520 (6) Fisheries Conservation, Governance and Evaluation.
 1. FISH 520 already contains all required interdisciplinary content for a core course for this graduate program. The course already includes contributions on ocean sciences from numerous IOF faculty members. The course has been successfully run for five years with enrollments between six and ten graduate students. FISH 520 had served as a required core course in the former fisheries stream of the RES graduate program. FISH 520 is thus proposed as the core course of the new graduate program with the aim of providing training in six modules that are jointly led by several of the IOF Faculty members. The modules include aboriginal fisheries: historic and contemporary, fisheries ecology, fisheries governance and management, fisheries stock assessment, fisheries economics and global environmental change, and reconciling fisheries with conservation.

To meet interdisciplinary curriculum requirements, all M.Sc. students must in addition take elective courses from three or more of the coursework categories listed below. Students in the 18-credit thesis stream must in addition to Fish 500 take a minimum of nine credits of the required minimum twelve coursework credits for this stream from a minimum of three coursework categories listed below. Students in the 12-credit thesis stream must in addition to Fish 500 and Fish 520 take also a minimum of nine credits of the minimum eighteen course credits from a minimum of three coursework categories listed below. Elective choices must be approved by

both the student's supervisor and also the graduate program advisor to ensure that interdisciplinary curriculum requirements are met.

- Ocean and Fisheries assessment and scientific methods. Course options include:
 - EOSC 478 (3) Introduction to Fisheries Science;
 - FISH 504 (3) Quantitative Analysis of Fisheries I;
 - FISH 505 (3) Quantitative Analysis of Fisheries II;
 - FISH 509 (3) Bayesian Methods for Fisheries Stock Assessment;
 - FISH 510 (3) Bayesian Decision Analysis for Fisheries Management;
 - EOSC 573 (3) Methods in Oceanography;
 - EOSC 578 (3) Seminar in Biological Oceanography;
 - EOSC 510 (3) Data Analysis in Atmospheric, Earth and Ocean Sciences.
- Ecological, economic & social studies. Pre-approved courses include:
 - FISH 501 (3) Ecosystem Modeling with Ecopath with Ecosim;
 - FISH 502 (3) Issues in Oceans and Fisheries Research: Marine and Freshwater;
 - FISH 506 (3) Current Topics in Fisheries;
 - FISH 508 (3) Fisheries Economics and Management;
 - EOSC 575 (3) The Biology and Ecology of Marine Zooplanktonic Organisms;
 - RES 510 (3) Social Ecological Systems
- Governance & policy. Pre-approved courses include:
 - FISH 503 (3) Issues in Oceans and Fisheries Research: Policy and Evaluation;
 - FISH 507 (3) Grand Challenges in Ocean Leadership (currently proposed);
 - RES 586 (3) Oceans and Fish Conservation and Management;
 - FISH 520 (6) Fisheries Conservation, Governance and Evaluation (offered as an elective for Masters students in the 18-credit thesis stream)
- Aboriginal ocean and fisheries management. A preferred course option is:
 - FISH 506 (3-6) Current Topics in Oceans and Fisheries, e.g., aboriginal tradition and practice.
- Conservation science. Pre-approved courses include:
 - BIOL 416 (3) Principles of Conservation Biology;
 - RES 506 (3) Human Dimensions of Conservation.
- Science communication. Pre-approved courses include:
 - ANTH 478 (3/6) d Ethnographic Film Methods;
 - FRST 544 (3) Technical Communication Skills (I);

- FRST 545 (3) Technical Communication Skills (II).

Other courses that could serve as electives are listed below. Note that elective courses must be chosen to meet the requirement that no fewer than nine elective credits of the minimum twelve or eighteen coursework credits for each stream belong to three of the topic areas listed above (list not inclusive of all possible courses):

- ANTH 304 (3) Ethnography of the Northwest Coast;
- ANTH 461 (3) Traditional Ecological Knowledge;
- BIOL 420 (3) Ocean Conservation and Sustainability;
- ENVR 430 (3) Ecological Dimensions of Sustainability;
- EOSC 470 (3) Biological Oceanography;
- EOSC 478 (3) Introduction to Fisheries Science;
- FRST 386 (3) Aquatic Ecosystems and Fish in Forested Watersheds;
- GEOG 319 (3) Environmental Impact Assessment;
- GEOG 410 (3) Environment and Society;
- GEOG 512 (3) Climate Change in the 21st Century;
- GEOG 517 (3) Environmental Sustainability;
- HIST 396 (3) Environmental History of North America;
- HIST 589 (3) Readings in Environmental History;
- LAW 318 (3) Marine Resources Law;
- LAW 323 (3) International Environmental Law;
- LAW 332 (3) Maritime Law;
- LAW 356 (3) First Nations and Economic Development;
- LAW 391 (1-3) d Topics in Environmental Law;
- LAW 392 (3) Natural Resources Law;
- LAW 396 (3) Fisheries Law;
- MRNE 412 (6) Biology of Fishes;
- MRNE 430 (6) Marine Ecology;
- RES 508 (3) Ecosystem Services;
- RES 520 (3) Climate Change: Science, Technology and Sustainable Development;
- RES 550 (3) Environmental Policy Analysis;
- ZOOL 502 (3) Ecology Seminar;
- ZOOL 521 (6) Fisheries Biology and Management;

- ZOOL 527 (6) Theoretical Population Dynamics;
- FRST 530 (3) Multiple Regression Methods;
- FRST 531 (3) Multivariate Statistical Methods.

MSc students must register in the following course for their second year and until they have submitted their MSc thesis:

- FISH 549 Master's Thesis.

Upon completion of their MSc thesis the MSc student must pass an oral public examination based on their MSc thesis. The examination committee will consist of at least two supervisory committee members of which one must be the supervisor, and one university examiner who has not directly contributed to the thesis research.

2.7 Program Overview

2.7.1 Master of Science

The M.Sc. degree provides students with the opportunity to broaden their academic and research experience.

2.7.1.1 Admission Requirements

Students admitted to the M.Sc. degree program normally possess a bachelor's degree in a related area, and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate and Postdoctoral Studies.

2.7.1.2 Program Requirements

The M.Sc. degree requires a combination of coursework and research for a total of 30 credits. For the 12-credit thesis stream students are required to complete 18 credits of coursework and 12 credits of thesis research. For the 18-credit thesis stream students are required to complete 12 credits of coursework and 18 credits of thesis research. All M.Sc. students must take FISH 500-3 credits. All M.Sc. students in the 12-credit thesis stream must take FISH 520-6 credits in addition to FISH 500-3 credits. All M.Sc. students are required to take a minimum of nine credits in elective courses from a minimum of three or more coursework categories which include (1) Ocean and Fisheries assessment and scientific methods, (2) Ecological, economic & social studies, (3) Governance & policy, (4) Aboriginal ocean and fisheries management, (5) Conservation science and (6) Science communication. Single courses typically range from 3-6 credits each. Students have considerable flexibility in their choice of courses including graduate and up to 3 credits of senior undergraduate courses that can be chosen from a wide range of departments and faculties. Students may also design their own courses in the form of "Directed Studies" supervised by a faculty member.

There are to be three permissible formats for Masters thesis submission. The format options are: 1. a publishable report, 2. a publishable journal article, or 3. a conventional thesis. Each will require a rigorous academic output by the MSc student.

Although research conceived independently of the student's supervisor is encouraged, the minimum requirement for the M.Sc. degree is to successfully complete directed research. The M.Sc. is a two-year program, but students may take longer depending on the nature of the research undertaken.

2.8 Resources

2.8.1 Budget and Tuition Fees

The Program will have tuition fees that follow the standard UBC rules for graduate students in the Faculty of Science. There are no new budgetary implications because of the proposed Program, and a budget has therefore not been included in this proposal. This is because IOF faculty members already supervise about 30 MSc students through the Oceanography, RES and Zoology programs and the AERL building that currently houses most of these students has several dozen carrels on floors two and three that have been allocated for graduate student use. When current graduate students graduate, the vacant carrels can be used by students newly recruited to the Program. Laboratory space currently used by IOF professors that do lab work is also available for MSc students once they recruit to the Program. All listed course requirements and electives are currently offered and no new courses, except FISH 549 which will replace FISH 599, need to be created for the proposed program.

2.8.2 Human Resources

IOF has sufficient administrative and academic resources to administer and run the Program. Funds to hire a graduate program administrator have already been obtained by the IOF and will be available for this purpose starting in the summer of 2019.

2.8.3 Space

The IOF faculty currently has about 60 graduate students that are enrolled through Zoology or RES, and which are housed in the AERL building. It is expected that the new students in the Program gradually will take up the carrels vacated by graduating current students, and the existing facilities in the AERL building are considered sufficient to house the Program students for the foreseeable future.

2.8.4 Library

See Appendix for the UBC Library Consultation Report

3 Category 1 Proposal Form: Create New Program

UBC Curriculum Proposal Form *Change to Course or Program*

Category: NP

| | |
|---|---|
| <p>Faculty: Science Department: Institute for the Oceans and Fisheries Effective Date for Change: W Effective Academic Year: 2019</p> | <p>Date: Contact Person: Murdoch McAllister Phone: 604-822-3693 Email: m.mcallister@oceans.ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>Oceans and Fisheries</p> <p>Master of Science</p> <p>Admission Requirements:</p> <p>Students must meet the Faculty of Graduate and Postdoctoral Studies master's degree admission requirements.</p> <p>English language requirements for admission to the program are higher than the minimum specified by the Faculty of Graduate and Postdoctoral Studies. Please see English Language Proficiency Standards and GRE Requirements for more details.</p> <p>Program Requirements</p> <p>The M.Sc. in Fisheries and Oceans requires a minimum of 30 credits, including either a 12-credit or 18-credit thesis (FISH 549(12/18)).</p> | <p>Type of Action: Create new graduate degree program.</p> <p>Rationale: Given the global importance of maintaining ecologically healthy oceans and thriving fisheries and the importance of UBC as a globally and nationally recognized university for graduate training of oceans and fisheries professionals and academics, there has been a growing interest to develop a graduate program at UBC that focuses specifically on training graduate students as future academics and professionals in oceans and fisheries management, research and conservation. None of the graduate programs at UBC and other Canadian universities which house oceans and fisheries focussed students have been established to foster research and interdisciplinary training of ocean and fisheries graduate students. The UBC RES graduate program for example provides interdisciplinary training in environmental sustainability for students interested in a variety of focal areas but currently has no curriculum options designed specifically for students interested in oceans and fisheries research. UBC oceans and fisheries graduate students that have been supervised by Institute for the Oceans and Fisheries (IOF) faculty members have in recent years mostly been registered in Zoology and RES. As a new academic unit with the mission "to lead the way to healthy and sustainable marine and freshwater systems through excellent research, inspirational education, and innovative societal engagement" the IOF thus proposes a new graduate program that focuses specifically on research and interdisciplinary studies to foster improved governance and management of the oceans and fisheries. This new program is thus offered to provide direct training in research and interdisciplinary approaches to understanding and solving generic problems faced in ocean and fisheries management, science and conservation.</p> |

Students completing a 12-credit thesis must complete:

- FISH 500 (3)
- FISH 520 (6)
- 9 credits of electives consisting of three credits from three of the elective categories listed below

Students completing an 18-credit thesis must complete:

- FISH 500 (3)
- 9 credits of electives consisting of three credits from three of the elective categories listed below

Elective Categories:**1. Ocean and Fisheries Assessment and Scientific Methods:**

EOSC 478, FISH 504, FISH 505, FISH 509, FISH 510, EOSC 573, EOSC 578, EOSC 510.

2. Ecological, Economic & Social Studies: FISH 501, FISH 502, FISH 506, FISH 508, EOSC 575, RES 510.**3. Governance & Policy: FISH 503, FISH 507, RES 586, FISH 520 (if the student is in the 18 credit thesis stream (see above))****4. Aboriginal Ocean and Fisheries Management: FISH 506.****5. Conservation Science: BIOL 416, RES 506.**

| | |
|--|--|
| <p>6. Science Communication: ANTH 478, FRST 544, FRST 545.</p> <p>All students must complete a minimum of 10 days of supervised fieldwork.</p> <p>No more than 3 credits at the senior undergraduate level (300- or 400-level) may count towards the 30 credits required to complete the M.Sc.</p> <p>Students' academic program must be approved by the supervisory committee and the IOF graduate advisor.</p> <p>The expected time to completion is 2 years.</p> | |
|--|--|

Proposed Calendar Entry:

URL: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,345,0>

[Homepage](#) → [Faculties, Colleges, and Schools](#) → [The Faculty of Graduate and Postdoctoral Studies](#)
→ English Language Proficiency Standards and GRE Requirements

5.1 English Language Proficiency Standards and GRE Requirements

| Program | Reading/Writing/Listening/Speaking - Component Scores for Internet- based TOEFL | Internet-based TOEFL Overall | GRE |
|-----------------------------------|---|---------------------------------|------------|
| Oceanography | 22/22/22/23 | 100 | |
| Oceans and Fisheries | | 100 | Yes |
| Orchestral Instrument (D.M.A.) | | 93 | |

Present Calendar Entry:

UR: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,345,0>

| Program | Reading/Writing/Listening/Speaking - Component Scores for Internet- based TOEFL | Internet-based TOEFL Overall | GRE |
|-----------------------------------|---|---------------------------------|-----|
| Oceanography | 22/22/22/23 | 100 | |
| Orchestral Instrument (D.M.A.) | | 93 | |

Course Outline

Category: (1)

| | |
|--|---|
| Faculty: Science Department: Institute for the Oceans and Fisheries Faculty Approval Date: November 1, 2017 | Date: November 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca |
| Effective Date for Change: W Effective Academic Year: 2019 Proposed Calendar Entry: FISH 549 (12/18) c Master's Thesis This course is not eligible for Credit/D/Fail grading. | URL http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=FISH Present Calendar Entry: NA Action: Create new course FISH 549 (12/18). Rationale: The Institute for the Oceans and Fisheries (IOF) Ocean and Fisheries Graduate Program Proposal includes two alternative master's streams, an 18 credit thesis stream and a 12 credit thesis stream. The 12 credit thesis stream requires that students complete a thesis course with 12 credits, FISH 500 (3), FISH 520 (6), and 9 credits of elective courses. The 18 credit thesis stream requires for students to take a master's thesis course with 18 credits, FISH 500 (3) and 9 credits of elective courses.. The calendar currently has FISH 599 at 18 credits. A new variable credit master's thesis course (FISH 549) is proposed to replace FISH 599 (18). FISH 599 is to be deleted but only after currently registered RES students who've focused on fisheries have completed their requirements. |

Appendix

1. UBC Internal Consultations Received

- Library: support
- Department of Anthropology: support
- Faculty of Forestry: support
- Department of Geography: support
- First Nations and Indigenous Studies: support
- History Department: indifferent
- Vancouver School of Economics: support

2. Consultations with units in other BC universities

- Vancouver Island University: Fisheries and Aquaculture Program: Professor Stephanie Duff
- Simon Fraser University, School of Resource and Environmental Management, Professor Sean Cox
- SFU REM Program statistics on intake (text and Excel file)
- University of Victoria: Professor Francis Juanes, Biology Department

3. Letters and e-mail correspondence on proposed program

- Four Alumni: comments received
- Graduate students currently supervised by IOF faculty members.
- BC Ministry of Forests, Lands, Natural Resources and Rural Development: Letter of support
- BC Ministry of the Environment: Letter of support
- DFO Section head of Fisheries Stock Assessment Methods: seeking to employ graduates
- DFO Regional Director General of Science: Letter of support
- DFO Regional Director of Fisheries Management: seeking to employ graduates
- DFO Senior Scientist Comments: Rob Stephenson

- Canadian Council of Professional Fish Harvesters Former Policy Analyst, comment received: Marc Allain
- Hakai Institute Letter of support
- e-mail to give example of starting salary of IOF grad student hired this year by DFO

4. Example Job Ads Suitable for Program Graduates

- Recent job ads attached



13 December 2017

To: Vancouver Senate

From: Senate Curriculum and Admissions Committees

Re: Doctor of Philosophy in Oceans and Fisheries (approval)

The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the Faculty of Graduate and Postdoctoral Studies (Science) and enclose those proposals they deem ready for approval.

The following is recommended to Senate:

Motion: *“That the new Doctor of Philosophy in Oceans and Fisheries degree program and its associated new course be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair, Senate Curriculum Committee
Dr. Carol Jaeger, Chair, Senate Admissions Committee



FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

New program

Doctor of Philosophy in Oceans and Fisheries

New course

RES 602 (3) – Doctoral Seminar on Resources and Environment.

Ocean and Fisheries Doctor of Philosophy Program

Degree offered: Ph.D.

Proposal

Institute for the Oceans and Fisheries
Faculty of Science
University of British Columbia
November 16, 2017

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1 Executive Summary

1.1 Overview

The Institute for the Oceans and Fisheries (IOF)²⁷ proposes to offer a new Ocean and Fisheries Doctor of Philosophy Program (“the Program”). The credential awarded will be Ph.D. The Program will be full-time, consisting of courses and research, designed to train marine and freshwater scientists in basic and applied research that will help foster healthy marine and freshwater ecosystems and sustainable resource use. The Program draws on the broad and extensive expertise of faculty associated with the Institute and responds to the emerging need for expertise to manage fisheries and other resource use activities on Canada’s coastlines, marine territory and inland waterbodies. Ph.D. candidates will deepen their interdisciplinary expertise and acquire professional experience in areas including fisheries science, aquatic ecology, environmental physiology, natural resource economics, marine governance, and climate change. In the process, the program will foster cutting-edge research on marine and freshwater systems, and address national and global priorities in environmental science and technologies, and natural resources and energy.

Students enrolled in the Program will be required to complete one seminar course, (FISH 500) and a Ph.D. thesis project (FISH 599). PhD candidates may take elective courses, depending on their interests and advice from their supervisory committee. Courses will include in-person lectures, tutorials and computer modelling workshops. The coursework and thesis project will enable Ph.D. candidates to (1) gain competency in designing and leading research programs and analyzing ecological, oceanographic and fishery data, (2) develop new conceptual models to improve understanding of social-ecological systems²⁸, (3) write, comprehend and critically review scientific articles and reports that address hypotheses and issues critical to ocean and freshwater conservation, fisheries management and governance, and (4) evaluate hypothesized human and natural drivers and their effects on ocean and freshwater conservation and fisheries management. Expected time to completion is 48 months.

The Program will attract: 1) recent graduates from a range of M.A. and M.Sc. degree programs including anthropology, sociology, geography, zoology, ecology, forestry sciences, environmental sciences, oceanography, resource management and biology and 2) individuals engaged in a variety of careers who want to upgrade their qualifications or change to a more interdisciplinary research-oriented career. The Program will produce research scientists with the research capacity and knowledge translation skills necessary for influential careers in academia, industry, government, and consulting. Ph.D. candidates will gain exposure to potential future careers and develop professional connections through cooperation and interaction with a diverse partner group in industry (e.g., United Fisherman and Allied Workers Union), consulting (e.g., LGL limited), government (e.g., Fisheries and Oceans Canada, B.C. Ministry of the Environment), and non-governmental organizations (e.g., Suzuki Foundation, Hakai Institute).

The Provincial and Federal Governments are committed to achieving a balance between environmental protection, economic development in BC resource sectors, and growth in BC Seafood Industries²⁹. DFO has recently contacted the IOF seeking “to hire the next cohort of managers and biologists to help steward Canada’s marine resources”, noting that sustainable management of BC fisheries is becoming increasingly challenging given “the uncertainties of climate change and other pressures” and that DFO “need[s] to recruit individuals with the skills to engage and address the problems as well as the passion to want to make a difference”³⁰. The Program responds to the need for graduates with scientific expertise appropriate to address the existing and emerging new challenges to the management of fisheries and other resource use activities on Canada’s and the world’s vast coastline and marine territory and inland water bodies.

²⁷ <http://oceans.ubc.ca/about/staff-and-faculty/>

²⁸ McGinnis MD and Ostrom E 2014. Social-ecological system framework: initial changes and continuing challenges 19(2): 30.

²⁹ http://bcbudget.gov.bc.ca/2017/stplan/Strategic_Plan_2017-18_2020-21.pdf

³⁰ See attached letter from DFO’s Regional Director of Fisheries Management

1.2 Credentials

Graduates from the Ph.D. Program will be awarded a Ph.D. in Oceans and Fisheries.

1.3 Location

The University of British Columbia's Point Grey campus is the location for education and administration.

1.4 Faculty Offering Program

The Institute for the Oceans and Fisheries (IOF) within the Faculty of Science will offer the Program.

1.5 Program Start Date

The program will be offered starting in September 2019.

1.6 Program Completion Time

The expected time to completion of the program is 48 months of full-time academic study for the Ph.D. program.

1.7 Objectives and Program Learning Outcomes

By the end of the program students will be able to:

- Conduct and lead independent scholarly research on topics of their choosing
- Integrate and formulate new conceptual models that trace linkages between ecological, management and governance systems;
- Critically evaluate hypothesized human and natural drivers, their effects on ecosystems, and implications for ocean and freshwater conservation and fisheries management;
- Work collaboratively with other scientists and experts to develop innovative solutions to difficult conservation and resource use problems associated with aquatic systems.
- Write and publish detailed scientific reports and scientific papers and competently deliver highly professional oral presentations to both scientific and lay public audiences.

1.8 Contribution to UBC's Mandate and Strategic Plan

"Place and Promise: The UBC Plan" (hereafter "the Strategic Plan") from 2012³¹ has as a goal for UBC to be a leader in fostering public understanding of societal issues and in stimulating action for positive change. This goal is central to the proposed Program, which is designed to educate graduates that can collaboratively develop evidence-based innovative solutions to the complex

³¹ <http://strategicplan.ubc.ca/the-plan/>

problem of how to sustainably manage fisheries and other resource use activities in the oceans and inland water bodies.

The Strategic Plan calls for scholarly pursuits that contribute to knowledge and understanding within and across disciplines, and the Program will be one of a few programs at UBC, in BC, and indeed in Canada, that emphasizes both disciplinary and interdisciplinary components of this pursuit with focus on fisheries, marine and freshwater social-ecological systems³². The Program will provide training in both disciplinary and interdisciplinary research approaches that will enable a new generation of scientists to deepen and broaden understanding, and prepare for the multiple challenges that climate change poses.

Further, the Strategic Plan seeks to strengthen UBC's presence as a globally influential university and further its role in international development. The faculty that are involved in the Program have a very strong track record for this as the IOF predecessor, the Fisheries Centre, was recognized for its strong international training capacity as well as being a conduit for training a high number of underprivileged students. All of the faculty that made the Fisheries Centre an internationally recognized leader are members of the IOF and have been joined by additional, broader expertise to strengthen IOF and the Program.

1.9 Delivery Methods

Training of Ph.D. candidates in research methods, theory, data analysis and computer modeling will be through required and optional course work and supervised thesis research (see Section 2.6 below for details on degree requirements). Collaborative arrangements that have recently been established between the IOF and governmental and non-governmental research agencies, such as Fisheries and Oceans Canada, the BC Ministry of Environment, the Pacific Salmon Foundation and the Hakai Institute, will offer Ph.D. candidates opportunities to take up co-op-type research positions in these institutes³³ and to focus thesis research on topics and case studies that have both academic and applied components.

1.10 Linked Learning Outcomes and Curriculum Design

The proposed curriculum will address the program learning outcomes outlined in Section 1.7 of this document through the following curriculum elements.

- A mandatory three-credit course on writing and presentation skills. This is to be FISH 500: Issues in Fisheries Research.
- For Ph.D. students, elective courses will be recommended by the supervisory committee but not required.
- PhD candidates will be required to complete a dissertation.

³² McGinnis MD and Ostrom E 2014. Social-ecological system framework: initial changes and continuing challenges 19(2): 30.

³³ These would be temporary, e.g., two to eight week, paid or unpaid positions housed within the research facilities, or on research vessels or field sites of these institutes with supervision provided jointly by UBC academics and senior scientists and research technicians from these organizations. The research carried out would be a component of the student's thesis research.

Table 1: Linkages between curriculum design elements and program learning outcomes in Oceans and Fisheries Graduate Program

| Curriculum Design Element | Linkages | Learning Outcome: Ability to: |
|--|----------|---|
| Mandatory for all Ph.D. candidates a two-term course on science communication skills. FISH 500 (3): Issues in Fisheries Research: Seminar. | | Integrate and formulate new concepts that trace linkages between ecological, management and governance systems |
| For all Ph. candidates: optional elective courses based on the interest of the candidate and recommendations from the supervisory committee. | | Critically evaluate main hypotheses about human and natural drivers, their effects on ecosystems, and implications for ocean conservation and fisheries management |
| Ph.D. candidates will be required to complete a dissertation . | | Critically evaluate different viewpoints and perspectives on how to achieve the future sustainability of marine ecosystems and fisheries |
| Mandatory for all PhD candidates, 10 days of field work either within their dissertation research or external to it. | | Work collaboratively with other scientists and experts to solve difficult societal problems concerning oceans and fisheries |
| Optional cooperative work-study appointments in DFO, BC Ministry of the Environment, the Hakai Institute and other government departments, non-governmental organizations and industrial partners (Section 1.9) to carry out research under the joint supervision of external scientists and UBC academics | | Gain competency in designing and leading research programs and analyzing ecological, oceanographic and fishery data |
| Collaborative graduate research projects with partnering organizations from government, industry and nongovernmental conservation organizations | | Write and publish detailed scientific reports and scientific papers and competently deliver highly professional oral presentations to both scientific and lay public audiences. |

For further details on the curriculum please see section 2.6 below.

1.11 Program Strengths

The Program builds on a proven record of accomplishment where the core faculty of the former UBC Fisheries Centre has supervised several hundred graduate students through Zoology and Institute for Resources, Environment and Sustainability (RES) graduate programs. The proposed new program will bring together components of the natural science-type graduate programs (i.e., the Zoology Graduate Program and Oceanography Graduate Program) with the applied management and sustainability-type programs (i.e., Resources and Environmental Sustainability Graduate Program) and build on their collective strengths. The establishment of the IOF in 2015, which includes the entire former Fisheries Centre faculty, adds additional expertise (for a total of 18 faculty members)³⁴, and with that considerable interdisciplinary strength in support of the Program. Faculty members contributing to the proposed program will be IOF faculty members, some of whom hold joint appointments also with Zoology, Anthropology, Geography, History, Statistics, Institute for Resources, Environment and Sustainability, the UBC Policy School, and Earth, Ocean and Atmospheric Sciences. This integration of natural and applied management and sustainability graduate training streams differentiates the proposed program from all other related programs in the province and is a key strength of the proposed new Program.

The Province projects that the Agrifood and Seafood industry will continue to grow and is “continuing to support the socially and ecologically responsible management of B.C. fisheries, including an environmentally and economically sustainable aquaculture industry”. The Province in 2015 “launched the ... BC Agrifood and Strategic Growth Plan ... that identifies the next steps in [its] goal to growth the B.C. agrifoods industry to a \$15-billion-a-year industry by 2020”³⁵. DFO’s Regional Director of Fisheries Management has further identified that it is DFO’s responsibility that “fisheries and aquaculture industries in BC are managed sustainably, which is becoming an increasing challenge give the uncertainties of climate change and other pressures [and that he will] need to recruit individuals who possess the skills to engage and address the problems as well as the passion to want to make a difference.”³⁶ The Program will educate Ph.D. candidates to meet the need for 1) broadened understanding of aquatic social-ecological systems³⁷ and 2) improved capability to reshape management approaches to more successfully achieve sustainable aquatic resource use globally and particularly on Canada’s vast coastline and marine territory and vast array of inland waterbodies. A further strength of the program is the co-offering of an MSc degree program in oceans and fisheries. This gives academically oriented MSc students also in the field of oceans and fisheries a convenient gateway to PhD studies and also creates a larger more diverse graduate student community within the IOF.

³⁴ <http://oceans.ubc.ca/about/staff-and-faculty/>

³⁵ http://bcbudget.gov.bc.ca/2017/stplan/Strategic_Plan_2017-18_2020-21.pdf

³⁶ See attached letter from DFO’s Regional Director of Fisheries Management

³⁷ McGinnis MD and Ostrom E 2014. Social-ecological system framework: initial changes and continuing challenges 19(2): 30.

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

The Program will be the only interdisciplinary Ph.D. training program in BC, indeed in Canada that provides training in both ocean and fisheries science (see Table 2).

UBC offers a graduate program in Oceanography through the Department of Earth, Ocean and Atmospheric Sciences (EOAS). This is mainly focussed on training in natural sciences. Fisheries related graduate studies at UBC are currently conducted either through the Zoology Program or through the Resource Environment and Sustainability (RES) program of the Institute for Resources, Environment and Sustainability (IRES). The majority of fisheries graduate students in these programs are, however, supervised by faculty in IOF, and it is expected that considerable future enrolment of PhD students with an ocean and fisheries focus will be through the Program. There had been up until a few years ago a stream in the RES program that allowed PhD students interested in fisheries to focus on fisheries within a fisheries-focussed curriculum. However, due to insufficient resources within IRES to administer the fisheries stream, the Fisheries Stream was removed from the RES program offerings in 2016. IRES has allowed RES graduate students interested in fisheries only until 2019 to continue to follow the previous fisheries-related curriculum that had been in the RES Fisheries Stream. See Table 2 for a summary of graduate programs inside and outside of UBC that offer training in oceans and fisheries sciences.

The Simon Fraser University (SFU) School of Resource and Environmental Management (REM) offers PhD studies with a focus on fisheries. The Quantitative Fisheries Research Group³⁸ that enables this specialization in REM has one faculty member who specializes in fisheries stock assessment modeling. A few other REM professors have expertise in other aquatic and fisheries related fields, e.g., fisheries anthropology and salmon ecology. In contrast, the IOF has eighteen professors with a wider variety of fisheries and oceans disciplinary expertise³⁹ and has a broader offering of fisheries and oceans graduate courses than are available in the SFU School of Resources and Environmental Management (see section 2.6 below).

The University of Victoria (U Vic) has a multidisciplinary Earth and Ocean Sciences Graduate Program. This allows for an MSc specialization in Oceanography. However, the program, while multidisciplinary, is grounded entirely in natural sciences and does not concern itself with training relevant to fisheries management or the management of human activities where ocean-related resources are concerned.

Vancouver Island University (VIU) offers a BSc and post degree diploma in fisheries and aquaculture. The post degree diploma allows for graduate studies in fisheries and aquaculture and has some interdisciplinary training offered in fish husbandry, biology, applied ecology, statistical methods, and fisheries management. The VIU program, however, unlike the proposed Program, stops short of providing full graduate courses on oceans and fisheries assessment and scientific methods, economic and social studies, and governance and policy. The VIU program will provide a highly suitable source of applicants for the IOF's proposed new MSc Program.

³⁸ <http://www.quantitativefisheries.com/>

³⁹ <http://oceans.ubc.ca/about/staff-and-faculty/>

1.13 Institutional Contacts

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2 Program Description and Specification

2.1 Need for the Program

The Program comes at a critical time for Canada. A recent report from the Council of Canadian Academies highlights the “coordination gap” in how different ocean science disciplines and sectors address today’s sustainable ocean-use challenges. The report specifically calls for “new alignments and collaborations between researchers, policy-makers, and practitioners”⁴⁰. At a moment when communities and different levels of government across the country face decisions surrounding coastal and Arctic energy developments⁴¹, marine protected areas⁴², growth of the new “blue economy” like aquaculture⁴³, shipping⁴⁴, tourism⁴⁵, and renewable energy⁴⁶, and adapting to the twin threats of climate change and ocean acidification⁴⁷, graduate ocean science training programs remain in a disciplinary structure.

Fisheries and Oceans Canada has recently approached the IOF seeking to recruit to DFO as biologists and fisheries managers, graduate students with interdisciplinary training to face the above mentioned challenges (e.g., see attached letter from the Regional Director of the Pacific Region Fisheries and Oceans Canada Fisheries Management Branch). In terms of hires of IOF graduate students, since 2010, two IOF graduate students hired by DFO have become section heads in Conservation Biology and Quantitative Assessment Methods, one is a quantitative

⁴⁰ Expert Panel on Canadian Ocean Science (2013) Ocean Science in Canada: Meeting the Challenge, Seizing the Opportunity. Council of Canadian Academies, 200 p.

⁴¹ Gautier DL et al. (2009) Assessment of Undiscovered Oil and Gas in the Arctic. Science 324: 1175-1179.

⁴² Government of Canada (2011) National Framework for Canada’s Network of Marine Protected Areas. Fisheries and Oceans Canada, Ottawa. 31 pp.

⁴³ Chop F (2015) Marine Aquaculture in Canada. Fisheries 40: 28-31.

⁴⁴ Port of Metro Vancouver (2015) Roberts Bank Terminal 2 Project Environmental Impact Assessment. Canadian Environmental Assessment Agency Reference No. 80054, 124 p.

⁴⁵ Burke R, Dumbille A (2014) Canada’s Tourism Industry Needs Marine Management and Protection, Hill Times, January 27.

⁴⁶ Marine Renewables Canada (2013) Marine Renewable Energy in Canada & the Global Context. State of the Sector Report, 71 p.

⁴⁷ Hoegh-Guldberg O et al. (2014): The Ocean. In: Climate Change 2014: Impacts, Adaptation, and Vulnerability. Contribution of Working Group II to the Fifth Assessment Report of the Intergovernmental Panel on Climate Change, Cambridge University Press.

research scientist on Newfoundland groundfish, and three in the past three years have been hired into permanent fisheries biologist positions. Dr. Mike Ramsay, Associate Director, Fisheries Management Section, BC MFLNRORD writes in a letter of support for the Program the following: "Graduate students are an invaluable potential resource for answering research questions that are of importance to the stewardship and management of BC freshwater fisheries. ... Thus, we are endorsing the IOF graduate program in "Oceans and Fisheries. We would contribute to the program through in kind support from FLNRORD personnel and access to FLNRORD facilities and field opportunities where projects of mutual benefit are identified."⁴⁸ The Director of the Conservation Science Section of the B.C. Ministry of the Environment, Mr. Manjit Kerr-Upal, wrote in his support letter for the proposed Program: "The contribution of the UBC IOF would be an asset to the Province, as it offers opportunities for scientific collaboration, training of future professionals engaged and familiar with the complexities of ecosystem science, and increased focus on conservation science challenges that are being faced across the province."⁴⁹ The Program will be the first graduate program in Canada to unite highly qualified personnel (HQP) from a core set of disciplinary backgrounds involved in ocean and fisheries research. The Program is solidly positioned to train HQP to develop scholarly contributions to improve both disciplinary and interdisciplinary understanding of marine and freshwater systems and promote sound environmental decision-making.

2.2 Program Objectives and Themes

The core objective of the Program is to train career scientists who will be program leads on research design and decision making in the sustainable management of Canada's oceans, coastlines and inland water bodies as well as those of other countries. The Program aims to:

- Assist Canada and other countries in sustainably managing the ocean and inland water bodies and their fisheries resources by preparing graduates to contribute to marine and freshwater science, management and policy in organizations across sectors of society;
- Build sustained relationships with private sector, public sector, and civil society partners to support the Program, and through this provide research scientists with important professional networks.

2.3 Relationship to Established Programs

The Program will offer an interdisciplinary training program which focuses jointly on both aquatic (oceans and freshwater) and fisheries issues and research. There exist elsewhere excellent programs that focus mainly on one or the other but not jointly on both. Section 1.12 describes the relationship of the Program to existing programs at UBC and at other BC postsecondary institutions. There are no known proposed new overlapping programs elsewhere.

⁴⁸ See appendix for letter of support from the BC Ministry of FLNRORD.

⁴⁹ See appendix for letter of support from the Director of the Conservation Branch of the BC Ministry of the Environment.

Table 2 lists graduate programs offered in Canadian universities that provide interdisciplinary training in fisheries and oceans research and management, the degrees offered and the focus of the training provided. This shows that none provide a joint focus on graduate training in interdisciplinary research approaches to both oceans and fisheries. For example, the School of Resource and Environmental Management (REM) at Simon Fraser University which is interdisciplinary includes a fisheries research unit that rigorously trains both master's and Ph.D. students in fisheries modeling techniques. PhD candidates in REM can take graduate courses on ecological modeling, environmental law, and resource economics. The proposed Program in contrast offers a larger number of graduate courses with more direct focus on fisheries and oceans science skills and knowledge training which PhD student can take as electives. For example, unlike REM which offers a wide range of more generic resource management-related courses, the proposed Program's core courses include Fisheries Economics and Management, Biological Oceanography, Methods in Oceanography, Bayesian Decision Analysis for Fisheries Management, and Fisheries Ecosystem Modeling with Ecopath and Ecosim.

As mentioned above, the University of Victoria (U Vic) has an excellent multidisciplinary Earth and Ocean Sciences Graduate Program. This offers MSc and PhD specializations in oceanography. However, the program, while multidisciplinary, is grounded mainly in natural sciences and, unlike the proposed Program, does not appear to provide both social and natural sciences training in fisheries management and the management of human activities where ocean-related resources are concerned. Graduates from the MSc in Oceanography would be highly suitable candidates for the proposed PhD program.

Vancouver Island University (VIU) offers an excellent post-B.Sc. degree diploma in Fisheries and Aquaculture that takes both domestic and international graduates. The VIU program offers an excellent section of applied and lab-oriented courses in fisheries and aquaculture with an emphasis on practical skills and knowledge about fish biology and husbandry and provides excellent training for careers in aquaculture, research labs and fish farms. However, unlike the proposed Program, it does not appear to emphasize inter-disciplinary training for research and management of fisheries and other ocean-related resource use activities. Graduates of the VIU post-degree diploma program would be an excellent source of applicants for the currently proposed Ocean and Fisheries Ph.D. program.

The University of Northern B.C. offers excellent interdisciplinary Master of Science and PhD degree programs in Natural Resources and Environmental Studies. Graduate students can focus their thesis research on fisheries-related research projects. However, unlike the proposed Program, within the UNBC program there appears to be no explicit focus on providing training specific to oceans and fisheries management, governance and science.

Most prominently outside of Canada, the School of Aquatic and Fishery Sciences at the University of Washington conducts "innovative research from the organism to the ecosystem scale, and ... [focuses] on aquatic biology, sustainable fisheries management and aquatic resource conservation." Science-based research M.Sc. and Ph.D. degrees are offered. Graduate students "develop, articulate and implement novel research that addresses relevant questions or issues in a selected discipline; [and] communicate science efficiently to peers and integrate knowledge across disciplines". However, there appears to be no specific focus on interdisciplinary graduate training on both fisheries and the oceans and the emphasis is on

training graduates to communicate with peers and but not also to, e.g., fisheries managers, ENGOs and policy makers as in the proposed Graduate Program.

In contrast, Imperial College London offers a Ph.D. program on Environmental Technology. Ph.D. candidates may focus their thesis research on resource ecology, environmental pollution and control, environmental policy and management, environmental law, environmental economics and quantitative skills and uncertainty. While the graduate training is broad in scope and allows Ph.D. candidates to do thesis research projects on fisheries sustainability and marine policy, there is no longer a core group of faculty members at the College with specialized expertise in fisheries and ocean sciences.

In summary, the proposed new program will bring together key components of UBC's natural science type graduate programs (e.g., zoology and oceanography) with applied management and sustainability type graduate programs (e.g., RES) to build on each other's collective strengths. This integration of natural science and applied management and sustainability graduate training streams and the consolidation of research focus on both fisheries and oceans are prominent features of the proposed new Program.

Table 2 provides further details on other existing master's and PhD graduate programs at Canadian peer institutions.

Table 2. Related graduate programs at peer institutions

| University | Program | Ph.D. | Masters | Inter-disciplinary | Ocean focus | Fisheries focus | Comments |
|------------------|--|-------|---------|--------------------|-------------|-----------------|------------------------------|
| UBC | Resource, Environment and Sustainability, Faculty of Science | + | + | + | | | |
| UBC | Oceanography, Faculty of Science | + | + | | + | | |
| UBC | Zoology, Faculty of Science | + | + | | | | |
| Simon Fraser | Resource and Environmental Management | + | + | + | | + | |
| Vancouver Island | Fisheries and Aquaculture | | | | | + | Offers a post degree diploma |
| Victoria | Earth & Ocean Sciences | + | + | | + | | |
| Northern BC | Natural Resources and Environmental Studies | + | + | | | | |
| New Brunswick | Master of Environmental Management | | + | | | | |
| Dalhousie | Master of Environmental Studies | | + | + | | | |
| Dalhousie | Master of Marine Management | | + | + | + | | Course-based, 16 m. duration |
| Dalhousie | Master of Resource & Environmental Management | | + | + | | | Course-based, 16 m. duration |
| Dalhousie | Oceanography | + | + | | + | + | |
| Memorial | Master of Marine Studies | | + | + | + | | |
| Memorial | Maritime Studies | + | | + | + | | |

2.4 Demand for Program

The blue economy is increasingly a knowledge economy. There is a high demand for scientists equipped with the research and knowledge translation skills necessary to guide the response of industries, communities and economic sectors to global change, as well as to inform the many proposed developments (e.g., pipelines, coastal energy facilities, and aquaculture) that could affect marine, freshwater and coastal ecosystems. Environmental professionals, including workers in marine industries and coastal impact assessment, are one of the most rapidly growing segments of the Canadian workforce. They represented 4% of the workforce in 2003, with the number of workers almost tripling in ten years⁵⁰. The demand for marine research scientists will continue to expand with the blue economy and proposed energy developments.

As mentioned above, Fisheries and Oceans Canada has this year approached the IOF to announce its interest in hiring graduates as biologists and fisheries managers and indicated that there is a need for graduates to be appropriately trained and motivated to “ensure that the fisheries and aquaculture industries in BC are managed sustainably, which is becoming an increasing challenge give the uncertainties of climate change and other pressures”. Further: “I need to recruit individuals who possess the skills to engage and address the problems as well as the passion to want to make a difference. My Department has been fortunate to receive significant new funding injections to support our science, oceans and fisheries management programs, and as such we’re in a position to hire the next cohort of managers and biologists to help steward Canada’s marine resources.” DFO Section Head, Dr. Robyn Forrest, head of the Quantitative Assessment Methods Section has also this year approached IOF faculty members seeking to recruit IOF graduate students (see Appendix for e-mail from Dr. Forrest).

Dr. Mike Ramsay, Associate Director, Fisheries Management Section, BC MFLNRORD for writes in support of the Program the following: “Graduate students are an invaluable potential resource for answering research questions that are of importance to the stewardship and management of BC freshwater fisheries. ... Thus, we are endorsing the IOF graduate program in “Oceans and Fisheries. We would contribute to the program through in kind support from FLNRORD personnel and access to FLNRORD facilities and field opportunities where projects of mutual benefit are identified”.⁵¹

Mr. Manjit Kerr-Upal, Director, Conservation Science Section of the BC Ministry of the Environment in his letter of support for the Program writes: “The contribution of the UBC IOF would be an asset to the Province, as it offers opportunities for scientific collaboration, training of future professionals engaged and familiar with the complexities of ecosystem science, and increased focus on conservation science challenges that are being faced all across the province.”⁵²

The Program will leverage their collaborative research skills to lead marine and freshwater investigations that will address the critical multi-faceted challenges of direct and indirect impacts of industrial fishing, other resource-, and energy based developments and climate change on

⁵⁰ Eco Canada (2013) Profile of Canadian Environmental Employment: Labour Market Research 2013, 54 p.

⁵¹ See Appendix for a copy of the support letter from the BC MLFNRORD.

⁵² See Appendix for a copy of the support letter from the BC Ministry of the Environment.

aquatic ecosystems and coastal communities. Depending on the stream and interests of the student, Ph.D. candidates will gain expertise in particular sectors of interest, or develop expertise in new sectors of the growing blue economy. New sectoral expertise may come through research collaborations, workshops, networking opportunities and internships. We expect graduates to follow career trajectories in seven different sectors in addition to academia:

- Government science and policy;
- Non-governmental organizations;
- Engagement and research organizations;
- Environmental consulting;
- Industry, including aquaculture;
- Regional, national and international fisheries management organizations;
- Intergovernmental agencies.

2.4.1 Estimation of Program Demand

The precursor to the IOF, the former UBC Fisheries Centre, had a graduate student population that ranged annually between approximately 50-60 graduate students with about five Ph.D. students graduating per year. With a total of 18 faculty members, we'd expect to recruit about 5 new Ph.D. students per year to the Programs.

The new proposed graduate program will be in demand by those recently graduated from M.Sc. programs and professionals interested in both research-focussed careers and careers that require graduate training in interdisciplinary research methods and state-of-the-art decision support tools in oceans, freshwater and fisheries management and policy. We expect applicants who have recently graduated from a master's degree and are keen on developing their research expertise, knowledge and skill set to become career research scientists. Applications should also come from professionals who have already begun careers in government and industry but would like further interdisciplinary training and enhanced expertise in research approaches and decision-support techniques specific to oceans and fisheries management and policy decision making.

A survey of graduate students currently and previously supervised by IOF faculty members was conducted in September and October 2017. Eight persons responded, four current students and four alumni. Six of the eight stated that they supported the proposed new graduate program. Of the four current students who were asked whether they would have preferred to take the proposed program, three replied positively, and one preferred her current program because it offers TA-ships and is a long-established program. The 2nd respondent who was less receptive, an alumni, questioned whether the new institute had sufficient administrative support to implement the program, unaware that funding has been obtained by the IOF to hire a full-time program administrator. Reasons for enthusiastic support in the other six respondents included the program's "interdisciplinary nature, the quality and diversity of instruction at the Institute for Oceans and Fisheries, and the opportunities that applicants may have to gain diverse work

experience with various key government or not-for-profit institutes.” Also, “the courses listed as options are all highly current, and will contribute to developing highly marketable and competent graduates.”

IOF faculty members receive e-mail inquiries from prospective PhD students on a regular basis, in some instances several inquiries per month. In recent years about 3-5 PhD students have been recruited per year by IOF faculty members. We’ve accepted about 5% of the prospective PhD students who’ve sought positions within the IOF in the past year. Inquiries are being received from a roughly equal proportion of domestic and international students and a portion of the inquiries are coming from recent graduates but also graduates who’ve been in the workforce.

The SFU Resources and Environmental Management, PhD Program in Resource Management Program has had between 7 and 17 applicants per year since 2013, of which 38% have on average been accepted. There’ve been between three and seven fully qualified fisheries applicants to the MRM program per year with about half of these being accepted (see appendix for the detailed results).

With the recruitment of a new aboriginal fisheries Director to the IOF, it is expected that there will be about 1-2 applicants each year for PhD studies from aboriginal persons with Masters of Science and Arts degrees. When there was an aboriginal fisheries professor 2008-2014, he supervised one aboriginal MSc and one aboriginal PhD student and mentored two aboriginal undergraduate students and six aboriginal high school students.

Based on past enrolment of graduate students to study with Faculty members in the former UBC Fisheries Centre, it is expected that about half of the applicants will be Canadian citizens or residents, some will be from other developed countries and others from developing countries who seek to complete an interdisciplinary graduate degree in oceans and fisheries.

2.5 Target Audience and Enrolment Expectations

In summary, the Program is expected to attract:

- Recent graduates from a range of M.A. and M.Sc. degree specializations, including anthropology, sociology, geography, zoology, ecology, forestry sciences, environmental sciences, oceanography, resource management and biology.
- Individuals engaged in a variety of careers who want to upgrade their graduate degree qualifications or change to a more research-oriented career in ocean and fisheries sciences.

The program expects to admit 3 Ph.D. students in year 1, building up to 5 in subsequent years. It is expected that about 50% of the students will be international.

2.6 Program Requirements

Ph.D. candidates are required to participate in fieldwork, a requirement that as a minimum can be met through ten days in, e.g., a field research laboratory, a research vessel or a fishing vessel. The fieldwork is to be based within a candidate's PhD thesis research. The candidate will be required to have their proposed fieldwork approved in writing by their research supervisor to ensure that it qualifies as supervised fieldwork. Following completion of the fieldwork the candidate must obtain a letter from the person supervising the fieldwork, verifying the number of days of fieldwork that the candidate has completed. Each candidate's research supervisor will be required to review the fieldwork verification letter and provide the letter to the IOF graduate advisor to be kept on file, verifying that the candidate has completed the required minimum of 10 days of fieldwork.

Ph.D. candidates must take in the first and second term

- FISH 500 (3) Issues in Fisheries Research: Seminars (Terms 1 and 2)
 1. FISH 500 is based on a weekly IOF departmental seminar series that runs through the autumn and winter terms. The series began to include additional new focus on ocean science, governance and conservation issues following the initiation of the IOF. The aims of this course are to broaden understanding of state-of-the-art scientific approaches and findings in oceans and fisheries and also to improve graduate students' ability to critically analyze seminar presentations and improve their oral presentation and communication and essay writing skills.

PhD candidates may take a second term of elective courses, depending on advice provided by their supervisory committee. Beginning in the second term or second year, the candidate must register in the following course until the PhD thesis is submitted:

- FISH 699 Doctoral Dissertation

2.7 Program Overview

2.7.1 Doctor of Philosophy

The Ph.D. degree provides students with the opportunity to broaden their academic and research experience and expertise.

2.7.1.1 Admission Requirements

Students admitted to the Ph.D. degree program normally possess an M.A. or M.Sc. degree in a related area, with clear evidence of research ability or potential. Transfer from a master's program to the Ph.D. program is permitted under regulations set by the Faculty of Graduate and Postdoctoral Studies.

2.7.1.2 Program Requirements.

Original research supervised by a faculty member constitutes the major component of work toward the Ph.D. degree. Ph.D. students are required to successfully complete FISH 500 (3). Apart from this, they are not required to complete course work unless it is recommended by the dissertation committee, or as a condition of admission. All Ph.D. students are required to present and defend a research proposal at a committee meeting and, following that, pass a comprehensive examination on their research area within 24 months of registering in the Program. The comprehensive exam is an oral examination (administered by all supervisory committee members), and is intended to assess the student's breadth of knowledge in the general subject area(s) of the proposed research (i.e., it is not a defense of the written proposal). At the submission of the dissertation to the Graduate and Postdoctoral Studies Office for transmission to the External Examiner, a final doctoral examination is to be scheduled. The format of this exam is detailed at <https://www.grad.ubc.ca/current-students/final-doctoral-examination>.

The major requirement for the Ph.D. is completion of a research dissertation meeting the Faculty of Graduate and Postdoctoral Studies' requirements. The Ph.D. is a four-year program, but students may take longer depending on the nature of the research undertaken.

2.8 Resources

2.8.1 Budget and Tuition Fees

The Program will have tuition fees that follow the standard UBC rules for graduate students in the Faculty of Graduate and Postdoctoral Studies. There are no new budgetary implications because of the proposed Program, and a budget has therefore not been included in this proposal. This is because IOF faculty members already supervise about 25 PhD students mostly through the Oceanography, RES and Zoology programs and the AERL building that currently houses most of these students has several dozen carrels on floors two and three that have been allocated for graduate student use. When current graduate students graduate, the vacant carrels can be used by students newly recruited to the Program. Laboratory space currently used by IOF professors that do lab work is also available for PhD students once they recruit to the Program. All listed course requirements and electives are currently offered and no new courses need to be created for the proposed program.

2.8.2 Human Resources

IOF has sufficient administrative and academic resources to administer and run the Program, and additional resources are thus not required. Funds to hire a graduate program administrator have already been obtained by the IOF and will be available for this purpose starting in the summer of 2018.

2.8.3 Space

The IOF faculty currently has about 60 graduate students that are enrolled through Zoology or RES, and which are housed in the AERL building. It is expected that the new students in the Program gradually will take up the carrels vacated by graduating current students, and the existing facilities in the AERL building are considered sufficient to house the Program students for the foreseeable future.

2.8.4 Library

See Appendix for the UBC Library Consultation Report

5 Category 1 Proposal Form: Create New Program

UBC Curriculum Proposal Form *Change to Course or Program*

Category: 1

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| Faculty: Science Department: Institute for the Oceans and Fisheries Effective Date for Change: W Effective Academic Year: 2019 | Date: Contact Person: Murdoch McAllister Phone: 604-822-3693 Email: m.mcallister@oceans.ubc.ca |
| Proposed Calendar Entry: Oceans and Fisheries Doctor of Philosophy Admission Requirements: Students must meet the Faculty of Graduate and Postdoctoral Studies PhD degree admission requirements. Students must have a minimum TOEFL score of 100-ibt or equivalent (IELTS = 7.0 minimum overall score with sub-category minimum scores of 6.5). Program Requirements: <ul style="list-style-type: none"> • Candidates admitted to the Ph.D. program will be required to take FISH 500 (3). • Additional coursework is to be selected in consultation with the student's supervisory committee and is to be approved by the IOF graduate advisor. • Candidates must pass a | Type of Action: Create new graduate degree program. Rationale: Given the global importance of maintaining ecologically healthy oceans and thriving fisheries and the importance of UBC as a globally and nationally recognized university for graduate training of oceans and fisheries professionals and academics, there has been a growing interest to develop a graduate program at UBC that focuses specifically on training graduate students as future academics and professionals in oceans and fisheries management, research and conservation. None of the graduate programs at UBC and other Canadian universities which house oceans and fisheries focussed students have been established to foster research and interdisciplinary training of ocean and fisheries graduate students. The UBC RES graduate program for example provides interdisciplinary training in environmental sustainability for students interested in a variety of focal areas but currently has no curriculum options designed specifically for students interested in oceans and fisheries research. UBC oceans and fisheries graduate students that have been supervised by Institute for the Oceans and Fisheries (IOF) faculty members have in recent years mostly been registered in Zoology and RES. As a new academic unit with the mission "to lead the way to healthy and sustainable marine and freshwater systems through excellent research, inspirational education, and innovative societal engagement" the IOF thus proposes a new graduate program that focuses specifically on research and interdisciplinary studies to foster improved governance and management of the oceans and fisheries. This new program is thus offered to provide direct training in research and interdisciplinary approaches to understanding and solving generic problems faced in ocean and fisheries management, science and conservation. |

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| <p>comprehensive examination taken within 24 months of registering in the program.</p> <ul style="list-style-type: none"> • Candidates are required to complete a minimum of 10 days of supervised fieldwork. • Candidates must be enrolled in FISH 699 beginning in the second term of the 2nd year. <p>The expected time to completion is 4 years.</p> | |
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Appendix

1. UBC Internal Consultations Received

- Library: support
- Department of Anthropology: support
- Faculty of Forestry: support
- Department of Geography: support
- First Nations and Indigenous Studies: support
- History Department: indifferent
- Vancouver School of Economics: support

2. Consultations with units in other BC universities

- Vancouver Island University: Fisheries and Aquaculture Program: Professor Stephanie Duff
- Simon Fraser University, School of Resource and Environmental Management, Professor Sean Cox
- SFU REM Program statistics on intake (text and Excel file)
- University of Victoria: Professor Francis Juanes, Biology Department

3. Letters and e-mail correspondence on proposed program

- Four current graduate students and four alumni: comments received in response to questionnaire sent out in September and October 2017
- BC Ministry of Forests, Lands, Natural Resources and Rural Development: Letter of support
- DFO Section head of Fisheries Stock Assessment Methods: seeking to employ graduates
- DFO Regional Director General of Science: Letter of Support
- DFO Regional Director of Fisheries Management: seeking to employ graduates
- DFO Senior Scientist Comments: Rob Stephenson
- Canadian Council of Professional Fish Harvesters Former Policy Analyst, comment received: Marc Allain
- Hakai Foundation Letter of support
- e-mail to give example of starting salary of IOF grad student hired this year by DFO

4. Example Job Ads Suitable for Program Graduates

- Six recent job ads attached

INSTITUTE FOR THE OCEANS AND FISHERIES

Category: (1)

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| Faculty: Science Department: Institute for the Oceans and Fisheries Faculty Approval Date: November 1, 2017 Effective Date for Change: W Effective Academic Year: 2019 | Date: November, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca |
| Proposed Calendar Entry: Oceans and Fisheries Degrees Offered: Ph.D., M.Sc. Members Professors E. Pakhomov D. Pauly A. Vincent R. Sumaila) V. Christensen A. Trites) K. Chan C. Menzies C. Harley T. Pitcher C. Suttle D. Newell Associate Professors W. Cheung M. McAllister S. Donner Assistant Professors M. Auger-Méthé B. Hunt T. Carruthers Emeritus Professor C. Walters | NEW URL REQUIRED Present Calendar Entry: NA Action: Create new graduate degree program. Rationale: Given the global importance of maintaining ecologically healthy oceans and thriving fisheries and the importance of UBC as a globally and nationally recognized university for graduate training of oceans and fisheries professionals and academics, there has been a growing interest to develop a graduate program at UBC that focuses specifically on training graduate students as future academics and professionals in oceans and fisheries management, research and conservation. None of the graduate programs at UBC and other Canadian universities which house oceans and fisheries focused students have been established to foster research and interdisciplinary training of ocean and fisheries graduate students. The UBC RES graduate program for example provides interdisciplinary training in environmental sustainability for students interested in a variety of focal areas but currently has no curriculum options designed specifically for students interested in oceans and fisheries research. UBC oceans and fisheries graduate students that have been supervised by Institute for the Oceans and Fisheries (IOF) faculty members have in recent years mostly been registered in Zoology and RES. As a new academic unit with the mission “to lead the way to healthy and sustainable marine and freshwater systems through excellent research, inspirational education, and innovative societal engagement” the IOF thus proposes a new graduate program that focuses specifically on research and interdisciplinary studies to foster improved governance and management of the oceans and fisheries. This new |

Program Overview

The Institute for the Oceans and Fisheries (IOF) provides interdisciplinary graduate studies through the Oceans and Fisheries graduate program (OCF). The mission of IOF is to lead the way to healthy and sustainable marine and freshwater systems through excellent research, inspirational education, and innovative societal engagement. The graduate program trains marine and freshwater scientists to undertake basic and applied research that will help foster healthy marine and freshwater ecosystems and sustainable resource use. Students will deepen and broaden their interdisciplinary expertise by acquiring in-depth training in fisheries science, aquatic ecology, environmental physiology, natural resource economics, marine governance, and climate change. In doing so, students will develop the research capacity and knowledge translation skills necessary for rewarding careers in academia, industry, government, NGOs and consulting.

Students in OCF formulate and follow academic programs that are specific to their individual educational goals and that can draw on the expertise of faculty at UBC and other affiliated universities, and also the private and public sectors. To enable this, OCF offers either a 12 credit thesis or 18 credit thesis Master of Science degree, and a Ph.D. degree. Graduate student supervisors are chosen from the IOF, and other units and departments within the faculties of Science, Forestry, Arts, and Land and Food Systems.

Doctor of Philosophy

Admission Requirements:

Students must meet the Faculty of Graduate and Postdoctoral Studies PhD degree admission requirements.

program is thus offered to provide direct training in research and interdisciplinary approaches to understanding and solving generic problems faced in ocean and fisheries management, science and conservation.

English language requirements for admission to the program are higher than the minimum specified by the Faculty of Graduate and Postdoctoral Studies. Please see [English Language Proficiency Standards and GRE Requirements](#) for more details.

Program Requirements:

- Candidates admitted to the Ph.D. program will be required to take FISH 500 (3).
- Additional coursework is to be selected in consultation with the student's supervisory committee and is to be approved by the IOF graduate advisor.
- Candidates must pass a comprehensive examination taken within 24 months of registering in the program.
- Candidates are required to complete a minimum of 10 days of supervised fieldwork.
- Candidates must be enrolled in FISH 699 beginning in the second term of the 2nd year.

The expected time to completion is 4 years.

Master of Science

Admission Requirements:

Students must meet the Faculty of Graduate and Postdoctoral Studies master's degree admission requirements.

English language requirements for admission to the program are higher than the minimum specified by the Faculty of Graduate and Postdoctoral Studies. Please see [English Language Proficiency Standards and GRE Requirements](#) for more details.

Program Requirements

The M.Sc. in Fisheries and Oceans requires a minimum of 30 credits, including either a 12-credit or 18-credit thesis (FISH 549(12/18)).

Students completing a 12-credit thesis must complete:

- **FISH 500 (3)**
- **FISH 520 (6)**
- **9 credits of electives consisting of three credits from three of the elective categories listed below**

Students completing an 18-credit thesis must complete:

- **FISH 500 (3)**
- **9 credits of electives consisting of three credits from three of the elective categories listed below**

Elective Categories:

1. Ocean and Fisheries Assessment and Scientific Methods:

EOSC 478, FISH 504, FISH 505, FISH 509, FISH 510, EOSC 573, EOSC 578, EOSC 510.

2. Ecological, Economic & Social Studies.

FISH 501, FISH 502, FISH 506, FISH 508, EOSC 575, RES 510.

3. Governance & Policy.

FISH 503, FISH 507, RES 586, FISH 520 (if the student is in the 18 credit thesis stream (see below))

4. Aboriginal Ocean and Fisheries Management.

FISH 506.

5. Conservation Science.

BIOL 416, RES 506.

6. Science Communication.

ANTH 478, FRST 544, FRST 545.

All students must complete a minimum of 10

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| <p>days of supervised fieldwork.</p> <p>No more than 3 credits at the senior undergraduate level (300- or 400-level) may count towards the 30 credits required to complete the M.Sc.</p> <p>Students' academic program must be approved by the supervisory committee and the IOF graduate advisor.</p> <p>The expected time to completion is 2 years.</p> <p>Contact Information</p> <p>Institute for the Oceans and Fisheries AERL 2202 Main Mall Vancouver, B.C. Canada V6T 1Z4 Tel: 604-822-2731 Fax: 604-822-8934 Email: office@oceans.ubc.ca Website: www.oceans.ubc.ca</p> | |
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Proposed Calendar Entry:

URL: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,345,0>

[Homepage](#) → [Faculties, Colleges, and Schools](#) → [The Faculty of Graduate and Postdoctoral Studies](#)
→ English Language Proficiency Standards and GRE Requirements

5.1 English Language Proficiency Standards and GRE Requirements

| Program | Reading/Writing/Listening/Speaking - Component Scores for Internet- based TOEFL | Internet-based TOEFL Overall | GRE |
|-----------------------------------|---|---------------------------------|------------|
| Oceanography | 22/22/22/23 | 100 | |
| Oceans and Fisheries | | 100 | Yes |
| Orchestral Instrument (D.M.A.) | | 93 | |

Present Calendar Entry:

UR: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,345,0>

| Program | Reading/Writing/Listening/Speaking - Component Scores for Internet- based TOEFL | Internet-based TOEFL Overall | GRE |
|-----------------------------------|---|---------------------------------|-----|
| Oceanography | 22/22/22/23 | 100 | |
| Orchestral Instrument (D.M.A.) | | 93 | |

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

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| Faculty: SCIENCE Department: IRES Faculty Approval Date: November 1, 2017 | Date: November 1, 2017 Contact Person: Norm Hutchinson Phone: 604 822-8818 Email: norm@cs.ubc.ca |
| Effective Date for Change: S Effective Academic Year: 2018 Proposed Calendar Entry: RES 602 (3) – Doctoral Seminar on Resources and Environment Environment and resource management goals and issues. | URL http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=RES Present Calendar Entry: NA Action: Create a new course Rationale: Our program recognized the need to create two separate seminar courses for master's and PhD students. Until now, both master's and PhD students were required to take RES 502. This created challenges for the instructor in managing students with different needs. The proposed RES 602 course will become the required course for doctoral students (rather than RES 502) who have needs that are unique/specific to the nature of the doctoral project/thesis proposal. Doctoral students have expressed a keen interest in a course focused on doctoral research design. The RES program will restrict the RES 502 course to master's students in order to support the design of the master's thesis. We further recognized this need for separation as doctoral students in our program who were previously our master's students took 502 in their master's are not eligible to take it again. This change supports general mandate to help students finish their programs in a timely manner. Supporting Documents: SCI-17-1-RES 602 |



13 December 2017

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

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

The following is recommended to Senate:

Motion: *“That the new courses and revised courses brought forward by the faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Sciences), and Sciences be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee

**FACULTY OF APPLIED SCIENCE***New courses*

CIVL 203 (3) Technical Communication in Civil Engineering; CIVL 475 (3) Environmental Stewardship in Civil Engineering; MINE 420 (3) Applied Geostatistics; MINE 436 (3) Industrial Mixing.

FACULTY OF ARTS*New courses*

ENGL 200 (3) Principles of Literary Studies; ENGL 241 (3) Shakespeare Now; ENGL 242 (3) Introduction to Children's and Young Adult Literature; ENGL 243 (3) Speculative Fiction; ENGL 244 (3) Environment and Literature; ENGL 245 (3) Comics and Graphic Media; ENGL 246 (3) Literature and Film; ENGL 249 (3) Literary Nonfiction; ENGL 324 (3-6) English Corpus Linguistics; ENGL 375 (3-6) Global South Connections; ENGL 377 (3-6) World Literature and Social Movements.

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES**Science***Revised course*

CHEM 561 (3) Advanced Chemical Biology.

FACULTY OF SCIENCE*New courses*

CHEM 461 (3) Synthetic Chemical Biology; MATH 341 (3) Introduction to Discrete Mathematics; MATH 344 (3) Mathematical Game Theory; PSYC 270 (3): Introduction to Behavioural Neuroscience; PSYC 277 (4): Behavioural and Neuroscientific Research Methods; PSYC 278 (4): Analysis of Behavioural and Neuroscientific Data; PSYC 370 (3): Behavioural Neuroscience I; PSYC 371 (3): Behavioural Neuroscience II; PSYC 388 (3/6) c Directed Studies in Behavioural Neuroscience; PSYC 472 (3): Advanced Neuroscience of Motivation; PSYC 488 (3/6) c Directed Studies in Behavioural Neuroscience.

UBC Curriculum Proposal Form Change to Course or Program

Category 1

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| <p>Faculty: Applied Science Department: Civil Engineering Faculty Approval Date: Nov. 2, 2017 Effective Session (W or S): W Effective Academic Year: 2018</p> | <p>Date: September 30, 2017 Contact Person: Michael Isaacson Phone: 604-822-4338 Email: isaacson@apsc.ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>CIVL 203 (3) Technical Communication in Civil Engineering.</p> <p>Written and oral communication in civil engineering. Business correspondence, business meetings, poster presentations, oral presentations and technical reports. Restricted to students in second year of the Civil Engineering program. <i>This course is not eligible for Credit/D/Fail grading. [3-0-0].</i></p> <p>Prerequisite: One of APSC 176, ENGL 110, ENGL 111, ENGL 112, ENGL 120, ENGL 121.</p> <p>Corequisite: CIVL 201 Equivalency: APSC 201</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=CIVL</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: As with several other BASc programs, the course APSC 201 (Technical Communication) is to be replaced by a new course specific to the home program, in order to assure improved integration within the Civil Engineering program. Supplementary materials follow.</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: Courses in the Faculty of Applied Science are normally not permitted to be taken for Cr/D/F.</p> |

Category 1

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| Faculty: Applied Science Department: Civil Engineering Faculty Approval Date: Nov. 2, 2017 Effective Session (W or S): W Effective Academic Year: 2018 | Date: September 27, 2017 Contact Person: Michael Isaacson Phone: 604-822-4338 Email: isaacson@apsc.ubc.ca |
| <p>Proposed Calendar Entry:</p> <p>CIVL 475 (3) Environmental Stewardship in Civil Engineering.</p> <p>Co-evolution of human and natural environments, approaches to the design, construction and operations of interacting built, social, and ecological systems, the integrative design process and related strategies. <i>This course is not eligible for Credit/D/Fail grading. [3-0-0].</i></p> <p><i>Prerequisites:</i> one of: APSC 261, APSC 262, APSC 263, CIVL 250, CIVL 203. Third-year standing in BASc program.</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/course.s.cfm?page=name&code=CIVL</p> <p>Present Calendar Entry:</p> <p>N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course provides needed coverage of this important area at the 4th year level, and does so through an additional technical elective so as to respond to student requests for increased choice. Supplementary materials follow.</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: Courses in the Faculty of Applied Science are normally not permitted to be taken for Cr/D/F.</p> |

Category: 1

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| Faculty: APSC Department: MINE Faculty Approval Date: Nov. 2, 2017 Effective Session (W or S): W Effective Academic Year: 2018 | Date: September 22, 2017 Contact Person: Davide Elmo Phone: 604 822 9304 Email: delmo@mail.ubc.ca |
| <p>Proposed Calendar Entry:</p> <p>MINE 420 (3) Applied Geostatistics</p> <p>Geostatistical analysis and simulation of spatiotemporal phenomena in natural and engineered systems with applications to mining problems. <i>This course is not eligible for Credit/D/Fail grading. [3-0-0].</i></p> <p>Prerequisite: STAT 251</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=MINE</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: To fulfil the need to provide Mining Engineering students with the opportunity to apply their knowledge of geostatistics to solve real mining engineering problems.</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: Courses in the Faculty of Applied Science are normally not permitted to be taken for Cr/D/F.</p> |

Category: 1

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| Faculty: APSC Department: MINE Faculty Approval Date: Nov. 2, 2017 Effective Session (W or S): W Effective Academic Year: 2018 | Date: September 26, 2017 Contact Person: Davide Elmo Phone: 604 8229304 Email: delmo@mining.ubc.ca |
| <p>Proposed Calendar Entry:</p> <p>MINE 436 (3) Industrial Mixing</p> <p>Proposed Calendar Entry: Fundamentals of mixing technology, and industrial mixing systems and equipment. Selection, design, monitor, and scale-up mixing systems for mining applications. <i>This course is not eligible for Credit/D/Fail grading. [2-2-2*].</i></p> <p>Prerequisites: MATH255; and one of MECH280 and CIVL215</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=MINE</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This is a proposal for a new course in the Mining Engineering program under APSC. It offers a summary of topics addressing selection, design, and diagnostics of different mixing equipment with specific reference to the mining industry.</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: Courses in the Faculty of Applied Science are normally not permitted to be taken for Cr/D/F.</p> |



THE UNIVERSITY OF BRITISH COLUMBIA

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| <p>Category: (1) Faculty: Arts Department: English Faculty Approval Date: 2017 Oct 16 Effective Session (W or S): 2018 Effective Academic Year: W</p> | <p>Date: November 27, 2016 Contact Person: Lois Nightingale Email: Lois.Nightingale@ubc.ca;</p> |
| <p>Proposed Calendar Entry:</p> <p>ENGL 200 (3) Principles of Literary Studies</p> <p>A collaboratively-taught exploration and application of key scholarly, theoretical and critical approaches informing the study of literatures in English.</p> <p><i>Prerequisite:</i> (Pre-requisites must be met by the first day of class or students will be withdrawn). Second-year standing and 3 credits of 100-level English or one of WRDS 150 or 350, ASTU 100 or 101, ARTS 001.</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This course, Principles of Literary Studies, will be the required pre-requisite to the literature specialization of the English major (along with an additional 3 credits at the 200 level). It is intended to provide intensive preparation for the approaches, methods, and scholarly practices that students will apply as English majors specializing in literature. Its collaborative model of instruction will help to ensure that students encounter a range of approaches and methods and are able to anticipate the variety of fields in which they have the opportunity to develop their knowledge and expertise. This class will allow a much more up-to-date and rigorous kind of preparation for intending majors, minors, and students interested in literary studies than has been possible with prior versions of the department's gateway to the major.</p> <p>For 2017W we have created a "pilot" section under a Selected Topics course, but hope to move the students into a section under this new course number as soon as it is approved.</p> <p>This course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond to faculty teaching interests, allowing the development of new curricular approaches with enough flexibility to</p> |



THE UNIVERSITY OF BRITISH COLUMBIA

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| | accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the contemporary world with critical acuity and cultural literacy. |
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| Category: (1) Faculty: Arts Department: English Faculty Approval Date: 2017 Oct 16 Effective Session (W or S): W Effective Academic Year: 2018 | Date: November 21, 2016 Contact Person: Lois Nightingale Email: Lois.Nightingale@ubc.ca; |
| Proposed Calendar Entry: ENGL 241 (3) Shakespeare Now Introductory topics in Shakespeare studies that seek to identify relationships between Shakespeare's work and present-day issues and concerns. <i>Prerequisite:</i> (Pre-requisites must be met by the first day of class or students will be withdrawn). Second-year standing and 3 credits of 100-level English or one of WRDS 150 or 350, ASTU 100 or 101, ARTS 001. | Present Calendar Entry: n/a Type of Action: New course Rationale for Proposed Change: Shakespeare Now contributes to this curriculum revision by looking at how Shakespeare's writing is drawn upon to help think through present-day problems through the lens of the past. This second-year course's emphasis on "today" makes it different from our existing senior Shakespeare course (ENGL 348) which is an advanced course in literary history that explores Shakespeare's work in the context of early modern England. This new course will take up different topics from year to year (e.g. Shakespeare and the Environment; Shakespeare and Gender; Shakespeare and Race; Global Shakespeare; Shakespeare in Canada; Shakespeare and Film). For 2017W we have created a "pilot" section under a Selected Topics course, but hope to move the students into a section under this new course number as soon as it |



THE UNIVERSITY OF BRITISH COLUMBIA

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| | <p>is approved.</p> <p>This course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond vigorously to faculty teaching interests, allowing the development of new curricular approaches with enough flexibility to accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the contemporary world with critical acuity and robust cultural literacy.</p> |
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| <p>Category: 1 Faculty: Arts Department: English Faculty Approval Date: 2017 Oct 16 Effective Session (W or S): W Effective Academic Year: 2018</p> | <p>Date: January 27, 2017 Contact Person: Lois Nightingale Email: Lois.Nightingale@ubc.ca;</p> |
| <p>Proposed Calendar Entry:</p> <p>ENGL 242 (3) Introduction to Children's and Young Adult Literature</p> <p>History, genres, and scholarly study of writing for children and adolescents.</p> <p><i>Prerequisite:</i> (Pre-requisites must be met by the first day of class or students will be withdrawn). Second-year standing and 3 credits of 100-level English or one of WRDS 150 or 350, ASTU 100 or 101, ARTS 001.</p> | <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course, Introduction to Children's and Young Adult Literature, contributes to this curriculum revision by making the study of children's and young adult literature more accessible to students who are non-English majors.</p> <p>Children's Literature (ENGL 468A (Renumbered: ENGL 392)) is one of the English Department's perennially popular offerings. That course is typically taught as a specialized 'topics in' course aimed at upper-level English majors, students preparing to enter faculties of Education and Library Sciences, and graduate students enrolled in the Masters of</p> |



THE UNIVERSITY OF BRITISH COLUMBIA

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| | <p>Children's Literature program. However, the course is also taken by a considerable number of non-English majors looking to fulfil an elective and students from outside the Faculty of Arts (>10%). ENGL 242 will be an introduction to the study of children's literature designed to serve the needs of the latter group of students as well as students with second-year standing who may yet pursue an English degree but have not yet declared a major.</p> <p>For 2017W we have created a "pilot" section under a Selected Topics course, but hope to move the students into a section under this new course number as soon as it is approved.</p> <p>This course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond to faculty teaching interests, allowing the development of new curricular approaches with enough flexibility to accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the contemporary world with critical acuity and cultural literacy.</p> |
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| Category: (1) Faculty: Arts Department: English Faculty Approval Date: 2017 Oct 16 Effective Session (W or S): W Effective Academic Year: 2018 | Date: January 27, 2017 Contact Person: Lois Nightingale Email: Lois.Nightingale@ubc.ca ; |
| Proposed Calendar Entry: ENGL 243 (3) Speculative Fiction Genres and sub-genres of speculative | Type of Action: New course Rationale for Proposed Change: This course, Speculative Fiction , |



THE UNIVERSITY OF BRITISH COLUMBIA

fiction, such as science fiction and fantasy, alternate history, dystopian and post-apocalyptic narrative, and slipstream, as well as the intersections among them.

Prerequisite: (Pre-requisites must be met by the first day of class or students will be withdrawn). Second-year standing and 3 credits of 100-level English or one of WRDS 150 or 350, ASTU 100 or 101, ARTS 001.

contributes to this curriculum revision in ways reflecting the increased incorporation of cultural studies in literary studies and the consequent greater attention to science fiction, fantasy, horror/the gothic inheritance, alternate history, dystopian/post-apocalyptic narrative. While texts in these areas show up in several courses, the English Department at UBC has never yet offered a course wholly dedicated to speculative fiction. Speculative fiction imaginatively reconstructs the world in which it is produced in attempts to understand it, to criticize it, to predict its future, to question its present, by envisioning new worlds, alternate histories, parallel universes, in settings and situations that don't yet exist, never existed, or (given our understanding of "reality") cannot exist. It embraces many forms and media and has an immense hold on the popular imagination. This course will enable critical engagement with its key genres and subgenres, and the intersections among them.

For 2017W we have created a "pilot" section under a Selected Topics course, but hope to move the students into a section under this new course number as soon as it is approved.

This course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond vigorously to faculty teaching interests, allowing the development of new curricular approaches with enough flexibility to accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the



THE UNIVERSITY OF BRITISH COLUMBIA

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| | contemporary world with critical acuity and robust cultural literacy. |
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| Category: (1) Faculty: Arts Department: English Faculty Approval Date: 2017 Oct 16 Effective Session (W or S): W Effective Academic Year: 2018 | Date: December 7, 2016 Contact Person: Lois Nightingale Email: Lois.Nightingale@ubc.ca ; |
| Proposed Calendar Entry: ENGL 244 (3) Environment and Literature Literary, critical, and/or pop-culture texts about environmentalism and ecology. <i>Prerequisite:</i> (Pre-requisites must be met by the first day of class or students will be withdrawn). Second-year standing and 3 credits of 100-level English or one of WRDS 150 or 350, ASTU 100 or 101, ARTS 001. | Type of Action: New Course Rationale for Proposed Change: This course, Environment and Literature , contributes to this curriculum revision by offering students an introduction to an important and relatively new area of literary research through the study of a range of genres and approaches, such as climate-change literature; nature writing; ecotopias and science fiction; queer ecology; ecofeminism; and postcolonial and transnational environmentalisms. For 2017W we have created a “pilot” section under a Selected Topics course, but hope to move the students into a section under this new course number as soon as it is approved. This course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond vigorously to faculty teaching interests, allowing the development of new curricular approaches with enough flexibility to accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the contemporary world with critical acuity and |



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robust cultural literacy.

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| <p>Category: (1) Faculty: Arts Department: English Faculty Approval Date: 2017 Oct 16 Effective Session (W or S): W Effective Academic Year: 2018</p> | <p>Date: January 27, 2017 Contact Person: Lois Nightingale Email: Lois.Nightingale@ubc.ca;</p> |
| <p>Proposed Calendar Entry:</p> <p>ENGL 245 (3) Comics and Graphic Media</p> <p>Introduction to the critical study of comics and graphic media.</p> <p><i>Prerequisite:</i> (Pre-requisites must be met by the first day of class or students will be withdrawn). Second-year standing and 3 credits of 100-level ENGL or one of WRDS 150 or 350, ASTU 100 or 101, ARTS 001).</p> | <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: This course, Comics and Graphic Media, contributes to this curriculum revision, as part of overhaul of the second-year program in English Literary Studies; it is one of a set of large lecture-courses focused on the intersections of literary and popular cultures. Emphasizing critical engagements with graphic media offers students a sense of the relevance of literary studies, of how attentive, careful reading can open up to mindful scrutiny the complex arrays of texts and images that shape their senses of the world around them, a critical practice vital to the education of our students as global citizens. Knowing how to analyze the interplay of text and image is a core component of literacy in contemporary digital culture.</p> <p>The course will be of interest for students in English, Arts History, GRSJ, Geography, CENES, FNIS, History, Theatre and Film, Sociology, Anthropology, Philosophy, and Political Science.</p> <p>For 2017W we have created a “pilot” section under a Selected Topics course, but hope to move the students into a section under this new course number as soon as it is approved.</p> |



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| | <p>This course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond vigorously to faculty teaching interests, allowing the development of new curricular approaches with enough flexibility to accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the contemporary world with critical acuity and robust cultural literacy.</p> |
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| <p>Category: (1) Faculty: Arts Department: English Faculty Approval Date: 2017 Oct 16 Effective Session (W or S): 2018 Effective Academic Year: W</p> | <p>Date: April 19, 2017 Contact Person: Lois Nightingale Email: Lois.Nightingale@ubc.ca;</p> |
| <p>Proposed Calendar Entry:</p> <p>ENGL 246 (3) Literature and Film</p> <p>Approaches to the study of the relationships between literature and film.</p> <p><i>Prerequisite:</i> (Pre-requisites must be met by the first day of class or students will be withdrawn). Second-year standing and 3 credits of 100-level ENGL or one of WRDS 150 or 350, ASTU 100 or 101, ARTS 001).</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: Students will learn what things literature can do, or does best, that cannot be done in film; and what it is that film can do that lies outside the possibilities of literature. The aim is to preserve the integrity of both film and literature as independent art forms while exploring how dialogue between these two forms of representation can lead to new and exciting ways of seeing the world.</p> <p>This course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond vigorously to faculty teaching interests, allowing the development of new curricular approaches with enough</p> |



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| | <p>flexibility to accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the contemporary world with critical acuity and robust cultural literacy. This course, ENGL 246, contributes to this curriculum revision by addressing the many and varied relationships between two distinct art forms: literature and film. Though there is a history for the practice of studying individual films in the literature classroom, the Department of English has never offered a course that focuses exclusively on the relationship between these two media. By addressing the similarities, differences, aesthetics, and techniques of literature and film, the course considers how literary knowledge can be translated into film knowledge, and vice versa. Students will learn what things literature can do, or does best, that cannot be done in film; and what it is that film can do that lies outside the possibilities of literature. The aim is to preserve the integrity of both film and literature as independent art forms while exploring how dialogue between these two forms of representation can lead to new and exciting ways of seeing the world.</p> |
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| <p>Category: (1) Faculty: Arts Department: English Faculty Approval Date: 2017 Oct 16 Effective Session (W or S): W Effective Academic Year: 2017</p> | <p>Date: January 24, 2017 Contact Person: Lois Nightingale Email: Arts.Curriculum@ubc.ca;</p> |
| <p>Proposed Calendar Entry: ENGL 249 (3) Literary Nonfiction</p> <p>Principles, methods and resources for reading literary non-fiction, including personal essays, memoir, and literary journalism. May also include nature, travel</p> | <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This course, ENGL 249: Literary Nonfiction, contributes to this curriculum revision by addressing a significant literary genre—and its role in arts and culture—in</p> |



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or food writing or graphic memoir.

Prerequisite: (Pre-requisites must be met by the first day of class or students will be withdrawn). Second-year standing and 3 credits of 100-level ENGL or one of WRDS 150 or 350, ASTU 100 or 101, ARTS 001).

depth. The Department of English offers 200-level courses in poetry and prose, and a course in literary non-fiction (as opposed to non-fiction in the form of theory or critical essays) provides an important complement to these genre-focused courses. Literary nonfiction has a long history in as a genre but has become an increasingly popular and dynamic part of western culture in the past fifty years, thanks to the advent of New Journalism and the popularization of book-length memoir and the personal essay. The aim of this course is to help students understand what distinguishes Literary Nonfiction as a genre and to contextualize its recent popularity by understanding its long history. An in-depth investigation will help them better participate in the ongoing political, social, and cultural conversations that are such an important part of this genre.

This course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond vigorously to faculty teaching interests, allowing the development of new curricular approaches with enough flexibility to accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the contemporary world with critical acuity and robust cultural literacy.

Category: (1) Faculty: Arts
Department: English
Faculty Approval Date: 2017 Oct 16
Effective Session (W or S): W
Effective Academic Year: 2018

Date: April 19, 2017
Contact Person: Lois Nightingale
Email: Lois.Nightingale@ubc.ca;

Proposed Calendar Entry:

Present Calendar Entry: N/A



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ENGL 324 (3-6) d English Corpus Linguistics

Methods of collecting and analyzing linguistic data using electronic resources

Prerequisite: (Pre-requisites must be met by the first day of class or students will be withdrawn). Third-year standing and 3 credits of 100- and/or 200-level English or one of WRDS 150 or 350; ASTU 100 or 101; ARTS 001. Recommended: 6 credits of 100- and/or 200-level English and/or writing courses.

Type of Action: New course

Rationale for Proposed Change:

The title of this course **Corpus Linguistics** is also known as the study of naturally-occurring language on the basis of electronic collections of text (corpora). Corpus linguistics represents the dominant methodology now used in usage-based English linguistic study, both diachronic and synchronic. As such, it is important that students have a thorough introduction to the techniques of corpus analysis in a designated course. The department has considerable faculty strength in this area. This methodology is consonant with the increasing emphasis on digital humanities within English studies.

This course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English language studies.

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| <p>Category: (1) Faculty: Arts Department: English Faculty Approval Date: 2017 Oct 16 Effective Session (W or S): W Effective Academic Year: 2018</p> | <p>Date: March 2, 2017 Contact Person: Lois Nightingale Email: Lois.Nightingale@ubc.ca;</p> |
| <p>Proposed Calendar Entry:</p> <p>ENGL 375 (3-6) d Global South Connections</p> <p>Literary and cultural networks relating to societies in the Global South; may address areas such as colonization, decolonization, nationalism, social movements, forced and voluntary migrations of peoples, cultural hybridity, translation, and globalization. See the English Department website for</p> | <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course, Global South Connections, contributes to this curriculum revision by introducing students to previously under-represented cultural, social, and historical contexts. Literary and theoretical readings will emphasize transnational and comparative approaches.</p> |



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| <p>further information on topics offered in the current session.</p> <p><i>Prerequisite:</i> (Pre-requisites must be met by the first day of class or students will be withdrawn). Third-year standing and 3 credits of 100- and/or 200-level English or one of WRDS 150 or 350; ASTU 100 or 101; ARTS 001. Recommended: 6 credits of 100- and/or 200-level English and/or writing courses.</p> | <p>This course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond vigorously to faculty teaching interests, allowing the development of new curricular approaches with enough flexibility to accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the contemporary world with critical acuity and robust cultural literacy.</p> |
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| <p>Category: (1) Faculty: Arts Department: English Faculty Approval Date: 2017 Oct 16 Effective Session (W or S): W Effective Academic Year: 2018</p> | <p>Date: December 10, 2016 Contact Person: Lois Nightingale Email: Lois.Nightingale@ubc.ca;</p> |
| <p>Proposed Calendar Entry:</p> <p>ENGL 377 (3-6) d World Literature and Social Movements</p> <p>Transnational and world literature and art practices that reflect on the conceptual, linguistic and visual aspects of social movements, addressing histories of colonialism, transnational feminist literature and art practices, histories of protest and cultures of resistance.</p> <p><i>Prerequisite:</i> (Pre-requisites must be met by the first day of class or students will be withdrawn). Third-year standing and 3 credits of 100- and/or 200-level English or one of WRDS 150 or 350; ASTU 100 or 101; ARTS 001. Recommended: 6 credits of 100- and/or 200-level English and/or writing courses.</p> | <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course, ENGL 377 World Literature and Social Movements, contributes to this curriculum revision by introducing students to previously under-represented theoretical and historical contexts. Literary and theoretical readings will emphasize transnational and comparative approaches. Emphasizing theoretical approaches to social movements and media in the contemporary world will enhance students' understanding of their transnational reality.</p> <p>The course will be of interest for students in English, African Studies, Geography, CENES, FNIS, FHIS, History, GRSJ, Theatre and Film, Sociology, Anthropology,</p> |



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| | <p>Philosophy, and Economics.</p> <p>This course forms part of an extensive revision by the Department of English to its undergraduate curriculum. New course offerings reflect current developments in the discipline of English Literary Studies; they respond vigorously to faculty teaching interests, allowing the development of new curricular approaches with enough flexibility to accommodate the ongoing transformation of our strategy for achieving the pedagogical goals articulated in our departmental learning outcomes; and they articulate relevance to student needs, preparing learners to engage the contemporary world with critical acuity and robust cultural literacy.</p> |
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

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| Faculty: Science Department: Chemistry Faculty Approval Date: November 1, 2017 | Date: November 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca |
| Effective Date for Change: W Effective Academic Year: 2017 Proposed Calendar Entry: CHEM 561 (3) Advanced Chemical Biology Credit will be granted for only one of CHEM 461 and CHEM 561. | Present Calendar Entry: CHEM 561 (3) Organic Chemistry Fundamentals of reactivity and stereoselectivity, including stereoelectronic theory. Action: Modify course title and description Rationale: This graduate course discusses topics of molecular recognition in biology with emphasis on synthetic methods used to construct bioconjugates, as well as applications in synthesis to analyze and select for new probes, drugs, or catalysts. This course will provide advanced topics for students who are interested in the interface between chemistry and biology. The course will also prepare students for employment opportunities in the pharmaceutical, biotechnological and fine chemical industries. Credit exclusion is included for CHEM 461, a proposed new course with significant content overlap with this proposed revision. Supporting Documents: SCI-17-1-CHEM 561 |

CHEMISTRY**Category: (1)**

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| Faculty: Science Department: Chemistry Faculty Approval Date: November 1, 2017 Effective Date for Change: 17W | Date: November 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca |
| Proposed Calendar Entry: CHEM 461 (3) Synthetic Chemical Biology Synthetic, mechanistic, and biochemical approaches to chemical biology, including the design of drugs, probes, and catalysts. Credit will be granted for only one of CHEM 461 or CHEM 561. [3-0-0] Prerequisite: One of CHEM 313, CHEM 330 | Present Calendar Entry: N/A Action: Create new course Rationale: This elective course discusses topics of molecular recognition in biology with emphasis on synthetic methods used to construct bioconjugates, as well as applications in synthesis to analyze and select for new probes, drugs, or catalysts. This course will provide advanced topics for students who are interested in the interface between chemistry and biology, and have taken the life science stream in organic chemistry (CHEM 313) or the synthetic stream (CHEM 330). The course will also prepare students for employment opportunities in the pharmaceutical, biotechnological and fine chemical industries. Credit exclusion is included for CHEM 561, an existing graduate course with significant content overlap with this proposed course. |

MATHEMATICS

Category: (1)

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| Faculty: Science Department: Mathematics Faculty Approval Date: November 1, 2017 Effective Date for Change: 18S | Date: November 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca |
| Proposed Calendar Entry: MATH 341 (3) Introduction to Discrete Mathematics Introduction to ideas and methods of discrete mathematics and their application. [3-0-0] Prerequisite: One of MATH 220, MATH 223, MATH 226, CPSC 121. | Present Calendar Entry: N/A Action: Create new course. Rationale: The Mathematics Department is undertaking revisions of its curriculum at the 300 and 400 level. One of the Department's goals is to enhance opportunities for students, particularly mathematics major students, to build on the introductory skills related to proof they learn in year 2 in MATH 220. Another of the Department's goals is to provide students with better opportunities to expand their experiences with mathematical models and modeling so they are better prepared to apply their knowledge in a wide range of contexts. Discrete structures arise when modeling a wide variety of phenomena, from computer networks to DNA sequences. In MATH 341, students will learn about the mathematical objects underpinning these phenomena, objects which have become areas of study in their own right. Students who complete MATH 341 will be prepared for undergraduate research experiences in discrete mathematics. In particular, BA math majors are required to complete a research component for their degrees, and students who complete MATH 341 will be prepared to do projects that would qualify for MATH 448, one of the approved research component courses for the BA. While the study of discrete structures is a major area of active mathematics research, there is currently no course at UBC that offers a broad introduction to this important topic. At present a mathematics major students at UBC does not have the opportunity to learn about this important area of modern mathematics. There are courses in computer science, such as |

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| | <p>CPSC 121 that introduce students to some ideas in discrete mathematics, such as basic logic, data structures, algorithms, and networks. While the connections between computer science and discrete mathematics are well served by these courses, discrete mathematics is a major area of study with applications and connections both within mathematics and computer science and beyond. MATH 341 will focus on material that is not addressed in CPSC 121, such as generating functions, enumeration, and partial orders; it will also place a heavier emphasis on proofs and proof techniques, giving students a chance to build on skills they have studied in MATH 220.</p> |
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Category: (1)

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| Faculty: Science Department: Mathematics Faculty Approval Date: November 1, 2017 Effective Date for Change: 18S | Date: November 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca |
| Proposed Calendar Entry: MATH 344 (3) Mathematical Game Theory Introduction to mathematical game theory and its applications. [3-0-0] Prerequisite: Either (a) one of MATH 152, MATH 221 and one of MATH 220, MATH 226, CPSC 121 or (b) MATH 223. | Present Calendar Entry: N/A Action: Create new course. Rationale: The Mathematics Department is undertaking revisions of its curriculum at the 300 and 400 level. One of the Department's goals is to enhance opportunities for students, particularly mathematics major students, to build on the introductory skills related to proof they learn in year 2 in MATH 220. Another of the Department's goals is to provide students with better opportunities to expand their experiences with mathematical models and modeling so they are better prepared to apply their knowledge in a wide range of contexts. Students who complete MATH 344 will be prepared for undergraduate research experiences in game theory. In particular, BA math majors are required to complete a research component for their degrees, and students who complete MATH 344 will be prepared to do projects that would qualify for MATH 448, one of the approved research component courses for the BA. Game theory is a well-developed branch of mathematics, which studies theories of interactions of self-interested agents leading to conflict or cooperation. Game theory is also a topic in Economics, and has many natural applications to study economic behaviour. Game theory also has some computational and algorithmic aspects, so it is also of potential interest in Computer Science. Game theory is also used in the study of evolutionary biology, where its application has yielded interesting results. In light of this, it is not surprising that aspects of game theory show up in several courses, and also that some courses are even devoted to it outside of the Mathematics Department. However, these courses focus on certain aspects of game theory relevant to the applications in these disciplines, but are not treatments of the subject aimed at students |

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| | <p>in mathematics. As in any mathematical theory, proofs are an integral part of the theory. Thus proofs would be a central part of the proposed course, which will further develop students' skills with mathematical proof as they learn the mathematics underlying game theory. The proposed course will focus on mathematical aspects of the theory and the prerequisites are mathematical.</p> |
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PSYCHOLOGY

Category: (1)

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| Faculty: Science Department: Psychology Faculty Approval Date: November 1, 2017 Effective Date for Change: 18S | Date: November 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca |
| Proposed Calendar Entry: PSYC 270 (3): Introduction to Behavioural Neuroscience Foundational topics in behavioural neuroscience. [2-2-0] Prerequisite: Second-year standing in a Behavioural Neuroscience specialization and either: (1) SCIE 001 and BIOL 140; or (2) one of CHEM 111, 121, and CHEM 123, and all of BIOL 121, 140. | Present Calendar Entry: N/A Action: Create new course. Rationale: This is a new core course for the BSc specialization in Behavioural Neuroscience. It is based on the first half of an existing 8-credit course, PSYC 260, which will no longer be offered once PSYC 270 is offered. This new course is being created to address a significant bottleneck in the BSc specialization in Behavioural Neuroscience. That is, because of its lab structure, PSYC 260 limits the number of students that can enter the specialization to approximately 50 students per year. There are two significant reasons for turning an 8-credit course into a 3-credit course. First, there is a need for greater exposure to research methods and statistics in the second year of the Behavioural Neuroscience program so that upper-level courses can assume that students have that background. Reducing the credit load from 8-credits (PSYC 260) to 3-credits (PSYC 270, the present proposed course) allows space for students to take two other new courses that are being created for the Behavioural Neuroscience program: PSYC 277 (Behavioural and Neuroscientific Research Methods) and PSYC 278 (Analysis of Behavioural and Neuroscientific Data). Second, the first half of PSYC 260 is considered by most students and faculty to be the definitive component for the BSc in Behavioural Neuroscience program. Third, traditionally, the first half of PSYC 260 was taught by the same instructor (someone in the Behavioural Neuroscience area within the Department of Psychology) whereas the second half was taught by whomever was available to |

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| | <p>teach the second half and hence there was significant year-to-year variation in the content presented in the second half of PSYC 260. To summarize the last two points, the second half of PSYC 260 is deemed to be redundant to the BSc specializations in Behavioural Neuroscience.</p> |
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Category: (1)

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| Faculty: Science Department: Psychology Faculty Approval Date: November 1, 2017 Effective Date for Change: 18S | Date: November 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca |
| Proposed Calendar Entry: PSYC 277 (4): Behavioural and Neuroscientific Research Methods Research methods used in behavioural neuroscience. [3-3-0] Prerequisite: Second-year standing in a Behavioural Neuroscience specialization and either: (1) SCIE 001 and BIOL 140; or (2) one of CHEM 111, 121, and CHEM 123, and all of BIOL 121, 140. | Present Calendar Entry: N/A Action: Create new course. Rationale: This is a new core course for the BSc specialization in Behavioural Neuroscience. It is based on the first half of an existing 8-credit course, PSYC 366, which will no longer be offered once PSYC 277 and 278 are offered. This new course is being created for three reasons: (1) to ensure that students are better prepared for third- and fourth-year PSYC courses by moving the coverage of research methods to their second year; (2) to better align the BSc specialization in Behavioural Neuroscience with the BA Major in Psychology for students who may wish to transfer between the two programs; and (3) to give students more flexibility in their schedules. |

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| Faculty: Science Department: Psychology Faculty Approval Date: November 1, 2017 Effective Date for Change: 18S | Date: November 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca |
| Proposed Calendar Entry: PSYC 278 (4): Analysis of Behavioural and Neuroscientific Data Statistical methods for use in behavioural neuroscience. [3-3-0] Prerequisite: One of PSYC 217, 277. | Present Calendar Entry: N/A Action: Create new course. Rationale: This is a new core course for the BSc specialization in Behavioural Neuroscience. It is based on the second half of an existing 8-credit course, PSYC 366, which will no longer be offered once PSYC 277 and 278 are offered. This new course is being created for three reasons: (1) to ensure that students are better prepared for third- and fourth-year PSYC courses by moving the coverage of statistical methods to their second year; (2) to better align the BSc specialization in Behavioural Neuroscience with the BA Major in Psychology for students who may wish to transfer between the two programs; and (3) to give students more flexibility in their schedules. |

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| Faculty: Science Department: Psychology Faculty Approval Date: November 1, 2017 Effective Date for Change: 18S | Date: November 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca |
| Proposed Calendar Entry: PSYC 370 (3): Behavioural Neuroscience I Advanced methods and topics in behavioural neuroscience. [3-0-0] Prerequisite: One of PSYC 260 or PSYC 270, one of PSYC 217 or PSYC 277, and one of PSYC 218 or PSYC 278. | Present Calendar Entry: N/A Action: Create new course. Rationale: This is a new core course for the BSc specialization in Behavioural Neuroscience. It is based on the first half of an existing 6-credit course, PSYC 360, which will no longer be offered once PSYC 370 and PSYC 371 are offered. This new course is being created to give students more flexibility in their schedules. Moreover, since PSYC 360 (the course which it is replacing) is already being taught by two instructors—one during Winter T1 and one during Winter T2—it is readily amenable to a switch to two 3-credit courses. |

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| Faculty: Science Department: Psychology Faculty Approval Date: November 1, 2017 Effective Date for Change: 18S | Date: November 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca |
| Proposed Calendar Entry: PSYC 371 (3): Behavioural Neuroscience II Neurodevelopment and neuroplasticity, the physiological bases of several motivated behaviours (sleep, sexual behaviour, hunger and eating, drugs and addiction), cognition, the stress response, and brain dysfunction and recovery. [3-0-0] Prerequisite: PSYC 370 | Present Calendar Entry: N/A Action: Create new course. Rationale: This is a new core course for the BSc specialization in Behavioural Neuroscience. It is based on the second half of an existing 6-credit course, PSYC 360, which will no longer be offered once PSYC 370 and 371 are offered. This new course is being created to give students more flexibility in their schedules. Moreover, since PSYC 360 (the course which it is replacing) is already being taught by two instructors—one during Winter T1 and one during Winter T2—it is readily amenable to a switch to two 3-credit courses. |

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| Faculty: Science Department: Psychology Faculty Approval Date: November 1, 2017 Effective Date for Change: 18S | Date: November 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca |
| Proposed Calendar Entry: PSYC 388 (3/6) c Directed Studies in Behavioural Neuroscience Directed investigation of an experimental problem in Behavioural Neuroscience requiring a written report of the findings. Prerequisite: At least 72% average in the preceding 30 credits, permission of the supervisor, and permission of the department. | Present Calendar Entry: N/A Action: Create new course. Rationale: In the Department of Psychology, all courses numbered 60-89 are considered as science credits. The current exception to that rule are the directed studies courses in Behavioural Neuroscience, which are currently numbered PSYC 348 and PSYC 448 and are both entitled 'Directed Studies in Biopsychology.' This new course, along with another proposed new course (i.e., PSYC 488) will replace PSYC 348 and PSYC 448, respectively. In doing so, it will remove the inconsistency in course numbering and also make the names of the directed studies courses match the name of the specialization (i.e., Behavioural Neuroscience). |

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| Faculty: Science Department: Psychology Faculty Approval Date: November 1, 2017 Effective Date for Change: 18S | Date: November 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca |
| Proposed Calendar Entry: PSYC 472 (3): Advanced Neuroscience of Motivation Neurobiological pathways mediating five core aspects of motivated behaviour: (1) affective decision making; (2) motivated drive; (3) goal-directed vs. habit-based behaviour; (4) learning from negative reinforcers; and (5) disorders of motivation. [3-0-0] Prerequisite: PSYC 361 | Present Calendar Entry: N/A Action: Create new course. Rationale for Proposed Change: This is a new advanced course for the BSc specialization in Behavioural Neuroscience. It will provide students with additional breadth and flexibility in their choice of 400-level courses designed to satisfy the learning outcomes of the specialization. |

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| Faculty: Science Department: Psychology Faculty Approval Date: November 1, 2017 Effective Date for Change: 18S | Date: November 1, 2017 Contact Person: Norm Hutchinson Phone: 604-822-8818 Email: norm@cs.ubc.ca |
| Proposed Calendar Entry: PSYC 488 (3/6) c Directed Studies in Behavioural Neuroscience Directed investigation of an experimental problem in Behavioural Neuroscience requiring a written report of the findings. Prerequisite: At least 72% average in the preceding 30 credits, permission of the supervisor, and permission of the department. | Present Calendar Entry: N/A Action: Create new course. Rationale: In the Department of Psychology, all courses numbered 60-89 are considered as science credits. The current exception to that rule are the directed studies courses in Behavioural Neuroscience, which are currently numbered PSYC 348 and PSYC 448 and are both entitled 'Directed Studies in Biopsychology.' This new course, along with another proposed new course (i.e., PSYC 388) will replace PSYC 448 and PSYC 348, respectively. In doing so, it will remove the inconsistency in course numbering and also make the names of the directed studies courses match the name of the specialization (i.e., Behavioural Neuroscience). |



To: Senate
From: Senate Nominating Committee
Re: Committee Adjustments
Date: 1 December 2017

The Senate Nominating Committee has received a request from the student members of Senate to adjust their committee memberships in consideration of changes in student members of Senate and their schedules. The Committee would recommend to Senate:

That Mr Max Holmes and Ms Amber Shilling be appointed to the Curriculum Committee until 31 March 2018 and thereafter until replaced, to replace Mr Kevin Doering and Mr Ian Sapollnik;

That Mr Max Holmes be appointed to the Agenda Committee until 31 March 2018 and thereafter until replaced, to replace Mr Ian Sapollnik;

That Mr Kevin Doering be appointed to the Teaching and Learning Committee until 31 March 2018 and thereafter until replaced, to replace Mr Ian Sapollnik;

That Ms Amber Shilling be appointed to the Appeals on Academic Standing Committee until 31 March 2018 and thereafter until replaced, to replace Mr Francisco Gallegos; and

That Mr Michael Wong be appointed to the Library Committee until 31 March 2018 and thereafter until replaced, to replace Ms Marium Hamid.



1 December 2017

To: Vancouver Senate

From: Tributes Committee

Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

Motion: *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professor Emeritus, Associate Professor Emeritus, Assistant Professor Emeritus, Professor of Teaching Emeritus, Senior Instructor Emeritus, General Librarian Emeritus, Administrative Librarian Emeritus or Program Director Emeritus be added to the Roll of Convocation.*

Respectfully submitted,

Dr. Sally Thorne
Chair, Tributes Committee

| Last Name | First Name | Faculty | Emeritus Title |
|--------------|-----------------|-------------------------|--|
| Ball | Christopher | Library | Administrative Librarian Emeritus |
| Barer | Morris L | Medicine | Professor Emeritus of Population and Public Health |
| Edgington | David William C | Arts | Professor Emeritus of Geography |
| Ensom | Mary H | Pharmaceutical Sciences | Professor Emerita of Pharmaceutical Sciences |
| Fee | Margery | Arts | Professor Emerita of English |
| Gruson | Valerie | Medicine | Clinical Associate Professor Emerita of Psychiatry |
| Harrison | Dorothy | Medicine | Clinical Associate Professor Emerita of Radiology |
| Horner | Terence M | Library | General Librarian Emeritus |
| Jamieson | Douglas | Medicine | Clinical Associate Professor Emeritus of Radiology |
| Kehl | Steven J | Medicine | Professor Emeritus of Cellular and Physiological Sciences |
| Kiraly* | Stephen | Medicine | Clinical Associate Professor |
| Levine | Marc | Pharmaceutical Sciences | Professor Emeritus of Pharmaceutical Sciences |
| Ley | David Frederick | Arts | Professor Emeritus of Geography |
| Lynam | Mary Judith | Applied Science | Professor Emerita of Nursing |
| MacGillivray | Ross A | Medicine | Professor Emeritus of Biochemistry and Molecular Biology |
| Mavinic | Donald S | Applied Science | Professor Emeritus of Civil Engineering |
| McDaniels | Timothy L | Applied Science | Professor Emeritus of Community and Regional Planning |
| Misri | Shaila | Medicine | Clinical Professor Emerita of Psychiatry |
| Naslund | Jo Anne | Library | General Librarian Emerita |
| Owen | David Arthur | Medicine | Professor Emeritus of Pathology |
| Pallen | Catherine | Medicine | Professor Emerita of Paediatrics |
| Powe | John | Medicine | Clinical Professor Emeritus of Radiology |
| Ricci | Joanne | Applied Science | Senior Instructor Emerita of Nursing |
| Richardson | Judith | Medicine | Clinical Associate Professor Emerita of Physical Therapy |
| Rucker | Lance M | Dentistry | Professor Emeritus of Dentistry |
| Schmidt | Jerry Dean | Arts | Professor Emeritus of Asian Studies |
| Steinbrecher | Urs | Medicine | Professor Emeritus of Gastroenterology |
| Taubeneck | Steven | Arts | Associate Professor Emeritus of Central, Eastern and Northern European Studies |
| Teschke | Kay | Medicine | Professor Emerita of Population and Public Health |
| van Vuuren | Hendrik | Land & Food Systems | Professor Emeritus of Food, Nutrition, and Health |
| Wagner | George | Applied Science | Associate Professor Emeritus of Landscape Architecture |
| Weiss | Michael | UBC Extended Learning | Program Director Emeritus of Extended Learning |
| Wood | Paul | Forestry | Associate Professor Emeritus of Forest Resources Management |

*Correction to rank



THE UNIVERSITY OF BRITISH COLUMBIA

OFFICE OF THE PROVOST AND VICE-PRESIDENT ACADEMIC

Walter C. Koerner Library
651 - 1958 Main Mall
Vancouver, BC Canada V6T 1Z2

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November 30, 2017

To: Senate
c/o Chris Eaton, Associate Registrar and Director, Senate and Curriculum Services

From: Andrew Szeri
Provost and Vice-President Academic *ASS*

RE: Haida Gwaii Institute in the Faculty of Forestry

Recommendation:

I recommend that Senate approve the Haida Gwaii Institute within the Faculty of Forestry

Rationale:

See attached memo from John Innes, Dean of the Faculty of Forestry.

MEMO

Date: 27 November 2017

To: Provost and Vice President Academic

From: John Innes
Dean, Faculty of Forestry

Re Senate Approval of the Haida Gwaii Institute in the Faculty of Forestry

On behalf of the Faculty of Forestry, I request that you to bring the following motion to Senate for approval:

"That Senate approve the Haida Gwaii Institute within the Faculty of Forestry."

Rationale:

The primary purpose of the Haida Gwaii Institute will be to administer delivery of the courses that comprise the Haida Gwaii Semesters. These courses have been approved by the UBC Vancouver Senate (15 courses listed under the HGSE course code) and, in the case of 10 of these courses, have been successfully offered for several years in partnership with the Haida Gwaii Higher Education Society (HGHEs).

"HGHEs is an enterprising non-profit organization that develops and delivers transformative education inspired by Haida Gwaii. In partnership with leading universities, we offer students immersive, experiential learning opportunities in rural, resource-dependent communities in transition. Here the Haida Nation, island communities, and provincial and federal governments are working through complex joint management models towards reconciliation and sustainability."¹

More detail on relationship between the Faculty of Forestry and HGHEs is provided in Attachment 1.

The relationship between the Faculty of Forestry and the HGHEs has evolved to a point where we believe students may be best served with the Faculty taking on operational responsibility for the organization and delivery of the Haida Gwaii Semesters, with HGHEs playing a supporting role, especially with respect to connections with the Haida Gwaii communities. The proposed Institute

¹ Excerpt from: <http://hghes.ca/about-hghes/>. June 16, 2017.

will be comprised of a Director and other staff deemed essential to the effective delivery of the Haida Gwaii Semesters. These individuals will continue to be physically located on Haida Gwaii. The structure of the Institute and its relationship with the HGHEs is provided in Attachment 2.

The Council of Haida Nations was consulted on the use of the name “Haida Gwaii Institute”. It received their approval (Attachment 3).

Attachment 1

History of the Relationship Between the Haida Gwaii Higher Education Society and the UBC Faculty of Forestry

In 2009 representatives from the HGHEs made a presentation to the Association of University Forestry Schools of Canada (AUFSC) looking for a partner post-secondary institution to offer a 4 month for-credit residential experience on Haida Gwaii (i.e., a “semester”), focusing on aspects of managing natural resources in resource-dependent communities. The UBC Faculty of Forestry offered to work with the HGHEs to develop the curriculum and to ultimately house the courses that would comprise that semester.

The first offering developed (the Winter Semester) was designed to run from the beginning of January to early April. It focuses on the social aspects of natural resources management and is comprised of five 3-credit courses (HGSE 350, 351, 352, 353, and 354). It has been offered each year since 2010W (i.e., 8 cohorts of students have completed this Semester).

The early success of the Winter Semester led to the development of a second semester (the Fall Semester) running from early September to early December. This semester focuses on the natural science aspects of natural resources management and is also comprised of five 3-credit courses (HGSE 355, 356, 357, 358, and 359). The Fall Semester courses have been offered each year since 2012W (i.e., 6 cohorts of students have completed this semester).

Work began a few years ago on developing curriculum for a semester focused on natural resource management issues associated with reconciliation (the Reconciliation Studies Semester). The five courses that were developed (HGSE 310, 311, 312, 313, and 314) were approved by the UBC Vancouver Senate in the spring of 2016. The first offering of the Reconciliation Studies Semester is currently underway in Masset and Old Massett.

The curriculum for each of the semesters follows a similar format. Four of the courses run in successive 3-week blocks (modules), while a project-based course runs throughout the semester to help tie the various modules together. Classes generally run from Monday to Friday from 9:00 am to 12:00 pm, with afternoons reserved for discussions with guest speakers, field trips, or time to complete course readings and assignments. Some classes involve a large field component and run from 9:00 am to 5:00 pm. Evenings are generally free with the exception of public lectures every few weeks and the occasional HGHEs dinner event. Outside of class time, there are many opportunities for students to participate in activities, engage with the community and immerse themselves in the Haida Gwaii lifestyle.

Instructors from a variety of institutions across Canada, including UBC, have been hired by HGHEs to deliver these courses. When appropriate, selected community members have also been hired to contribute to aspects of these courses to a greater extent than normal guest speakers. Feedback obtained through course evaluations indicate that the students, in general, have been very happy with the course content and instruction received during the semesters.

Benefits to Students and the Haida Gwaii Communities

The Haida Gwaii semesters are designed for cohorts of approximately 20 students, and are generally full. Approximately 75% of the students who have registered in the courses comprising the Fall and Winter semesters have come from a variety of universities across Canada, and register at UBC as visiting students. The UBC students who have taken these semesters have come from a variety of different Faculties and programs including Arts, Forestry, Land and Food Systems, and Science. To date, more than 200 students have completed these semesters.

The Haida Gwaii semesters provide an immersion opportunity in resource-dependent communities facing economic transition, population decline, increasing local control of natural resources, and new decision-making frameworks. A microcosm of the world, Haida Gwaii is a “natural” classroom for students to learn first-hand about the social, cultural, political, ecological and economic issues confronting natural resource managers around the globe, as well as strategies for building a sustainable future.

Among the students who have completed the semesters have been a dozen local people from Haida Gwaii and several individuals who have become local by taking residence on Haida Gwaii following graduation from their degree program. The semesters have involved over 150 people from the community as educators, with an average of 50 local guest speakers each semester. The semesters now inject an estimated \$250,000 per semester into the local economy. Since 2010, it is estimated that the Haida Gwaii Semesters have contributed over \$3 million to the local economy in the form of salaries for HGHES staff, rent for the Haida Heritage Centre at Kay Llnagaay where the Fall and Winter Semesters are held, and the cost of housing, food, vehicle rentals, and money spent by the students and their friends and parents who come to visit.

An AGREEMENT (the “Agreement”)

Between

Haida Gwaii Higher Education Society,

with an office currently located at Haida Heritage Centre at Kay Llnagaay, #2 Second Beach
Road, Skidegate, BC, V0T 1S0, Canada
(“**HGHES**”)

and

The University of British Columbia, through its Faculty of Forestry,

with an office currently located at 2005–2424 Main Mall, Vancouver, BC, V6T 1Z4, Canada
(“**UBC FoF**”)

TO ESTABLISH A HAIDA GWAII INSTITUTE WITHIN THE FACULTY OF FORESTRY AT THE UNIVERSITY OF BRITISH COLUMBIA AND LOCATED ON HAIDA GWAII

This document is an Agreement between HGHES and UBC FoF (herein referred to as the “**Parties**”) to establish the financial, administrative and organizational framework for an Institute on Haida Gwaii (within the UBC FoF (herein referred to as the “**Institute**”) that will focus on providing world-class educational opportunities and programs for students and others from Haida Gwaii, across Canada, and around the world, and as well as economic and social benefits for the communities of Haida Gwaii. For the purpose of this Agreement, “**Haida Gwaii Programs**” will consist of UBC-accredited undergraduate, graduate, and non-credit professional development courses.

In signing this Agreement, both Parties recognize that the other contributes significant resources, strengths and assets that together are essential for the successful delivery of the Haida Gwaii Programs on Haida Gwaii.

In signing this Agreement, both Parties will respect the needs of the other and will work together in a spirit of partnership, cooperation and collaboration to deliver outstanding educational programs for students from Haida Gwaii, Canada and the rest of the world, to engage the residents and communities of Haida Gwaii in the programs, and to realize the substantial social and economic benefits that the programs bring.

1. Name, Vision, Mission and Values

- 1.1. The official name of the Institute shall be the “**Haida Gwaii Institute**” and the vision, mission, and values of the Institute, attached hereto as Appendix “A”, have been agreed to by the HGHEs Board of Directors and formally approved by the Dean of UBC FoF, subject to any necessary internal approvals required by UBC. Any future changes to the vision, mission or values of the Institute will require agreement of both Parties.
- 1.2. The Institute will be a unit of the UBC Faculty of Forestry and similar in operational arrangements for other “non-departmental entities” such as the two UBC FoF research forests.
- 1.3. The Institute will deliver all Haida Gwaii Programs of the UBC FoF.
- 1.4. While UBC, through UBC FoF, retains overall control of, and responsibility for, the Institute and the Haida Gwaii Programs in accordance with UBC’s policies and procedures, each Party agrees to and acknowledges the need to work with each other in a spirit of partnership, collaboration, cooperation and mutual respect.

2. Dean’s Advisory Council (DAC)

- 2.1. The Dean of the UBC FoF will establish a Dean’s Advisory Council (the “**DAC**”) to consider, advise, and make recommendations to the Dean of the UBC FoF and the Institute Director. The Terms of Reference for the DAC are attached as Appendix “B”.
- 2.2. The DAC will be composed of the HGHEs Board of Directors, the Institute Director who will be an ex officio member of the DAC, and may include a member appointed by the Dean of the UBC FoF, as set forth in the Terms of Reference (Appendix “B”).
- 2.3. Recommendations of the DAC will be considered seriously and in good faith by the Dean of the UBC FoF and Institute Director, consistent with the spirit and terms of this Agreement.

3. Institute Director

- 3.1. The Institute will be directed by a UBC FoF-employed director (the “**Institute Director**”). The Institute Director will be hired by UBC as a staff member of UBC FoF, in consultation with the DAC, and will report to the Dean of UBC FoF. The Parties agree that the first Institute Director will be Dr. Carlos Ormond.
- 3.2. Representatives of the DAC will participate in the search process for future Institute Directors.

3.3.The Institute Director is required to live and work in Haida Gwaii.

3.4.The Institute Director job description will be determined by the Dean of UBC FoF in consultation with the DAC.

4. Finances

4.1.The financial aim of the Institute is to be cost neutral, however UBC FoF is responsible for the cost of operating the Institute.

4.2.Budgeting and accounting of the Institute will be the responsibility of the Dean of the UBC FoF, in consultation with the DAC and in accordance with UBC's policies and procedures.

4.3.Any and all proceeds and fees, including tuition and program fees from Haida Gwaii Programs or the institute will be paid to UBC in accordance with UBC's standard Tuition Fee Schedule as approved by the UBC Board of Governors each year. Tuition and provincial grant funding received by UBC is allocated to UBCFoF in accordance with the current UBC budget model, which applies for all undergraduate courses and programs offered by UBC; UBCFoF will direct that funding for Haida Gwaii program students to support the Institute. Student fees assessed for other UBC departments or external organizations will continue to be remitted to those departments or organizations.

4.3.UBC has no responsibility for any debts, costs, obligations or liabilities of HGHEs, whether existing or incurred in the future.

4.4.HGHEs has no responsibility for any debts, costs, obligations or liabilities of UBC, whether existing or incurred in the future.

5. Human Resources of the Institute

5.1.Operations staff of the Institute, as defined by the Director of Institute, will be required to live and work in Haida Gwaii.

5.2. All staff of the Institute will be employees of The University of British Columbia and subject to UBC's policies and procedures. All Institute staff will be hired in accordance with UBC's hiring procedures.

5.3. UBC FoF, in consultation with the DAC, will be responsible for preparing the job descriptions of the Institute's staff and the Haida Gwaii Program's instructors or positions required for developing, instructing or facilitating the Haida Gwaii Programs.

6. Programs

6.1. With respect to the Haida Gwaii Programs, fees other than tuition and student fees, will be paid directly to the UBCFOF while tuition and student fees will be paid in the same manner as for any other courses offered by UBC. All costs and expenses of managing the Institute and delivering the Haida Gwaii Programs will be the responsibility of UBCFOF and UBC.

6.2. After consultation with the DAC, the Dean of UBC FoF, through the Institute, may offer new courses and semesters or in partnership with other universities, institutions, or organizations that are interested or involved in education or research in and for Haida Gwaii, in order to help support such partnerships on Haida Gwaii, subject to UBC's policies and procedures.

7. Use of Logos and Trademarks

7.1. Neither Party shall use the other Party's logos or trademarks without first obtaining the prior written approval of such Party for each specific usage. Each Party has the right to specify the form and manner in which its names, logos, or trademarks are used by the other Party to this Agreement, except as permitted in this Section 7.

7.2. Should either Party wish to use the Allowable Trademarks of the other Party or trademarks, logos and registered marks for any other purpose, it must obtain such other Party's written consent prior to any further use.

7.3. Each Party agrees, with respect to the other Party's Allowable Trademarks, to comply with all instructions issued by the other Party relating to the form and manner in which the Allowable Trademarks shall be used and to discontinue immediately, upon notice from such other Party, any practice relating to the use of the Allowable Trademarks, which in the other Party's opinion would or might adversely affect the rights or interests of such other Party in the Allowable Trademarks.

7.4.Each Party acknowledges that it has no rights whatsoever to use the name, trademarks, marks or logos owned by the other Party other than the rights conferred with respect to the other Party's Allowable Trademarks as outlined herein.

8. Fundraising

8.1.Any and all donations to the Institute will be made to UBC and will be managed in accordance with the wishes of the donor, in accordance with UBC's policies and procedures.

9. Other business

9.1.The term of this Agreement shall be ten years from the Effective Date. The Agreement may be renewed if both Parties agree.

9.2.Either Party may terminate this Agreement or request to renegotiate this Agreement by providing written notice to the other Party 365 days prior to the proposed dissolution or renegotiation date. Each Party agrees to dissolve or renegotiate this partnership in a spirit of mutual cooperation.

9.3.In the event UBC terminates this Agreement, and thus no longer wishes to operate the Institute on Haida Gwaii, UBC agrees to attempt to negotiate and enter into a mutually agreeable non-exclusive license with HGHEs, for use of UBC's intellectual property rights in the Haida Gwaii Programs in accordance with UBC policies and procedures and subject to the extent of UBC's rights in the intellectual property of the Haida Gwaii Programs so that HGHEs may continue to provide the Haida Gwaii Programs to students on Haida Gwaii.

9.4.Each Party shall do and perform, or cause to be done and performed, all such further acts and things, and shall execute and deliver all such other agreements, certificates, instruments and documents, as any other Party may reasonably request in order to carry out the intent and accomplish the purposes of this Agreement and the consummation of the transactions contemplated hereto.

9.5.This Agreement and Appendices "A" and "B" (the "**Appendices**") constitute the entire Agreement between the Parties to this Agreement pertaining to the subject matter hereof and supersede all prior and contemporaneous Agreements, understandings, negotiations and discussions, whether oral or written, of the Parties.

9.6.If there is any conflict between the main body of this Agreement and the Appendices to this Agreement, the provisions of the main body of the Agreement shall take precedence.

9.7.This Agreement is governed by the laws of the Province of British Columbia and the laws of Canada applicable therein.

TO EVIDENCE THEIR AGREEMENT, the Parties have executed this Agreement on [*, 2017 (the “**Effective Date**”).

Haida Gwaii Higher Education Society

By its Authorized Signatory:

Leonard Munt

President, Haida Gwaii Higher Education Society

The University of British Columbia

By its Authorized Signatory:

APPENDIX “A”

Vision

Shaping the future by sharing Haida Gwaii with the world.

Mission

Transformative education inspired by Haida Gwaii.

Values

Respect

The Haida Gwaii Institute and the programs we deliver are based on the principle of mutual respect, for each other and for the ecosystem of which we are part. HGI respects and learns from the leadership of the Haida Nation.

Contribution

By making higher education available in Haida Gwaii, HGI contributes to community diversification, vibrancy, and well-being. We enrich the lives of the people who come to Haida Gwaii, from across Canada and the world, to study and teach.

Collaboration

Our community and place-based approach to education provides students the opportunity to learn from local knowledge-holders in addition to their professors. Bringing together diverse groups of people to work and learn together fosters new ideas and innovative solutions.

Excellence

HGI strives for excellence in all our programming and aims to distinguish our organization internationally for providing exceptional transformative educational experiences.

Integrity

HGI subscribes to rigorous ethical standards, delivers on our promises, and is transparent and accountable to our students, faculty, and the partners and supporters who make our work possible.

APPENDIX “B”

TERMS OF REFERENCE

Dean’s Advisory Council

The purpose of this document is to set out the mandate, responsibilities, and governance processes for the Dean’s Advisory Council (“**DAC**”) of the Haida Gwaii Institute.

In the spirit of the Agreement between the Haida Gwaii Higher Education Society (HGHEs) and University of British Columbia Faculty of Forestry (UBC FoF), both Parties agree that the DAC is an important body to ensure that the Parties work together to achieve their mutual objectives to deliver outstanding educational programs for students from Haida Gwaii, Canada and the rest of the world, to engage the residents and communities of Haida Gwaii in the programs, and to realize the substantial social and economic benefits that the programs bring to Haida Gwaii.

1. Mandate of the Dean’s Advisory Council

1.1. The DAC advises, reports on, and makes recommendations directly to the Dean of UBC FoF on the following issues, as further set forth in Section 2 herein:

- (a) UBC FOF’s relationship with HGHEs as a Haida Gwaii community stakeholder; and
- (b) The Institute and the Haida Gwaii Programs with respect to strategy, program content, program delivery, budgets, policies and procedures, and staffing requirements.

2. Responsibilities

2.1. The DAC responsibilities are:

- (a) To review and make recommendations regarding the budget and strategic plan of the Institute and Haida Gwaii Programs;

(b) To recommend any additional policies or procedures of the Institute or the DAC;

(c) To provide feedback on the Haida Gwaii Programs performance against the Institute's strategic, financial, business and academic plans and performance;

(d) To consider and make recommendations to the Dean with respect to any additional issues pertaining to the Haida Gwaii Programs, the Institute, and the Mandate;

(e) To consider and recommend for nomination members of any additional ad hoc or additional advisory committees of the Institute or UBC FOF, if requested by the Dean; and

(f) To provide a link to the residents and communities of Haida Gwaii.

3. Composition of DAC

3.1. The DAC will be composed as follows:

- (a) the members of the HGHES Board of Directors; subject to Sections 3.7 and 3.8;
- (b) the Director of the Institute; and
- (c) one member who may be nominated by the Dean UBC FoF.

3.2. The chair of the DAC (the “**Chair**”) will be appointed from amongst the DAC membership by the DAC members.

3.3. The Dean may be a non-voting observer at any meeting of the DAC, except those held *in camera*.

- 3.4. The Director of the Institute will be an ex officio non-voting member of the DAC.
- 3.5. All HGHEs Board of Directors will serve on the DAC on a volunteer basis and receive no remuneration for their service.
- 3.6. When a HGHEs Board member resigns from the HGHEs Board of Directors, they also resign as a Member of the DAC.
- 3.7. Any member may at any time resign from the DAC by written notice to the Chair and to the Dean.
- 3.8. The Dean may at any time remove a member from the DAC by providing written notice to the member. Whether this member remains an HGHEs Board Member is left to the decision of the HGHEs Board of Directors.

4. DAC Proceedings

- 4.1. The Members will appoint a secretary of the DAC (the “**Secretary**”). The Secretary will take minutes of all meetings.
- 4.2. Quorum for DAC meetings is 50% plus one of the members as appointed under Section 3.1.
- 4.3. Decisions of the DAC will be made by consensus, with rationale provided when consensus is not reached.
- 4.4. The DAC will meet at such intervals as necessary, and at a minimum of twice annually, to carry out its responsibilities.
- 4.5. Meetings of the DAC will be convened at times and locations specified by the Chair.
- 4.6. DAC members are expected to disclose any conflicts of interest that may arise.
- 4.7. The Chair, working with other members and the Institute Director, shall report regularly to the Dean.

COUNCIL OF THE HAIDA NATION

October 13, 2017



Professor John Innes
Dean
Faculty of Forestry
University of British Columbia

Dear Prof. Innes,

The Council of the Haida Nation (CHN) has noted your wish for the current higher education program in Haida Gwaii, now being led by the Faculty of Forestry at the University of British Columbia, to be brought under the umbrella name 'Haida Gwaii Institute'. The CHN appreciates that you approached us first before proceeding with the use of this name.

The CHN recognizes the value of higher education, and is interested in seeing more of its members benefit from it. The current program provides a valuable mechanism for members of the Haida Nation to experience higher education without leaving Haida Gwaii.

Given that the interests of the CHN and the Faculty of Forestry coincide in the area of higher education, the CHN is pleased to approve the use of the name 'Haida Gwaii Institute' for the higher education activities being conducted by the Faculty of Forestry and its partners on the Haida Gwaii.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'P. Lantin', is written over the typed name.

Kil tlaats 'gaa,

Peter Lantin

President of the Haida Nation



THE UNIVERSITY OF BRITISH COLUMBIA

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OFFICE OF THE PROVOST AND VICE-PRESIDENT ACADEMIC

Phone 604 822 1261
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MEMORANDUM

December 1, 2017

To: Chris Eaton, Associate Registrar and Director, Senate and Curriculum Services

From: Andrew Szeri, Provost and Vice-President Academic *AS*

Re: **Department of English: Name change**

I recommend that Senate approve the change in name from the **Department of English** to the **Department of English Language and Literatures**.

The background and rationale for the proposed change are provided in the attached, with cover memo from Dr. Gage Averill, Dean, Faculty of Arts, at UBC-Vancouver.

ENGLISH DEPARTMENT – NAME CHANGE PROPOSAL
FACULTY OF ARTS COUNCIL MEETING
November 30, 2017

MOTION:

That the “Department of English” be renamed as the “Department of English Language and Literatures.”

PROPOSAL SUMMARY:

The Department of English in the Faculty of Arts, at UBC – Vancouver proposes to change its name. The name change is intended to provide a more descriptive title that is more suggestive of the Department’s diversity of offerings, thereby providing a better reflection of the reality of the range of the department’s teaching and research specializations. The Department intends to retain its existing “ENGL” course codes, which will ease the transition. This name change is not expected to trigger any significant costs or to have any adverse impacts on enrolments.

DISCUSSION and APPROVAL at the DEPARTMENT LEVEL:

On January 29, 2015, the Department of English voted to change its name to the Department of English Language and Literatures (the vote was 25 in favour, 6 opposed, and 1 abstention). The rationale for the move was to better reflect the reality of our department’s research and teaching.

The following preamble accompanied the motion that was presented to, and voted upon, by the Department:

As a noun “English” conveys little about our work as scholars and teachers, except a vague commitment to language instruction and poetic traditions. As an adjective, however, “English” can act as a bridge between our two programs and primary fields of study: language (its structure, syntax, grammar, rhetoric, history, lexicography, application, genres, and so on) and literatures (American, Canadian, British, Transnational, Indigenous, contemporary, historical, cultural, technological, etc.). We are one of the strongest departments on campus and also one of the most diverse. That diversity needs to be reflected in our communication and promotion materials. The best way for that to happen is for us to change our name.

CONSULTATION BEYOND THE DEPARTMENT:

Beyond internal departmental discussions, consultation undertaken within the Faculty of Arts, most recently during 2016/17, demonstrated support for the proposal from the following:

- Dean, Associate Deans, and Assistant Deans
- English Department's Student Advisory Committee
- Academic heads of the following units:
 - Department of Asian Studies
 - Department of Central, Eastern, and Northern European Studies
 - Department of Classical, Near Eastern, and Religious Studies
 - Department of French, Hispanic, and Italian Studies
 - Department of History
 - Department of Linguistics
 - Department of Philosophy
 - Department of Theatre and Film
 - School of Journalism
 - School of Library, Archival, and Information Studies
 - School of Music

In November 2017, consultation with Deans at UBC – Vancouver and the 2017/18 Faculty Representatives to Faculty of Arts Council yielded responses in favour of the proposal, with no concerns raised.

RATIONALE:

There are three main reasons for this change.

1. “Language” – indicates importance of this program

We wanted our name to indicate the importance of our Language program, a program that makes us unique among Canadian universities. We offer Majors (and, now, Honours) programs in both Language and Literature, and we are also establishing a blended Language/Literature Major. We also offer graduate programs in both Language and Literature. The name “English” does not point clearly to *both* literature and language.

2. “Literatures” – reflects the diversity of the Department’s offerings

We believe that the plural “Literatures” more accurately reflects the diversity of our department’s offerings. We teach and do research in many Anglophone traditions from around the world. We do indeed have many specialists in historical British literature, but we also do serious research and teaching in Canadian, American, Indigenous, transnational, Postcolonial, and Asian-North American literatures, and our expanded curriculum (see below) proposes to add even more areas.

3. “English Language and Literatures” – supports re-articulation of the Department’s identity

We are in the process of an ambitious curriculum redesign. We are also preparing to launch a new website. The name “English Language and Literatures” is part of this reimagining and re-articulation of ourselves, to the University and to the larger community.

COMPARATORS:

Departments of English call themselves many things around the world. Units elsewhere are structured as departments, faculties, and schools, some incorporating combinations with Rhetoric, Comparative Literature, Creative Writing, Communications, and Film. In short, there is considerable variety.

In Canada, versions of the Language and Literature(s) title can be found at Waterloo, Windsor, Carleton, Queen's, and Brock. Examples of international programs in the US and UK that use a similar name include: Chicago, Smith, Cornell, New Mexico, South Carolina, San Francisco, University College London, and Swansea.

CONSIDERATIONS:**Costs and Administrative Issues**

We do not anticipate any significant costs. For example, we will continue to use our existing stationery until the existing stock is depleted. We are told that signage changes will be few, and relatively inexpensive.

We see no reason why we could not continue to use "ENGL" as our calendar course designation: all of our courses currently carry that designation, and we have no plans to change the code.

We will work closely with the Arts Development Office to ensure that there is no impact on our endowments. We do not anticipate difficulties: most of our deeds specify uses for the gifts that will continue to apply, regardless of a name change.

Impacts on Enrolment and Perception

We do not anticipate any negative effects on enrolments. Students looking for "English" will still easily find us, because the name "English" is still in the title. We are, however, hopeful that the advertising of range and diversity might signal to undecided students that we offer more than they might have assumed or expected.

We also hope that the name change will signal to members of the UBC community the full range of our research and teaching. [See Appendix for an introduction to our Department.]

APPENDIX:

The following is an excerpt from the Department's website, downloaded November 2017:

<http://english.ubc.ca/about-department/>

Consistently ranked among the top English departments in the world, ours is one of the largest, most diverse, and most vibrant departments at the University of British Columbia. The department is unique in Canada by offering two tiers of programs in English Literature and English Language and Linguistics at the **graduate** and **undergraduate** levels. We teach courses in all of the literary historical periods (Medieval, Early Modern, Eighteenth Century, Romantic, Victorian, Modernist, Postmodern, and Contemporary), national, transnational, postcolonial, transpacific, and Indigenous literatures in English, as well as language, linguistics, rhetoric, critical theory, media studies, and a range of interdisciplinary topics.

English department faculty, postdoctoral fellows, and graduate students are at the forefront of humanities and arts research. We lead and participate in several multidisciplinary research programs in the Faculty of Arts and beyond, including **First Nations and Indigenous Studies**, **Science and Technology Studies**, **Asian Canadian and Asian Migration Studies**, Studies in **Race, Gender, Sexuality and Social Justice**, **Law and Society**, **Media Studies**, **Canadian Studies**, and **Medieval Studies**. English department faculty have been vital to the founding and support of innovative programs such as **Arts One**, **Musqueam 101**, **Humanities 101**, **Critical Studies in Sexuality**, and **Arts Co-op**. Our faculty and students are involved in research networks at UBC, including **Oecologies** and **Indigenous Pedagogies**, and others hosted by **Green College's** interdisciplinary and public programs. We also participate in national initiatives like **Early Modern Conversions: Religions, Cultures, Cognitive Ecologies**, **Canadian Women in the Literary Arts** and **Editing Modernism in Canada**. The English Department is the home of the **Dictionary of Canadianisms on Historical Principles**, and a number of faculty serve as editorial staff for **Canadian Literature**, the leading journal in its field.

As reflected in their field-leading research and publications, our department members are among the most productive in Canada. Our diverse expertise is well reflected in **books published in 2013 and 2016** alone. We also work on collaborative research projects across the world, many funded by the Social Sciences and Humanities Research Council of Canada and other significant funding bodies, on topics such as ecology and literature, English linguistics, rhetoric and science, musical-textual improvisation, and narratives of migration. Many of our faculty are currently engaged in projects devoted to new and digital media and are pioneering their intersection with both established and emerging modes of humanities research. These and other similar projects serve as springboards for innovative thinking about classroom pedagogy and community engagement. Several members of our department have won Killam Teaching Prizes and 3M National Teaching Fellowships recognizing outstanding contributions to undergraduate and graduate learning. Our colleagues have also received national recognition for their scholarship by being named Fellows of the Royal Society of Canada and Officers of the Order of Canada. We believe in the value of public intellectual work and helping our students become informed public intellectuals in their own right. We believe that our diversity is our greatest strength; it is through our commitment to open, progressive, and innovative blending of research and teaching, theory and practice, history and futurity that we play a transformative role in the lives of our students and our region.



To: Senate
From: Faculty of Medicine
Re: Faculty of Medicine Governance Renewal
Date: 15 November 2017

The Faculty of Medicine recommends:

That, pursuant to Sections 40 (a) and (c) and Section 41 of the University Act, Senate approve the attached rules for the government, direction and management of the Faculty of Medicine and its affairs and business, including the terms of reference, membership, and delegation of powers and duties of the Faculty to its Executive Committee, as set out in the attached proposal.



Governance Renewal

*Improving clarity and effectiveness of decision making in the
Faculty of Medicine's committee structure*

Date: November 15, 2017

Version: Draft-v1e

Submitted to: UBC Senate for approval

Prepared by: Deborah Money, Executive Vice Dean, UBC Faculty of Medicine
Shanda Jordan Gaetz, Executive Director, Faculty Affairs, UBC Faculty of Medicine
Gabriel Rose, Manager, Special Projects, UBC Faculty of Medicine
in consultation with leadership and committee members from across the Faculty

Approved by: Faculty Executive Committee, UBC Faculty of Medicine on September 26, 2017
UBC Faculty of Medicine (Full Faculty) on November 14, 2017
UBC Senate *PENDING*

Executive Summary

One of the objectives of the Faculty of Medicine's strategic plan is to clarify governance accountabilities and simplify processes to enable effective and clear decision making pathways and operational efficiency. To advance this, we are proposing a renewed committee governance structure for approval by Faculty Executive in September, Full Faculty in November, and UBC Senate in December.

We have taken a consultative approach to design the proposed renewed structure, which involved engagements with stakeholders from across the Faculty of Medicine. Once approved, we plan to effect the transition in early 2018, and sustain it through communications and ongoing improvement.

The first recommendation that arose from the consultations is to address language variability by adopting a standardized glossary of terms.

Secondly, through consultation, a primarily bicameral structure aligned with the University emerged with academic elements reporting to Full Faculty and administrative elements reporting to the Dean.

The recommended academic structure includes updates to mandate and/or membership for the Faculty Executive Committee, Research Committee, Graduate and Postdoctoral Education Committee, Undergraduate Medical Education Committee, and Postgraduate Medical Education Committee; and the creation of a Health Professions Programs Committee and a Professional Education Committee. It also includes amalgamation of some current committee mandates, resulting in recommendations to disband the current Education Council, Undergraduate Medical Education Executive, and Faculty Professional Development Committee.

The recommended administrative structure includes formalizing the Dean's Executive Advisory Council and updating mandate and/or membership for the Distributed Program Planning Committee, Clinical Faculty Advisory Council, Finance Committee, and IT Committee. It also includes disbanding the Planning and Priorities Committee, and creating a Facilities and Capital Planning Committee, Organizational Development Committee, and Joint Occupational Health and Safety Committee. The Faculty Appointments, Reappointments, Promotion, and Tenure Committee; Clinical Faculty Appointment and Promotion Appeals Committee; Nominating Committee; Student Appeals Committee; and Conflict of Interest/Conflict of Commitment Internal Review Committee remain essentially unchanged.

The recommended academic and administrative structures include an updated Department Heads and School Directors Committee playing a key role providing recommendations and advice to the Faculty Executive Committee and to the Dean via the Dean's Executive Advisory Council.

Finally, we recommend updating the criteria and responsibilities for standing committees, adopting and communicating committee chair roles, providing orientation and training to chairs, and adopting standardized committee member and representative expectations.

The next steps are to seek approval and plan for implementation in early 2018, which will include broad communications and change support.

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1 Introduction

The Faculty of Medicine's strategic plan, *Building the Future*¹, identifies 21 objectives² organized into four pillars: Education, Research, Organization, and Partnership. Objective three of the Organization Pillar is to clarify governance accountabilities and simplify processes to enable decision making.

During the strategic planning process, this objective emerged based on stakeholder feedback indicating that the current governance committee structure³ is confusing and lacks clarity of decision pathways, which impacts the Faculty's effectiveness as an organization.

To advance this objective, the Organization Pillar Leads – Deborah Money, Executive Vice Dean and Shanda Jordan Gaetz, Executive Director, Faculty Affairs – have led a consultative approach to design a proposed renewed governance committee structure.

The scope of this work has focused on the committee structure, rather than individual roles and reporting structures.

As a highly-complex organization, the Faculty's governance committee structure will inevitably also be complex; however, stakeholder consultation and consideration of previous reviews found room for improvement in the current structure.

While structures can help or hinder governance and decision making, more important is effective leadership within the structure⁴ and whether the people who work with and within the structure understand it and act according to it. Therefore, as part of the implementation of the proposed renewed structure, the Faculty will offer orientation and training to committee chairs and some stakeholders across the Faculty.

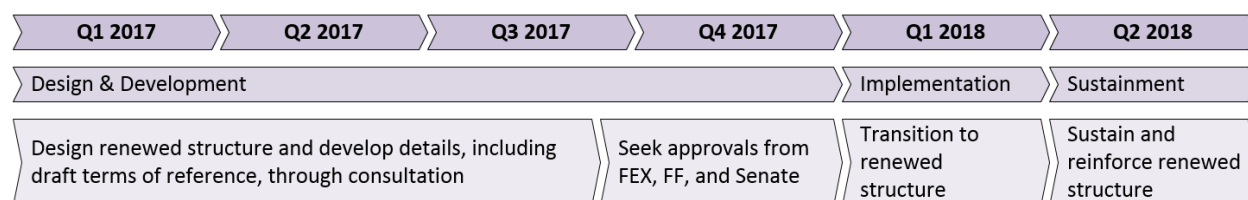
This report, along with the proposed revised terms of reference for standing committees, describes the recommended renewed governance structure.

The renewed structure described in this document, along with the terms of reference for standing committees, were approved by the Faculty Executive Committee on September 26, 2017 and by the Faculty of Medicine (Full Faculty) on November 14, 2017. Next, we will seek approval at the UBC Senate meeting in December.

2 Approach

The approach to renewing the Faculty's governance committee structure has three primary phases, as shown below.

Figure 1: High-level approach and schedule



The Design & Development phase involved:

- Reviewing background material including previous governance reviews, *University Act* and UBC regulatory requirements, accreditation standards, and affiliation agreements (see Appendix C); and
- Consulting broadly with representatives from the Dean's Executive, UBC Provost's Office, UBC Senate, Faculty Executive Committee, Department Heads and School Directors, Research, Undergraduate Medical Education, Postgraduate Medical Education, Health Professions Programs, Graduate and Postdoctoral Education, Clinical Faculty Affairs, Centre and Institute Directors, Continuing Professional Development, Faculty Development, Centre for Health Education Scholarship, Office of Education Innovation, Faculty Affairs, Finance and Operations, Facilities, Information Technology, and Health and Safety.
- Compiling input from those stakeholders into a proposed renewed structure.

The remainder of the Design & Development phase is focused on seeking approvals from the Faculty Executive Committee, Full Faculty, and UBC Senate.

Once approved, the transition to the new structure can begin, including changing, disbanding, and creating committees, assembling membership, providing training and orientation to committee leadership and other key stakeholders, and communicating the new structure as broadly as possible.

With the new structure in place, the sustainment phase will be vital to maintain awareness and focus on enacting the structure as intended, while also gathering feedback and making recommendations for future improvement, as needed.

3 Findings and Recommendations

3.1 Terminology

During our consultations, we found that there is significant variability in the terms that we use across the Faculty and in the intended meaning behind them.

We developed the following definitions for our purposes through discussion and review of several sources including the Merriam-Webster and Oxford online dictionaries.

Recommendation 1: Adopt the proposed glossary of terms.

Table 1: Proposed glossary of terms

| Term | Recommended definition |
|------------|---|
| Committee* | Standing, formal assembly of Faculty of Medicine members (faculty, staff, and/or students) that is accountable and/or responsible for deciding on or recommending courses of action for a specific subject. |

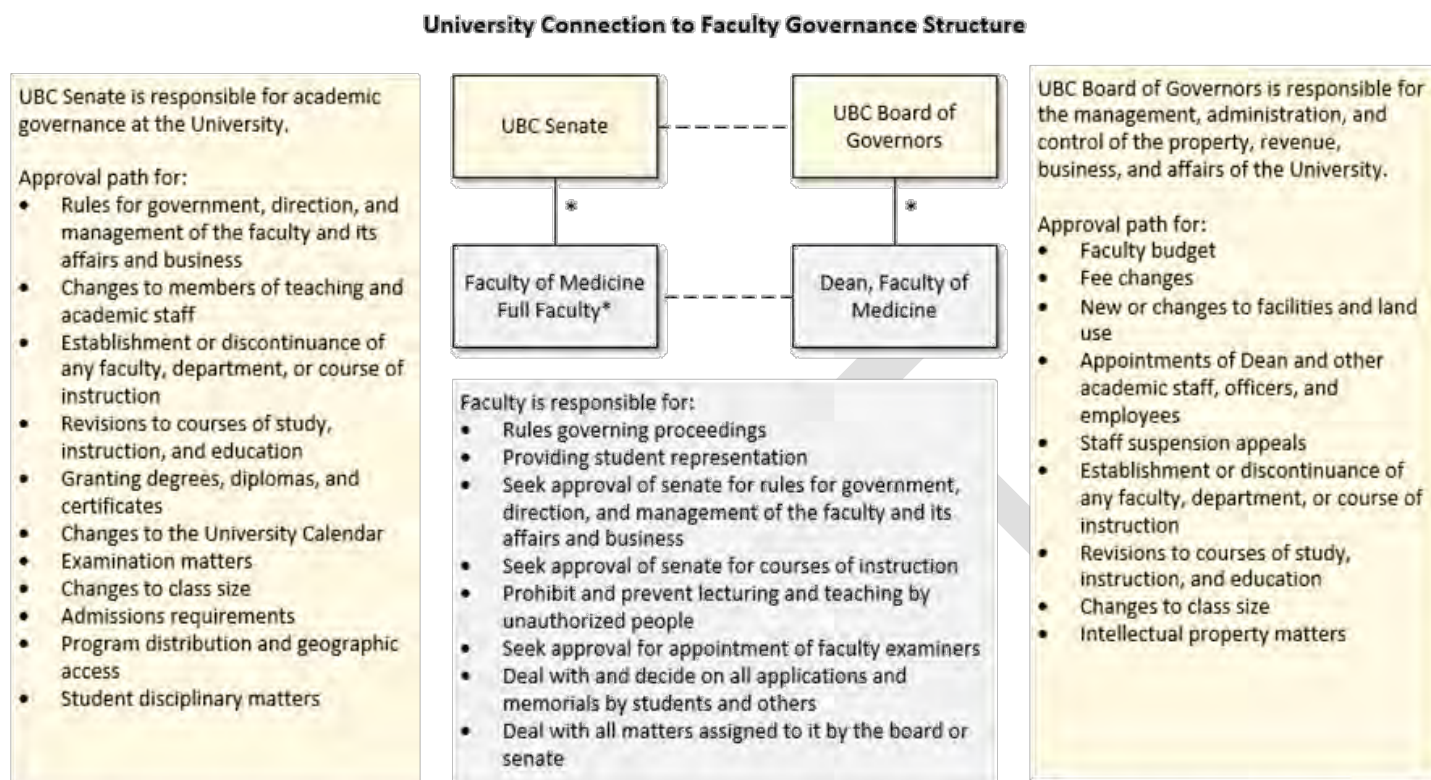
| Term | Recommended definition |
|------------------|--|
| Subcommittee | Standing, formal assembly of Faculty of Medicine members (faculty, staff, and/or students) that is delegated a defined area of responsibility by a committee, and reports to that committee. |
| Advisory Council | Formal assembly of selected stakeholders that provides input, advice, and expertise to another committee or individual for consideration. |
| Advisory Group | Ad hoc, temporary assembly of members that provides input, advice, and expertise to another committee or individual for its consideration. |
| Working Group | Ad hoc, temporary assembly of members that is assigned to complete a specific scope of work and report back to a committee or individual. |
| Accountable | Holds ultimate authority for the results of work; may also be responsible for doing the work or may delegate responsibility. |
| Responsible | Assigned to do the work or ensure it gets done, but not necessarily accountable for the end result or major decisions. |
| Decide/Approve | Make the final decision on something; approve (or not) a recommendation. |
| Recommend | Review all available information, evidence, and considerations, and put forward a concrete solution with supporting evidence/analysis to a committee or individual for decision/approval. |
| Endorse | Consider a recommendation and the associated case, and support (or not) the recommendation. Endorsement is not required for a recommendation to be approved, but it can help strengthen the recommendation in the eyes of the approval body. |
| Advise | Consider information and/or recommendations on behalf of a committee or individual, and support (or not) that committee's or individual's decision by providing relevant input and expertise. |
| Report to | Subordinate to a committee or individual, delegated a scope of work or area of operational responsibility, seek approval for decisions according to the terms of the delegation. |
| Report at | Provides a periodic summary report of activities to a committee or individual for information. |
| Consult | Obtain feedback on analysis, alternatives, and/or decisions; consider the feedback, but not necessarily incorporate it all. |

**In this report, the term committee is sometimes used as a catch-all term referring to all committees, subcommittees, and advisory councils.*

3.2 University Connections

As part of this process, we engaged representatives from the UBC Provost's Office and Senate to confirm our understanding of the relationship between the Faculty of Medicine's governance structure and the University's. The following figure summarizes that relationship.

Figure 2: Summary of the Faculty of Medicine's governance relationship with the University



** In some cases, escalation may stop at the President and/or the Provost, particularly when it relates to individuals rather than systems*

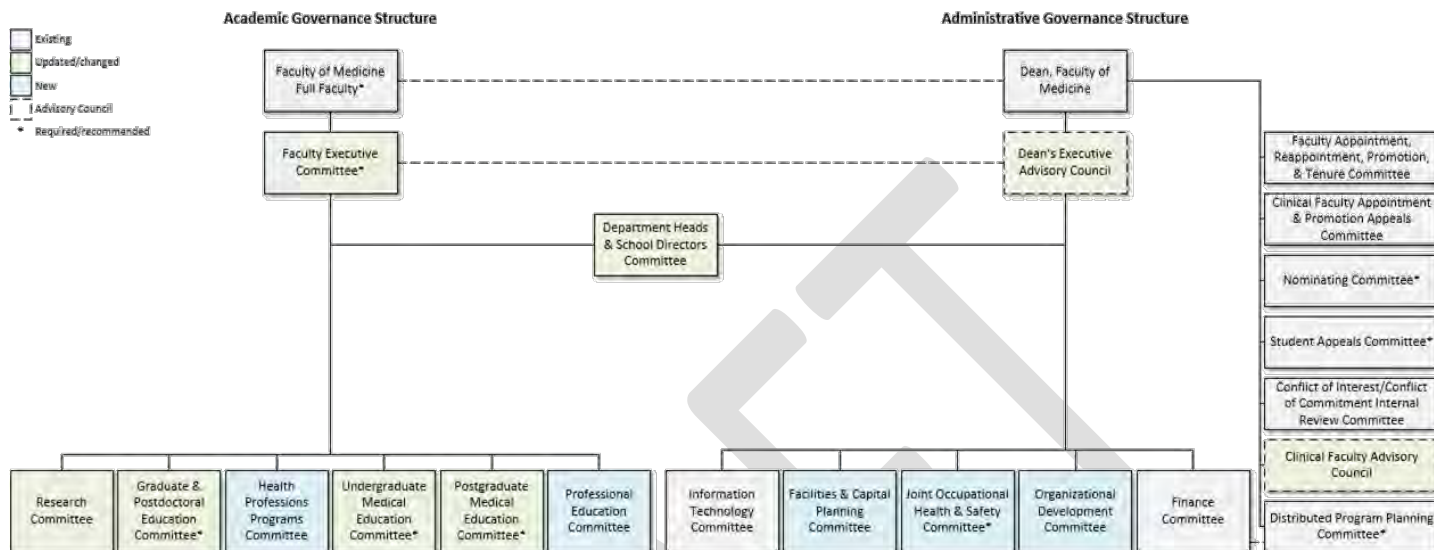
3.3 High-level Structure

The current governance committee structure (see Appendix B) has served the Faculty relatively well for several years. However, through consultations, we heard that there has been some lack of clarity, that some committees require changes, and that there were gaps. Furthermore, the Undergraduate Medical Education program's recent accreditation feedback included recommendations to improve the governance structure's alignment with accreditation requirements.

Early discussions with the Dean's Executive⁵ and other stakeholders advanced the concept of creating a bicameral structure within the Faculty that matches the University's structure. This approach aligns academic committees under Full Faculty and administrative committees under the Dean, while ensuring effective interaction at all levels.

Recommendation 2: Adopt the proposed bicameral governance structure, in line with the University governance structure, and align academic standing committees under Full Faculty and administrative standing committees under the Dean.

Figure 3: Proposed renewed high-level governance structure



3.4 Proposed Updates to Standing Committees

3.4.1 Academic Standing Committees

The following table shows the current academic standing committees beside the proposed academic standing committees. For additional detail about these changes, please see Appendix D.

Recommendation 3: Adopt the proposed changes to the academic standing committees and the proposed renewed academic committee governance structure.

Table 2: Comparison of current and proposed academic standing committees

| Current Committee | Proposed Committee | Change Summary | Rationale |
|-------------------|-----------------------------|--|--|
| Full Faculty | Full Faculty | <ul style="list-style-type: none"> No change. | <ul style="list-style-type: none"> N/A |
| Faculty Executive | Faculty Executive Committee | <ul style="list-style-type: none"> Reduce membership. | <ul style="list-style-type: none"> Allows the committee to focus on its core academic mandate in a more effective and nimble way. |

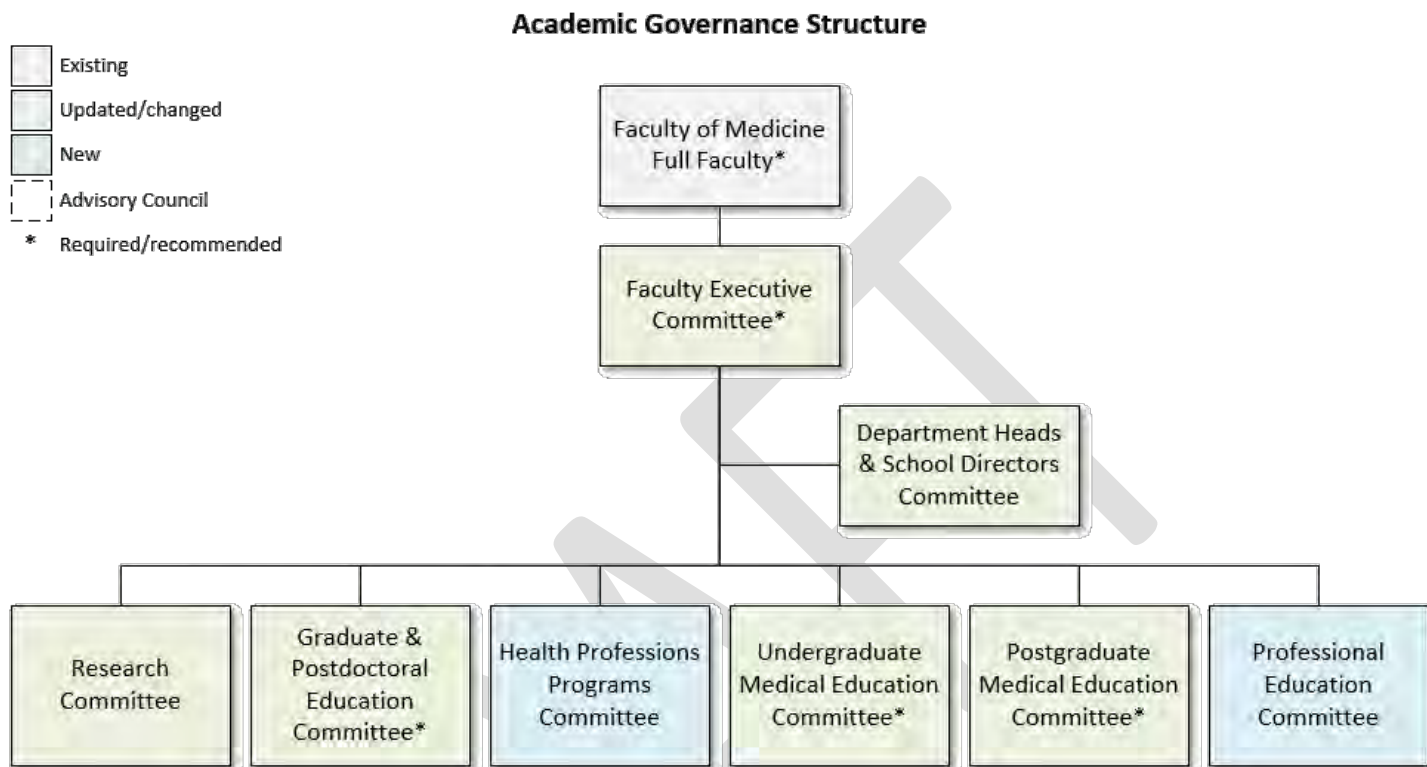
| Current Committee | Proposed Committee | Change Summary | Rationale |
|--|---|---|--|
| Committee of Department Heads & School Directors | Department Heads & School Directors Committee | <ul style="list-style-type: none"> Expand and formalize the role to provide recommendations and advice on academic matters directly to the Faculty Executive Committee and on administrative matters to the Dean and Dean's Executive Advisory Council. | <ul style="list-style-type: none"> Acknowledges the important roles Heads and Directors have in relation to both academic and administrative matters. Allows for elected representatives of this group to sit on the Faculty Executive Committee, rather than all to minimize duplication. |
| Research Council | Research Committee | <ul style="list-style-type: none"> Transition from a council with a purpose focused on dissemination and exchange of knowledge to a committee with a formalized role to make recommendations to the Faculty Executive Committee, while maintaining the valuable communication function. Change membership. | <ul style="list-style-type: none"> Provides a formal governance link between the Faculty Executive Committee and the Research Committee. Enables more effective oversight, awareness, and support of research at the Faculty Executive Committee. |
| Education Council | N/A | <ul style="list-style-type: none"> Eliminate the committee from the standing committee structure. Embed the function in the five education-related committees. Add the Executive Associate Dean, Education to all five education-related committees. | <ul style="list-style-type: none"> Empowers all five education-related committees and eliminates the need for an additional step. Allows the Executive Associate Dean, Education to ensure alignment across the Education portfolio. Allows for ongoing, ad hoc discussion forums related to cross-program education topics. |
| Graduate & Postdoctoral Education Committee | Graduate & Postdoctoral Education Committee | <ul style="list-style-type: none"> Remove responsibility for graduate-level health professions programs. Add requirement for consultation and endorsement from the Faculty Executive Committee for new courses, major curricular changes, and changes requiring material increase in resources. Change membership. | <ul style="list-style-type: none"> Allows this committee to focus primarily on research/thesis-based graduate programs. Acknowledges that, although many entry-to-practice health professions programs are graduate programs, the discussions that they seek and require are different from the discussions taking place around research/thesis-based graduate programs. Increases visibility and awareness of these programs at the Faculty Executive Committee. |

| Current Committee | Proposed Committee | Change Summary | Rationale |
|---|---------------------------------------|--|--|
| N/A | Health Professions Programs Committee | <ul style="list-style-type: none"> Formalize this ad hoc committee and empower it with responsibility for health professions programs. Add requirement for consultation and endorsement from the Faculty Executive Committee for new courses, major curricular changes, and changes requiring material increase in resources. Change membership as compared with the ad hoc committee. | <ul style="list-style-type: none"> Empowers this committee to take on responsibility for graduate-level and undergraduate health professions programs, with a formal reporting line to the Faculty Executive Committee. Acknowledges that, although many entry-to-practice health professions programs are graduate programs, the discussions that they seek and require are different from the discussions taking place around research/thesis-based graduate programs. Increases visibility and awareness of these programs at the Faculty Executive Committee. |
| Undergraduate Medical Education Executive | N/A | <ul style="list-style-type: none"> Eliminate the committee from the standing committee structure and combine its functions with the MD Undergraduate Education Committee to form the new Undergraduate Medical Education Committee. Create a Regional and Resource Advisory Council with similar but broader membership that can provide advice to the Undergraduate Medical Education Committee through feasibility assessments based on resource requirements and ability to implement across all sites in a way that maintains comparability. | <ul style="list-style-type: none"> Addresses feedback from the Undergraduate Medical Education program accreditors, which said that there should be a single oversight committee with responsibility for the entire curriculum and that having the current MD Undergraduate Education Committee reporting to the Undergraduate Medical Education Executive was confusing. |

| Current Committee | Proposed Committee | Change Summary | Rationale |
|--|--|--|--|
| MD Undergraduate Education Committee | Undergraduate Medical Education Committee | <ul style="list-style-type: none"> Combine the functions of the MD Undergraduate Education Committee with the Undergraduate Medical Education Executive into the new Undergraduate Medical Education Committee. Make this committee report directly to the Faculty Executive Committee, rather than through the Undergraduate Medical Education Executive. Change membership. | <ul style="list-style-type: none"> Addresses feedback from the Undergraduate Medical Education program accreditors, which found a lack of clarity regarding which committee had final authority. Ensures that the appropriate stakeholders are represented on the committee and reflects MUS feedback on membership. Ensures that regional and departmental/subject level and trainee representation has appropriate input and influence. |
| Faculty Residency Committee | Postgraduate Medical Education Committee | <ul style="list-style-type: none"> Change name. Update responsibilities to match new accreditation standards. Update membership. | <ul style="list-style-type: none"> Aligns the name of the committee with the other committee names and with the language in the new accreditation standards. Aligns committee responsibilities with the new accreditation standards. |
| Faculty Residency Executive Committee | Postgraduate Medical Education Executive Subcommittee | <ul style="list-style-type: none"> Change name. Update membership. | <ul style="list-style-type: none"> Aligns the name of the committee with the Postgraduate Medical Education Committee and with the language in the new accreditation standards. |
| Faculty Professional Development Committee | Professional Education Committee | <ul style="list-style-type: none"> Broaden the mandate to include oversight of formal, non-degree professional education activities including those from Continuing Professional Development, Faculty Development, Centre for Health Education Scholarship, and Office of Education Innovation. Change membership. | <ul style="list-style-type: none"> Ensures a coordinated approach to development of formal, non-degree professional education activities that could come from four potential sources, while avoiding redundancy. |
| N/A | Undergraduate Program Education Committee (potential future committee) | <ul style="list-style-type: none"> No change yet. Consider creating the committee in the future if needed. | <ul style="list-style-type: none"> Allows (if created) for potential new undergraduate programs that are not health professions programs (e.g., Bachelor of Biomedical Engineering) to have an approval path and connection with the Faculty Executive Committee. |

If the proposed changes summarized above are approved, we will move towards the following academic governance structure.

Figure 4: Proposed renewed academic governance structure



3.4.2 Administrative Standing Committees

The following table shows the current administrative standing committees beside the proposed administrative standing committees. For additional detail about these changes, please see Appendix D.

Recommendation 4: Adopt the proposed changes to the administrative standing committees and the proposed renewed administrative governance committee structure.

Table 3: Comparison of current and proposed administrative standing committees

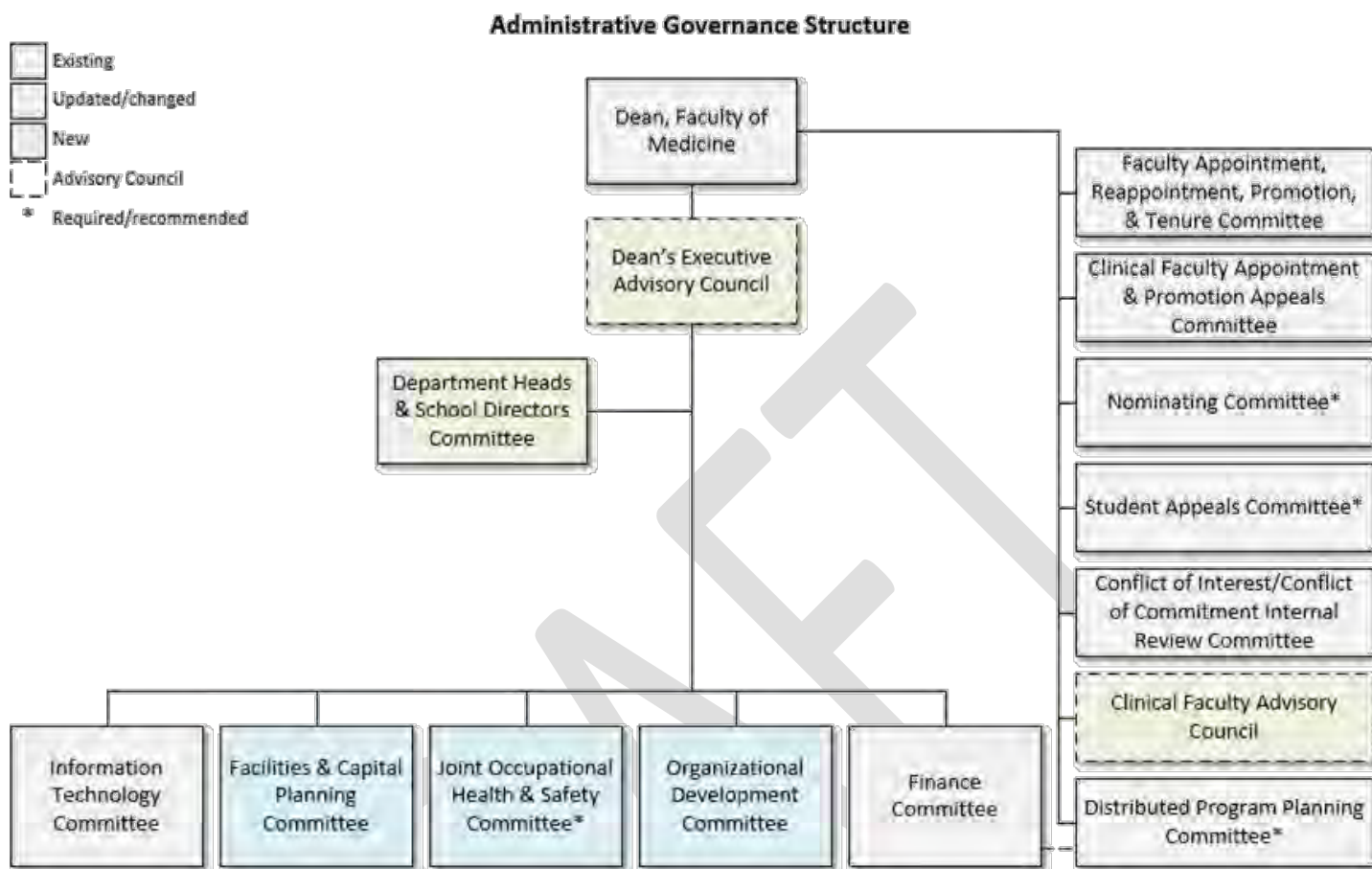
| Current Committee | Proposed Committee | Change Summary | Rationale |
|-------------------|-----------------------------------|--|---|
| N/A | Dean's Executive Advisory Council | <ul style="list-style-type: none"> Formalize a current ad hoc group. Clarify its role in providing advice to the Dean. | <ul style="list-style-type: none"> Formalizes and acknowledges a group that has been meeting regularly and has demonstrated value. |

| Current Committee | Proposed Committee | Change Summary | Rationale |
|---|---|--|---|
| Committee of Department Heads & School Directors | Department Heads & School Directors Committee | <ul style="list-style-type: none"> Expand and formalize the role to provide recommendations and advice on academic matters directly to the Faculty Executive Committee and on administrative matters to the Dean and Dean's Executive Advisory Council. | <ul style="list-style-type: none"> Acknowledges the important roles Heads and Directors have in relation to both academic and administrative matters. Allows for elected representatives of this group to sit on the Faculty Executive Committee, rather than all to minimize duplication. |
| Faculty Appointments, Reappointments, Promotion, & Tenure Committee | Faculty Appointments, Reappointments, Promotion, & Tenure Committee | <ul style="list-style-type: none"> Make minor revisions to purpose statement and format. | <ul style="list-style-type: none"> Aligns with new terms of reference template and glossary. |
| Clinical Faculty Appointment & Promotion Appeals Committee | Clinical Faculty Appointment & Promotion Appeals Committee | <ul style="list-style-type: none"> Make minor revisions to purpose statement and format. | <ul style="list-style-type: none"> Aligns with new terms of reference template and glossary. |
| Nominating Committee | Nominating Committee | <ul style="list-style-type: none"> Make minor revisions to purpose statement and format. Show as reporting to the Dean on the diagram, as per terms of reference. | <ul style="list-style-type: none"> Aligns with new terms of reference template and glossary. |
| Student Appeals Advisory Committee | Student Appeals Committee | <ul style="list-style-type: none"> Update document structure and format. Update name to align with glossary. | <ul style="list-style-type: none"> Aligns document with new template. Aligns name with glossary. |
| Internal Review Committee for Conflict of Interest/Conflict of Commitment | Conflict of Interest/Conflict of Commitment Internal review Committee | <ul style="list-style-type: none"> Make minor revisions to purpose statement and format. | <ul style="list-style-type: none"> Aligns with new terms of reference template and glossary. |
| Distributed Program Planning Committee | Distributed Program Planning Committee | <ul style="list-style-type: none"> Update purpose statement, membership, and format. Clarify reporting relationship with the Dean. Update the dispute resolution mechanism. | <ul style="list-style-type: none"> Addresses feedback from the Undergraduate Medical Education program accreditors regarding the authority of the Dean over financial resource allocation. Removes internal inconsistencies in the previous terms of reference. Adds a new role and adjusts membership to maintain voting balance. |

| Current Committee | Proposed Committee | Change Summary | Rationale |
|------------------------------------|--|---|---|
| Planning & Priorities Committee | N/A | <ul style="list-style-type: none"> Eliminate the committee from the standing committee structure. | <ul style="list-style-type: none"> Addresses the fact that this committee has not met for several years and was under review as far back as 2015. |
| Clinical Faculty Affairs Committee | Clinical Faculty Advisory Council | <ul style="list-style-type: none"> Move to the administrative structure as an advisory council reporting directly to the Dean. | <ul style="list-style-type: none"> Aligns its position with its purpose, which is more administrative in nature than academic. Aligns name with purpose and function. |
| Finance Committee | Finance Committee | <ul style="list-style-type: none"> Updates to purpose and responsibilities. | <ul style="list-style-type: none"> Aligns purpose and responsibilities with the role the committee has been playing. |
| IT Committee | IT Committee | <ul style="list-style-type: none"> Formalize ability to make formal recommendations to the Dean. | <ul style="list-style-type: none"> Aligns role with other administrative committees. |
| N/A | Facilities & Capital Planning Committee | <ul style="list-style-type: none"> Create the committee. | <ul style="list-style-type: none"> Fills a current gap in the administrative committee structure related to facilities and capital planning for the Faculty as a whole. |
| N/A | Organizational Development Committee | <ul style="list-style-type: none"> Create the committee. | <ul style="list-style-type: none"> Fills a current gap in the administrative committee structure related to organizational development across the Faculty as a whole. |
| N/A | Joint Occupational Health & Safety Committee | <ul style="list-style-type: none"> Create the committee. | <ul style="list-style-type: none"> Meets a WorkSafeBC requirement and improves the Faculty's ability to ensure occupational health and safety for all workers. |

If the proposed changes summarized above are approved, we will move towards the following administrative governance structure.

Figure 5: Proposed renewed administrative governance structure



3.5 Roles and Responsibilities

3.5.1 Criteria for Standing Committees

Recommendation 5: Update the criteria for standing committees as proposed and communicate them more broadly.

Faculty of Medicine Standing Committees are:

- Focused on supporting the mission and strategic direction of the Faculty of Medicine;
- Responsible for a cross-departmental mandate;
- Accountable to the Faculty Executive Committee, Full Faculty, or to the Dean, Executive Vice Dean, or Executive Associate Dean;
- Intended to have a life of a minimum of five years (not temporary taskforce or ad hoc group);
- Made up of members who are elected, appointed, and or/ex officio; and
- Approved by the Faculty Executive Committee, Full Faculty, or the Dean, and seek approval for significant changes or dissolution.

3.5.2 Responsibilities for Standing Committees

Recommendation 6: Update the responsibilities for standing committees as proposed and communicate them more broadly.

Faculty of Medicine Standing Committees must:

- Advance the Faculty of Medicine's mission and strategic direction;
- Act in accordance with their terms of reference;
- Review their terms of reference periodically (e.g., annually) and recommend any proposed changes to the committee or individual to whom they report (i.e., Faculty Executive Committee, Full faculty, or the Dean);
- Present and submit a regular (typically annual) written report to the entity to whom they report;
- Participate in a review every five years by an ad hoc working group appointed by the Dean to ensure that they are current and relevant to the functioning of the Faculty;
- Follow the Faculty of Medicine's records retention procedures; and
- Adhere to the Faculty of Medicine procedure for clinical faculty payment for participation on standing committees.

3.5.3 Role of Chair

Currently, the role of the chair is variable, which can create inconsistency. To achieve some standardization, we adapted core elements of the role of chair from Robert's Rules of Order⁶ and added three variants, described below. The appropriate role depends on the nature and role of the committee.

Recommendation 7: Adopt the proposed standardized committee chair roles and communicate them broadly.

In general, the role of chair is to:

- Enforce and act in accordance with the committee's terms of reference.
- Determine if quorum is present, if required, and open the meeting.
- Review and announce the agenda, including indicating whether each item is for discussion, decision, or information.
- Maintain an orderly discussion by inviting members to speak as appropriate.
- Communicate expectations of members.
- Adjourn the meeting when all business has been handled or when the scheduled end time is reached.
- Ensure that minutes are captured and circulated, and that members have an opportunity to request revisions.
- Follow up on action items to ensure that they have been completed and that the outcome is communicated to members, as needed.
- Ensure that actions, recommendations, and decisions of the committee are properly communicated to appropriate audiences, as needed.

Further, in most cases, the chair facilitates the role of the committee by guiding the conversation towards a group decision, drawing out different perspectives, and articulating conclusions by tying

discussion threads together. Decisions are usually made by consensus; where consensus does not emerge, the group should still unite behind the outcome of the decision process.

In some cases, such as very formal committees like Full Faculty, the chair maintains order, enforces process, and ensures the committee completes its business appropriately, while remaining impartial to the outcome of decisions.

In the context of some Advisory Councils where the person to whom the council provides advice is also the chair, the chair seeks advice, input, and expertise from the group and considers it when making the decision.

To effectively implement the standardized chair roles, we must also ensure that all current and new chairs are introduced and oriented to their role.

Recommendation 8: Provide orientation and training to committee chairs and other selected stakeholders to implement the standardized roles.

3.5.4 Role of Member

Similarly, the role of a committee member is variable, which also creates inconsistency and potential for confusion. To achieve standardization, we developed a general statement of expectations for members.

Recommendation 9: Update and adopt the proposed standardized committee member expectations and communicate them more broadly.

For all committees, members are expected to commit to:

- Uphold the principles that underpin the Faculty of Medicine's strategic plan: Excellence, Engagement, Equity, and Effectiveness;
- Act in the best interest of the committee and the Faculty of Medicine;
- Become familiar with the committee's terms of reference and act in accordance with them;
- Attend scheduled committee meetings, as time permits, and arrive as prepared as possible (e.g., by reviewing materials in advance);
- Participate actively in committee meetings by engaging in respectful dialogue about the issues at hand;
- Openly expressing relevant opinions and perspectives, with a focus on enabling the committee to make informed recommendations or decisions;
- Support, or at least refraining from undermining, the outcome of a committee discussion, recommendation, or decision if proper process has been followed, even if the individual member does not agree;
- Declare any potential conflicts of interest to the chair of the committee;
- Obtain the chair's approval prior to sending a delegate in place of a committee member; and
- Communicate committee discussion outcomes, as appropriate, while maintaining confidentiality, as required.

4 Next Steps

4.1 Approvals

The recommendations in this report and the associated standing committee terms of reference were approved by the Faculty Executive Committee on September 26, 2017 and by the Faculty of Medicine (Full Faculty) on November 14, 2017.

The next steps are to seek approval at the UBC Senate meeting in December.

4.2 Implementation Planning

If the proposed structure is approved by Senate, we will start the transition to the renewed structure in early 2018. Planning for this transition is underway.

Planning includes logistics of starting up new committees, changing committees, and disbanding committees. This involves identifying membership changes and communicating with chairs, those affected, and broader stakeholders.

In addition, we plan to offer training and orientation to all standing committee chairs and perhaps other stakeholders to help fully implement the renewed structure.

We will then monitor progress, reinforce the renewed structure, evaluate periodically, and adjust as needed.

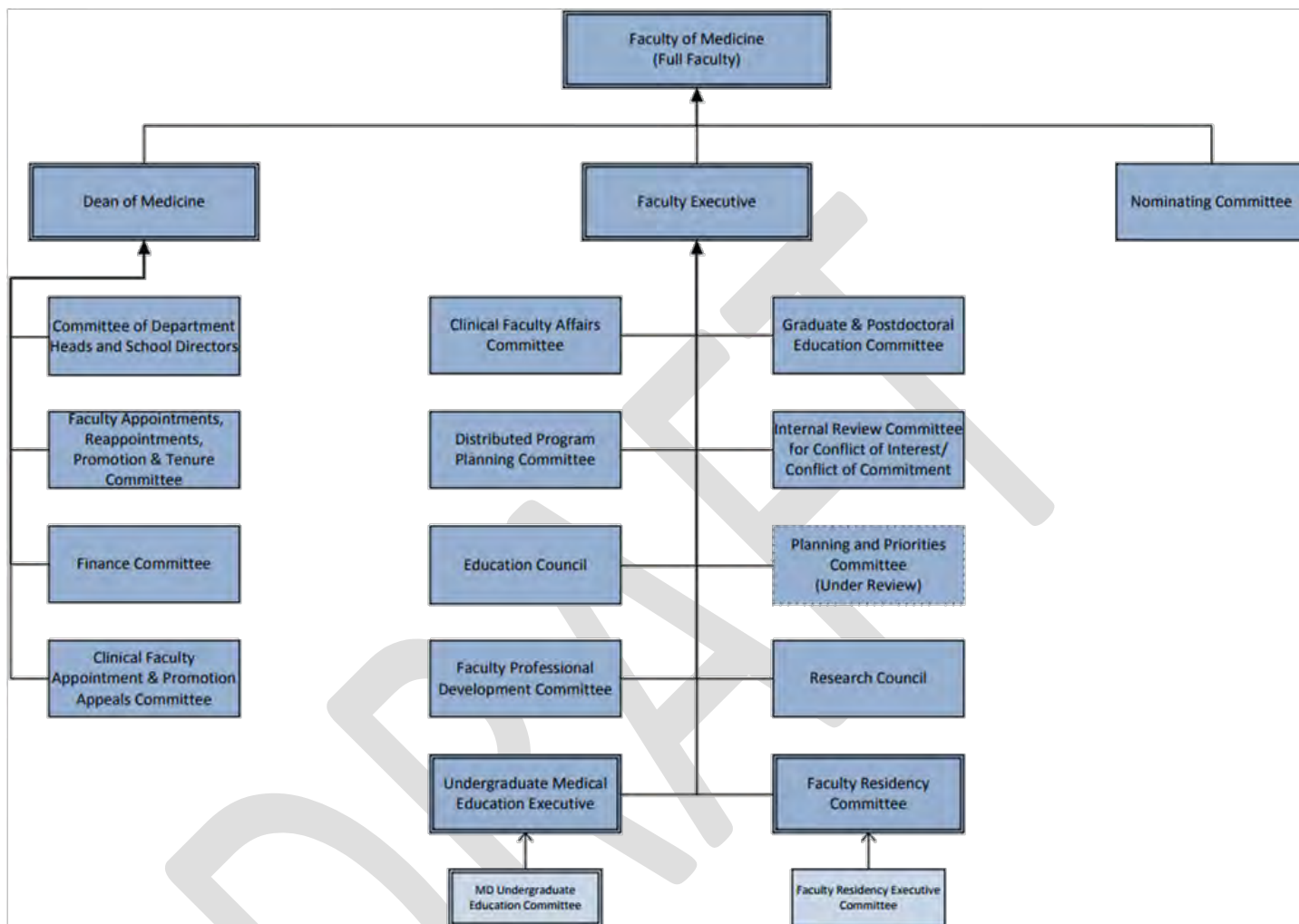
During this period, standing committees will also confirm their subcommittees, so the transition of those can occur in early 2018 as well.

Appendix A: Summary of Recommendations

| | |
|--|----|
| Recommendation 1: Adopt the proposed glossary of terms..... | 5 |
| Recommendation 2: Adopt the proposed bicameral governance structure, in line with the University governance structure, and align academic standing committees under Full Faculty and administrative standing committees under the Dean. | 8 |
| Recommendation 3: Adopt the proposed changes to the academic standing committees and the proposed renewed academic committee governance structure. | 8 |
| Recommendation 4: Adopt the proposed changes to the administrative standing committees and the proposed renewed administrative governance committee structure. | 12 |
| Recommendation 5: Update the criteria for standing committees as proposed and communicate them more broadly..... | 15 |
| Recommendation 6: Update the responsibilities for standing committees as proposed and communicate them more broadly. | 16 |
| Recommendation 7: Adopt the proposed standardized committee chair roles and communicate them broadly. | 16 |
| Recommendation 8: Provide orientation and training to committee chairs and other selected stakeholders to implement the standardized roles..... | 17 |
| Recommendation 9: Update and adopt the proposed standardized committee member expectations and communicate them more broadly..... | 17 |

Appendix B: Current Governance Structure

Figure 6: Faculty of Medicine Governance and Major Standing Committees (as of November 17, 2015)



Appendix C: Requirements

As a Faculty within a University, there are *University Act* and UBC Regulatory Requirements, which our governance structure must meet. In addition, several education programs offered by the Faculty have external accreditation requirements related to governance. Further, as a distributed Faculty, there are formal affiliation agreements with the University of Northern British Columbia and the University of Victoria, which specify governance requirements.

Although there are many requirements, the following tables summarize those that most directly and clearly relate to the need for specific committees to be part of the structure.

Table 4: *University Act* and UBC Regulatory Requirements Related to Governance

| University Act and UBC Regulatory Requirements | Demonstration of Compliance in Renewed Structure |
|---|---|
| Collective of the faculty members, Faculty Council, or Full Faculty with Dean as chair and student representation | <ul style="list-style-type: none"> • Full Faculty with Dean as chair and student representation • Voting members: https://faculty.students.ubc.ca/membership/medicine |
| Faculty Executive Committee (recommended by UBC in 1970) | <ul style="list-style-type: none"> • Faculty Executive Committee |
| Committee(s) with primary responsibility for curriculum | <ul style="list-style-type: none"> • All program-specific committees |
| Advisory committee for appeals (recommended) | <ul style="list-style-type: none"> • Clinical Faculty Appointment and Promotion Appeals Committee • Student Appeals Committee |
| Admissions committee(s) (recommended) | <ul style="list-style-type: none"> • All program-specific admissions committees |

Table 5: Undergraduate Medical Education Accreditation Requirements Related to Governance

| Committee on Accreditation of Canadian Medical Schools (CACMS) Requirements⁷ | Demonstration of Compliance in Renewed Structure |
|--|---|
| Dean and a committee of the faculty determine governance and policy-making procedures of the medical education program | <ul style="list-style-type: none"> • Undergraduate Medical Education Committee |
| Entrust authority and responsibility for the medical education program to a duly constituted faculty body | <ul style="list-style-type: none"> • Undergraduate Medical Education Committee |
| Admissions committee holds final responsibility for accepting students | <ul style="list-style-type: none"> • Admissions Subcommittee |
| Functional integration of Faculty via appropriate administrative mechanisms (i.e., Full Faculty) | <ul style="list-style-type: none"> • Full Faculty • Faculty Executive Committee • Dean's Executive Committee • All academic and administrative committees |

Table 6: Postgraduate Medical Education Accreditation Requirements Related to Governance

| General Standards of Accreditation for Institutions with Residency Programs (new) | Demonstration of Compliance in Renewed Structure |
|---|--|
| There is an effective PGME Committee structure, overseen by PGME Dean, to facilitate governance and oversight of all residency programs | <ul style="list-style-type: none"> Postgraduate Medical Education Committee and Postgraduate Medical Education Executive Subcommittee |
| Membership and responsibility requirements | <ul style="list-style-type: none"> Committee terms of reference including membership |

| General Standards of Accreditation for Residency Programs (new) | Demonstration of Compliance in Renewed Structure |
|---|--|
| There is an effective and functional residency program committee structure to support the program director in planning, organizing, evaluating, and advancing the residency program | <ul style="list-style-type: none"> Residency Program Committees (one for each program), reporting through the PGME Executive Subcommittee to the PGME Committee |

Table 7: Physical Therapy Program Accreditation Requirements Related to Governance

| Physiotherapy Education Accreditation Canada Requirements ^{8*} | Demonstration of Compliance in Renewed Structure |
|---|--|
| Discussion at faculty committee meetings related to curriculum | <ul style="list-style-type: none"> MPT Curriculum Committee |
| Student participation on appropriate committees | <ul style="list-style-type: none"> Students are on appropriate committees |
| Clinical placement committee referenced in examples of how to meet 4.3 | <ul style="list-style-type: none"> Clinician Advisors for PT Clinical Education Committee Provincial Advisors for Clinical Education Committee |
| Admissions committee | <ul style="list-style-type: none"> MPT Admissions Committee |

**No specific committee requirements, but evidence for other requirements can include*

Table 8: Occupational Therapy Program Accreditation Requirements Related to Governance

| Canadian Association of Occupational Therapists Accreditation Requirements ⁹ | Demonstration of Compliance in Renewed Structure |
|--|--|
| Department or school is represented in relevant university and faculty committees (e.g., admissions, curriculum, budget, promotion/tenure, appointments) | <ul style="list-style-type: none"> Associate Dean, Health Professions represents OT program on Faculty of Medicine Committees Department Head represents the program on Faculty of Medicine Committees Faculty of Medicine represented on University Committees |
| Student representation on appropriate committees (as evidence for other requirements) | <ul style="list-style-type: none"> Students are on appropriate committees |

Table 9: Speech Language Pathology and Audiology Program Accreditation Requirements Related to Governance

| Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology^{10*} | Demonstration of Compliance in Renewed Structure |
|---|--|
| Overview of faculty participation on school or department, faculty, and university committees along with other relevant service | <ul style="list-style-type: none"> • Associate Dean, Health Professions represents OT program on Faculty of Medicine Committees • Department Head represents the program on Faculty of Medicine Committees • Faculty of Medicine represented on University Committees |
| List of school or department committees with members (including student members) | <ul style="list-style-type: none"> • Students are on appropriate committees |

**No specific committee requirements, but evidence for other requirements can include*

Table 10: Genetic Counseling Program Accreditation Requirements Related to Governance

| Accreditation Council for Genetic Counseling^{11*} | Demonstration of Compliance in Renewed Structure |
|---|---|
| Program adds one or more individuals to the admissions committee from local community groups serving underrepresented populations | <ul style="list-style-type: none"> • Admissions Committee membership |

**No specific committee requirements, but evidence for other requirements can include*

Table 11: Affiliation Agreement Requirements Related to Governance

| Affiliation Agreements with UNBC and UVic | Demonstration of Compliance in Renewed Structure |
|--|---|
| "UBC will create an MD Undergraduate Program Committee (MDUPC [now MDUEC])... responsible for managing the undergraduate program of the UBC Faculty of Medicine across all geographic sites." (Governance section, paragraph 3, page 4) | <ul style="list-style-type: none"> • Undergraduate Medical Education Committee |
| "...the MDUPC shall exercise the authority and responsibility delegated to it by the Dean of the UBC Faculty of Medicine and subject always to the final authority of the Dean of the UBC Faculty of Medicine to assume integrated institutional responsibility for the undergraduate program of the UBC Faculty of Medicine as a whole, so as to ensure that the educational objectives of the program are being achieved." (Governance section, paragraph 3, page 4) | <ul style="list-style-type: none"> • Undergraduate Medical Education Committee |

| Affiliation Agreements with UNBC and UVic | Demonstration of Compliance in Renewed Structure |
|--|---|
| <p>“The role of [MDUPC] encompasses responsibility and authority for the management of the MD undergraduate program across all sites (i.e. admissions, budget, policy development and implementation, program evaluation, student promotions, etc.).” (Schedule 1, page 25)</p> | <ul style="list-style-type: none"> Undergraduate Medical Education Committee |
| <p>“Senior Associate Dean, MD Undergraduate Education” is chair of MDUPC. (Schedule 1, page 25)</p> | <ul style="list-style-type: none"> Undergraduate Medical Education Committee |
| <p>“The Council of Associate Deans [now UMEX] will manage issues pertaining particularly to the distributed program and to bring such issues to the regular attention of MDUPC.” (Governance section, paragraph 4, page 4)</p> | <ul style="list-style-type: none"> Regional and Resource Advisory Council |
| <p>“DPPC will receive recommendations from the MDUPC [now MDUEC] and will make budget and resource allocation recommendations to the Dean of the UBC Faculty of Medicine concerning the distributed program in the context of all geographic sites.” (Governance section, paragraph 5, page 5)</p> | <ul style="list-style-type: none"> Distributed Program Planning Committee |

Appendix D: Current and Proposed Committee Purpose and Membership

Faculty of Medicine

Table 12: Full Faculty

| | Current | Proposed |
|---------------------|---|--|
| Name | Full Faculty Meetings | Full Faculty Meetings |
| Reporting to | UBC Senate | UBC Senate |
| Purpose | <p>Based on the University Act, Faculty Meetings are held for the purpose of approving administrative structures, curricular and program changes and candidates for degrees. The approval of candidates for degrees and scholarship awards will be in camera, excluding students. The Faculty of Medicine (Full Faculty) Meetings are normally held in May and November of each year.</p> | <p>To fulfil the duties of the Faculty of Medicine referenced in the University Act, the purpose of Full Faculty Meetings is to:</p> <ul style="list-style-type: none"> • Make rules for government, direction, and management of the Faculty and its affairs and business, subject to the approval of Senate and the University Act. • Approve Faculty business including curricular and academic program changes and administrative structures. • Approve candidates for degrees and scholarship awards (vote held in camera, excluding students). • Recommend to UBC Senate any Faculty of Medicine business requiring its approval. • Deal with other matters assigned by the UBC Board of Governors or Senate. <p>Additionally, the purpose of Full Faculty Meetings is to:</p> <ul style="list-style-type: none"> • Inform all faculty, clinical faculty, and staff about academic, executive, and financial activities of the Faculty. • Provide an opportunity for members to inform the decisions and directions affecting teaching, research, and service in the Faculty of Medicine. |
| Membership | https://faculty.students/ubc.ca/membership/medicine | https://faculty.students/ubc.ca/membership/medicine |

Academic Standing Committees

Table 13: Faculty Executive

| | Current | Proposed |
|---------------------|--|---|
| Name | Faculty Executive | Faculty Executive Committee |
| Reporting to | Full Faculty | Full Faculty |
| Purpose | To advise Faculty on academic matters and to carry out Faculty business between Faculty Meetings (“Full Faculty”) and obtain Faculty approval for its actions. | The purpose of this committee is to: <ul style="list-style-type: none"> • Conduct Faculty business on behalf of Full Faculty between its meetings and according to its mandate. • Recommend decisions made on behalf of Full Faculty for its formal approval. • Advise Full Faculty on academic matters. |
| Membership | Voting ex officio: <ul style="list-style-type: none"> • The Dean of Medicine (chair) • Vice Dean, Academic Affairs • Department Heads and School Directors • Executive Associate Deans • Regional Associate Deans • Associate Deans • Director, Inter-professional Education • Director, Clinical Faculty Affairs • Principal, College of Health Disciplines • Two FOM representatives to Senate Voting appointed: <ul style="list-style-type: none"> • One representative of the College of Physicians and Surgeons of BC – appointed by CPSBC • One representative of the BC Medical Association – appointed by BCMA • One representative of the Provincial Health Services Authority – appointed by PHSA • One representative of the Vancouver Coastal Health Authority – appointed by VCHA Voting elected: | Voting ex officio: <ul style="list-style-type: none"> • Dean, Faculty of Medicine (chair) (1) • Executive Vice Dean (1) • Executive Associate Deans (3) • Regional Associate Deans (4) • Associate Deans, Research (4) • Chair, Research Committee, unless otherwise a member (1) • Chair, Graduate and Postdoctoral Education Committee, unless otherwise a member (1) • Chair, Health Professions Programs Committee, unless otherwise a member (1) • Chair, Undergraduate Medical Education Committee, unless otherwise a member (1) • Chair, Postgraduate Medical Education Committee, unless otherwise a member (1) • Chair, Professional Education Committee, unless otherwise a member (1) • Director, Clinical Faculty Affairs (1) • Faculty of Medicine members of UBC Senate (2) Voting elected: |

| | | |
|--|---|---|
| | <ul style="list-style-type: none"> • Two Senate or Faculty approved Centre/Institute Directors elected by Centre/ Institute Directors. • Six members of Faculty elected by Faculty (at large) • Two undergraduate medical students elected by MUS • One student representative elected by the Health Professional Programs • One resident representative elected by Resident Doctors of BC • Non-voting ex Officio: <ul style="list-style-type: none"> • Assistant Dean, Development & Alumni Affairs • Executive Director, Finance & Operations • Executive Director, Faculty Affairs • Executive Director, Education & Strategic Projects • Special Advisor, Government Relations | <ul style="list-style-type: none"> • Two Senate- or Faculty-approved Centre/Institute Directors (2) • Five Department Heads/School Directors (ensuring one from foundational science departments/schools, one from Health Professions departments/schools, and three from clinically-oriented departments/schools) (5) <p>Note: Although five Department Heads/School Directors are elected members of this committee, other Department Heads and School Directors may attend meetings as guests, on an as needed basis and depending on the agenda.</p> <ul style="list-style-type: none"> • Five members of the Faculty at large (ensuring a diversity of rank and a mix of clinical and fulltime faculty) (5) • Four students (ensuring one from the UGME, one from PGME, one from Health Professions, and one from other graduate programs) (4) <p>Non-voting ex officio:</p> <ul style="list-style-type: none"> • Executive Director, Development & Alumni Engagement (1) • Executive Director, Communications (1) • Executive Director, Finance & Operations (1) • Executive Director, Faculty Affairs (1) • Special Advisor, Government Relations (1) |
|--|---|---|

Table 14: Research

| | Current | Proposed |
|---------------------|-----------------------------|-----------------------------|
| Name | Research Council | Research Committee |
| Reporting to | Faculty Executive Committee | Faculty Executive Committee |

| | | |
|-------------------|---|---|
| Purpose | <p>A forum for the dissemination and exchange of knowledge and information around responding to new research opportunities, growth, strategic directions, and research policy.</p> | <p>The purpose of this committee is to:</p> <ul style="list-style-type: none"> • Recommend to the Faculty Executive Committee research-related initiatives requiring Full Faculty and Senate approval. • Guide the execution of the Faculty's strategic research direction and mandate, in accordance with applicable policies. • Exchange information about new research and internal/external partnership opportunities, and coordinate the Faculty's response to those opportunities. |
| Membership | <p>Ex officio:</p> <ul style="list-style-type: none"> • Executive Associate Dean, Research, UBC (chair) • Executive Associate Dean, Education • Associate Dean, Continuing Professional Development • Associate Dean, Health Professions • Associate Dean, Postgraduate Medical Education • Assistant Dean, Graduate & Postdoctoral Education <p>Elected:</p> <ul style="list-style-type: none"> • Two Faculty members representing clinicians elected by Faculty • Two Faculty members representing scientists elected by Faculty • Two Faculty Executive representatives elected by Faculty Executive • One Faculty member at Large elected by Faculty • Two mid-career Faculty members elected by Faculty (Mid-career faculty members defined as Associate Professors, or Instructors with 5-7 years of experience) • Two junior faculty members elected by Faculty (Junior faculty members defined as | <p>Voting ex officio:</p> <ul style="list-style-type: none"> • Executive Associate Dean, Research (chair) (1) • Director, Research (1) • Regional Associate Deans, or delegates (4) • Assistant and Associate Deans, Research (8) • Assistant Dean, Graduate and Postdoctoral Education (1) • Associate Dean, Health Professions (1) <p>Voting elected:</p> <ul style="list-style-type: none"> • Three Senate- or Faculty-approved Centre/Institute Directors (3) • Three Department Heads/School Directors (3) • Two early-career faculty members (2) • Two mid-career faculty members (2) • Five faculty members, with a mix of clinical and laboratory research settings (5) • One Research Associate (1) <p>Voting appointed:</p> <ul style="list-style-type: none"> • Two graduate students (2) • Two postdoctoral fellows (2) • One MD or MD/PhD student (1) <p>Non-voting ex officio:</p> |

| | | |
|--|--|---|
| | <p>Assistant Professors, or Instructors with less than 5 years of experience)</p> <ul style="list-style-type: none"> • One Research Associate elected by Research Associates <p>Appointed:</p> <ul style="list-style-type: none"> • Three Department Head/School Director representatives appointed by the Dean • One Regional Associate Dean appointed by the Dean • Three Associate/Assistant Deans, Research appointed by the Dean • Three Senate/Faculty approved Centre/Institute Directors appointed by the Dean • One Graduate Student Basic Science • One Graduate Student Clinical Science • One Graduate Student MD/PhD • Two Postdoctoral Fellows • One MUS Student | <ul style="list-style-type: none"> • Executive Associate Dean, Education (1) • Associate Dean, Postgraduate Medical Education (1) • Associate Dean, Continuing Professional Development (1) • Associate Dean, Undergraduate Medical Education (1) |
|--|--|---|

Table 15: Education

| | Current | Proposed |
|---------------------|--|-----------------|
| Name | Education Council | N/A |
| Reporting to | Faculty Executive Committee | N/A |
| Purpose | <p>The Education Council provides the forum for strategic planning and decision making, through the Executive Associate Dean (EAD), Education, across the continuum of medical, health professional and undergraduate science educational programs offered in the Faculty of Medicine.</p> <p>The Education Council is empowered with responsibility to advise the Dean, through the Executive Associate Dean, Education on strategic planning for all Faculty of Medicine programs across the continuum of learning on issues that impact the Faculty. This may involve understanding the views of external stakeholders.</p> | N/A |

| | | |
|-------------------|---|-----|
| Membership | <p>Ex officio:</p> <ul style="list-style-type: none"> • Executive Associate Dean, Education (chair) • Assistant Dean, Graduate and Postdoctoral Education • Associate Dean, Health Professions • Associate Dean, Postgraduate Medical Education • Associate Dean, Continuing Professional Development • Assistant Dean, Faculty Development • Executive Director, Finance & Operations • Director, Centre for Health Education Scholarship • Senior Director, Education Programs and Services • Director, Evaluation Studies Unit • Regional Associate Dean, Interior • Regional Associate Dean, Northern BC • Regional Associate Dean, Vancouver Fraser • Regional Associate Dean, Vancouver Island (vice-chair) • Senior Advisor to the EAD, Education | N/A |
|-------------------|---|-----|

Table 16: Graduate and Postdoctoral Education

| | Current | Proposed |
|---------------------|---|---|
| Name | Graduate and Postdoctoral Education Committee | Graduate and Postdoctoral Education Committee |
| Reporting to | Faculty Executive Committee | Faculty Executive Committee |
| Purpose | The purpose of the Graduate and Postdoctoral Education Committee is to provide leadership in assuring the Faculty of Medicine's Masters/PhD Students and Postdoctoral Fellows (PDF) receive excellent training, mentoring, and recognition. | <p>The purpose of this committee is to:</p> <ul style="list-style-type: none"> • Recommend to the Graduate and Postdoctoral Studies Graduate Council (GPSGC) program decisions requiring GPSGC and Senate approval. • Present substantive changes to graduate and postdoctoral programs, including new courses, major curricular changes, and changes |

| | | |
|-------------------|--|--|
| | | <p>requiring material increase in resources, to the Faculty Executive Committee for consultation and endorsement before formally recommending them to the GPSGC.</p> <ul style="list-style-type: none"> • Ensure that graduate students and postdoctoral fellows receive excellent training, mentoring, and recognition. • Liaise with the Health Professions Programs Committee and the Clinical Investigator Program regarding issues shared across all graduate programs. |
| Membership | <p>Ex officio</p> <ul style="list-style-type: none"> • Assistant Dean, Graduate and Postdoctoral Education (chair) • Executive Associate Dean, Research • Graduate Advisors and Program Directors • Associate Dean, Faculty of Graduate Studies <p>Appointed</p> <ul style="list-style-type: none"> • Graduate Student Representatives (based upon rotation of the Graduate Student Representatives) <p>Elected</p> <ul style="list-style-type: none"> • Postdoctoral Fellow Representative (elected by postdoctoral fellows) | <p>Voting ex officio:</p> <ul style="list-style-type: none"> • Assistant Dean, Graduate and Postdoctoral Education (chair) (1) • Executive Associate Dean, Research, or delegate (1) • Executive Associate Dean, Education (1) • Senior Director, Education Programs and Services (1) • Graduate Advisors and Program Directors for in scope programs, or delegate (21) <p>Voting appointed:</p> <ul style="list-style-type: none"> • Two graduate students (2) • One postdoctoral fellow (1) <p>Non-voting ex officio:</p> <ul style="list-style-type: none"> • Dean, Graduate and Postdoctoral Studies, or delegate (1) • Graduate Advisors and Program Directors for graduate-level entry-to-practice health professions programs (MPT, MOT, MSc Genetic Counselling, MSc SLP, MSc AUD) (5) |

Table 17: Health Professions Programs

| | Current | Proposed |
|-------------|--|---------------------------------------|
| Name | N/A Health Professions Leaders Committee (ad hoc) | Health Professions Programs Committee |

| Reporting to | N/A | Faculty Executive Committee |
|-------------------|--|--|
| Purpose | <p>The Health Professions (HP) Leadership Committee provides a discussion forum to facilitate coordinated and shared planning, and integration of teaching, learning and research initiatives across the health professions to support improved interprofessional program delivery, student services and resource efficiencies; facilitate the identification and resolution of issues impacting program operations; and ensure effective communication of opportunities that will enhance the overall academic capacity and capability of the health professional programs.</p> <p>The HP Leadership Committee has the authority to establish, implement and report on work plans for interdisciplinary education initiatives under the guidance of the Associate Dean, Health Professions.</p> | <p>The purpose of this committee is to:</p> <ul style="list-style-type: none"> • Recommend to the Faculty Executive Committee undergraduate-level health professions program decisions requiring Full Faculty and Senate approval. • Recommend to the Graduate and Postdoctoral Studies Graduate Council (GPSGC) graduate-level health professions program decisions requiring GPSGC approval and Senate approval. • Present substantive changes to graduate-level health professions programs, including new courses, major curricular changes, and changes requiring material increase in resources, to the Faculty Executive Committee for consultation and endorsement before formally recommending them to the GPSGC. • Facilitate cross-program planning and coordination of teaching, learning, and research initiatives to support shared interests and address shared issues. • Establish, implement, and report on work plans for interdisciplinary initiatives, under the guidance of the Associate Dean, Health Professions. • Liaise with the Graduate and Postdoctoral Education Committee regarding issues shared across all graduate programs. |
| Membership | <p>Ex officio members:</p> <ul style="list-style-type: none"> • Associate Dean, Health Professions (chair) • Director, School of Audiology & Speech Sciences, (MSc Speech Language Pathology & MSc Audiology) • Co-Directors, Genetic Counseling Program (MSc) | <p>Voting ex officio:</p> <ul style="list-style-type: none"> • Associate Dean, Health Professions (chair) (1) • Executive Associate Dean, Education (1) • Senior Director, Education Programs and Services (1) • Head, Department of Occupational Science and Occupational Therapy (1) |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> • Director, Division of Midwifery, Family Practice (BMW) • Department Head, Occupational Science & Occupational Therapy (MOT) • Program Director, Pathology/Medical Laboratory Science (BMLSc) • Department Head, Physical Therapy (MPT) | <ul style="list-style-type: none"> • Head, Department of Physical Therapy (1) • Director, School of Audiology and Speech Sciences (1) • Director, Division of Midwifery, Department of Family Practice (1) • Program Co-Directors, Master of Genetic Counselling, Department of Medical Genetics (2 sharing one vote) • Program Director, Bachelor of Medical Laboratory Science, Department of Pathology and Laboratory Medicine (1) <p>Voting appointed:</p> <ul style="list-style-type: none"> • One undergraduate Health Professions student (1) • Two graduate Health Professions students (2) <p>Non-voting ex officio</p> <ul style="list-style-type: none"> • Dean, Graduate and Postdoctoral Studies, or delegate (1) |
|--|---|--|

Table 18: Undergraduate Medical Education (1)

| | Current | Proposed |
|---------------------|--|---|
| Name | MD Undergraduate Education Committee | Undergraduate Medical Education Committee |
| Reporting to | Undergraduate Medical Education Executive | Faculty Executive Committee |
| Purpose | <p>The purpose of the MD Undergraduate Education Committee (MDUEC) is to ensure the educational objectives of the MD Undergraduate Program (MDUP) and relevant accreditation standards are being achieved, to provide strategic oversight of MD undergraduate education, including curriculum, to ensure comparability across all sites, and to promote a positive learning environment.</p> <p>MDUEC has the authority to approve curriculum and assessment policies and methods, program content and other</p> | <p>The purpose of this committee is to:</p> <ul style="list-style-type: none"> • Oversee the UGME curriculum and program as a whole, maintaining authority and responsibility for the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum and program across all sites. • Approve UGME program initiatives, and recommend to the Faculty Executive Committee initiatives also |

| | | |
|-------------------|--|--|
| | <p>related changes affecting the MD Undergraduate Program. While MDUEC has strategic oversight of the educational program, it directs the Curriculum Subcommittee and delegates detailed management and operational activities to it and its other permanent subcommittees.</p> <p>MDUEC is responsible for all educational matters in the MD Undergraduate Program. It has the authority to recommend to the Undergraduate Medical Education Executive new policies and policy changes that may have resource implications.</p> | <p>requiring Full Faculty and Senate approval.</p> <ul style="list-style-type: none"> • Ensure that the current UGME program and any future changes meet or exceed accreditation standards and can be feasibly implemented at all sites in a way that maintains comparability. • Ensure educational objectives and exit competencies are being achieved and promote a positive learning environment. |
| Membership | <p>Voting ex officio:</p> <ul style="list-style-type: none"> • Regional Associate Deans or Delegate [Vancouver Fraser, Interior, Northern BC, Vancouver Island] (4) • Associate Dean, Admissions (1) • Assistant Dean, Faculty Development (1) • Associate Dean, Student Affairs (1) • Assistant Dean, Curriculum (1) • Director, Assessment (1) • Chair, Student Promotion and Review Board (1) <p>Voting elected</p> <ul style="list-style-type: none"> • Four Department Heads/School Directors (4) • Two Faculty members (Basic Science and Clinical), elected by the Faculty (2) <p>Voting appointed</p> <ul style="list-style-type: none"> • Clinical Faculty Representatives – one from each of the four regions, i.e. IMP, NMP, SMP, VFMP (4) • MUS Representatives – one each from Year 1, Year 2, Year 3 and Year 4. Each of the four sites should be represented (4) <p>Non-voting ex officio:</p> | <p>Voting ex officio:</p> <ul style="list-style-type: none"> • Associate Dean, Undergraduate Medical Education (chair) (1) • Executive Associate Dean, Education (1) • Senior Director, Education Programs and Services (1) • Regional Associate Deans (4) • Associate Dean, Fraser (1) • Assistant Dean, Admissions (1) • Assistant Dean, Curriculum (1) • Director, Year 1&2 Curriculum (1) • Director, Year 3&4 Curriculum (1) • Director, Assessment (1) <p>Voting elected:</p> <ul style="list-style-type: none"> • Four Department Heads/School Directors (4) • Two faculty members (one from each of foundational science and clinical disciplines) (2) • Two clinical faculty members (ensuring at least one from each program site between elected and appointed members) (2) <p>Voting appointed:</p> <ul style="list-style-type: none"> • Two clinical faculty members (ensuring at least one from each program site between elected and appointed members) (2) |

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| | <ul style="list-style-type: none"> • Chair, Program Evaluation, Planning and Improvement Committee (PEPI) (1) • Senior Director, Education Programs & Services (1) • Administrative Director, VFMP, MD Undergraduate Program (1) • Technology Enabled Learning Representative (1) | <ul style="list-style-type: none"> • Four MD students (ensuring at least one from each year and each program site) (4) <p>Non-voting ex officio:</p> <ul style="list-style-type: none"> • Associate Dean, Student Affairs (1) • Chair, Student Promotion and Review Board (1) • Assistant Dean, Faculty Development (1) • Faculty Lead, Quality Improvement and Accreditation (1) • Director, Evaluation Studies (1) • President, Medical Undergraduate Society, or delegate (1) <p>Non-voting appointed</p> <ul style="list-style-type: none"> • One member from technology-enabled learning (1) • One Administrative Director, rotating yearly among NMP, SMP, IMP, and VFMP (1) |
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Table 19: Undergraduate Medical Education (2)

| | Current | Proposed |
|---------------------|--|---|
| Name | Undergraduate Medical Education Executive | N/A – combined with the MD Undergraduate Education Committee to form the new UGME Committee |
| Reporting to | Faculty Executive Committee | N/A |
| Purpose | In the UBC Faculty of Medicine, the MD Undergraduate Program (MDUP) is distributed across four regional sites. The management of the Program is therefore complex and requires a governance model that allows it to function effectively and efficiently with contributions and participation from all sites. The authority for the strategic leadership of the distributed program is vested with the four Regional Associate Deans (RADs) who work together regularly with the Executive Associate Dean (EAD), Education and the Senior Director, Education Programs and | N/A |

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| | <p>Services as the MD Undergraduate Executive.</p> <p>The purpose of the Undergraduate Medical Education Executive (UMEX) is to provide strategic leadership, and executive oversight for the distributed MD Undergraduate Program (MDUP), with a particular focus on resource, risk and accreditation issues as well as those issues that extend beyond the authority of any particular Associate Dean, and to bring these issues when required to the attention of Faculty Executive.</p> <p>The UMEX has the authority to oversee the strategic planning, policy development, resource allocation and direction of the distributed MDUP.</p> | |
| Membership | <p>Voting ex officio:</p> <ul style="list-style-type: none"> • Executive Associate Dean, Education • Regional Associate Dean, Interior • Regional Associate Dean, Northern BC • Regional Associate Dean, Vancouver Fraser • Regional Associate Dean, Vancouver Island <p>Non-voting ex officio</p> <ul style="list-style-type: none"> • Senior Director, Education Programs and Services | N/A |

Table 20: Postgraduate Medical Education (1)

| | Current | Proposed |
|---------------------|---|--|
| Name | Faculty Residency Committee | Postgraduate Medical Education Committee |
| Reporting to | Faculty Executive Committee | Faculty Executive Committee |
| Purpose | <p>The Faculty Residency Committee (FRC) is responsible for the establishment and maintenance of educational standards of postgraduate training programs at the University of British Columbia.</p> | <p>The purpose of this committee is to:</p> <ul style="list-style-type: none"> • Approve PGME initiatives and recommend initiatives to the Faculty Executive Committee and Full faculty, as required. • Facilitate governance and oversight of all residency programs (1.3). |

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| | | <ul style="list-style-type: none"> • Support the Associate Dean, Postgraduate Medical Education in planning, organizing, and evaluating all aspects of residency education (1.3.2.2). • Advocate for the resources and support needed for the functioning of quality residency programs (2.2). • Ensure compliance with the General Standards of Accreditation for Institutions with Residency Programs and General Standards of Accreditation for Residency Programs. |
| Membership | <p>Ex officio</p> <ul style="list-style-type: none"> • Associate Dean, Postgraduate Medical Education (chair) • Executive Associate Dean, Education • Executive Associate Dean, Clinical Partnerships & Professionalism • Associate Dean, Continuing Professional Development • Assistant Dean, Postgraduate Medical Education • Director, Clinical Faculty Affairs • Director, IMG Program • All Residency Program Directors • All PGY-1 Program Directors • All Regional Specialty Program Directors <p>Elected</p> <ul style="list-style-type: none"> • Four (4) Residents: 3 elected residents and the President of the Residents Association <p>Appointed</p> <ul style="list-style-type: none"> • Seven (7) Health Authority Representatives, Vice President or Equivalent: • Fraser Health Authority • Interior Health Authority • Northern Health Authority • Provincial Health Services Authority | <p>Voting ex officio:</p> <ul style="list-style-type: none"> • Associate Dean, Postgraduate Medical Education (chair) (1) • Executive Associate Dean, Education (1) • Senior Director, Education Programs and Services (1) • Assistant Dean, Postgraduate Medical Education (1) • Executive Associate Dean, Clinical Partnerships and Professionalism (1) • Regional Associate Deans (4) • Associate Dean, Continuing Professional Development (1) • Associate Dean, Undergraduate Medical Education (1) • Director, Clinical Faculty Affairs (1) • Director, International Medical Graduate Assessment Program (1) • Residency Program Directors, including Basic Clinical Year Program Directors (~75) • President, Resident Doctors of BC (1) • Administrative Director, Postgraduate Medical Education (1) <p>Voting elected:</p> <ul style="list-style-type: none"> • Three residents (3) <p>Voting appointed:</p> |

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| | <ul style="list-style-type: none"> • Providence Health Care (Vancouver Coastal Health) • Vancouver Hospital (Vancouver Coastal Health) • Vancouver Island Health Authority | <ul style="list-style-type: none"> • One Vice President or equivalent from Fraser Health Authority (1) • One Vice President or equivalent from Interior Health Authority (1) • One Vice President or equivalent from Northern Health Authority (1) • One Vice President or equivalent from Provincial Health Services Authority (1) • One Vice President or equivalent from Providence Health Care (Vancouver Coastal Health) (1) • One Vice President or equivalent from Vancouver Hospital (Vancouver Coastal Health) (1) • One Vice President or equivalent from Vancouver Island Health Authority (1) <p>Non-voting ex officio:</p> <ul style="list-style-type: none"> • Faculty Lead, Accreditation (1) • Faculty Lead, Competency-based Education (1) |
|--|---|--|

Table 21: Postgraduate Medical Education (2)

| | Current | Proposed |
|---------------------|---|---|
| Name | Faculty Residency Executive Committee | Postgraduate Medical Education Executive Subcommittee |
| Reporting to | Faculty Residency Committee | Postgraduate Medical Education Committee |
| Purpose | The Faculty Residency Executive Committee (FREC) is a working group of representatives of the overall Faculty Residency Committee (FRC). | To be confirmed by the newly revised PGME Committee. |
| Membership | <p>Ex officio</p> <ul style="list-style-type: none"> • Associate Dean, Postgraduate Medical Education (chair) • Executive Associate Dean, Education • Regional Associate Dean, Vancouver Island • Regional Associate Dean, Northern British Columbia • Regional Associate Dean, Interior | To be confirmed by the newly revised PGME Committee. |

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| | <ul style="list-style-type: none"> • Regional Associate Dean, Vancouver Fraser • Program Director, Anesthesiology • Program Director, Diagnostic Radiology • Program Director, Dermatology • Program Director, Emergency Medicine • Program Director, Family Medicine • Program Director, General Surgery • Program Director, Internal Medicine • Program Director, Obstetrics & Gynaecology • Program Director, Ophthalmology • Program Director, Orthopaedic Surgery • Program Director, Pathology and Laboratory Medicine • Program Director, Pediatrics • Program Director, Public Health and Preventive Medicine • Program Director, Psychiatry • Program Director, Urology • Two Program Directors representing smaller programs (< 5 residents in a program) • Basic Clinical Year Director, St Paul's Hospital • Basic Clinical Year Director, Greater Victoria Hospitals • Basic Clinical Year Director, Royal Columbian Hospital • Basic Clinical Year Director, Core Surgery Director • Director, IMG Assessment Program • Assistant Dean(s) PGME • Evaluation Studies Specialist <p>Elected</p> <ul style="list-style-type: none"> • Resident Representatives: 2 representatives elected by their peers. | |
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Table 22: Professional Development and Education

| | Current | Proposed |
|---------------------|--|--|
| Name | Faculty Professional Development Committee | Professional Education Committee |
| Reporting to | Faculty Executive Committee | Faculty Executive Committee |
| Purpose | The Faculty Professional Development Committee shall plan, develop, implement, and evaluate a professional development program for faculty members and preceptors in the Faculty of Medicine to support the professional development of faculty members across BC in their roles as learners, educators, researchers, service providers, and administrators in an integrated, province-wide Faculty of Medicine. | The purpose of this committee is to: <ul style="list-style-type: none"> • Ensure alignment of professional education activities within the UBC Faculty of Medicine including those from Continuing Professional Development (CPD), Faculty Development, Centre for Health Education Scholarship (CHES), and Office of Education Innovation (OEI). • Coordinate CPD, Faculty Development, CHES, and OEI activities to create synergy, awareness, and avoid duplication. • Promote the principle of lifelong learning within the Faculty of Medicine, including the continuum of medical and health professions education. • Recommend to the Faculty Executive Committee any non-degree professional education activities, as required. |
| Membership | <p>Ex officio:</p> <ul style="list-style-type: none"> • Associate Dean, Continuing Professional Development (chair) • Assistant Dean, Faculty Development • Executive Medical Director, Continuing Professional Development • Executive Director, Faculty Affairs • Director, Clinical Faculty Affairs <p>Appointed:</p> <ul style="list-style-type: none"> • One representative from CHES appointed by CHES Director • One faculty member representing VFMP appointed by RAD • One faculty member representing IMP appointed by RAD | <p>Voting ex officio:</p> <ul style="list-style-type: none"> • Associate Dean, Continuing Professional Development (rotating chair) (1) • Assistant Dean, Faculty Development (rotating chair) (1) • Director, Centre for Health Education Scholarship (rotating chair) (1) • Academic Director, Education Innovation (rotating chair) (1) • Executive Associate Dean, Education (1) • Senior Director, Education Programs and Services (1) • Executive Director, Faculty Affairs (1) |

| | | |
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| | <ul style="list-style-type: none"> • One faculty member representing NMP appointed by RAD • One faculty member representing SMP appointed by RAD • One Faculty Member representing professional programs in the Faculty, appointed by the Associate Dean, Health Professions • One representative from the Health Authorities appointed by the Executive Associate Dean, Clinical Affairs • One representative from Graduate Studies, appointed by the Associate Dean Graduate and Postdoctoral Education • One resident representative appointed by the Associate Dean, PGME <p>Elected:</p> <ul style="list-style-type: none"> • One Department Head elected by Department Heads • Two full-time Faculty Members elected by Faculty (1 scientist/1 clinician) • One Clinical Faculty member elected by Clinical Faculty | <ul style="list-style-type: none"> • Associate Dean, Postgraduate Medical Education, or delegate (1) • Director, Clinical Faculty Affairs (1) <p>Voting elected:</p> <ul style="list-style-type: none"> • One Department Head/School Director (1) • Two faculty members (2) • One clinical faculty member (1) <p>Voting appointed:</p> <ul style="list-style-type: none"> • One Department Head/School Director (ensuring one from each of clinical and foundational science departments/schools, depending on elected Department Head/School Director) (1) • Two faculty members (balancing regions, and Undergraduate Medical Education, Postgraduate Medical Education, Health Professions Education, and Graduate/Postdoctoral Education with the elected faculty members) (2) • One clinical faculty member (balance regions and disciplines with elected clinical faculty member) (1) • One member from a Health Authority (1) • One Postgraduate Medical Education resident (1) • One graduate student (1) <p>Non-voting ex officio:</p> <ul style="list-style-type: none"> • Director, Continuing Professional Development (1) • Associate Director, Faculty Development (1) • Operations Manager, Centre for Health Education Scholarship (1) • Operations Manager, Office of Education Innovation (1) • Regional Director, Faculty Development (rotating among NMP, SMP, IMP, VFMP) (1) |
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Academic and Administrative Standing Committee

Table 23: Department Heads and School Directors

| | Current | Proposed |
|---------------------|--|--|
| Name | Committee of Department Heads and School Directors | Department Heads and School Directors Committee |
| Reporting to | Dean | Faculty Executive Committee and Dean |
| Purpose | To discuss important and urgent issues as a group and ultimately to advise and assist the Dean on academic and administrative matters, particularly as they pertain to responsibilities and functions of departments and schools and their roles within the University and the Health Authorities. | The purpose of this committee is to: <ul style="list-style-type: none"> • Recommend to the Faculty Executive Committee feedback on matters arising from other academic committees or units, particularly as they pertain to the academic responsibilities and functions of departments and schools, and provide innovative and collaborative thought leadership. • Recommend to the Dean feedback on matters arising from other administrative committees or units, particularly as they pertain to the administrative responsibilities and functions of departments and schools, and provide innovative and collaborative thought leadership. |
| Membership | Ex officio: <ul style="list-style-type: none"> • Dean of Medicine • Vice Dean, Academic Affairs • Heads of Departments • Directors of Schools • Dean's Executive Team • Regional Associate Deans | Ex officio: <ul style="list-style-type: none"> • Dean, Faculty of Medicine (chair) (1) • Executive Vice Dean (1) • Executive Associate Deans (3) • Department Heads and School Directors (22) • Regional Associate Deans (4) • Associate Dean, Health Professions (1) • Executive Director, Communications (1) • Executive Director, Development and Alumni Engagement (1) • Executive Director, Faculty Affairs (1) • Executive Director, Finance & Operations (1) • Special Advisor, Government Relations (1) |

Administrative Standing Committees

Table 24: Information Technology

| | Current | Proposed |
|---------------------|--|--|
| Name | Information Technology Committee | Information Technology Committee |
| Reporting to | Dean | Dean |
| Purpose | The IT Committee (ITC) provides advice to the Dean of Medicine in order to ensure that IT optimally supports and enables the vision, mission, and strategic goals of the Faculty of Medicine (FoM) and its constituent parts in an effective and efficient manner and with an acceptable level of risk. To achieve this, the ITC will need to guide the FoM's IT function through substantial change while navigating the complexity of delivering technology in a distributed, multi-stakeholder environment. | The purpose of this committee is to: <ul style="list-style-type: none"> • Recommend to the Dean optimal approaches to leveraging IT in support of the Faculty's mission and priorities. • Oversee the development and execution of IT strategy for the Faculty of Medicine. • Guide the Faculty's IT function through advice to the Director, Medicine IT. • Connect the Faculty's IT function with UBC and Health Authority IT functions. |
| Membership | <p>Ex officio:</p> <ul style="list-style-type: none"> • UBC Chief Information Officer • UBC Deputy Chief Information Officer, Health • Executive Director, Finance and Operations • Director, Medicine IT <p>Appointed:</p> <ul style="list-style-type: none"> • Six representatives for education, research, organization, and partnership • One IT staff representative • One IT Client Services Manager | <p>Voting ex officio:</p> <ul style="list-style-type: none"> • Executive Director, Finance and Operations (co-chair) (1) • Director, Medicine IT (1) • Chief Information Officer, UBC (1) • Deputy Chief Information Officer, Health, UBC (1) <p>Voting appointed:</p> <ul style="list-style-type: none"> • Six faculty or staff members (ensuring balance of education, research, administration, units, regions, and programs) (6) • One IT staff member (1) • One IT Client Services Manager (1) |

Table 25: Facilities and Capital Planning

| | Current | Proposed |
|---------------------|---------|---|
| Name | N/A | Facilities and Capital Planning Committee |
| Reporting to | N/A | Dean |
| Purpose | N/A | The purpose of this committee is to: |

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| | | <ul style="list-style-type: none"> Recommend to the Dean the allocation and utilization of occupied space, plans for future space needs including development of new facilities, and measures to ensure space sustainability. Ensure that the Faculty's facilities strategically support its mission and priorities. Guide the Faculty's Facilities and Capital Planning function through advice to the Director, Facilities. |
| Membership | N/A | <p>Voting ex officio:</p> <ul style="list-style-type: none"> Executive Vice Dean (co-chair) (1) Executive Director, Finance and Operations (co-chair) (1) Director, Space Planning and Facilities Management (1) <p>Voting appointed:</p> <ul style="list-style-type: none"> Two members from education (2) Two members from research (2) Two members from administration (2) |

Table 26: Occupational Health and Safety

| | Current | Proposed |
|---------------------|----------------|---|
| Name | N/A | Joint Occupational Health and Safety Committee |
| Reporting to | N/A | Dean |
| Purpose | N/A | <p>The purpose of this committee is to:</p> <ul style="list-style-type: none"> Recommend to the Dean policies and procedures designed to protect and improve health, safety, and personal security of all Faculty of Medicine Workers and ensure compliance with applicable WorkSafeBC regulations. Review safety concerns from unit-specific Local Safety Teams regarding corrective measures to address unsafe working conditions and confirm that corrective measures are effectively implemented. |

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| | | <ul style="list-style-type: none"> Collaborate with unit-specific Local Safety Teams to address local health and safety issues that cannot be or have not been resolved at the local level. Provide a forum for Employer and Worker representatives to collaborate on identifying and resolving health and safety issues in the workplace. |
| Membership | N/A | <p>Voting (Worker Representatives):</p> <ul style="list-style-type: none"> One CUPE 2950 member (1) One to two Faculty Association members (1-2) One to three AAPS members without managerial duties (1-3) Two non-union technicians (2) <p>Voting (Employer Representatives):</p> <ul style="list-style-type: none"> Four managers who exercise managerial functions at the workplace (4) <p>Non-voting ex officio:</p> <ul style="list-style-type: none"> Manager, Health & Safety, Faculty of Medicine (1) |

Table 27: Organizational Development

| | Current | Proposed |
|---------------------|---------|--|
| Name | N/A | Organizational Development Committee |
| Reporting to | N/A | Dean |
| Purpose | N/A | <p>The purpose of this committee is to:</p> <ul style="list-style-type: none"> Recommend to the Dean optimal approaches to organizational development and effectiveness, including career development, leadership development, mentorship, recognition, succession planning, diversity and inclusion, and governance in support of all Faculty of Medicine staff, clinical faculty, and full-time faculty. Assist the Faculty Affairs function through advice to the Executive |

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| | | Director, Faculty Affairs, in support of the Faculty's mission and strategic priorities, which include continuous improvement of the workplace environment for all groups. |
| Membership | N/A | <p>Voting ex officio:</p> <ul style="list-style-type: none"> • Executive Vice Dean (chair) (1) • Executive Director, Faculty Affairs (1) • Director, Human Resources (1) • Director, Clinical Faculty Affairs (1) • Executive Director, Communications (1) • Chair, Professional Education Committee (1) <p>Voting elected:</p> <ul style="list-style-type: none"> • One Department Head/School Director/Faculty- or Senate-approved Centre/Institute Director (1) • One Regional Associate Dean (1) • One senior departmental administrator (1) • One staff member (1) • One clinical faculty member (1) • One faculty member (1) <p>Voting appointed:</p> <ul style="list-style-type: none"> • One Department Head/School Directors/Faculty- or Senate-approved Centre/Institute Director (1) • One senior departmental administrator (1) • One staff member (1) • One clinical faculty member (1) • One faculty member (1) |

Table 28: Finance

| | Current | Proposed |
|---------------------|--|--------------------------------------|
| Name | Finance Committee | Finance Committee |
| Reporting to | Dean | Dean |
| Purpose | The Faculty of Medicine Finance Committee advises and assists the Dean in allocation of resources to support the | The purpose of this committee is to: |

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| | mission and strategic priorities of the Faculty. | <ul style="list-style-type: none"> Recommend to the Dean allocation of financial resources in support of the Faculty's mission and priorities. Provide advice and recommendations to the Dean and Executive Director, Finance and Operations regarding the Faculty of Medicine's finance function as a whole. |
| Membership | <p>Ex officio:</p> <ul style="list-style-type: none"> Dean of Medicine (chair) Executive Vice Dean Executive Director, Finance & Operations Senior Director, Finance Executive Director, Faculty Affairs Director, Finance Current chair of the Finance Sub-committee <p>Appointed:</p> <ul style="list-style-type: none"> Three Department Heads and/or School Directors appointed by the Dean One Executive Associate Dean or Associate Dean appointed by the Dean <p>Elected:</p> <ul style="list-style-type: none"> Two Department Heads/School Directors elected by Department Heads/School Directors One Faculty/Senate-approved Centre/Institute Director elected by Centre/Institute Directors One student representative elected by the MUS One student representative elected by the Health Professional Programs | <p>Voting ex officio:</p> <ul style="list-style-type: none"> Dean, Faculty of Medicine (chair) (1) Executive Vice Dean (1) Executive Director, Finance and Operations (1) Senior Director, Finance (1) Executive Director, Faculty Affairs (1) Executive Associate Dean, Education or delegate (1) Executive Associate Dean, Research or delegate (1) <p>Voting elected:</p> <ul style="list-style-type: none"> Three Department Heads/School Directors (3) One Faculty- or Senate-approved Centre/Institute Directors (1) One UGME program student (1) One Health Professions program student (1) <p>Voting appointed:</p> <ul style="list-style-type: none"> Two Department Heads/School Directors (2) One departmental senior administrator (1) |

Table 29: Faculty Appointment, Reappointment, Promotion, and Tenure

| | Current | Proposed |
|---------------------|---|---|
| Name | Faculty Appointment, Reappointment, Promotion, and Tenure Committee | Faculty Appointment, Reappointment, Promotion, and Tenure Committee |
| Reporting to | Dean | Dean |

| | | |
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| Purpose | To advise the Dean, Faculty of Medicine on new appointments at, or promotion to, the ranks of Senior Instructor, Professor of Teaching, Associate Professor, or Professor, as well as all tenure decisions in accordance with the provisions of the Collective Agreement and Faculty of Medicine Policy on Partner Appointments. Reappointment of Instructors, Assistant Professors and Associate Professors are considered at meetings of the Committee only when a negative recommendation has been made to the Dean by a Department Head or School Director. | The purpose of this committee is to: <ul style="list-style-type: none"> Recommend to the Dean new appointments at, or promotion to, the ranks of Senior Instructor, Professor of Teaching, Associate Professor, or Professor, as well as all tenure decisions in accordance with the provisions of the Collective Agreement and Faculty of Medicine Policy on Partner Appointments. Recommend to the Dean reappointment of Instructors, Assistant Professors, and Associate Professors only when a negative recommendation has been made to the Dean by a Department Head or School Director. |
| Membership | <p>Appointed:</p> <ul style="list-style-type: none"> Four senior faculty members (Professors with tenure) appointed by the Dean (2 clinicians and 2 scientists) Two Department Heads/School Directors appointed by the Dean <p>Elected:</p> <ul style="list-style-type: none"> Six senior faculty members (Professors with tenure) elected by Faculty (at least 2 scientists – no fewer than 2 clinicians and 2 scientists) | <p>Voting elected:</p> <ul style="list-style-type: none"> Six senior faculty members (Professors with tenure), at least two scientists and at least two clinicians (6) <p>Voting appointed:</p> <ul style="list-style-type: none"> Four senior faculty members (Professors with tenure), two scientists and two clinicians (4) Two Department Heads/School Directors (2) <p>Non-voting ex officio:</p> <ul style="list-style-type: none"> Dean, Faculty of Medicine or delegate (chair) |

Table 30: Clinical Faculty Appointment and Promotion Appeals

| | Current | Proposed |
|---------------------|---|---|
| Name | Clinical Faculty Appointment and Promotion Appeals Committee | Clinical Faculty Appointment and Promotion Appeals Committee |
| Reporting to | Dean | Dean |
| Purpose | To advise the Dean, Faculty of Medicine on contested decisions made by Departmental Clinical Appointment and Promotions Committees and to adjudicate appeals arising from such decisions. In its deliberations, the | The purpose of this committee is to: <ul style="list-style-type: none"> Recommend to the Dean a course of action on contested decisions made by Departmental Clinical Appointment and Promotions |

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| | Committee will review each case to determine whether a clinical faculty member has met the specific requirements for appointment, re-appointment or promotion in accordance with the Faculty of Medicine, Policy on Clinical Faculty Appointments. | Committees, and to adjudicate appeals arising from such decisions. <ul style="list-style-type: none"> Review each case to determine whether a clinical faculty member has met the specific requirements for appointment, reappointment, or promotion in accordance with the Faculty of Medicine Policy on Clinical Faculty Appointments. |
| Membership | Appointed: <ul style="list-style-type: none"> Three Clinical Professors appointed by the Dean Elected: <ul style="list-style-type: none"> Three Clinical Professors elected by Faculty | Voting elected: <ul style="list-style-type: none"> Three Clinical Professors (3) Voting appointed: <ul style="list-style-type: none"> Three Clinical Professors (3) |

Table 31: Nominations

| | Current | Proposed |
|---------------------|--|---|
| Name | Nominations Committee | Nominations Committee |
| Reporting to | Dean | Dean |
| Purpose | To recommend to the Dean candidates to fill vacancies on the Faculty of Medicine's major standing committees. | The purpose of this committee is to: <ul style="list-style-type: none"> Recommend to the Dean candidates to fill vacancies on the Faculty of Medicine's major standing committees. |
| Membership | Appointed: <ul style="list-style-type: none"> Four Faculty members appointed by the Dean (2 scientists/2 clinicians) Elected: <ul style="list-style-type: none"> Four Faculty members elected by Faculty (2 scientists/2 clinicians) | Voting elected: <ul style="list-style-type: none"> Four members of the Faculty, two scientists and two clinicians (4) Voting appointed: <ul style="list-style-type: none"> Four members of the Faculty, two scientists and two clinicians (4) |

Table 32: Student Appeals

| | Current | Proposed |
|---------------------|---|--|
| Name | Student Appeals Advisory Committee | Student Appeals Committee |
| Reporting to | Dean | Dean |
| Purpose | The Advisory Committee is a committee of inquiry constituted to review student appeals on academic standing referred by the Dean and to make recommendations to the Dean regarding the disposition of | The purpose of this committee is to: <ul style="list-style-type: none"> Review student appeals on academic standing referred by the Dean and to make recommendations to the Dean regarding the disposition of the |

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| | the appeal. The Advisory Committee will review information relevant to the issues raised in the appeal before making a recommendation to the Dean. | appeal. The committee will review information relevant to the issues raised in the appeal before making a recommendation to the Dean. |
| Membership | <p>Ex officio:</p> <ul style="list-style-type: none"> Executive Associate Dean, Education Executive Associate Dean, Clinical Partnerships and Professionalism, or alternate appointed by the chair <p>Appointed:</p> <ul style="list-style-type: none"> One Department Head or School Director <p>In the event an Advisory Committee composed of these individuals cannot be constituted in a timely manner, the chair may appoint a senior faculty member as an alternate committee member.</p> | <p>Voting ex officio:</p> <ul style="list-style-type: none"> Executive Associate Dean, Education (chair) (1) Executive Associate Dean, Clinical Partnerships and Professionalism or alternate appointed by the chair (1) <p>Voting appointed:</p> <ul style="list-style-type: none"> One Department Head/School Director (1) <p>In the event a committee composed of these individuals cannot be constituted in a timely manner the chair may appoint a senior faculty member as an alternative committee member.</p> |

Table 33: Internal Review for Conflict of Interest and Conflict of Commitment

| | Current | Proposed |
|---------------------|---|--|
| Name | Internal Review Committee for Conflict of Interest/Conflict of Commitment | Conflict of Interest/Conflict of Commitment Internal Review Committee |
| Reporting to | Faculty Executive Committee | Dean |
| Purpose | In compliance with UBC Policy 97, the Faculty of Medicine Internal Review Committee for Conflict of Interest/Conflict of Commitment reviews select declarations of conflict of interest or commitment from faculty members and develops management plans at the request of the Vice Dean, Academic Affairs. | <p>The purpose of this committee is to:</p> <ul style="list-style-type: none"> Review declarations of conflict of interest and conflict of commitment from faculty members. Recommend to the Dean whether to approve, modify, or reject the declaration. Comply with UBC Policy 97 and any other applicable UBC policies. |
| Membership | <p>Ex officio:</p> <ul style="list-style-type: none"> Vice Dean, Academic Affairs (chair) as Dean's delegate <p>Appointed:</p> <ul style="list-style-type: none"> Four senior members of the Faculty appointed by the Dean | <p>Voting ex officio:</p> <ul style="list-style-type: none"> Executive Vice Dean (chair) (1) <p>Voting appointed:</p> <ul style="list-style-type: none"> Four senior faculty members (4) |

Table 34: Distributed Program Planning

| | Current | Proposed |
|---------------------|---|---|
| Name | Distributed Program Planning Committee | Distributed Program Planning Committee |
| Reporting to | Dean | Dean |
| Purpose | <p>Purpose DPPC was established through the affiliation agreements between UBC and UNBC and UBC and UVic. It replaced the Implementation Planning Subcommittee for Medical Education (IPSME) which was originally established at the direction of AVED to approve the distribution of the government grant held in trust by UBC. The DPPC secures approvals needed from the collaborating institutions, the Faculty of Medicine and others as required. In addressing its mandate, the Committee ensures that the highest standards of education and research continue to be incorporated into the undergraduate education program.</p> <p>Authority DPPC has the authority to approve the annual budget for the distributed MD undergraduate program. This results in the allocation from AVED funds held 'in trust' at UBC for the distributed program to each of the three collaborating universities.</p> | <p>The purpose of this committee is to:</p> <ul style="list-style-type: none"> • Recommend to the Dean allocation of Ministry of Advanced Education (AVED) funds held in trust at UBC for the distributed program (known as the "Distributed UGME Program Budget") to each of the collaborating universities for the UGME program and associated activities at the distributed sites. • Inform and secure approvals needed from the collaborating institutions, namely the University of Northern British Columbia (UNBC), University of Victoria (UVic), and University of British Columbia (UBC Okanagan and Vancouver), the UBC Faculty of Medicine, and others as required, in the spirit of academic collaboration. • Ensure that the highest standards of education and research continue to be incorporated into the distributed UGME program and associated activities at the distributed sites. • Liaise with the UBC Faculty of Medicine Finance Committee to ensure Faculty-wide financial alignment. <p>DPPC was established through the affiliation agreements between UBC and UNBC, and between UBC and UVic. It replaced the Implementation Planning Subcommittee for Medical Education (IPSME), which was originally established at the direction of AVED to approve the distribution of the government grant held in trust by UBC.</p> |
| Membership | Voting ex officio: | Voting ex officio – UBC |

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| | <ul style="list-style-type: none"> • Dean of UBC Faculty of Medicine, UBC • Executive Associate Dean, Education, UBC • Regional Associate Dean, Vancouver Fraser, UBC • UBC Okanagan Provost and Vice-Principal, Academic • Regional Associate Dean, Interior and Associate Vice-Provost, Medical Sciences, UBC Okanagan • Comptroller and Senior Budget Officer • UNBC Vice President Administration and Finance • Dean of Regional Programs, UNBC • Regional Associate Dean, Northern BC and Vice Provost Medicine UNBC • UVic Vice President Finance and Operations • UVic Associate Vice President Academic Planning • Regional Associate Dean, Vancouver Island and Head, Medical Sciences, UVic <p>Non- voting ex officio:</p> <ul style="list-style-type: none"> • UBC Vice-Provost Health (chair) • FoM Executive Director, Finance & Operations • FoM Senior Director, Education Programs & Services | <ul style="list-style-type: none"> • Executive Associate Dean, Education, UBC Faculty of Medicine, or delegate (1) • Associate Dean, Undergraduate Medical Education, UBC Faculty of Medicine, or delegate (1) • Regional Associate Dean, Vancouver Fraser, UBC Faculty of Medicine (1) • Provost and Vice Principal, Academic, UBC Okanagan, or delegate (1) • Regional Associate Dean, Interior and Associate Vice Provost, Medical Sciences, UBC Okanagan (1) • Comptroller and Senior Budget Officer, UBC, or delegate (1) <p>Voting ex officio – UNBC</p> <ul style="list-style-type: none"> • Vice President, Academic and Provost, UNBC, or delegate (1) • Vice President Finance and Business Operations, UNBC, or delegate (1) • Regional Associate Dean, Northern BC and Associate Vice President, NMP, UNBC (1) <p>Voting ex officio – UVic</p> <ul style="list-style-type: none"> • Vice President, Finance and Operations, UVic, or delegate (1) • Associate Vice President, Academic Planning, UVic, or delegate (1) • Regional Associate Dean, Vancouver Island and Head, Medical Sciences, UVic (1) <p>Non-voting ex officio</p> <ul style="list-style-type: none"> • Provost and Vice President Academic, UBC, or delegate (chair) (1) • Dean, UBC Faculty of Medicine, or delegate (1) • Executive Director, Finance and Operations, UBC Faculty of Medicine, or delegate (1) • Senior Director, Education Programs and Services, UBC Faculty of Medicine, or delegate (1) |
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Table 35: Planning and Priorities Committee

| | Current | Proposed |
|---------------------|-----------------------------------|---|
| Name | Planning and Priorities Committee | N/A (was under review in 2015 and has not met in years) |
| Reporting to | Faculty Executive Committee | N/A |
| Purpose | | N/A |
| Membership | | N/A |

Advisory Councils

Table 36: Dean's Executive

| | Current | Proposed |
|---------------------|--|--|
| Name | Dean's Executive (ad hoc) | Dean's Executive Advisory Council |
| Reporting to | Dean | Dean |
| Purpose | N/A | <p>The purpose of this advisory council is to:</p> <ul style="list-style-type: none"> Advise the Dean on Faculty-wide administrative matters related to represented committees and portfolios. Support the Dean's decision making process with diverse perspectives from across the Faculty's administrative functions. Enable information to flow among portfolios and inform members about activities and decisions in other areas. |
| Membership | <p>Ex officio</p> <ul style="list-style-type: none"> Dean Executive Vice Dean Executive Associate Deans Associate Dean, Health Professions Executive Director, Communications Executive Director, Development and Alumni Relations Executive Director, Faculty Affairs Executive Director, Finance and Operations Special Advisor, Government Relations | <p>Ex officio</p> <ul style="list-style-type: none"> Dean, Faculty of Medicine (chair) (1) Executive Vice Dean (1) Executive Associate Deans (3) Associate Dean, Health Professions (1) Executive Director, Communications (1) Executive Director, Development & Alumni Engagement (1) Executive Director, Faculty Affairs (1) Executive Director, Finance & Operations (1) |

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| | | <ul style="list-style-type: none"> • Special Advisor, Government Relations (1) <p>Elected</p> <ul style="list-style-type: none"> • One Regional Associate Dean (1) • One Department Head/School Director (1) |
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Table 37: Clinical Faculty Affairs

| | Current | Proposed |
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| Name | Clinical Faculty Affairs Committee | Clinical Faculty Advisory Council |
| Reporting to | Faculty Executive Committee | Dean |
| Purpose | <p>The Clinical Faculty Affairs Committee is an advisory committee to the Director, Clinical Faculty Affairs on the academic policy concerns of the clinical faculty as they relate to appointment and promotion, recognition and remuneration, faculty educational development, Faculty of Medicine representation and other issues of this nature.</p> | <p>The purpose of this advisory council is to:</p> <ul style="list-style-type: none"> • Advise the Dean on matters related to Clinical Faculty members. • Engage representatives of the Clinical Faculty community from across the province and across Faculty of Medicine programs to enhance the vital partnership between Clinical Faculty and the Faculty of Medicine. • Provide a multi-way communication forum among Clinical Faculty representatives and the Faculty of Medicine. • Facilitate interprofessional collaboration among Clinical Faculty representatives from across the Faculty of Medicine's programs. • Assist the Clinical Faculty Affairs function through advice to the Director, Clinical Faculty Affairs. |
| Membership | <p>Ex officio:</p> <ul style="list-style-type: none"> • Director, Clinical Faculty Affairs (chair) • Executive Director, Faculty Affairs <p>Appointed:</p> <ul style="list-style-type: none"> • Two Clinical Department Heads/School Directors or designates (appointed by the Dean) • Island Medical Program representative (appointed by RAD, IMP) | <p>Ex officio:</p> <ul style="list-style-type: none"> • Director, Clinical Faculty Affairs (chair) (1) • Executive Director, Faculty Affairs (1) <p>Elected:</p> <ul style="list-style-type: none"> • One clinical faculty member from each of the following (20) <ul style="list-style-type: none"> ○ Department of Anesthesiology, Pharmacology and Therapeutics |

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| | <ul style="list-style-type: none"> • Northern Medical Program representative (appointed by RAD, NMP) • Southern Medical Program representative (appointed by RAD, SMP) • Vancouver Fraser Medical Program representative (appointed by RAD, VFMP) <p>Elected:</p> <p>One Clinical Faculty Member elected by the members of each of the following:</p> <ul style="list-style-type: none"> • Department of Anesthesiology, Pharmacology and Therapeutics • Department of Dermatology & Skin Science • Department of Emergency Medicine • Department of Family Practice • Department of Medical Genetics • Department of Medicine • Department of Obstetrics and Gynaecology • Department of Occupational Science and Occupational Therapy • Department of Ophthalmology and Visual Science • Department of Orthopaedics • Department of Pathology and Laboratory Medicine • Department of Pediatrics • Department of Physical Therapy • Department of Psychiatry • Department of Radiology • Department of Surgery • Department of Urologic Sciences • School of Audiology and Speech Sciences • School of Population and Public Health | <ul style="list-style-type: none"> ○ Department of Dermatology & Skin Science ○ Department of Emergency Medicine ○ Department of Family Practice, MD Programs ○ Department of Family Practice, Midwifery Program ○ Department of Medical Genetics ○ Department of Medicine ○ Department of Obstetrics and Gynaecology ○ Department of Occupational Science and Occupational Therapy ○ Department of Ophthalmology and Visual Science ○ Department of Orthopaedics ○ Department of Pathology and Laboratory Medicine ○ Department of Pediatrics ○ Department of Physical Therapy ○ Department of Psychiatry ○ Department of Radiology ○ Department of Surgery ○ Department of Urologic Sciences ○ School of Audiology and Speech Sciences ○ School of Population and Public Health <p>Appointed</p> <ul style="list-style-type: none"> • Two clinical Department Heads/School Directors or designates (2) • One member from the Island Medical Program (1) • One member from the Northern Medical Program (1) • One member from the Southern Medical Program (1) |
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| | | <ul style="list-style-type: none">• One member from the Vancouver Fraser Medical Program (1) |
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End Notes

¹ <http://stratplan.med.ubc.ca/>

² The published plan includes 20 objectives; an additional objective was added to the Organization Pillar post-publication.

³ <https://mednet.med.ubc.ca/AboutUs/AdminAndGoverningBodies/Committees/Pages/default.aspx>

⁴ Kezar, A. What is more important to effective governance: relationships, trust, and leadership, or structures and formal processes? New Dir Higher Educ. 2004;2004(127):35-46

⁵ Dean's Executive membership: Dean; Executive Vice Dean; Executive Associate Dean, Education; Executive Associate Dean, Research; Executive Associate Dean, Partnership and Professionalism; Associate Dean, Health professions; Executive Director, Communications; Executive Director, Development and Alumni Engagement; Executive Director, Faculty Affairs; Executive Director, Finance and Operations; Special Advisor, Government Relations; Manager, Office of the Dean.

⁶ Robert, Henry M. III; Evans, William J.; Honemann, Daniel H.; Balch, Thomas J. Robert's Rules of Order Newly Revised 10th Edition. Da Capo Press. 2000:433-435

⁷ https://cacms-cafmc.ca/sites/default/files/documents/CACMS_Standards_and_Elements_-_AY_2018-19.pdf

⁸ <http://www.peac-aepc.ca/pdfs/Accreditation/Accreditation%20Standards/FINAL%20PEAC%20STANDARDS%202012.pdf>

⁹ http://www.caot.ca/document/5601/CAOT_Accreditation_Self-Study.pdf

¹⁰ <https://www.cacup-aslp.ca/PDFs/English/CACUP-ASLP%20GOVERNANCE,%20PROCEDURES%20AND%20STANDARDS%20MANUAL.pdf>

¹¹ <http://gceducation.org/Documents/Standards%20Final%20approved%20Feb%202013.pdf>