



## Vancouver Senate

THE THIRD REGULAR MEETING OF THE VANCOUVER  
SENATE  
FOR THE 2018/2019 ACADEMIC YEAR**WEDNESDAY, 21 NOVEMBER 2018****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** (information)

New Member:

Mr Christian Karisma Surniawan, Student Representative for the Faculty of Forestry, until 31 March 2018 and thereafter until replaced, to replace Ms Danika Coulbourn (Resigned).

3. **Minutes of the Meeting of 17 October 2018 – Dr Santa Ono** (approval) (docket pages 4-20)
4. **Business Arising from the Minutes – Dr Santa Ono** (information)
5. **Remarks from the Chair and Related Questions – Dr Santa Ono** (information)
6. **Candidates for Degrees – Dr Santa Ono** (approval)

The list as approved by the faculties is available for advance inspection at the Senate Office, and will also be available at the meeting.

The Chair of Senate calls for the following motion:

*That the candidates for degrees and diplomas as recommended by the faculties be granted the degree or diplomas for which they were recommended, effective November 2018, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of the Senate be empowered to make any necessary adjustments.*

(2/3 majority required).

**7. Agenda Committee – Mr Jakob Gattinger**

Amendment to the *Rules and Procedures of Senate* (approval) (docket pages 21-23)(2/3 majority required).

**8. Awards Committee – Dr Lawrence Burr**

- a) Revisions to *Policy V-200: Student Awards* (approval) (docket pages 24-56)
- b) New and Revised Awards (approval) (docket pages 57-66)

**9. Admissions Committee – Prof. Carol Jaeger**

Changes in Admission Requirements for the Doctor of Dental Medicine Program (approval) (docket pages 67-69)

**10. Joint Report of the Admissions and Curriculum Committees – Dr Peter Marshall**

Changes to the Bachelor of Arts, UBC and Sciences Po Dual Degree Program Option (approval) (docket pages 70-79)

**11. Curriculum Committee – Dr Peter Marshall**

Curriculum Materials from the Faculties of Arts, and Graduate and Postdoctoral Studies (approval) (docket pages 80-111)

**12. Nominating Committee – Dr Richard Tees**

Appointments to Committees (approval) (docket page 112)

**13. Teaching & Learning Committee – Dr André Ivanov**

Topic of Broad Academic Interest – The Principles of Excellent Graduate Supervision (discussion) (docket pages 113-114)

**14. Report from the Provost – Dr Andrew Szeri**

Report on Student Evaluation of Teaching (information) (docket pages 115-125)

**15. Other Business**

- a) Referral of Summer Session Courses in Awards Consideration – Mr J. Max Holmes (approval) (docket page 126)



b) Strategic Plan Metrics Mr J. Max Holmes (approval) (docket page 126)

**16. *IN CAMERA* – Tributes Committee – Dr Sally Thorne**

Candidates for Honorary Degrees (approval) (to be circulated at meeting and available for viewing beforehand at the Senate Office)



# VANCOUVER SENATE

## MINUTES OF 17 OCTOBER 2018

**DRAFT**

### Attendance

**Present:** Dr S. Ono (Chair), Dr K. Ross (Secretary), Dr R. Boushel, Dr L. Burr, Ms P. Chan, Dr A. Collier, Dean M. Coughtrie, Dr A. Fisher, Dr S. Forwell, Mr J. Gattinger, Dr J. Gilbert, Ms S. Gilbert, Dr C. Godwin, Mr Q. Golsteyn, Ms K. Gourlay, Dr S. Grayston, Dr J. Greenman, Mr S. Haffey, Ms H. Hamid, Dr P. Harrison, Dean R. Helsley, Mr M. Holmes, Dr M. Isaacson, Prof. C. Jaeger, Dr A. Kindler, Dr M. Koehoorn, Dr M. Kuus, Mr M. Leuprecht, Dr K. Lo, Dr P. Loewen, Dr D. MacDonald, Ms A. MacDougall, Mr K. Madill, Ms J. Malone, Dr C. Marshall, Dr S. Matsui, Dr W. McKee, Dr P. Meehan, Dr A. Murphy, Mr N. Pang, Ms S. Parker, Dr J. Shepherd, Ms A. Shilling, Dr S. Singh, Dr L. Stothers, Mr A. Szeri, Ms A. Tanner, Dr R. Tees, Dr S. Thorne, Dr M. Upadhyaya, Ms H. Xiao, Dean R. Yada.

**Regrets:** Dr P. Adebar, Mr T. Ahmed, Dean M. Aronson, Dean G. Averill, Dr S. Bates, Ms V. Braithwaite, Dr V. Bungay, Mr A. Chen, Dean C. Dauvergne, Dr A. Dulay, Dr G. Faulkner, Mr B. Fischer, Dean B. Frank, Dr I. Frigaard, Ms A. Glinsbockel, Chancellor L. Gordon, Dr V. Griess, Dean J. Innes, Dr A. Ivanov, Dean D. Kelleher, Dr P. Keown, Dr C. Krebs, Mr H. Leong, Dean M. MacDougall, Dr P. Marshall, Dr W. McNulty, Ms S. Ngo, Dr C. Nislow, Dean J. Olson, Dean S. Porter, Dr T. Rogers, Prof. A. Sheppard, Mr A. Starr, Mr M. Stewart, Mr M. Thachuk, Dr R. Topping.

**Clerk:** Mr C. Eaton

### Call to Order

The Chair of Senate, Dr Santa J. Ono, called the second regular meeting of the Vancouver Senate for the 2018/2019 Academic Year to order at 6:03 pm.

### Senate Membership

The Registrar announced the following changes to the membership of Senate:

#### NEW MEMBERS

Dr Ian Frigaard, Faculty of Graduate and Postdoctoral Studies, to replace Dr Thomas Schneider (resigned)



Ms Samantha Gilbert, Faculty of Education Student Member, to fill a vacancy.

#### NOMINATING COMMITTEE

The Registrar advised that as a result of the call for nominations issued at the previous meeting, Dr Michael Isaacson has been acclaimed as elected to the Senate Nominating Committee until 31 August 2020 and thereafter until replaced, to replace Dr Thomas Schneider (resigned).

#### Minutes of 19 September 2018

Richard Tees	}	<i>That the Minutes of the Meeting of 19 September 2018 be adopted as corrected.</i>
Philip Loewen		

#### *Corrections:*

*Under attendance: Mr Alex Starr, not Ms. Mr Sean Haffey, not Dr.*

Approved

#### Remarks from the Chair

The President, Professor Ono, advised that since the last meeting of Senate, progress had been made in the following areas of implementation of the strategic plan:

- We have launched another call for collaborative research clusters, as well as enhanced funding for a special open call to support the development of competency-based learning outcomes.
- We have also been working with Faculties and units to identify new initiatives that could be started within the 2018/19 fiscal year. There has been great enthusiasm from our campuses, with more than 50 proposals received. These are currently being reviewed by the Responsible Executives.
- We are planning on having another open call later this year in support of enhancing Undergraduate Research opportunities, and we will be working over the fall with faculty partners and the community to develop additional open calls for the 2019/2020 year.

Professor Ono noted that earlier this month, UBC celebrated the legacy of Michael Smith on the occasion of the 25th anniversary of his Nobel Prize, and on behalf of UBC, he participated in the installation of Harvard University President Lawrence S. Bacow.

The President noted that later this week, UBC and Simon Fraser University will jointly confer honorary degrees on His Highness, the Aga Khan in recognition of the his lifelong service to humanity. Professor Ono noted that UBC has many ties with His Highness the Aga Khan. We are proud to have partnered with the University of Central Asia (UCA), founded by the Aga Khan, in developing course



material for the UCA program in Earth and Environmental Science. Similarly, we have helped the Aga Khan Academy gain recognition for its Teacher Preparation Program and we have collaborated with the Aga Khan Music Initiative in cultural and artistic presentations.

Finally, Dr Ono noted that earlier in the year, UBC and its Association of Professors Emeriti created an Emeritus College at the University of British Columbia—the first in Canada. The College will sustain UBC’s commitment to encouraging and facilitating the involvement of emeriti in the university. He welcomed the Vice-Principal of the College, Dr Donald Fisher, who with Senate’s consent, spoke.

Dr Fisher noted that today was the first official day for the College after having been approved by the Senate in May and Board in June. He thanked Dr Ono for championing and encouraging the development of the college. He noted that this was the emeritus college in Canada, and the UBC Emeriti Association was the first association in Canada 30 years ago. He thanked those who participated in the development of the college.

### Academic Policy Committee

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

Paul Harrison	}	<i>That the amended Calendar language for grading practices proposed by the Faculty of Pharmaceutical Sciences be approved as set out in the attached two-column form.</i>
Michael Coughtrie		

Dr Harrison advised that this was a small but important change to clarify grading in Pharmacy for students who take classes outside of the Faculty.

Approved

### Admissions Committee

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

#### SUSPENSION OF ADMISSION TO THE VANTAGE COLLEGE MANAGEMENT STREAM

Carol Jaeger	}	<i>That Senate approve the suspension of admission to the UBC Vantage College Management Stream, effective for admission to the 2019 Winter Session.</i>
Michael Isaacson		

Approved



## Awards Committee

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

### AWARDS REPORT

*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>
John Shepherd		

Senator Leuprecht asked for a justification as to why the Indigenous scholarships were listed at \$5 000 while the general pool scholarships were listed at \$10 000.

The Registrar, Dr Ross, replied that indigenous students were eligible for both, the goal of the differentiation was to make clear that additional funding was available for indigenous students. She noted that we were preparing a report for the Board on indigenous support and this was a point that could be considered.

Dr Harrison asked if the Blue and Gold campaign had a specific effort to seek financial support for indigenous students.

The President replied yes, and we were trying to earmark additional funding through that campaign.

Senator Holmes asked if matching funds could have an emphasis on indigenous scholarships as this was an internal source of funds.

The President said that this was an excellent suggestion.

Senator Kindler asked if we could develop guidelines for the process of adjudicating awards for indigenous students. She suggested that we have guidelines that clarify that current processes with all students first being considered for all awards, and that this was not a good practice in the past

The Registrar clarified that Dr Kindler's suggestion was the current practice.

Dr Kindler said that this should be made more explicit.

Dr Singh asked why we were renaming the indigenous scholarships after the President and Provost rather than after noted indigenous scholars.



Dr Ross said that the centennial scholarship program's branding opened the idea of how to best brand the Blue and Gold campaign scholarships. It was noted that many institutions named them after their most senior administrators and the recommendation was made to do the same and this may, for instance, have the President award it.

Dr Ono advised that he didn't care if they were named after his office.

Senator Golsteyn asked why the Major Entrance scholarship was being increased from \$40 000 to 60 000.

Dr Ross replied that there was a calculation made of student need and available funding. We do not expect to be offering fewer scholarships due to this change.

Approved

## CURRICULUM COMMITTEE

The Vice-Chair of the Senate Curriculum Committee, Senator Jaeger, presented on behalf of Senator P. Marshall.

## OCTOBER CURRICULUM REPORT

*See Appendix B: Curriculum Report*

Carol Jaeger  
Amber Shilling

}

*That the new courses brought forward by the faculty of Graduate and Postdoctoral Studies (Arts) be approved."*

Approved

## Nominating Committee

The Chair of the Senate Nominating Committee, Dr Richard Tees, presented.

## PRESIDENTIAL SEARCH PROCEDURES



Richard Tees  
Paul Harrison

}

*That Senate approve the procedures for the recommendation and selection of candidates for President and Vice-Chancellor of The University of British Columbia as set out in the attached proposal.*

Approved

## Report from the Provost

### ESTABLISHMENT OF THE INDIAN RESIDENTIAL SCHOOL HISTORY AND DIALOGUE CENTRE

Andrew Szeri  
Anna Kindler

}

*That Senate approve and recommend to the Board of Governors the establishment of the Indian Residential School History and Dialogue Centre within the Peter A. Allard School of Law as set out in the attached proposal.*

Senator Hamid asked what would happen in the future if the Centre was directed by a faculty member in a faculty who couldn't not support it.

The Provost, Dr Szeri, replied that there would be continuity beyond the director, reporting lines changing or not.

Senator Harrison thanked the Provost for bringing this proposal to Senate and making clear the structure of the Centre.

Senator Gilbert asked where the involvement of the indigenous community was in the Centre's proposed organizational structure.

The Provost replied that there were two advisory committees, one of archiving of material, and one on the subject-matter of the Centre.

Senator Gilbert asked what the relationship would be with the First Nations House of Learning.

The Provost replied that this was a separate administrative unit that organized indigenous activities and provided various programs to enhance indigenous student lives and educations.

Approved

NB: Senator Shilling abstained.

**REPORT FROM THE LIBRARIAN**

The University Librarian, Ms Susan Parker, presented her annual report.

She thanked the Senate Library Committee, the Provost, and the librarians, archivists, and library staff.

Senator Holmes said that the loss in purchasing power due to inflation and the exchange rate was a clear problem. He asked if there was long term planning on how to deal with this issue?

Increased budget? Offsets?

Ms Parker said that we had a number of people who work on the best deals we can get, and try to have things priced in Canadian dollars when available.

Dr Singh asked if the libraries in Canada could band together to collectively negotiate a better rate.

Ms Parker replied that we were already doing so.

Dr Singh asked how our spending breakdown compared to other institutions.

Ms Parker replied that they were generally very similar over the past decade and we try to keep it that way.

Senator Forwell noted the role of the library in education of students. She mentioned librarians giving lectures and assisting students with unique features and abilities in the library. She also thanked the library for allocating space for students and helping to fulfill UBC's educational mission.

Senator Loewen noted that open access material was another way to address budget shortfalls and lamented that faculty worked for free for the journals that gouge us.

Ms Parker noted that the library agreed with such sentiments. Publishers have learned to counteract moves we make. We try to make as much open as we can, but we need to work together as the cycle was also linked to the promotion and tenure system. They are a highly concentrated industry that was increasingly owned by investment funds.

**Other Business**

Senator Singh asked, in reference to the Galloway situation, what we learned from that experience and how we could avoid it for the future.



The Provost said that since that time we have made a lot of changes at UBC, including the establishment of the Sexual Violence Prevention and Response Office, and the Independent Investigations Office; the landscape has changed dramatically since the aforementioned situation.

Senator Singh asked if any policy changes have been made in light of what happened.

The President said that we cannot comment on this particular case but he would provide the senator information on general policy aspects.

### **Adjournment**

Seeing no other business, the meeting was adjourned at 7:02 pm.



## Appendix A: Awards Report

### NEW AWARDS – ENDOWED

#### **Cara Adensamer Memorial Award**

Awards totalling \$1,000 have been made available through an endowment established in honour of Cara Adensamer for female undergraduate students entering second year of the Bachelor of Commerce program at the UBC Sauder School of Business who have achieved good academic standing. Preference is given to students who are members of a sorority group and have made a positive contribution to their community. Candidates must be Canadian citizens or permanent residents. Cara passed away on April 20th, 2018, and will always be remembered as a bright young student who excelled academically and always strived to do her best. She found a second family at UBC with her sisters at Alpha Delta Pi, along with the greater UBC Panhellenic community. The award is made on the recommendation of the UBC Sauder School of Business. (First award available in the 2018/19 winter session.)

#### **Edward D. Bates, Q.C. Award in Public Law**

A \$1,200 award has been made available through an endowment established by family, friends and colleagues in the legal community and at Camp Fiorante Matthews Mogerman in honour of Edward D. Bates, Q.C., to a student entering the second or third year of the J.D. program in good academic standing. Preference will be given to a student who demonstrates an interest in administrative law practice, including the work of administrative tribunals, boards and commissions. During his long and successful career at WorkSafeBC from 1974 until retirement in 2015, Mr. Bates served as General Counsel and Secretary to the Board. While representing the board in seminal cases in workers' compensation law, he assisted in recovering substantial amounts of compensation on behalf of workers suffering from asbestos-related diseases. He was at the forefront of changing smoking laws in British Columbia to protect workers from second-hand smoke and was responsible for implementing the Criminal Injury Compensation Act of British Columbia to provide compensation to victims of crime. In 2004, Mr. Bates received the John Tait Award of Excellence for exemplary public legal service in Canada. This award is made on the recommendation of the Peter A. Allard School of Law. (First award available in the 2018/19 winter session.)

#### **TimberWest Forestry Award for Indigenous Students**

Awards totalling \$4,000 have been made available through an endowment established by TimberWest, along with matching funds from the Faculty of Forestry, to First Nations, Inuit, or Métis graduate students of Canada in the Faculty of Forestry. Preference is given to graduate students focusing their studies on forest resource management or forest sciences and who have a demonstrated interest in pursuing a career in the forest industry in British Columbia. If, in any given year, there are no eligible graduate students then the award may be given to an undergraduate student in the Faculty. TimberWest has been operating for 100 years on the BC Coast. Their timberland management includes sustainable forest management practices, carbon reduction initiatives, timber inventory, strategic silviculture investments, harvest planning and the marketing and sales of timber products. All their lands are third-party certified under the Sustainable Forestry Initiative, and the company is certified to the Progressive Aboriginal Relations program of the Canadian Council for Aboriginal Business. The awards are made on the recommendation of the Faculty of Forestry, and in the case of graduate awards, in consultation



with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/19 winter session.)

#### **NEW AWARDS – ANNUAL**

##### **Dr. Frank S. Abbott Graduate Fellowship in Pharmaceutical Sciences**

A \$15,000 fellowship is offered annually by Dr. Elizabeth Kwong (B.Sc. (Pharm) 1980, Ph.D. 1984) and Dr. Krishnaswamy Yeleswaram (Ph.D. 1992) for an outstanding graduate student in the Faculty of Pharmaceutical Sciences, in honour of Professor and Dean Emeritus Frank S. Abbott. Dr. Abbott joined the Faculty of Pharmaceutical Sciences in 1966 and served as Dean of the Faculty from 1996 to 2002. In 1993, he was awarded the McNeil Award in Recognition of a Significant Contribution to Pharmaceutical Research by the Association of Faculties of Pharmacy of Canada. This fellowship recognizes Dr. Abbott's role as a supervisor and mentor to dozens of Pharmaceutical Sciences graduate students. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2018/2019 winter session.)

##### **Judge Ann Wallace Bursary in Law**

A \$2,000 bursary is offered annually by friends, family, and colleagues of Judge Anne Wallace for a female student entering her first or second year of the J.D. program in the Peter A. Allard School of Law. Preference will be given to a single mother. Judge Anne Wallace (B.A. 1976, LL.B. 1980) was appointed as Queen's Counsel in 2003 and served as a Provincial Court Judge in Kelowna. She was well known and well regarded within the legal community for her work in youth court. This bursary honours Judge Wallace's commitment to public service, volunteerism, and supporting other women in law. The bursary is adjudicated by Enrolment Services. (First award available for the 2018/2019 winter session.)

##### **Phillips, Hager & North Scholarship in Finance**

A \$3,000 scholarship is offered annually by the Phillips, Hager & North (PH&N) Centre for Financial Research to an outstanding female student in the second year of the Bachelor of Commerce program who is interested in pursuing a specialization in finance. The award is made on the recommendation of the Sauder School of Business. (First award available for the 2018/2019 winter session.)

##### **Lohn Foundation Graduate Fellowship in Pharmaceutical Sciences**

A \$15,000 fellowship is offered annually by the Lohn Foundation for an outstanding graduate student in the Faculty of Pharmaceutical Sciences. The Lohn Foundation supports a variety of important philanthropic causes in Vancouver including UBC. President Jack Kowarsky and Vice President Alan Bass (B.Sc. (Pharm) 1976) understand the importance of student awards in the recruitment and encouragement of outstanding graduate students in pharmaceutical sciences. The award is made on the recommendation of the Faculty of Pharmaceutical Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2018/2019 winter session.)

#### **PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE**

#### **ANNUAL AWARDS**



## **4677 – Major Entrance Scholarship**

### **Rationale for Proposed Changes**

The name of the Major Entrance Scholarship is being revised to align with the naming convention of the Presidential Scholars Awards of the Blue & Gold Campaign, which refer to high-value awards to top students.

### **Current Award Description**

The University of British Columbia offers scholarships valued up to \$40,000 over 4 years to outstanding students entering university from secondary schools in Canada or Canadian citizens living abroad. Criteria for these scholarships include demonstrated academic and leadership achievements in the arts, community, athletics, and school. Subject to continued scholarship standing, the scholarships will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Scholarships are awarded based on information provided in the Admission Application and Personal Profile. Recipients are selected by their chosen Faculties, in consultation with Enrolment Services.

Proposed Name: Presidential Scholars Major Entrance Scholarship

### **Proposed Award Description**

The University of British Columbia offers scholarships valued up to \$60,000 over 4 years to outstanding students entering university from secondary schools in Canada or Canadian citizens living abroad. Criteria for these scholarships include demonstrated academic and leadership achievements in the arts, community, athletics, and school. Subject to continued scholarship standing, the scholarships will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Scholarships are awarded based on information provided in the Admission Application and Personal Profile. Recipients are selected by their chosen Faculties, in consultation with Enrolment Services.

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## **5208 – Major Entrance Scholarship**

### **Rationale for Proposed Changes**

The name of the Major Entrance Scholarship is being revised to align with the naming convention of the Presidential Scholars Awards of the Blue & Gold Campaign, which refer to high-value awards to top students. The award name is being differentiated from award 4677 to denote the difference between the two award values and renewal periods.

### **Current Award Description**

Scholarships valued up to \$15,000 over two years are offered annually by the University of British Columbia to outstanding domestic students entering university directly from secondary schools in Canada or abroad. Criteria for these scholarships include demonstrated academic and



leadership achievements in the arts, community, athletics, or school. Subject to continued scholarship standing, the scholarships will be renewed for a second year of study. Scholarships are awarded based on information provided in the Admission Application and Personal Profile.

Proposed Name: Presidential Scholars University Entrance Scholarship

#### Proposed Award Description

Scholarships valued up to \$15,000 over two years are offered annually by the University of British Columbia to outstanding domestic students entering university directly from secondary schools in Canada or abroad. Criteria for these scholarships include demonstrated academic and leadership achievements in the arts, community, athletics, or school. Subject to continued scholarship standing, the scholarships will be renewed for a second year of study. Scholarships are awarded based on information provided in the Admission Application and Personal Profile. The awards are made on the recommendation of Enrolment Services.

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### **5209 – University Entrance Scholarship**

#### Rationale for Proposed Changes

The name of the University Entrance Scholarship is being revised to align with the naming convention of the Presidential Scholars Awards of the Blue & Gold Campaign, which refer to high-value awards to top students.

#### Current Award Description

Scholarships valued up to \$10,000 are offered annually by the University of British Columbia to outstanding domestic students entering university directly from secondary schools in Canada or abroad. Criteria for these scholarships include demonstrated academic and leadership achievements in the arts, community, athletics, or school. Scholarships are awarded based on information provided in the Admission Application and Personal Profile. The awards are made on the recommendation of Enrolment Services.

Proposed Name: Presidential Scholars Entrance Scholarship

#### Proposed Award Description

No changes.

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### **4662 – Aboriginal Major Entrance Scholarship**

#### Rationale for Proposed Changes

The name of the Aboriginal Major Entrance Scholarship is being revised to align with the naming convention of the Presidential Scholars Awards of the Blue & Gold Campaign, which refer to high-value awards to top students. References to Aboriginal students have been revised to reflect the most current language approved by the university.



#### Current Award Description

The University of British Columbia offers two renewable scholarships of \$5,000 each to Canadian Aboriginal students of academic distinction entering an undergraduate program from secondary school. A candidate's eligibility is primarily based on their character and leadership qualities as demonstrated by significant contributions they have made to the community. Subject to continued scholarship standing, the awards are renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period).

Proposed Name: Presidential Scholars Major Entrance Scholarship for Indigenous Students

#### Proposed Award Description

The University of British Columbia offers two renewable scholarships of \$5,000 each to First Nations, Inuit, or Métis students of Canada with academic distinction entering an undergraduate program from secondary schools in Canada. A candidate's eligibility is primarily based on their character and leadership qualities as demonstrated by significant contributions they have made to the community. Subject to continued scholarship standing, the awards are renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). The scholarships are adjudicated by Enrolment Services in consultation with the Faculties and the First Nations House of Learning.

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### **4676 – Aboriginal Scholarship**

#### Rationale for Proposed Changes

The name of the Aboriginal Scholarship is being revised to align with the naming convention of the Presidential Scholars Awards of the Blue & Gold Campaign, which refer to high-value awards to top students. References to Aboriginal students have been revised to reflect the most current language approved by the university.

#### Current Award Description

The University of British Columbia offers scholarships valued up to \$5,000 to Canadian Aboriginal students of academic distinction entering university from secondary schools in Canada. The scholarships are based primarily on the student's demonstrated academic and leadership achievements in the arts, community, athletics, and school. The scholarships are awarded based on information provided in the Admission Application and Personal Profile. Recipients are selected by their chosen Faculties, in consultation with the First Nations House of Learning.

Proposed Name: Presidential Scholars Entrance Scholarship for Indigenous Students

#### Proposed Award Description

The University of British Columbia offers scholarships valued up to \$5,000 to First Nations, Inuit, or Métis students of Canada with academic distinction entering university from secondary



schools in Canada. The scholarships are based primarily on the student's demonstrated academic and leadership achievements in the arts, community, athletics, and school. The scholarships are awarded based on information provided in the Admission Application and Personal Profile. The scholarships are adjudicated by Enrolment Services in consultation with the Faculties and the First Nations House of Learning.

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## **5210 – Aboriginal Scholarship**

### **Rationale for Proposed Changes**

The name of the Aboriginal Scholarship is being revised to align with the naming convention of the Presidential Scholars Awards of the Blue & Gold Campaign, which refer to high-value awards to top students. References to Aboriginal students have been revised to reflect the most current language approved by the university. The award name is being differentiated from award 4676 to clarify the difference in funding source as a one-time allocation from the Provost Office.

### **Current Award Description**

The University of British Columbia offers scholarships valued up to \$5,000 to Canadian Aboriginal students of academic distinction entering university from secondary schools in Canada. The scholarships are based primarily on the student's demonstrated academic and leadership achievements in the arts, community, athletics, and school. The scholarships are awarded based on information provided in the Admission Application and Personal Profile. Recipients are selected by their chosen Faculties, in consultation with the First Nations House of Learning.

Proposed Name: Provost Scholarship for Indigenous Students

### **Proposed Award Description**

The University of British Columbia offers scholarships valued up to \$5,000 to First Nations, Inuit, or Métis students of Canada with academic distinction entering university from secondary schools in Canada. The scholarships are based primarily on the student's demonstrated academic and leadership achievements in the arts, community, athletics, and school. The scholarships are awarded based on information provided in the Admission Application and Personal Profile. The scholarships are adjudicated by Enrolment Services in consultation with the Faculties and the First Nations House of Learning.

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## **1832 – A-dec Community Service Award**

### **Rationale for Proposed Changes**

This award is personally funded by sales representatives who work for A-dec Inc., a supplier of dental technology. One of the former sales representatives has since left and a new sales representative will now be funding this award.



### Current Award Description

A \$2,000 service award is offered by local A-dec representatives, Andrew Benzel and Jim Berry. This award recognizes an outstanding third-year DMD student who demonstrates leadership, interest and passion in the community and reflects A-dec's concern for people, integrity, and service to the greater community. The award is made on the recommendation of the Faculty of Dentistry.

### Proposed Award Description

A \$2,000 service award is offered by local A-dec representatives, Andrew Benzel and Ryan Miller. This award recognizes an outstanding third-year DMD student who demonstrates leadership, interest and passion in the community and reflects A-dec's concern for people, integrity, and service to the greater community. The award is made on the recommendation of the Faculty of Dentistry.

## 5225 – Musqueam First Nation Scholarship

### Rationale for Proposed Changes

As directed by Strategic Aboriginal Enrolment Initiatives, we are revising the description of the Musqueam First Nation Scholarship to broaden the candidate pool. The current description restricts the candidate pool to students entering an undergraduate, post-baccalaureate or graduate program. Removing the entrance restriction will result in more students receiving this award and better utilization of the general purpose operating funds that have been allocated to this award.

### Current Award Description

Entrance scholarships valued up to \$5,500 annually are available to outstanding Aboriginal students who are members of the Musqueam First Nation, and are renewable for up to 4 years. Scholarships are available to undergraduate and graduate students, with up to two scholarships each per year awarded to students entering post-baccalaureate programs and other undergraduate programs that are not direct-entry. Eligible undergraduate students may be entering from Canadian secondary schools in Canada or transferring from a recognized post-secondary institution. These awards will be granted to students according to selection criteria that include demonstrated academic and leadership achievements including, but not limited to, engagement in the arts, athletics, school, and/or their community. Recipients will be selected on their ability to demonstrate their openness to continuing to learn who they are, where they come from, and their responsibility in enriching and carrying knowledge forward in their community and the world. The Faculty of Graduate and Postdoctoral Studies or Enrolment Services (in consultation with relevant faculties, where applicable) will adjudicate these awards, in consultation with the First Nations House of Learning and the Musqueam First Nation.

### Proposed Award Description

Scholarships valued up to \$5,500 annually are available to outstanding Aboriginal students who are members of the Musqueam First Nation, and are renewable for up to 4 years. Scholarships are available to undergraduate and graduate students, with up to two scholarships each per year awarded to students enrolled in post-baccalaureate programs and other undergraduate programs



that are not direct-entry. These awards will be granted to students according to selection criteria that include demonstrated academic and leadership achievements including, but not limited to, engagement in the arts, athletics, school, and/or their community. Recipients will be selected on their ability to demonstrate their openness to continuing to learn who they are, where they come from, and their responsibility in enriching and carrying knowledge forward in their community and the world. The Faculty of Graduate and Postdoctoral Studies or Enrolment Services (in consultation with relevant faculties, where applicable) will adjudicate these awards, in consultation with the First Nations House of Learning and the Musqueam First Nation.

## **Appendix B: Curriculum Report**

### **FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES**

#### **Arts**

##### *New courses*

LIBR 510 (3): Taxonomies: Research and Evaluation

LIBR 588 (3): Theory and Practice of Oral History



To: Senate

From: Senate Agenda Committee

Re: Amendment of the *Rules and Procedures of Senate*

Date: 21 November 2018

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The Senate Agenda Committee has noted that the Chair of the Senate now begins meetings by acknowledging the indigenous territory upon which the Senate meets. The Agenda Committee supports this practice and recommends that the Senate show its support for such an acknowledgment by formalizing it within the Rules and Procedures of Senate.

The Agenda Committee therefore recommends that Senate resolve as follows:

*That the Rules and Procedures of Senate be amended to include a new Section 21(b)(i) to read "Call to Order and Territorial Acknowledgement"; and*

*That all subsequent and referential section and section reference numbers be amended accordingly.*

the seating capacities of those galleries

- b. Non-Members of Senate may only address Senate if granted leave to do so by the Chair or by Senate.
- c. In accordance with general legislative rules, no cameras, tape recorders or other electronic equipment may be used except at the discretion of the Chair.
- d. The Senate may resolve to consider items of the agenda *in camera*.
- e. The consideration of candidates for honorary degrees shall be *in camera*.
- f. Membership on Senate notwithstanding, the Secretary and staff of the Senate may remain while matters are considered *in camera* unless directed otherwise by the Chair or by Senate.

## 21. Order of Business

- a. The agenda for regular meetings is normally proposed by the Agenda Committee a minimum of twelve (12) days prior to the scheduled meeting date of the Senate.
- b. The usual order of agenda items is:
  - i. Senate Membership: Attendance and declaration of vacancies.
  - ii. Minutes of Previous Meeting: Motion to adopt, amend, and/or correct the minutes.
  - iii. Unfinished Business: Items brought forward from the previous meeting.
  - iv. Business arising from the minutes: Information may be presented, and matters arising from the minutes discussed. Motions may be put and voted upon regarding matters arising from previous minutes.
  - v. Chair's Remarks: The Chair may report on issues of interest to the Senate. Members of the Senate shall have the opportunity to pose questions to the Chair regarding matters of interest to the Senate.
  - vi. Correspondence and the receipt of petitions: petitions may be received by the Senate and may be forwarded to appropriate committees for consideration. Statements may be circulated to

members.

- vii. From the Council of Senates.
  - viii. From the Board of Governors: notification of the Board's approval of the Senate's recommendations and the forwarding of the Annual Financial Report from the Board of Governors.
  - ix. Candidates for Degrees: Motions to approve the list of candidates for degrees and diplomas, subject to adjustment as necessary.
  - x. Reports of Committees of the Senate: normally presented in alphabetical order. Reports should normally be circulated in advance. Committees may propose motions with respect to their reports.
  - xi. Reports from the President, Provost, Registrar, and affiliates.
  - xii. Faculty Business.
  - xiii. Other Business.
  - xiv. Matters to be discussed *in camera*.
- c. Recommendations from the Agenda Committee may, upon a simple majority vote of Senate, be set aside.
  - d. Any matter not already on the agenda of a regular meeting may, at the request of a member from the floor of the Senate and at the discretion of the Chair, be included on the agenda under "Other Business."
  - e. Any member may request in writing to the Secretary of the Senate that the Agenda Committee include on the agenda of the next regular meeting any such matter that the member requests the Senate to consider. After receiving notification from the Secretary of Senate, the Agenda Committee shall include the matter on the proposed agenda of the next regular meeting of Senate.
  - f. Any member may give notice of a motion from the floor of the Senate, whereby the motion shall be placed on the agenda of the next regular meeting of the Senate.

21 November 2018

To: Senate

From: Senate Awards Committee

RE: Policy V-200.2: *Student Awards*

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The Senate Awards Committee is pleased to recommend:

***Motion:*** That Senate approve Policy V-200.2: *Student Awards*, effective 1 September 2019.

Over the course of the 2017-18 academic year and summer 2018, the Senate Awards Committee engaged in a scheduled review of Senate Policy V-200: *Student Awards*. As a result of this review and the associated campus-wide consultation process, the Committee has completed a comprehensive revision of the policy.

The most significant change to the policy is a reduction in the total credit-load required for awards eligibility from 27 to 24 credits. To ensure that students could benefit from this change in the current academic year, this change was approved by Senate at its May 2018 meeting, and is currently in effect.

The changes reflected in the current proposal are less substantial, and primarily include editorial amendments, and codification of existing practices not contained in the current policy. These include:

1. Updating of language pertaining to adherence to human rights legislation, drafted in consultation with the Office of University Counsel (paragraph 3)
2. Documentation of the process for updating and revising student awards, drafted in consultation with the Office of University Counsel (paragraph 6)
3. Clarification and codification of practices regarding the recording of student awards on student transcripts (paragraph 7)
4. Codification of practice of permitting students registered with the Centre for Accessibility to maintain eligibility for awards if enrolled in an approved, reduced course load (paragraph 15)



5. Creation of mechanism by which first-year students who fail to meet award renewal criteria may be permitted to retain a renewable award (paragraph 17)
6. Creation of mechanism by which eligibility for awards may be limited for students who are eligible to graduate, but choose to continue their studies (paragraph 20)
7. Codification of practices relating to student awards concerning co-op and exchange programmes (paragraphs 21-26)

Marked and clean copies of the revised policy are enclosed.

The revised policy was brought forward to Senate for approval at its September 2018 meeting. Following significant debate, the proposal was referred back to the Committee with the expectation that the Committee would consider the issues raised by Senate and report back to Senate by the present meeting.

There were five issues raised by Senate at the September meeting:

1. Inconsistent criteria for awards and Dean's list eligibility
2. Credit-load minimums for graduate students
3. Criteria for application of paragraph 17 exception
4. Language used in consultation section
5. Exclusion of summer courses from awards adjudication

The Committee has considered each of these issues, as outlined below.

### ***1. Inconsistent Criteria for Awards and Dean's List Eligibility***

A concern was raised at the September meeting regarding inconsistencies between the criteria for awards eligibility, and the criteria for inclusion on a Faculty's Dean's list. For example, the minimum credit-load for awards eligibility is now 24 credits in the winter session, while eligibility for Dean's lists often requires completion of 27 credits.

The terms of V-200 are set by Senate. Criteria for inclusion on a Faculty Dean's list (or equivalent other honour) have traditionally been set by the Faculties. The criteria may vary by Faculty, and there is no requirement that Faculties and/or programs offer a Dean's list or equivalent distinction.

While there is value in consistency between eligibility for these different types of honours, the Committee does not think that control over an honour so closely tied to a Faculty should be lightly removed from the Faculty. With the support of Senate, the Committee would be happy to draft a



letter to the Deans alerting them to the change in awards eligibility criteria and inviting the Faculties to consider amending their Dean's list criteria for consistency with these changes. The Deans would, of course, have the final say regarding eligibility criteria.

## ***2. Credit-Load Minimums for Graduate Students***

At the September Senate meeting, questions were raised regarding the applicability of the 24-credit minimum course load to graduate students, as this would result in many graduate students being ineligible for awards. The 24-credit minimum is set out in paragraph 14 of the policy, in the "Undergraduate Awards" section of the policy. This section is not applicable to graduate students. There is no equivalent provision in the "Graduate Awards" section of the policy.

The 24-credit minimum also appears in the definition of "Academic Merit", in the definitions section of the policy, which defines "academic merit" as a student's performance in their best 24 credits in a single session. This term has been defined to allow the policy to easily distinguish between academic performance in the sense intended by paragraph 14, from other forms of academic achievement.

Outside of the "Undergraduate Awards" section of the policy, "other academic achievement" is always listed as an alternative to academic merit.<sup>1</sup> This allows different academic criteria (such as performance in a single course or lower number of credits, research performance or potential, or publication record) to be applied as an award criteria in the place of "academic merit" as defined in the policy. Accordingly, the policy would not require that graduate students ever be held to this criterion unless specifically required by the terms of an award.

## ***3. Criteria for Application of Paragraph 17 Exception***

Paragraph 17 of the revised policy codifies an existing practice of allowing students who fail to meet eligibility criteria for renewable awards to retain their awards under some circumstances. Presently, this is done by awarding a student a one-year bursary of the same value as the award to support the student financially while they work to regain awards eligibility. Typically, this is done where the student misses the renewal standard by a small margin and there are extenuating personal circumstances that account for the student's academic performance. The revised policy would allow students who fail to meet renewal criteria in first year to retain their original award.

This provision could be applied to all awards, including those administered centrally, and by the Faculties.

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<sup>1</sup> The definition of "hybrid award" is the exception to this rule, as it does not include this alternative. The purpose of this exception is to assist in easily identifying awards to which the paragraph 14 criteria apply. It would not require that graduate students be held to this standard in any circumstances.



Given the diverse circumstances that may lead to the application of this provision, there is an interest in ensuring that it remains flexible. However, in light of the comments made at the last Senate meeting, the Committee has agreed to amend the previously proposed language to offer some guidance as to how it should be applied:

*Recipients of undergraduate Renewable Student Awards who fail to meet renewal requirements in their first year of study **due to unforeseen personal circumstances** may be permitted to retain their Student Award at the discretion of the Registrar or the academic or administrative unit responsible for administering the Student Award. Students permitted to retain their Student Award after failing to meet renewal requirements in their first year of study will normally not be permitted to retain their Student Award in future years should they again fail to meet renewal requirements.*

#### **4. Language Used in Consultation Section**

A concern was raised at the last meeting regarding the consultation section of the policy, which lists the individuals and units to whom the policy was sent and from whom feedback was requested.

The language used in this section of the policy is based on that set out in Policy V-1: *Format, Development & Administration of Senate Policies*. Paragraph 7(m)(iii) of Policy V-1 provides that:

[A] listing under consultations shall only mean that comment was requested from that person or group, and that they were given a reasonable time to respond.

However, in light of the concern raised at Senate in September, and in recognition of the sensitivity around the possibility that inclusion in the list of units consulted may be taken as an indication of agreement with the content of the proposal by those not familiar with policy V-1, the Committee is prepared, if Senate is amenable, to replace the standard text – “The following groups have been consulted during the development of this policy” – with “The following groups were provided with a draft version of this policy and asked to provide comment.”

#### **5. Exclusion of Summer Session Courses from Awards Adjudication**

The revised policy retains the current practice of excluding courses taken during the summer session from consideration in awards adjudication. This provision remains unchanged from the original version of V-200, and is consistent with the practice prior to that time.

Summer courses have traditionally been excluded from awards consideration for reasons of comparability. UBC has traditionally operated as a two-session institution (unlike some other institutions in the Province, which operate on a trimester system). Undergraduate students are



typically more likely to be engaged in full-time studies during the two terms of the winter session and less likely to be engaged in full-time studies during the summer session. While summer study may be more common now than it has been in the past, a student's ability to enroll in summer courses will vary depending on the offerings of that student's Faculty and program, and the student's personal circumstances, including the financial necessity of summer employment. As a result, the winter session has been viewed as the more accurate basis for comparison of students for the purpose of adjudicating awards.

There is no suggestion that there is a material difference in the academic rigor of summer and winter term courses. The Committee is aware of no data supporting a difference in the difficulty of summer and winter term courses, and this was not a basis for the Committee's decision to retain this element of the policy.

While the Committee ultimately has not proposed a change to this element of the policy, this issue was considered during the policy development process, and was identified as a potential area for reform, as indicated in the following excerpt from the minutes of the Committee's December 6, 2017 meeting:

*A member asked why grades earned during the summer session are not considered for awards eligibility.*

*The Secretary advised that this has historically been the case as there are concerns about whether it is equitable to compare grades earned over an 8-month period with those earned over a 12-month period.*

*A member advised that Faculties are increasingly offering and in some cases requiring summer courses, and that it may make sense to take this into consideration.*

*The Secretary suggested that this may be a good question for consultation to determine both Faculty attitudes toward considering summer courses, as well as practices around offering and requiring study during the summer session.*

As a result, the following question was included in the request for consultation distributed in January 2018:

*Paragraph 12: The revised policy retains the historical practice of excluding summer session courses from consideration in the adjudication of student awards, which is based on the belief that winter session courses provide a better basis for comparing student performance given the relative uniformity of winter session course-loads, and the variability in whether and to what extent students take courses in the summer session.*

*The Committee has queried whether this practice should be reconsidered and would appreciate input from responding faculties regarding:*

- a. The extent students in your faculty routinely taking summer session courses;*
- b. The extent to which students in your faculty are required to take summer session courses;*
- c. Whether significant changes in this regard are anticipated in the foreseeable future; and*
- d. Whether there are notable differences in student performance between winter and summer session courses within your faculty.*

The responses received did not indicate support for changing the existing policy. Those responses included the following:<sup>2</sup>

- 1. We are fine with excluding summer courses from consideration in the adjudication of student awards*

*The [Faculty] has a small summer program (3 courses of 4 credits each with approximately 20-40 students in each course) and two full term clinical courses (15 credits; ~14 students).*

*Our students are not required to take summer session courses; they are optional*

*We do not notice substantial differences between students' performance in summer and winter session.*

- 2. Students are not required to take summer session courses and we do not anticipate a change to this in the future. In general, we feel that performance in summer is not as good a reflection as winter. Often students are re-taking a course they have failed in the winter term and mostly do not take a full (2 classes per term) load in summer. However, we have not tracked how many students take summer courses*

*The general impression is that there is an increasing number doing so; nor do we track performance in summer versus winter.*

- 3. I still think this restriction is valid. [Faculty] undergraduates are not obliged to study in Summer Session but many do so for a variety of reasons:*

*Students in a co-op option may work during winter session and want to take courses in Summer Session*

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<sup>2</sup> As participants were never advised that their responses might be made public, these responses have been anonymized.



*Students who fail a course in Winter Session may use Summer Session to catch up*

*Keen students may use Summer Session to take courses so as to reduce their load in the next Winter Session*

4. *Supportive of excluding summer credits as it simplifies administrative requirements for award adjudication, which in turn helps ensure more timely and accurate results for students; possible marginal increase in number of eligible students may not outweigh costs of administrative burden*

*Credit requirement reduction lessens the need to include summer courses*

*Certain student groups who may have obligations away from UBC in the summer may perceive a disadvantage if summer credits counted*

*Consider adding language to policy that would allow awards with small applicant pools to consider summer credits*

5. *The overall proportion of our summer offerings (relative to the total number of seats) will remain relatively low into the foreseeable future.*

In light of the absence of any responses expressing support for including summer courses in awards adjudication, the Committee felt that while this issue is one worth re-visiting in the future, at the present time there did not appear to be sufficient support to warrant a significant change to existing policy, and so the issue was not examined further.

Being mindful of the comments made at the September Senate meeting, the Committee has revisited this issue. The Committee continues to believe that the process by which the decision to retain this element of the policy was sound, and continues to support the draft revised policy in its current form.

The Committee accepts that a change in this provision may benefit some students. However, in a competitive awards environment, any change that advantages some students will necessarily disadvantage others, and the Committee does not believe that such a change should be made without careful study and widespread support across campus. Inclusion of summer study, to which students have varying levels of access, and in which students may be less likely to take a full course load, would introduce a number of new variables into the adjudication process that would have unpredictable results and might result in unfairness if not carefully studied prior to implementation.



Given the support in principle that some members of Senate expressed for consideration of summer courses in awards adjudication, the Committee is prepared, if directed by the Senate, to examine the issue in order to assess whether it may be possible to develop a method of including summer courses in awards adjudication in a form that would be a net benefit to students.

The Committee believes, however, that this would not be a simple enquiry, and would require consideration of issues including:

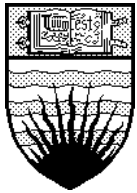
1. In what circumstances would summer courses be considered? Would a certain summer course load be required? Would summer courses replace or supplement courses taken in the winter session?
2. When would summer courses be considered for awards? Would it require that awards adjudication be delayed?
3. Could summer courses be applied to both new award adjudication and award renewal? Would it vary by Faculty or award program?
4. How would any changes to award adjudication advantage or disadvantage different student groups, such as students in different faculties or programs, students from different socio-economic backgrounds, or students at different life-stages or with different social, familial, or employment-related responsibilities?

The answers to these and other questions would require the collection and analysis of data related to enrolment patterns, and the expected effect of any possible changes and will require collaboration with the Faculties and other units, consultation with students, and significant assistance from staff members.

Given the time, energy, and resources needed to properly consider this issue, the Committee requests that the Senate consider the proposed revision to the *Student Awards* policy in its current form, including the amendment of 3. above, to allow the University to prepare for the upcoming awards adjudication cycle with certainty regarding the policy context in which it is operating.

Respectfully submitted,

Dr. Lawrence Burr  
Chair, Senate Awards Committee



# THE UNIVERSITY OF BRITISH COLUMBIA

## SENATE POLICY: V-#200.2

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

**Number & Title**      V-200.2 – Student Awards

**Effective Date:**

1 September 2019

**Approval Date:**

TBD

**Review Date:**

This policy shall be reviewed ~~two (2)~~ **five (5)** years after approval and thereafter as deemed necessary by the **Responsible Committee**.

**Responsible Committee:**

Senate Awards Committee

**Authority:**

*University Act, S. 37(1)*

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

*...(i) to recommend to the board the establishment or discontinuance of any faculty, department, course of instruction, chair, fellowship, scholarship, exhibition, bursary or prize;*

*(j) to award fellowships, scholarships, exhibitions, bursaries and prizes;...*

## Purpose and Goals:

This policy is designed to guide the ~~development~~ **approval, revision, and administration** of **Student Awards** to assist the University in its goals ~~to attract~~ **of attracting** the most academically qualified students, ~~and~~ **rewarding** their successes, **supporting students in financial need, and** ~~at the University. With that objective in mind, it is the primary policy of the University to encourage~~ **encouraging** donations, whether to individual Faculties or the University's general scholarship and bursary funds., ~~which can be used to reward excellence and/or to provide support to students with financial need.~~

The ~~goal~~ **purpose** of this policy is **to establish and ensure fair, flexible and efficient administrative processes for Student Awards and associated funds** ~~promote the creation of awards that ensure fairness to students in the adjudication of awards, while providing for maximum flexibility and efficiency in the administration of available funds.~~ **awards and associated funds.**

## Applicability:

~~As of the effective date above, t~~ This policy is applicable to any **Student Award** offered by the University **using University funds or established through donations from donors to the University** ~~or by donors through the University~~ that is **established on or after the effective date of this policy. Any amendments to existing Student Awards approved on or after the effective date of this policy must also comply with this policy unless otherwise approved by Senate.**

## Exclusions:

### None

~~Student awards developed and implemented~~ **approved** prior to the effective date of this policy may not necessarily follow the definitions set out below. **are not bound by the provisions of this policy, except as those awards may be amended on or after the effective date of this policy, unless otherwise approved by Senate.**

~~Although defined below and established through a recommendation of the Senate to the Board, financial support programs such as bursaries are governed by the Board of Governor's Policy #72—Access to the University of British Columbia.~~

**This policy does not apply to payments made by the University to any person through payroll, or for the reimbursement of costs or expenses.**

## Definitions:

For the purposes of this policy ~~and in all other policies in which they are not otherwise defined:~~

<b>Academic Merit</b>	shall refer to a student's academic performance as represented by the student's academic average in 24 credits completed in a single session. For students completing more than 24 credits in a single session, the 24 credits used to calculate the academic average will be selected in the manner most advantageous to the student.
<i>Continuing</i>	shall <del>mean</del> refer to a <b>Student Award</b> given <del>on the basis of merit, academic or otherwise, demonstrated by the student in the course of studies at the University.</del> according to criteria met or demonstrated by a student <del>on the basis of a student's performance</del> while enrolled as a student at the University or while completing non-credit programming offered by the University.
<i>Entrance</i>	<del>shall mean refer to a Student Award given according to criteria including merit met or demonstrated by a the student prior to commencing studies at the University.</del>
<i>Merit-based</i>	shall <del>mean</del> refer to <del>that</del> a <b>Student Award</b> <del>is</del> given based on <b>Academic Merit, other academic achievement</b> or other achievement, such as service, leadership, or research merits <del>and not financial need.</del>
<i>Need-based</i>	shall <del>mean</del> refer to a <b>Student Award</b> <del>financial support</del> given <del>to a student</del> based on <b>assessed financial need</b> <del>and not achievement, academic or other merit.</del> Any student award that is based on financial need <del>t is not indicated on a student transcript.</del>
<b>Renewable</b>	shall refer to a <b>Student Award</b> that provides annual funding over multiple academic sessions, subject to the student meeting renewal criteria.
<i>Student Award</i>	<del>shall mean any type of financial award or assistance, including bursaries, fellowships, medals, prizes, and scholarships, that is given to students by the University or by donors through the University.</del>
<i>Student Award</i>	shall <del>mean</del> refer to any type of financial award or assistance, <b>including any Bursary, Fellowship, Hybrid Award, Medal, Prize, or Scholarship,</b> that is given to students, <b>or participants in non-credit programming,</b> by the University using University funds or established <b>through donations from donors to the University</b> <del>or by donors through the University.</del>

**Student Award Types:**

- Bursary** shall mean a **Student Award** **that is solely Need-based.**  
~~given on the basis of assessed financial need. Any student award that takes financial need into account is never indicated on a student transcript.~~
- Fellowship** shall mean a **Merit-based Student Award** **usually disbursed at the beginning of an academic session**  
~~given at the start of the academic year~~ to a graduate student primarily based on academic achievement and/or research ability **and** potential.
- ~~Non-academic~~ **Hybrid Award** shall mean a **Student Award** where neither financial need nor academic achievement is the sole criterion considered. (e.g., a **student award** given on the basis of ~~non-academic~~ **achievement other than academic achievement, merit, such as** including, but not limited to, service, leadership, or research, or a combination of academic and ~~non-academic~~ **other achievement merit**, or a combination of academic and/or other achievement and financial need ~~merit-based and need-based criteria~~). Awards of this type may be identified as “Award” in the award title. **Hybrid Awards** given in part on the basis of **Academic Merit** shall be identified as “Academic Award” in the award description. ~~Non-academic awards are not indicated on the student transcript.~~
- Medal** shall mean a **Merit-based** non-monetary **Student Award**, normally given **to a graduating student** ~~near~~ **at the conclusion** ~~end of the an~~ **academic session** ~~year~~ based on **Academic Merit** or other academic achievement.
- Prize** shall mean a **Merit-based Student Award** given ~~to a student~~ **at the conclusion of an academic session based on Academic Merit** or other academic achievement **such as** performance in a particular course, research **performance**, or publication record ~~performance~~ **during the previous academic session** ~~academics and/or achievement of the academic year that has just ended.~~
- Scholarship** shall mean a **Merit-based Student Award** given ~~to a student~~ **solely** on the basis of **Academic Merit** or **other** academic

achievement usually disbursed at the beginning of ~~the~~ **an** academic **session** ~~year~~.

## Policy:

### Approval of New Awards and Changes to Existing Awards

1. The University shall not normally approve *Student Awards* of any type other than ~~those~~ the “*Student Award Types*” defined in this policy.
2. The title of any *Student Award* ~~award~~ approved by the University must include the term defined in this policy that corresponds to the defined “*Student Award Type*” to which it belongs, except in the case of Hybrid Awards, which may be titled as “Award”.
3. The University shall not approve **any** *Student Award* ~~terms~~ that ~~are~~ **is** inconsistent with **applicable** human rights legislation **or offends** public policy. No part of this policy should be interpreted to preclude *Student Awards* that have as their object the amelioration of the conditions of disadvantaged individuals or groups or other *bona fide* and reasonable justification. When approving *Student Awards* established through donations from donors to the University for identifiable individuals or groups, the University shall consider the origin and context of the donor’s gift.
4. In approving *Student Awards*, the University shall consider its stated commitments to equity, inclusion, and diversity.
5. The provisions of this policy are not applicable to the extent they conflict, either generally or in any specific instance, with Board of Governor’s Policy #72 (Access to the University of British Columbia).
6. ~~The Senate reserves the right to change the terms governing a student award, so that they may better meet new conditions, more fully carry out the intentions of the donor, or maintain the usefulness of the benefaction. The rights so reserved shall be exercised by resolution of the Senate duly confirmed by the Board of Governors, provided always that sufficient reasonable notice shall be given in Senate of any proposed change and reasonable efforts shall be made to consult the donor or representative, if known, shall be consulted prior to the approval of the proposed change.~~

The Senate may periodically review the terms of a *Student Award* so that it may better meet new conditions, more fully carry out the spirit of a gift from a donor or maintain the usefulness of the *Student Award*. Where the Senate wishes to change the terms of a

*Student Award*, the Senate will consult with the Office of the University Counsel to determine the necessary process and approvals required to implement that change.

The process and approvals will depend on factors such as:

- (a) Whether the *Student Award* is funded by the University or a donor;
- (b) If by a donor, whether funding is annual or endowed;
- (c) If endowed, whether the change is within the scope of the purposes of the endowment or whether the purposes of the endowment would require variation; and
- (d) If variation is required, whether the variation of the purposes of the endowment may be approved by the Board of Governors or requires court approval.

Where variation to the endowment purpose must be approved by the Board of Governors, the variation to the endowment purpose must be approved by the Board of Governors before changes to the terms of the *Student Award* are approved by Senate.

## General

7. The recording of *Student Awards* on a student's official transcript of academic record shall be determined as follows:

- a. *Hybrid Awards* given in part on the basis of *Academic Merit*, *Fellowships*, *Medals*, *Prizes*, *Scholarships* and any other *Student Awards* given solely or partially based on *Academic Merit* or other academic achievement, shall be listed on the transcript of academic record unless otherwise approved by Senate.
- b. *Hybrid Awards* given based on criteria that do not include *Academic Merit* or other academic achievement shall not be listed on the transcript of academic record unless otherwise approved by Senate.
- c. *Bursaries* and any other *Student Awards* that are solely *Need-based*, shall not be listed on the transcript of academic record.

8. *Student Awards* issued by the University are normally first applied to any tuition and other student fees owing. If the amount of the *Student*

*Award* is greater than **any tuition or other student fees owing**, the excess amount is paid to the student.

9. **The University does not guarantee the payment of any *Student Awards* other than those funded by the University.** In any given year, if invested funds do not provide sufficient income to disburse any endowed *Student Award*, payment of the *Student Award* may be reduced or withheld. ~~The University does not guarantee the payment of any student awards other than those funded by the University.~~ The University reserves the right to withhold *Student Awards* **established through donations from donors to the University** ~~donated by individuals or organizations~~ where the required funds have not yet been received by the University.
10. A recipient of a *Student Award*, **other than a Bursary**, may **accept** ~~retain~~ the honour of an *Student Award* but **decline** ~~resign~~ the monetary value. **Any funds so declined will be made available** ~~Any funds thus made available will be made available~~ to another eligible student.
11. ~~Scholarships and~~ *Student Awards*, **other than Prizes, Medals or other Student Awards intended for graduating students**, awarded for academic achievement in a specific Faculty or discipline or intended for students studying in a particular program are normally conditional upon the recipient **maintaining registration** ~~continuing studies~~ in the same discipline or program during the **funding period** ~~following year~~. A program change to an ineligible Faculty or **program** ~~discipline~~ will **usually** ~~normally~~ result in reassignment of **any unpaid funds associated with** the award to another eligible student.

### Undergraduate Awards

12. Unless otherwise stated **in the award description**, undergraduate *Student Awards* **may be received only by students enrolled at the University during the Winter Session, as defined in the Academic Calendar.** ~~are tenable only at UBC (Vancouver or Okanagan Campus) and are open to Winter Session students only. Marks obtained in Summer Session courses are not taken into account in the adjudication of student awards.~~
13. Marks obtained in **courses undertaken during** Summer Session, **as defined in the Academic Calendar**, ~~courses~~ are not **considered** ~~taken into account~~ in the adjudication of *Student Awards*.

~~Entrance Student Awards and Scholarships other than Bursaries are adjudicated based on a student's academic and other achievement experience achieved prior to attending UBC. These awards are made on a competitive basis and their purpose is to attract highly qualified students.~~

14. **Subject to Paragraph 11, Continuing** ~~scholarships, prizes, or other~~ undergraduate, **Scholarships, and Hybrid Awards given in part on the basis of Academic Merit** ~~student awards based on academic merit and~~ will normally be given to a student who ~~is~~

- i. **is** registered in at least 24 percentage-graded credits **in the current session or, for students enrolled in programs customarily requiring credits that are not percentage-graded, is registered in at least 24 total credits in the current session, with the required number of percentage-graded credits determined by the Faculty;** and,
- ii. has standing in the top 10% of his/her year and Faculty or an average of 75% or higher (with no failed courses) in the academic session on which the **Student Award** ~~award~~ adjudication is based. Academic standing for students taking more than 24 credits will be determined on the basis of 24 percentage-graded credits to be chosen in the manner that is most advantageous to the student.

15. **Paragraph 14 notwithstanding, students registered with Access & Diversity and taking an approved reduced credit load may remain eligible for Scholarships and Hybrid Awards granted on the basis of Academic Merit if registered in fewer than 24 credits.**

~~Academic standing for students taking more than 27 24 credits will be determined on the basis of 27 24 percentage-graded credits to be chosen in the manner that is most advantageous to the student.~~

16. Recipients of undergraduate **Continuing and Renewable Scholarships, Hybrid Awards and other Student Awards given in whole or in part on the basis of Academic Merit** ~~scholarships, prizes and other merit-based student awards based on academics~~ are normally expected to be registered in 24 credits in order to retain their **Scholarship or Hybrid Award**. **Scholarships and Hybrid Awards given on the basis of Academic Merit** are offered only to those who continue their studies to the satisfaction of the Registrar. Students registered in fewer than 24 credits in their final year of study may retain a **Scholarship or Hybrid**

**Award given in part on the basis of Academic Merit** and/or be eligible for a **Prize or Medal** if their Faculty or School confirms that the number of credits in which the student is registered is sufficient for graduation. In this case, ~~a~~ **the monetary value of the Student Award scholarship** may be **reduced**. ~~prorated~~.

**17. Recipients of undergraduate Continuing and Renewable Scholarships, Hybrid Awards given in part on the basis of Academic Merit and other Student Awards given on the basis of academic achievement who fail to meet renewal requirements in their first year of study due to unforeseen personal circumstances may be permitted to retain their Student Award at the discretion of the Registrar or the academic or administrative unit responsible for administering the Student Award. Students permitted to retain their Student Award after failing to meet renewal requirements in their first year of study will normally not be permitted to retain their Student Award in future years should they again fail to meet renewal requirements.**

18. Students who have completed at least one year of study at **the University UBC** may be eligible to defer ~~certain~~ **Scholarships, Hybrid Awards, or other Merit-based Student Awards** for **up to** one year, provided they show satisfactory reasons for postponing attendance. Requests for deferment must be made to Enrolment Services. Students wishing to take up a **deferred Student Award** ~~deferred from a previous year~~ must advise Enrolment Services **in writing** before ~~July 1~~ **the first day of the Winter Session, as defined in the Academic Calendar, in which they intend to take up the Student Award, or such other date identified to the student at the time of or prior to the deferral of the Student Award.**

19. ~~The University recognizes that students may encounter opportunities or circumstances that could result in a request for deferred admission. Applicants intending to commence the first year of a degree program may request a deferral for one year (or two years in cases of mandatory military service).~~ Students who have been granted deferred admission will automatically have any **Scholarships, Hybrid Awards or other Merit-based Student Awards** ~~scholarships or other merit-based or non-academic awards~~ deferred until they begin their study at the University **unless the student is otherwise notified at the time**

**the *Student Award* is offered or at the time the deferral of admission is granted.**

In order to receive a **deferred *Student Award***, students who are granted permission to defer their admission and therefore their ***Student Award***, will **still** have to satisfy any conditions of **admission imposed at the time of admission**, ~~the Admissions office, such as completion of courses in progress, maintenance of a satisfactory admission average, and graduation from secondary school.~~ They must apply to take up the deferred offer by the application deadline of the following year, **and** ~~They~~ must register in the program and at the campus to which they were admitted ~~or will be required to reapply and compete with the new applicant pool for a space.~~

**20. Once a student has completed all requirements to graduate from the degree program in which the student is enrolled and is not otherwise ineligible to graduate, the student's eligibility for future *Student Awards* may be limited at the discretion of the Registrar, or in the case of a specific *Student Award*, the academic or administrative unit responsible for administering the *Student Award*.**

#### Co-operative Education Programs

**21. Students enrolled in co-operative education programs will be eligible to receive payments for *Student Awards* specifically intended for students enrolled in co-operative education programs during any academic session in which they are enrolled in a co-operative education program.**

**22. Eligibility to receive payments for *Student Awards* not specifically intended for students enrolled in co-operative education programs which would normally be payable during the winter session in which the student is enrolled in a co-operative education program will be determined as follows:**

- a. Students enrolled in co-operative education programs during both terms of the winter session, will have *Student Award* payments deferred until the next winter session;**

- b. Students enrolled in co-operative education programs during only one of the two terms of the winter session, will be eligible to receive no more than 50% of any *Student Award* payments provided the student is registered in 12 or more credits during the term in which the student is not enrolled in a cooperative education program.

23. Payments for *Student Awards* that would normally be deferred under this policy to a future academic session, may be made in extenuating circumstances to students enrolled in co-operative education programs at the discretion of the Registrar or the academic or administrative unit responsible for administering the *Student Award*.

24. Eligibility for *Student Awards* in the winter session following the winter session in which a student was enrolled in a co-operative education program will be determined as follows:

- a. Students will not be eligible for *Scholarships* or *Hybrid Awards* granted on the basis of *Academic Merit* in the winter session following a winter session in which the student was enrolled in a co-operative education program during both terms.
- b. Students will be eligible for *Scholarships* or *Hybrid Awards* granted on the basis of *Academic Merit* in the winter session following a winter session in which the student was enrolled in a co-operative education program during one term, provided the student completed 12 or more credits during the other term. Such students will be eligible to receive no more than 50% of the value of any *Scholarship* or *Hybrid Awards* granted on the basis of *Academic Merit*.
- c. Students will be eligible for *Student Awards* other than *Scholarships* or *Hybrid Awards* granted on the basis of *Academic Merit* in the winter session following a winter session in which the student was enrolled in a co-operative education program during one or both terms.

Exchange

25. Students enrolled in exchange programs will normally be eligible to receive payments for *Student Awards* during any academic session in which they are enrolled in an exchange program;
26. Students will normally be eligible for *Student Awards* in the winter session following the winter session in which the student was enrolled in an exchange program, in accordance with paragraph 14. Grades achieved while on exchange may be translated or adjusted for consistency with the University's standards and practices regarding grading and academic standing.

### Graduate Awards

27. ~~The fellowships and scholarships~~ *Student Awards* offered to graduate students, unless otherwise **approved by Senate**, are available only to support students engaged in full-time study and/or research leading to a degree at the University of British Columbia and will normally be paid only if the recipient is registered as a full-time student at the University during the payment period.
28. ~~Students offered both a major university graduate fellowship funding (Killam Doctoral Fellowship, Four Year Doctoral Fellowship, University Graduate Fellowship, or Affiliated Graduate Fellowship) and external funding for full-time study and research at UBC will be required to accept the external funding. If the value of the external award funding is less than the value of the major university graduate fellowship, the student will receive the difference between the major University graduate fellowship and external award funding.~~

**In cases where students are offered both major University graduate Fellowship or Scholarship funding and external funding for full-time study and research at UBC, the value of the University Fellowship or Scholarship funding will be adjusted as follows: if the value of the external award funding is less than the value of the University Fellowship or Scholarship funding, the student will receive the difference between the major University graduate Fellowship or Scholarship and external award funding. If the value of the external award funding is greater than the value of the University Fellowship or Scholarship funding, the student will normally not receive any University Fellowship or Scholarship funding. In some circumstances, students may remain eligible for**

**the tuition component of their University *Fellowship(s)* or *Scholarship(s)*.**

### **Vantage College**

29. ~~While enrolled in Vantage College, students fall under the student classification “International Program” and are not undergraduate students for the purposes of this policy.~~
- a. ~~Vantage College are adjudicated by Vantage College on a competitive basis from among applicants who come from a variety of cultural and socio-economic backgrounds. Where indicated in the *Student Award* description, financial need may also be taken into account in the adjudication of Vantage College awards.~~
  - b. **Student performance during the entire 11-month Vantage College program may be considered when assessing the eligibility of Vantage College students for *Continuing Student Awards*.** ~~Recipients of annually renewable Vantage College student awards become subject to the provisions of this policy governing Undergraduate Awards when they progress into the second or subsequent year of their program of study and achieve regular student status.~~

### **Transition**

30. At any time prior to 1 September 2020, the Registrar may elect to apply any part of the version of this policy approved on 14 May 2014 if necessary to meet operational requirements.

### **Calendar Statement:**

As per the policy above.

### **Consultations**

The following individuals and groups were provided with a draft version of this policy and asked to provide comment:

#### **Enrolment Services**

Student Support & Advising  
 Student Financial Support  
 Records & Registration  
 Admissions & Recruitment

Office of the Provost & Vice-President Academic  
 Office of the Vice-President, Students

All Vancouver Faculties and Schools and Vantage College  
Alma Mater Society  
Graduate Students Society  
Office of the University Counsel  
Development & Alumni Engagement  
Athletics  
Access & Diversity  
First Nations House of Learning  
Office of the Ombudsperson for Students  
Go Global  
International Student Initiative

**History:**

Regulations governing **S**tudent **A**wards have been listed in the Academic Calendar since 1987/88. These regulations have been subject to minor revisions since that time, the most recent being in **May 2014, when the regulations in the Academic Calendar were converted to this form.**

**Related Policies:**

**Board of Governors Policy #72: Access to the University of British Columbia**  
**Senate Policy V-302.2: Graduate Student Leaves of Absence**

**Appendix:**

There is no appendix to this policy.

**Procedures:**

There are no procedures accompanying this policy.



# THE UNIVERSITY OF BRITISH COLUMBIA

## SENATE POLICY: V-#200.2

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

**Number & Title**      *V-200.2 – Student Awards*

**Effective Date:**

1 September 2019

**Approval Date:**

TBD

**Review Date:**

This policy shall be reviewed five (5) years after approval and thereafter as deemed necessary by the *Responsible Committee*.

**Responsible Committee:**

Senate Awards Committee

**Authority:**

*University Act, S. 37(1)*

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

*...(i) to recommend to the board the establishment or discontinuance of any faculty, department, course of instruction, chair, fellowship, scholarship, exhibition, bursary or prize;*

*(j) to award fellowships, scholarships, exhibitions, bursaries and prizes;...*

**Purpose and Goals:**

This policy is designed to guide the approval, revision, and administration of *Student Awards* to assist the University in its goals of attracting the most academically qualified students, rewarding their successes, supporting students in financial need, and encouraging donations, whether to individual Faculties or the University's general scholarship and bursary funds.

The purpose of this policy is to establish and ensure fair, flexible and efficient administrative processes for *Student Awards* and associated funds.

**Applicability:**

This policy is applicable to any *Student Award* offered by the University using University funds or established through donations from donors to the University that is established on or after the effective date of this policy. Any amendments to existing *Student Awards* approved on or after the effective date of this policy must also comply with this policy unless otherwise approved by Senate.

**Exclusions:**

None

**Definitions:**

For the purposes of this policy:

<i>Academic Merit</i>	shall refer to a student's academic performance as represented by the student's academic average in 24 credits completed in a single session. For students completing more than 24 credits in a single session, the 24 credits used to calculate the academic average will be selected in the manner most advantageous to the student.
<i>Continuing</i>	shall refer to a <i>Student Award</i> given according to criteria met or demonstrated by a student while enrolled as a student at the University or while completing non-credit programming offered by the University.
<i>Merit-based</i>	shall refer to a <i>Student Award</i> given based on <i>Academic Merit</i> , other academic achievement, or other achievement, such as service, leadership, or research.
<i>Need-based</i>	shall refer to a <i>Student Award</i> given based on assessed financial need.

*Renewable* shall refer to a *Student Award* that provides annual funding over multiple academic sessions, subject to the student meeting renewal criteria.

*Student Award* shall refer to any type of financial award or assistance, including any *Bursary*, *Fellowship*, *Hybrid Award*, *Medal*, *Prize*, or *Scholarship*, that is given to students, or participants in non-credit programming, by the University using University funds or established through donations from donors to the University.

*Student Award Types:*

*Bursary* shall mean a *Student Award* that is solely *Need-based*.

*Fellowship* shall mean a *Merit-based Student Award* usually disbursed at the beginning of an academic session to a graduate student primarily based on academic achievement and/or research ability and potential.

*Hybrid Award* shall mean a *Student Award* where neither financial need nor academic achievement is the sole criterion considered. (e.g., a *student award* given on the basis of achievement other than academic achievement, including, but not limited to, service, leadership, or research, or a combination of academic and other achievement or a combination of academic and/or other achievement and financial need). Awards of this type may be identified as “Award” in the award title. *Hybrid Awards* given in part on the basis of *Academic Merit* shall be identified as “Academic Award” in the award description.

*Medal* shall mean a *Merit-based non-monetary Student Award*, normally given to a graduating student at the conclusion of an academic session based on *Academic Merit* or other academic achievement.

*Prize* shall mean a *Merit-based Student Award* given at the conclusion of an academic session based on *Academic Merit* or other academic achievement such as performance in a particular course, research performance, or publication record during the previous academic session.

*Scholarship* shall mean a *Merit-based Student Award* given solely on the basis of *Academic Merit* or other academic achievement usually disbursed at the beginning of an academic session.

**Policy:****Approval of New Awards and Changes to Existing Awards**

1. The University shall not normally approve *Student Awards* of any type other than the “*Student Award Types*” defined in this policy.
2. The title of any *Student Award* approved by the University must include the term defined in this policy that corresponds to the defined “*Student Award Type*” to which it belongs, except in the case of Hybrid Awards, which may be titled as “Award”.
3. The University shall not approve any *Student Award* that is inconsistent with applicable human rights legislation or offends public policy. No part of this policy should be interpreted to preclude *Student Awards* that have as their object the amelioration of the conditions of disadvantaged individuals or groups or other *bona fide* and reasonable justification. When approving *Student Awards* established through donations from donors to the University for identifiable individuals or groups, the University shall consider the origin and context of the donor’s gift.
4. In approving *Student Awards*, the University shall consider its stated commitments to equity, inclusion, and diversity.
5. The provisions of this policy are not applicable to the extent they conflict, either generally or in any specific instance, with Board of Governor’s Policy #72 (Access to the University of British Columbia).
6. The Senate may periodically review the terms of a *Student Award* so that it may better meet new conditions, more fully carry out the spirit of a gift from a donor or maintain the usefulness of the *Student Award*. Where the Senate wishes to change the terms of a *Student Award*, the Senate will consult with the Office of the University Counsel to determine the necessary process and approvals required to implement that change.

The process and approvals will depend on factors such as:

- (a) Whether the *Student Award* is funded by the University or a donor;
- (b) If by a donor, whether funding is annual or endowed;
- (c) If endowed, whether the change is within the scope of the purposes of the endowment or whether the purposes of the endowment would require variation; and

- (d) If variation is required, whether the variation of the purposes of the endowment may be approved by the Board of Governors or requires court approval.

Where variation to the endowment purpose must be approved by the Board of Governors, the variation to the endowment purpose must be approved by the Board of Governors before changes to the terms of the *Student Award* are approved by Senate.

## General

7. The recording of *Student Awards* on a student's official transcript of academic record shall be determined as follows:
  - a. *Hybrid Awards* given in part on the basis of *Academic Merit*, *Fellowships*, *Medals*, *Prizes*, *Scholarships* and any other *Student Awards* given solely or partially based on *Academic Merit* or other academic achievement, shall be listed on the transcript of academic record unless otherwise approved by Senate.
  - b. *Hybrid Awards* given based on criteria that do not include *Academic Merit* or other academic achievement shall not be listed on the transcript of academic record unless otherwise approved by Senate.
  - c. *Bursaries* and any other *Student Awards* that are solely *Need-based*, shall not be listed on the transcript of academic record.
8. *Student Awards* issued by the University are normally first applied to any tuition and other student fees owing. If the amount of the *Student Award* is greater than any tuition or other student fees owing, the excess amount is paid to the student.
9. The University does not guarantee the payment of any *Student Awards* other than those funded by the University. In any given year, if invested funds do not provide sufficient income to disburse any endowed *Student Award*, payment of the *Student Award* may be reduced or withheld. The University reserves the right to withhold *Student Awards* established through donations from donors to the University where the required funds have not yet been received by the University.
10. A recipient of a *Student Award*, other than a *Bursary*, may accept the honour of a *Student Award* but decline the monetary value. Any funds so declined will be made available to another eligible student.

11. *Student Awards*, other than *Prizes*, *Medals* or other *Student Awards* intended for graduating students, awarded for academic achievement in a specific Faculty or discipline or intended for students studying in a particular program are normally conditional upon the recipient maintaining registration in the same discipline or program during the funding period. A program change to an ineligible Faculty or program will normally result in reassignment of any unpaid funds associated with the award to another eligible student.

### **Undergraduate Awards**

12. Unless otherwise stated in the award description, undergraduate *Student Awards* may be received only by students enrolled at the University during the Winter Session, as defined in the Academic Calendar.
13. Marks obtained in courses undertaken during Summer Session, as defined in the Academic Calendar, are not considered in the adjudication of *Student Awards*.
14. Subject to Paragraph 11, *Continuing* undergraduate, *Scholarships*, and *Hybrid Awards* given in part on the basis of *Academic Merit* will normally be given to a student who
  - i. is registered in at least 24 percentage-graded credits in the current session or, for students enrolled in programs customarily requiring credits that are not percentage-graded, is registered in at least 24 total credits in the current session, with the required number of percentage-graded credits determined by the Faculty; and,
  - ii. has standing in the top 10% of his/her year and Faculty or an average of 75% or higher (with no failed courses) in the academic session on which the *Student Award* adjudication is based. Academic standing for students taking more than 24 credits will be determined on the basis of 24 percentage-graded credits to be chosen in the manner that is most advantageous to the student.
15. Paragraph 14 notwithstanding, students registered with Access & Diversity and taking an approved reduced credit load may remain eligible for *Scholarships* and *Hybrid Awards* granted on the basis of *Academic Merit* if registered in fewer than 24 credits.

16. Recipients of undergraduate *Continuing* and *Renewable Scholarships*, *Hybrid Awards* and other *Student Awards* given in whole or in part on the basis of *Academic Merit* are normally expected to be registered in 24 credits in order to retain their *Scholarship* or *Hybrid Award*. *Scholarships* and *Hybrid Awards* given on the basis of *Academic Merit* are offered only to those who continue their studies to the satisfaction of the Registrar. Students registered in fewer than 24 credits in their final year of study may retain a *Scholarship* or *Hybrid Award* given in part on the basis of *Academic Merit* and/or be eligible for a *Prize* or *Medal* if their Faculty or School confirms that the number of credits in which the student is registered is sufficient for graduation. In this case, the monetary value of the *Student Award* may be reduced.
17. Recipients of undergraduate *Continuing* and *Renewable Scholarships*, *Hybrid Awards* given in part on the basis of *Academic Merit* and other *Student Awards* given on the basis of academic achievement who fail to meet renewal requirements in their first year of study due to unforeseen personal circumstances may be permitted to retain their *Student Award* at the discretion of the Registrar or the academic or administrative unit responsible for administering the *Student Award*. Students permitted to retain their *Student Award* after failing to meet renewal requirements in their first year of study will normally not be permitted to retain their *Student Award* in future years should they again fail to meet renewal requirements.
18. Students who have completed at least one year of study at the University may be eligible to defer *Scholarships*, *Hybrid Awards*, or other *Merit-based Student Awards* for up to one year, provided they show satisfactory reasons for postponing attendance. Requests for deferment must be made to Enrolment Services. Students wishing to take up a deferred *Student Award* must advise Enrolment Services in writing before the first day of the Winter Session, as defined in the Academic Calendar, in which they intend to take up the *Student Award*, or such other date identified to the student at the time of or prior to the deferral of the *Student Award*.
19. Students who have been granted deferred admission will automatically have any *Scholarships*, *Hybrid Awards* or other *Merit-based Student Awards* deferred until they begin their study at the University unless the student is otherwise notified at the time the

*Student Award* is offered or at the time the deferral of admission is granted.

In order to receive a deferred *Student Award*, students who are granted permission to defer their admission and therefore their *Student Award*, will have to satisfy any conditions of admission imposed at the time of admission, must apply to take up the deferred offer by the application deadline of the following year, and must register in the program and at the campus to which they were admitted.

20. Once a student has completed all requirements to graduate from the degree program in which the student is enrolled and is not otherwise ineligible to graduate, the student's eligibility for future *Student Awards* may be limited at the discretion of the Registrar, or in the case of a specific *Student Award*, the academic or administrative unit responsible for administering the *Student Award*.

#### Co-operative Education Programs

21. Students enrolled in co-operative education programs will be eligible to receive payments for *Student Awards* specifically intended for students enrolled in co-operative education programs during any academic session in which they are enrolled in a co-operative education program.
22. Eligibility to receive payments for *Student Awards* not specifically intended for students enrolled in co-operative education programs which would normally be payable during the winter session in which the student is enrolled in a co-operative education program will be determined as follows:
  - a. Students enrolled in co-operative education programs during both terms of the winter session, will have *Student Award* payments deferred until the next winter session;
  - b. Students enrolled in co-operative education programs during only one of the two terms of the winter session, will be eligible to receive no more than 50% of any *Student Award* payments provided the student is registered in 12 or more credits during

the term in which the student is not enrolled in a cooperative education program.

23. Payments for *Student Awards* that would normally be deferred under this policy to a future academic session, may be made in extenuating circumstances to students enrolled in co-operative education programs at the discretion of the Registrar or the academic or administrative unit responsible for administering the *Student Award*.
24. Eligibility for *Student Awards* in the winter session following the winter session in which a student was enrolled in a co-operative education program will be determined as follows:
  - a. Students will not be eligible for *Scholarships* or *Hybrid Awards* granted on the basis of *Academic Merit* in the winter session following a winter session in which the student was enrolled in a co-operative education program during both terms.
  - b. Students will be eligible for *Scholarships* or *Hybrid Awards* granted on the basis of *Academic Merit* in the winter session following a winter session in which the student was enrolled in a co-operative education program during one term, provided the student completed 12 or more credits during the other term. Such students will be eligible to receive no more than 50% of the value of any *Scholarship* or *Hybrid Awards* granted on the basis of *Academic Merit*.
  - c. Students will be eligible for *Student Awards* other than *Scholarships* or *Hybrid Awards* granted on the basis of *Academic Merit* in the winter session following a winter session in which the student was enrolled in a co-operative education program during one or both terms.

#### Exchange

25. Students enrolled in exchange programs will normally be eligible to receive payments for *Student Awards* during any academic session in which they are enrolled in an exchange program;

26. Students will normally be eligible for *Student Awards* in the winter session following the winter session in which the student was enrolled in an exchange program, in accordance with paragraph 14. Grades achieved while on exchange may be translated or adjusted for consistency with the University's standards and practices regarding grading and academic standing.

### **Graduate Awards**

27. *Student Awards* offered to graduate students, unless otherwise approved by Senate, are available only to support students engaged in full-time study and/or research leading to a degree at the University and will normally be paid only if the recipient is registered as a full-time student at the University during the payment period.
28. In cases where students are offered both major University graduate *Fellowship* or *Scholarship* funding and external funding for full-time study and research at UBC, the value of the University *Fellowship* or *Scholarship* funding will be adjusted as follows: if the value of the external award funding is less than the value of the University *Fellowship* or *Scholarship* funding, the student will receive the difference between the major University graduate *Fellowship* or *Scholarship* and external award funding. If the value of the external award funding is greater than the value of the University *Fellowship* or *Scholarship* funding, the student will normally not receive any University *Fellowship* or *Scholarship* funding. In some circumstances, students may remain eligible for the tuition component of their University *Fellowship(s)* or *Scholarship(s)*.

### **Vantage College**

29. Student performance during the entire 11-month Vantage College program may be considered when assessing the eligibility of Vantage College students for *Continuing Student Awards*

### **Transition**

30. At any time prior to 1 September 2020, the Registrar may elect to apply any part of the version of this policy approved on 14 May 2014 if necessary to meet operational requirements.

### **Calendar Statement:**

As per the policy above.

**Consultations**

The following individuals and groups were provided with a draft version of this policy and asked to provide comment:

**Enrolment Services**

- Student Support & Advising
- Student Financial Support
- Records & Registration
- Admissions & Recruitment

Office of the Provost & Vice-President Academic

Office of the Vice-President, Students

All Vancouver Faculties and Schools and Vantage College

Alma Mater Society

Graduate Students Society

Office of the University Counsel

Development & Alumni Engagement

Athletics

Access & Diversity

First Nations House of Learning

Office of the Ombudsperson for Students

Go Global

International Student Initiative

**History:**

Regulations governing *Student Awards* have been listed in the Academic Calendar since 1987/88. These regulations have been subject to minor revisions since that time, the most recent being in May 2014, when the regulations in the Academic Calendar were converted to this form.

Related Policies:

**[Board of Governors Policy #72: Access to the University of British Columbia](#)**  
**[Senate Policy V-302.2: Graduate Student Leaves of Absence](#)**

**Appendix:**

There is no appendix to this policy.

**Procedures:**

There are no procedures accompanying this policy.

21 November 2018

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards

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## **NEW AWARDS – ENDOWED**

### **Thomas G. Andison Memorial Award**

A \$4,000 award has been made available through an endowment established in memory of Thomas G. Andison (LL.B. 1984) to a J.D. student deserving of financial assistance, who has demonstrated a high level of academic ability and interest in the field of law and, through personal endeavour or participation in student and/or community activities or athletics, has indicated a potential for excellence and leadership. Recommendations are made by the Peter A. Allard School of Law. (First award available for the 2018/2019 winter session).

### **Camosun Centennial Scholars Award**

A \$4,000 renewable entrance award has been made available through an endowment established by Dr. Peter Lansdorp and Claudia Landsdorp, along with matching funds from the University of British Columbia, to outstanding undergraduate domestic students entering any direct entry program. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available in the 2019/2020 winter session.)

### **Jack Giles, Q.C. Award in Advocacy**

Awards totalling \$4,000 have been made available through an endowment established by Farris, Vaughan, Wills & Murphy LLP in honour of Jack Giles, Q.C. to students entering the J.D. program at the Peter A. Allard School of Law. In addition to good academic standing, eligible students will demonstrate a commitment to community service. Preference will be given to students who have demonstrated a keen interest in advocacy through student government, community involvement or other activities. After receiving his law degree from UBC in 1959, Jack Giles appeared for nearly 50 years as trial and appellate counsel in courts throughout Canada, in virtually all areas of the law, as well as appearing before federal and provincial

tribunals. Both in practice and through his roles in numerous organizations throughout his distinguished career, he was a leader in advocating for a number of important matters, including access to justice, the rule of law, an independent judiciary, civility to fellow members of the bar, and independence of the bar. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available in the 2019/2020 winter session.)

#### **Brian R. Hughes Graduate Award in Water Resource Engineering**

Awards totalling \$4,000 have been made available through an endowment established by friends and family in memory of Brian Hughes (P. Eng.) (B.A.Sc. 1986, M.A.Sc. 1988). Candidates must be Master of Applied Science or doctoral students in the Department of Civil Engineering studying hydrotechnical engineering and demonstrate academic excellence, leadership and/or volunteerism. Brian was a leader in the field of water resource engineering and passionate about giving back to the community, serving as a mentor to young engineers. Recommendations are made by the Department of Civil Engineering in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/2019 winter session.)

#### **Huston Family Scholarship in Bachelor of International Economics**

A \$2,500 scholarship has been made available through an endowment established by the Huston Family Foundation in recognition of Dr. R. Huston (M.A. Economics 1990) and his family, for the top academic student entering second year of the Bachelor of International Economics program. This scholarship has been established to provide incentive for students to strive for excellence and to recognize outstanding achievement. The scholarship is made on the recommendation of the Vancouver School of Economics. (First award available in the 2018/19 winter session.)

#### **Huston Family Scholarship in Economics**

A \$2,500 scholarship has been made available through an endowment established by the Huston Family Foundation in recognition of Dr. R. Huston (M.A. Economics 1990) and his family, for the top academic student entering a Major, Honours, or Combined Major program in Economics. This scholarship has been established to provide incentive for students to strive for excellence and to recognize outstanding achievement. The scholarship is made on the recommendation of the Vancouver School of Economics. (First award available in the 2018/19 winter session.)

#### **Law 75th Anniversary Hong Kong Alumni Bursary**

Bursaries totalling \$1,200 have been made available through an endowment established by UBC alumni in Hong Kong in celebration of the law school's 75th anniversary, for students enrolled in the J.D. Program at the Peter Allard School of Law. The bursaries are adjudicated by Enrolment Services. (First award available in the 2019/2020 winter session.)

**Edwin S.H. Leong Centennial Scholars Award**

A \$10,000 renewable entrance award has been made available through an endowment established by Dr. Edwin Leong, along with matching funds from the University of British Columbia, to outstanding domestic students entering university directly from secondary school or transferring from another post-secondary institution to any undergraduate program. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is shorter). Edwin Leong (B.Sc. 1973) founded his property development company, Tai Hung Fai Group, in 1977. The group has been engaged in charitable initiatives since 2005. The Tai Hung Fai Charitable Foundation was established in 2013 to support the company's philanthropic efforts, including helping disadvantaged elders and underprivileged children, and providing scholarships and supporting the Edwin S.H. Leong Healthy Aging Program at UBC. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available in the 2019/2020 winter session.)

**Elizabeth McArthur Memorial Bursary in Nursing**

Bursaries totalling \$12,000 have been made available through an endowment established by Ken and Sheila McArthur in memory of Mrs. Elizabeth McArthur for students entering the School of Nursing's Nurse Practitioners Program. Elizabeth McArthur became a senior nurse in a county hospital after graduating from the Calgary General Hospital School of Nursing in 1917. She was an excellent nurse and was instrumental in fostering an independent and determined attitude in her children. The bursaries are adjudicated by Enrolment Services. (First award available 2019/2020 winter session.)

**Sheila and Ken McArthur Centennial Award in Commerce**

Renewable entrance awards totalling \$16,800 have been made available through an endowment established by Sheila and Ken McArthur for students in the Bachelor of Commerce program. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is shorter). Kenneth McArthur (B.Com. 1961) attended the UBC Sauder School of Business, then the School of Commerce, while pursuing training as a certified accountant. He developed a keen understanding of how an efficient management information system would enhance the productivity and effectiveness of management. He moved to Eastern Canada and had a successful career in the financial service industry, but never forgot the excellent foundation he gained during his years as a student. The

awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available in the 2019/2020 winter session.)

**Kristin Nurkowski Memorial Graduate Award**

Awards totalling \$1,500 have been made available through an endowment established by the family and friends of Kristin Nurkowski for female graduate students in Botany or Zoology. Preference will be given to candidates who have returned to university after taking a break from their studies and/or have demonstrated leadership in the area of gender equity in science. Kristin Nurkowski (M.Sc. 2018) was a UBC graduate student with an insatiable curiosity, boundless enthusiasm, and a love of life. Her graduate research focused on improving food security through plant breeding, which was one of her many passions. The award is made on the recommendation, in alternate years, of the Departments of Botany and Zoology, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2019/2020 winter session.)

**Dr. Gary Randhawa Bursary for M.D. Students**

Bursaries totalling \$4,000 have been made available through an endowment established by the B.C. Medical Association, along with matching funds from the University of British Columbia, for students enrolled in the Southern Medical Program. This bursary was established in honour of Dr. Gary Randhawa and his lifelong work and vision in furthering health education and health promotion in local communities. The bursaries are made on the recommendation of Enrolment Services. (First award available in the 2019/2020 winter session.)

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**NEW AWARDS – ANNUAL****Bachelor of International Economics International Student Major Entrance Scholarship Transition Bursary**

A one-time award up to the full cost of tuition and fees is offered by the Vancouver School of Economics to undergraduate students who fail to meet the renewal criteria for the Bachelor of International Economics (BIE) International Major Entrance Scholarship and have experienced circumstances that affected their performance in the previous Winter Session. The Transition Bursary will support the recipient as they work to regain their eligibility. The bursary is adjudicated by Enrolment Services in consultation with the International Student Initiative. (First award available in the 2018/2019 winter session.)

**Francel Architecture Scholarship**

Scholarships totalling \$3,000 are offered annually by Francel Architecture for graduate students enrolled in the Master of Architecture program. Francel Architecture created this award in 2018 in celebration of the firm's 30th anniversary. The scholarships are made on the recommendation of

the School of Architecture and Landscape Architecture in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/2019 winter session.)

### **Patricia M. Mohr Award in International Economics**

Awards totalling \$5,000 are offered annually by Patricia Mohr (BA Economics 1968, MA Economics 1970) for undergraduate students in the Bachelor of International Economics. To be considered, recipients must be Canadian citizens and within the top 25% of their year in the International Economics program. Students should be highly motivated with considerable ambition for their coming careers. Preference will be given to students demonstrating financial need. Patricia Mohr is an internationally respected Canadian economist and commodities expert who served as Scotiabank's Vice-President, Economics and Commodity Market Specialist before her retirement. She designed the Scotiabank Commodity Price Index, the first index to track price trends for Canadian commodities in export markets. Ms. Mohr created this award as part of her charitable mission to build a strong Canadian economy through education, innovation and international trade. It is dedicated to the memory of her parents, Russel Earl Mohr and Margaret McKinlay Mohr (née Paterson), and her grandmother, Margaret Mohr (née Gottinger). This academic award is made on the recommendation of the Vancouver School of Economics. (First award available for the 2019/2020 winter session).

### **Adrian Francis Mulligan Memorial Scholarship in Mathematics**

A \$2,500 scholarship is offered annually by Dr. Gordon Mulligan (B.Sc. 1969, M.A. 1972, Ph.D. 1976) in memory of his father Adrian Francis Mulligan, for an undergraduate student studying Mathematics in the Faculty of Science. Adrian Mulligan resided in Woodfibre and Squamish, BC. He was particularly interested in the applications of mathematics to navigation and industrial design throughout his lifetime. The scholarship is made on the recommendation of the Department of Mathematics. (First award available in the 2018/2019 winter session.)

### **Ethel Lillian Mulligan Memorial Scholarship in Creative Writing**

A \$2,500 scholarship is offered annually by Dr. Gordon Mulligan (B.Sc. 1969, M.A. 1972, Ph.D. 1976) in memory of his mother Ethel Lillian Mulligan, for undergraduate students studying Creative Writing in the Faculty of Arts. Ethel Mulligan resided in Woodfibre and Squamish, BC. She was an avid reader who particularly enjoyed the works of female British and Irish writers. The scholarship is made on the recommendation of the Department of Creative Writing. (First award available in the 2018/2019 winter session.)

### **Dr. Marion Porath Scholarship in Education**

A \$2,500 scholarship is offered annually by Merv Porath in memory of his wife, Dr. Marion Porath (B.Ed. 1974, M.A. 1984, Ph.D. 1988) for a graduate student studying High Ability within the Department of Educational and Counselling Psychology, and Special Education, who demonstrates academic excellence and service to the educational community. Professor Emerita

Porath taught at UBC for 25 years and was an award-winning teacher, scholar, and researcher. The scholarship is made on the recommendation of the Department of Educational and Counselling Psychology, and Special Education in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/2019 winter session.)

### **Sunstar G.U.M Award for Clinical Proficiency in Advancing the Oral Systemic Link**

A \$2,500 award is offered annually by Sunstar Americas, Inc. Canada to a student graduating from the Doctor of Dental Medicine (D.M.D.) program who exhibits the highest degree of clinical proficiency when educating patients about the oral systemic link. The award is made on the recommendation of the Faculty of Dentistry. (First award available in the 2018/2019 winter session.)

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## **PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE**

### **Endowed Awards**

#### **6518 – J. Armand Bombardier Sustainable Transportation Fellowship**

##### **Rationale for Proposed Changes**

UBC Development and Alumni Engagement, in collaboration with the donor, is requesting to increase the number of awards available from two to three to account for the large spend amount generated from an additional gift of \$100,000 to the endowment in 2017. The Office of University Counsel has reviewed the endowment agreement and confirmed this change to the award description is allowable under the purpose of the endowment.

##### **Current Award Description**

Two fellowships of \$9,600 have been endowed by Bombardier for graduate students in the School of Community and Regional Planning who are focused on research in any one of the three areas: equity and community engagement, population and public health, and environmental and sustainability issues associated with transportation. Awardees are eligible for an additional \$750 in travel funding for research related activities. Recommendations are made by the School of Community and Regional Planning in consultation with the Faculty of Graduate and Postdoctoral Studies.

##### **Proposed Award Description**

Two **Up to three** fellowships of **totalling \$9,600 \$19,200** have been **made available through an endowment established** ~~endowed~~ by Bombardier for graduate students in the School of Community and Regional Planning who are focused on research in any one of the three areas:

equity and community engagement, population and public health, and environmental and sustainability issues associated with transportation. Awardees are eligible for up to an additional \$750\$800 in travel funding for research related activities. Recommendations are made by the School of Community and Regional Planning in consultation with the Faculty of Graduate and Postdoctoral Studies.

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## **8646 - Dabrowski and Shepherd Award in Environmental Engineering**

### **Rationale for Proposed Changes**

The donor has given additional funding to endow this award. The award description has been modified to reflect this change.

### **Current Award Description**

Awards totalling \$10,000 are offered annually by Barbara Dabrowski (B.A.Sc. 1978, M.A.Sc. 1981) and Robert Shepherd (B.A.Sc. 1969, M.Eng. 1979) to support graduate students studying Environmental Engineering. Students will be selected based on their progression in their program and also their research productivity. Financial need may be considered. Barbara and Robert met at UBC and both dedicated their careers to Environmental Engineering. These awards are adjudicated by the Department of Civil Engineering in consultation with the Department of Chemical and Biological Engineering and the Faculty of Graduate and Postdoctoral Studies.

### **Proposed Award Description**

Awards totalling \$1,400 ~~are offered annually~~ have been made available through an endowment established by Barbara Dabrowski (B.A.Sc. 1978, M.A.Sc. 1981) and Robert Shepherd (B.A.Sc. 1969, M.Eng. 1979) to support graduate students studying Environmental Engineering. Students will be selected based on their progression in their program and also their research productivity. Financial need may be considered. Barbara and Robert met at UBC and both dedicated their careers to Environmental Engineering. These awards are adjudicated by the Department of Civil Engineering in consultation with the Department of Chemical and Biological Engineering and the Faculty of Graduate and Postdoctoral Studies.

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## **3965 – Al Fisher Skiing Award**

### **Rationale for Proposed Changes**

This award was established through an endowment in 2003, when both the Alpine Skiing Team and the Nordic Skiing Team were varsity sports. In 2014, both teams lost their varsity status and

were reclassified as competitive clubs. Both teams currently operate as Thunderbirds Sports Clubs. The endowment was created under the assumption that both teams would include varsity sports members who would be performing at a high level of competition. With both teams having lost their varsity status and becoming competitive clubs, membership is now open to all students regardless of experience or ability. Giving preference to students competing at the highest level of collegiate competition will better reflect the intentions of the original endowment. The Office of University Counsel has reviewed the endowment agreement and confirmed this change to the award description is allowable under the purpose of the endowment.

### **Current Award Description**

One or more awards valued at \$500 each or to the maximum value allowed under athletic association regulations, are offered to outstanding members of the Thunderbird Alpine or Nordic Ski Team in any year of study. The awards are made on the recommendation of the President's Athletic Awards Committee.

### **Proposed Award Description**

One or more awards, which may range from a minimum valued at of \$500 each or to the maximum value allowed under athletic association regulations, are offered to have been made available through an endowment established in honour of Al Fisher for outstanding members of the Thunderbird Alpine or Nordic Skiing Team Sport Club in any year of study. Preference will be given to athletes competing at the highest level of intercollegiate competition in Canada and the United States. The awards are made on the recommendation of the President's Athletics Awards Committee.

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## **Annual Awards**

### **8561 – IMES Special University Bursary**

#### **Rationale for Proposed Changes**

A review of all transition bursaries funded by the International Student Initiative is underway to standardize and update these descriptions to best reflect the purpose of the bursaries and practices in assigning them. The updated and more complete award descriptions offer more detailed information on purpose and eligibility for the bursaries.

#### **Current Name: IMES Special University Bursary**

#### **Current Award Description**

The Transition Bursary is offered to Undergraduate students at UBC who fail to meet the renewal criteria for the International Major Entrance Scholarship (IMES) but who have experienced circumstances that affected their performance in the previous Winter Session and

whose appeals were not accepted. The Transition Bursary is a one-time award of \$7,000 offered by ISI to these students to support the student while they work to regain their IMES eligibility.

**Proposed Name:** International Major Entrance Scholarship Special University Transition Bursary

**Proposed Award Description:**

A one-time award up to the full cost of tuition and fees The Transition Bursary is offered by the International Student Initiative to undergraduate students at UBC who fail to meet the renewal criteria for the International Major Entrance Scholarship, and have experienced circumstances that affected their performance in the previous Winter Session and whose appeals were not accepted. The Transition Bursary is a one-time award of \$7,000 offered by ISI to these students to will support the recipients while they work to regain their IMES eligibility. The bursary is adjudicated by Enrolment Services in consultation with the International Student Initiative.

**8605 – Bachelor of Commerce International Student Bursary**

**Rationale for Proposed Changes**

A review of all transition bursaries funded by the ISI is underway to standardize and update these descriptions to best reflect the purpose of the bursaries and practices in assigning them.

The updated and more complete award descriptions offer more detailed information on purpose and eligibility for the bursaries.

**Current Name:** Bachelor of Commerce International Student Bursary

**Current Award Description**

Bursaries valued at up to \$20,000 each are offered annually by the Sauder School of Business to continuing international undergraduate students who were previously awarded the Bachelor of Commerce International Entrance Scholarship and demonstrate financial need but do not meet the Senate's academic criteria for retaining an award. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

**Proposed Name:** Bachelor of Commerce International Student Entrance Scholarship Transition Bursary

**Proposed Description:**

A one-time award up to the full cost of tuition and fees Bursaries valued at up to \$20,000 each are is offered annually by the Sauder School of Business to undergraduate students who fail to meet the renewal criteria for the Bachelor of Commerce International Entrance Scholarship and

have experienced circumstances that affected their performance in the previous Winter Session to continuing international undergraduate students who were previously awarded the Bachelor of Commerce International Entrance Scholarship and demonstrate financial need but do not meet the Senate's academic criteria for retaining an award. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need. The Transition Bursary will support recipients while they work to regain their award eligibility. The bursary is adjudicated by Enrolment Services in consultation with the International Student Initiative.



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THE UNIVERSITY OF BRITISH COLUMBIA

**Office of the Senate**  
Brock Hall | 2016 - 1874 East Mall  
Vancouver BC V6T 1Z1

Phone 604 822 5239  
Fax 604 822 5945  
[www.senate.ubc.ca](http://www.senate.ubc.ca)

21 November 2018

To: Senate

From: Admissions Committee

Re: Changes to Admission Requirements for the Doctor of Dental Medicine Program

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The Senate Admissions Committee has reviewed and recommends to Senate for approval changes to the Admission requirements for the Doctor of Dental Medicine Program, permitting the admission of international applicants.

***Motion:*** *That Senate approve the changes to the admission requirements for the Doctor of Dental Medicine program.*

## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Dentistry  <b>Department:</b>  <b>Faculty Approval Date:</b> June 2018  <b>Effective Session (W or S):</b> Winter  <b>Effective Academic Year:</b> 2018</p>	<p><b>Date:</b> June 11, 2018  <b>Contact Person:</b> Susanne Schmiesing  <b>Phone:</b> 604 822 5212  <b>Email:</b> Susanne.schmiesing@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><i>Admission</i></p> <p>NOTE: The Faculty of Dentistry is not accepting applications to the International Dental Degree Completion Program (IDDCP) at this time until further notice.</p> <p>Internationally-trained dentists holding Canadian Citizenship or valid permanent residency permits in Canada are eligible to apply to the 4-year DMD program provided all admissions requirements are met.</p> <p>Admission to the Faculty of Dentistry is based on academic performance and personal qualities as evidenced by aptitude tests, problem based learning (PBL) assessment, and personal interviews. Since facilities for pre-clinical and clinical instruction are limited, enrolment is restricted.</p> <p>Domestic applicants must supply evidence of Canadian citizenship or permanent residency of Canada.</p> <p>A limited number of international applicants may be admitted to the D.M.D. program.</p> <p>By reciprocal agreement, DMD programs that are accredited by the Commission on</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,201,314,151">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,201,314,151</a></p> <p><b>Present Calendar Entry:</b></p> <p><i>Admission</i></p> <p>NOTE: The Faculty of Dentistry is not accepting applications to the International Dental Degree Completion Program (IDDCP) at this time until further notice.</p> <p>Internationally-trained dentists holding Canadian Citizenship or valid permanent residency permits in Canada are eligible to apply to the 4-year DMD program provided all admissions requirements are met.</p> <p>Admission to the Faculty of Dentistry is based on academic performance and personal qualities as evidenced by aptitude tests, problem based learning (PBL) assessment, and personal interviews. Since facilities for pre-clinical and clinical instruction are limited, enrolment is restricted. <del>Applicants must supply evidence of Canadian citizenship or permanent residency of Canada.</del> Completion of three academic years in a Faculty of Arts or Science including pre-dental requirements at UBC or the equivalent, with a minimum scholastic average of 70%, (based on the system of grading used at UBC), is required.</p> <p><b>Type of Action:</b></p> <p>Add information for international</p>

<p>Dental Accreditation of Canada are recognized by the Commission on Dental Accreditation of the American Dental Association.</p> <p>However, individuals attending dental programs in one country and planning to practice in another country should carefully investigate the requirements of the state licensing jurisdiction where they wish to practice.</p> <p>For additional information, please visit the Canadian Dental Association website at <a href="http://www.cda-adc.ca/cdacweb/en/">http://www.cda-adc.ca/cdacweb/en/</a>.</p> <p>For specific information concerning international dental professionals, please visit: <a href="https://www.cda-adc.ca/cdacweb/en/international_professionals/">https://www.cda-adc.ca/cdacweb/en/international_professionals/</a></p> <p>Completion of three academic years in a Faculty of Arts or Science including pre-dental requirements at UBC or the equivalent, with a minimum scholastic average of 70%, (based on the system of grading used at UBC), is required.</p> <p>...</p>	<p>applicants, who are now eligible for admission to the DMD program.</p> <p><b>Rationale for Proposed Change:</b></p> <p>The Doctor of Dental Medicine program, which previously accepted only domestic students, is proposing changes to the academic calendar to permit the admission of international students. This proposal is intended to add diversity to the DMD class, and bring the program in line with the focus on international initiatives in the new strategic plan.</p> <p>The change strikes out the sentence that previously limited admission to domestic students, indicates that international students may be admitted to the program and provides information about reciprocal accreditation agreements.</p> <p>The admission of international students would not displace domestic students. Any international applicants would be admitted in addition to the usual domestic class. Tuition for international students has been approved by the Board of Governors.</p>
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21 November 2018

To: Vancouver Senate

From: Senate Curriculum and Admissions Committees

Re: Dual Degree Program Option: Bachelor of Arts, UBC and Sciences Po (approval)

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The Senate Curriculum and Admissions Committees have reviewed the material forwarded to them by the Faculty of Arts and enclose those proposals they deem ready for approval.

The following is recommended to Senate:

**Motion:** *“That the revised Dual Degree Program Option: Bachelor of Arts, UBC and Sciences Po degree program be approved.”*

Respectfully submitted,

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

*Revised dual degree program*

**Dual Degree Program Option: Bachelor of Arts, UBC and Sciences Po**

## UBC Curriculum Proposal Form Change to Course or Program

### Category: 2

<p><b>Faculty:</b> Arts  <b>Department:</b> Arts Academic Advising  <b>Faculty Approval Date:</b> 13 Sept 2018  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2018</p>	<p><b>Date:</b> July 4, 2018  <b>Contact Person:</b> Stefania Burk and Nancy Campbell  <b>Phone:</b> 74257  <b>Email:</b> <a href="mailto:nancy.campbell@ubc.ca">nancy.campbell@ubc.ca</a> or <a href="mailto:stefania.burk@ubc.ca">stefania.burk@ubc.ca</a></p>
<p><u>Homepage</u> <u>Faculties, Colleges, and Schools</u> <u>The Faculty of Arts Bachelor of Arts Dual Degree Program Option: Bachelor of Arts, UBC and Sciences Po</u></p> <p><b>Proposed Calendar Entry:</b></p> <p><b>Dual Degree Program Option: Bachelor of Arts, UBC and Sciences Po</b></p> <p>This program option offers qualified <b>undergraduate</b> students the opportunity to <b>complete an intensive transatlantic dual degree program and</b>, in one course of study, earn <b>both</b> a Bachelor of Arts degree from UBC and a Bachelor of Arts degree from L'Institut d'études politiques de Paris (Sciences Po). <b>The program will be of particular interest to direct-entry students who wish to examine the social sciences and humanities from a cross-cultural academic perspective.</b></p> <p>Students in the Dual Degree Program Option complete their first two years of study in France at one of the Sciences Po regional campuses, and their third and fourth years of study at the Point Grey (Vancouver) campus of UBC. At the conclusion of their studies students will earn both a Sciences Po Bachelor of Arts</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,1504">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,1504</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Dual Degree Program Option: Bachelor of Arts, UBC and Sciences Po</b></p> <p>This <del>unique</del> program option offers qualified students the opportunity to earn, in one course of study, a Bachelor of Arts degree from UBC and a Bachelor of Arts degree from L'Institut d'études politiques de Paris (<u>Sciences Po</u>). <del>Equivalent in number of credits to five to six years of study, this program option is earned in four years, through intensive study and scheduling.</del></p> <p>Students in the Dual Degree Program Option complete their first two years of study in France at one of the Sciences Po regional campuses, and their third and fourth years of study at the Point Grey (Vancouver) campus of UBC. At the conclusion of their studies students will earn both a Sciences Po Bachelor of Arts and a UBC Bachelor of Arts.</p>

and a UBC Bachelor of Arts.

## Admission

The Dual Degree Program Option is open to applicants satisfying the direct-entry eligibility criteria for undergraduate studies at UBC's Faculty of Arts, Bachelor of Arts program. It is not open to applicants transferring from another post-secondary institution or from within UBC, including those already studying in the Faculty of Arts, or to those with a previous university degree.

Individuals interested in pursuing this program option must apply for admission to both UBC and the Dual Degree Program by the start of January. Please see the [UBC Future Student Portal](#) to apply to UBC. Please see the [Sciences Po and UBC Dual Degree Programs website](#) for specific Dual Degree deadlines and to access the mandatory Dual Degree supplemental application.

Acceptance into the Program Option will be determined by a Sciences Po-UBC Dual Degree Program Option Admissions Committee. An interview may be required. Fluency in French is not required to complete the Dual Degree, except for those students who choose to pursue Sciences Po's Europe-Africa program. The language of instruction for all other Sciences Po programs, including Europe-

## Admission

Individuals interested in pursuing this program option must apply for admission in early December. Please see the [Program Option website](#) for specific deadlines.

Acceptance into the Program Option will be determined by a Sciences Po-UBC Dual Degree Program Option Admissions Committee. ~~The Committee will evaluate applications broadly on evidence of academic achievement and intellectual readiness, and on applicants' own representation of their experience, ideas, and aspirations.~~ An interview may be required. ~~The Dual Degree Program Option is not open to students with a previous degree.~~ Fluency in French is not required.

Successful students are simultaneously admitted to the UBC Bachelor of Arts Dual BA program option and the Sciences Po Bachelor of Arts Dual BA program option.

Applicants who are unsuccessful in their admission to the Dual Degree Program Option will ~~automatically~~ be considered for admission to the UBC Bachelor of Arts Degree Program. For consideration to the Sciences Po B.A. Program (and not UBC), please contact [Sciences Po](#) directly.

## Degree Requirements

In order to receive both degrees, students must fulfill the individual program requirements for each institution's specific

**Asia, Europe-North America, and Europe-Middle-East and Mediterranean, is English.**

Successful students are simultaneously admitted to the UBC Bachelor of Arts Dual B.A. program option and the Sciences Po Bachelor of Arts Dual B.A. program option.

Applicants who are unsuccessful in their admission to the Dual Degree Program Option will be considered for admission to the UBC Bachelor of Arts Degree Program.

**No separate request or application is required.** For consideration to the Sciences Po B.A. Program (and not UBC), please contact [Sciences Po](#) directly.

### Degree Requirements

In order to receive both degrees, students must fulfill the individual program requirements for each institution's specific degree program. Each institution manages its own degree requirements. For the UBC B.A., see [Degree Requirements](#).

**At Sciences Po, students must validate the equivalent of 71 UBC credits, including all necessary Foundational Courses and courses required to satisfy specialization requirements, in their first two years of study. At UBC, students must complete 72 credits of coursework, including 12 credits earned in Dual Degree seminars. All seminars take place at UBC after students have completed Years 1**

degree program. Each institution manages its own degree requirements. For the UBC B.A., see [Degree Requirements](#).

~~For the UBC Bachelor of Arts Dual Degree with Sciences Po Program Option, students are required to complete a minimum of 165 UBC credits. These credits consist of two years of coursework completed at Sciences Po, equivalent to 90 UBC credits, and 75 credits of coursework administered by UBC.~~

~~With the assistance of Faculty and departmental advising, 60 of the 75 credits administered by UBC should be selected to satisfy specialization and degree requirements. The other 15 credits are earned through seminars and community-based learning experiences unique to the Program. Six of these 15 credits are taught in France in the summer between Year 1 and Year 2, and another six are taught in Vancouver in the summer between Year 2 and Year 3. The final three credits, with instruction based in Vancouver, are completed in the summer between Year 3 and Year 4. Students also have the option of completing an additional three credits of directed studies in their UBC specialization. See the [Program website](#) for more information.~~

### Continuation

Students in the Dual Degree Program Option are registered at both Sciences Po

and 2 at Sciences Po and may include courses offered only in Summer Session. The remaining 60 credits, including any courses necessary to satisfy UBC BA degree requirements as well as requirements for selected specializations, are approved by Arts Academic Advising.

See the [Program website](#) for more information.

### Continuation

Students in the Dual Degree Program Option are registered at both Sciences Po and UBC simultaneously and must ensure they fulfill the registration and tuition requirements of both institutions throughout their degrees. **Information about registration and tuition requirements for each year of the Dual Degree is available on the [Program website](#).** Students must also meet each institution's continuation requirements. However, only those credits administered by the specific institution will apply towards that institution's continuation policies. For UBC B.A. continuation requirements, see [Academic Recognition, Promotion, and Continuation](#).

### Graduation

Students in the Dual Degree Program Option will not be adjudicated for graduation for one degree before requirements for both are complete. Graduates will receive two parchments:

1. UBC, Bachelor of Arts; and,

and UBC simultaneously, and must ensure they fulfill the registration and tuition requirements of both institutions throughout their degrees. Students must also meet each institution's continuation requirements. However, only those credits administered by the specific institution will apply towards that institution's continuation policies. For UBC B.A. continuation requirements, see [Academic Recognition, Promotion, and Continuation](#).

### Graduation

Students in the Dual Degree Program Option will not be adjudicated for graduation for one degree before requirements for both are complete. Graduates ~~may attend the convocation ceremonies of each institution, and~~ will receive two parchments:

1. UBC, Bachelor of Arts; and,
2. Sciences Po, Bachelor of Arts

For further information about the design of the Dual Degree Program, and to access the application, please see the [Program website](#).

**Type of Action:** Updated wording. Adjusted requirements to bring them into alignment with the 2018-2023 UBC-Sciences Po Dual Degree Program contract.

**Rationale:** With the current UBC-Sciences Po Dual Degree Program contract expiring on August 31, 2018, a new 5-year contract has been negotiated between the two institutions. Along with renewing the contract, this process also provided an

<p>2. Sciences Po, Bachelor of Arts</p> <p>For further information about the design of the Dual Degree Program, and to access the application, please see the <a href="#"><u>Program website</u></a>.</p>	<p>opportunity to refine the Dual Degree Program based on our shared experience since 2013, when the original contract was signed, and to update the Program based on curricular changes at Sciences Po. The new contract, included with this proposal, has been vetted by both institutions and approved by UBC Legal Counsel, and preparations are being made to have it signed by both parties in August, 2018.</p> <p>This proposal updates UBC Calendar wording for clarity and precision and to bring it into alignment with curricular amendments at both institutions, as included in the new contract.</p> <p>Sciences Po recently completed a full curricular renewal of their undergraduate program and are in the process of launching reforms. These curricular changes will apply to Dual BA students (during their first 2 years in the Program) and so must be integrated into the UBC Calendar. Notably, the renewal saw Sciences Po bring their ECTS credit system into line with European Union norms (as part of the approval under the Bologna Process<sup>1</sup> for recognition of their undergraduate program as the equivalent of a “licence”, the first part of the European three-cycle system).</p> <p>The credit reforms caused the number of ECTS credits awarded by Sciences Po in the first two years of an undergraduate program to be reduced by 20.5% (from 180 ECTS over two years in the old system to 143 ECTS over two years in the new system), although the number of hours of instruction on foundational courses (not including electives) was reduced by only 12.5% (from 96 to 84 hours). The Sciences Po credit reduction is reflected in this</p>
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	<p>proposal.</p> <p>The Faculty of Arts also evaluated the seminar sequence required as part of the Dual BA and determined that it required improvement and restructuring to better support student learning and act as a coherent pedagogical spine for the program. Our experience teaching Dual BA seminar courses shows that requiring students to complete UBC courses in France between Years 1 and 2 is inefficient, as they retain little and are unable to connect these seminars with those they must take between Years 2 and 3 (upon their arrival in Vancouver). As such, we now plan to begin teaching the seminar sequence only upon their arrival in Vancouver (after Year 2), thus permitting students to better connect their learning from one seminar to the next and providing an enhanced orientation and transition to their upper years in the UBC BA. We will continue to support Dual BA students studying in France for Years 1 and 2 through academic advising, an approach that has met with much greater success.</p> <p>We also plan to condense the seminar sequence from 5 courses to 4 courses, and to modify the content of these seminars to enhance student learning through academic engagement in and reflection on the intensive transatlantic educational journey that distinguishes the Dual Degree program. To this end, we plan to eliminate the two “topics” seminars which, upon review, were deemed often to be unrelated to the Dual BA educational experience, and to replace them with a new Year 4 capstone seminar, currently under development. This seminar will be taught for the first time in 2020W, and will call on students to work from within their</p>
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	<p>academic / disciplinary expertise to create a research project that also calls on them to reflect on their Dual BA journey through international scholarship. Through the capstone seminar they will hone their roles and responsibilities vis-à-vis research ethics, theory and practice and knowledge dissemination, translation and application, in the academy and beyond, continuing the thread of learning from the first three seminars (International Perspectives on Writing and Research in the Social Sciences; Communicating Research to Public Audiences; and Community-Based Research and Knowledge Creation).</p> <p>Included with this proposal for informational purposes are the following:</p> <ul style="list-style-type: none"> <li>• A copy of the <b>2018-2023 Dual Degree Program Agreement</b> (final version, not yet signed by approved by UBC Legal Counsel)</li> <li>• A copy of the <b>Sciences Po Bachelor of Arts: Information for Dual Degree Partners</b> curriculum package. This document provides comprehensive information about Sciences Po's curricular reform, completed in 2017, including the philosophy and principles behind it.</li> <li>• Two "<b>maquettes pédagogiques</b>", curriculum maps for each of Year 1 and Year 2, which show the distribution of Sciences Po credits in the first two years of study. Please note that these maps are included in the curriculum package but, given the length of that document, were also included separately for ease of reference.</li> </ul> <p><sup>1</sup>The Bologna Process involves 48 European countries who participate in</p>
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	<p>intergovernmental cooperation in the field of higher education to ensure comparability in the standards and quality of post-secondary qualifications, as well as the modernization of education. Sciences Po complying and being approved under this process increases the ease of mobility for students possessing a Sciences Po BA. (<a href="https://ec.europa.eu/education/policy/higher-education/bologna-process_en">https://ec.europa.eu/education/policy/higher-education/bologna-process_en</a>)</p>
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21 November 2018

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

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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 revised program, new course code, and new courses be brought forward by the faculties of Arts and Graduate and Postdoctoral Studies (Arts) be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee

## **FACULTY OF ARTS**

### *Revised program*

#### **Arts Co-op Program**

### *New course code*

**ARTC** Arts Co-operative Education Program

### *New courses*

**ARTC 100** (3) Arts Co-op Search Term #1; **ARTC 110** (3) Arts Co-op Work Term #1; **ARTC 200** (3) Arts Co-op Search Term #2; **ARTC 210** (3) Arts Co-op Work Term #2; **ARTC 211** (3) Arts Co-op Work Term #2 (Extension); **ARTC 300** (3) Arts Co-op Search Term #3; **ARTC 310** (3) Arts Co-op Work term #3; **ARTC 311** (3) Arts Co-op Work Term #3 (Extension); **ARTC 400** (3) Arts Co-op Search Term #4; **ARTC 410** (3) Arts Co-op Work Term #4; **ARTC 411** (3) Arts Co-op Work Term #4 (Extension); **ARTC 445** (3) Arts Co-op Search Term #5; **ARTC 450** (3) Arts Co-op Work Term #5; **ARTC 451** (3) Work Term #5 (Extension); **ARTC 456** (3) Arts Co-op Search Term #6; **ARTC 460** (3) Arts Co-op Work Term #6; **ARTC 461** (3) Arts Co-op Work Term #6 (Extension); **ENGL 380** (3-6) d Theory: Meaning and Interpretation; and **ENGL 398** (3-6) d Community-Facing Applications of Language and Literary Studies.

## **FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES**

### **Arts**

### *New course*

**LIBR 564** (3) Information Practice and Protocol in Support of Indigenous Initiatives

## Appendix II: Curricular Proposals (Category 2)

### *Courses>Table of Contents – Update Course Subject Code*

<p>Category: 2 Faculty: Arts          Department: Office of the Dean          Faculty Approval Date: 13 Sept 2018          Effective Session (W or S): W          Effective Academic Year: 2018</p>	<p><b>Date:</b> June 18, 2018  <b>Contact Person:</b> Lois Nightingale  <b>Email:</b> <a href="mailto:Arts.Curriculum@ubc.ca">Arts.Curriculum@ubc.ca</a>; <a href="mailto:Lois.Nightingale@ubc.ca">Lois.Nightingale@ubc.ca</a>;</p>
<p><b>Calendar Navigation:</b></p> <p><a href="#">Homepage</a> &gt; <a href="#">Course Descriptions</a> &gt;          Courses by Subject Code</p> <p><b>Proposed Calendar Entry:</b></p> <p>Courses by Subject Code</p> <p>...</p> <p>ARBC    Arabic Studies</p> <p>ARCH    Architecture</p> <p>ARCL    Anthropological                   Archaeology</p> <p>ARST    Archival Studies</p> <p>ARTH    Art History</p> <p><b>ARTC    Arts Co-operative                   Education Program</b></p> <p>ARTS    Arts One Program</p> <p>ASIA    Asian Studies</p>	<p><b>Course URL:</b></p> <p><a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code</a></p> <p><b>Present Calendar Entry:</b></p> <p>Courses by Subject Code</p> <p>...</p> <p>ARBC    Arabic Studies</p> <p>ARCH    Architecture</p> <p>ARCL    Anthropological                   Archaeology</p> <p>ARST    Archival Studies</p> <p>ARTH    Art History</p> <p>ARTS    Arts One Program</p> <p>ASIA    Asian Studies</p> <p>ASIC    Arts and Science                   Interdisciplinary                   Courses</p>

<p><b>ASIC</b> Arts and Science Interdisciplinary Courses</p> <p><b>ASLA</b> Asian Languages</p>	<p><b>ASLA</b> Asian Languages</p> <p><b>Type of Action:</b></p> <p>Insert new alpha code (ARTC) into the “Courses by Subject Code” calendar page.</p> <p><b>Rationale:</b></p> <p>This proposal is linked to the Cat 1 proposal to create new alpha code (ARTC).</p>
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*Courses>Table of Contents – Update Course Subject Name*

<p><b>Calendar</b>  <b>Navigation:</b> <a href="#">Homepage</a> &gt; <a href="#">Course Descriptions</a> &gt; <b>Courses by Subject Name</b></p> <p><b>Proposed Calendar Entry:</b></p> <p>Courses by Subject Name  ...    <b>ARST</b> Archival Studies    <b>ARTH</b> Art History    <b>ARTC</b> <b>Arts Co-operative Education Program</b>    <b>ARTS</b> Arts One Program    <b>ASTU</b> Arts Studies</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name</a></p> <p><b>Present Calendar Entry:</b></p> <p>Courses by Subject Name  ...    <b>ARST</b> Archival Studies    <b>ARTH</b> Art History    <b>ARTS</b> Arts One Program    <b>ASTU</b> Arts Studies    <b>WRDS</b> Arts Studies in Writing</p>
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<b>WRDS</b> Arts Studies in Writing	<p><b>Type of Action:</b></p> <p>Insert new alpha code (ARTC) into the “Courses by Subject Name” calendar page.</p> <p><b>Rationale:</b></p> <p>This proposal is linked to the Cat 1 proposal to create new alpha code (ARTC).</p>
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*FOA > Co-op Educ Programs > edit front page information*

### UBC Curriculum Proposal Form Change to Course or Program

<b>Category: 2 Faculty:</b> Arts <b>Department:</b> Arts Co-op Program <b>Faculty Approval Date:</b> 13 Sept 2018 <b>Effective Session (W or S):</b> Winter <b>Effective Academic Year:</b> 2019	<b>Date:</b> June 18, 2018 <b>Contact Person:</b> Julie Walchli / Nancy Campbell <b>Phone:</b> 604-827-5194 / 604-827-4257 <b>Email:</b> <a href="mailto:julie.walchli@ubc.ca">julie.walchli@ubc.ca</a> / <a href="mailto:nancy.campbell@ubc.ca">nancy.campbell@ubc.ca</a>
<p><b>Calendar Navigation:</b> <a href="#">The Faculty of Arts</a> &gt; Co-operative Education Programs</p> <p><b>Proposed Calendar Entry:</b></p> <p>Co-operative Education Programs Undergraduate Co-op Options</p> <p>The Arts Co-operative Education <b>P</b>rogram provides interested and qualified students in the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of International Economics, Bachelor of Media</p>	<p><b>URL:</b></p> <p><a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,751,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,751,0</a></p> <p><b>Present Calendar Entry:</b></p> <p>Co-operative Education Programs Undergraduate Co-op Options</p> <p>The Arts Co-operative Education <b>p</b>rogram provides interested and qualified students in the Bachelor of Arts, Bachelor of Fine Arts, Bachelor of International Economics,</p>

Studies, and Bachelor of Music programs with paid **work opportunities and preparation for** future careers. The **Arts** Co-operative Education **Program** is an optional, year-round program, supplementary to academic programs in the Faculty. Three **co-op** work terms must be completed, including **at least one** in Term 1 or Term 2 of a Winter Session. **Students normally end their degrees on an academic term.**

Students wishing to enroll in the Program must apply in Winter Session, Term 1, of their second or third year, and **are recommended to** have completed the **Writing Component** of the Writing and Research Requirement and have attained third-year standing (i.e. completed at least 54 credits) prior to their first work term. Academic performance and suitability for the work environment (as judged by the Arts Co-operative Education **Program**) will be the selection criteria used for **Program** admission. Total enrolment **into the Program** is subject to the availability of appropriate work **opportunities**. Acceptance into the program does not guarantee appropriate **co-op** work **terms** in every work term: **students must apply and compete for positions, and employers decide whom to hire.**

Students admitted into the program **are** registered **by the Arts** Co-operative Education **Program in the appropriate co-op** courses for each **search and** work term. Payment of the **Arts** Co-operative Education **Program fees** is mandatory. This includes fees for each **search and** work term, and a one-time **administration and pre-employment conference/advising** fee. See [Program and Course Fees](#).

**Students are enrolled in search and work term co-op courses that appear on students' academic transcripts as non-academic credit.**

Bachelor of Media Studies, and Bachelor of Music programs with paid **employment experience relevant to their** future careers. The Co-operative Education **program** is an optional, year-round program, supplementary to academic programs in the Faculty. Three work ~~placement~~ terms must be completed, including ~~placements~~ in ~~both~~ Term 1 and Term 2 of a Winter Session. ~~The final term must be an academic term.~~

Students wishing to enrol in the program must apply in Winter Session, Term 1, of their second or third year and ~~must~~ have completed the ~~writing~~ component of the Writing and Research Requirement and have attained third-year standing (i.e., completed at least 54 credits) prior to their first work term. Academic performance and suitability for the work environment (as judged by the Arts Co-operative Education **Office**) will be the selection criteria used for **program** admission. Total enrolment is subject to the availability of appropriate work **placements**. Acceptance into the program does not guarantee appropriate work **placements** in every work term.

Students admitted into the program ~~must~~ register in the appropriate Co-operative Education course for each work term, ~~once a suitable work placement is confirmed~~. Payment of the Co-operative Education ~~program~~ fees is mandatory. This includes ~~a Co-operative Education Program~~ fee for each work term and a one-time ~~Co-operative Education Program workshop~~ fee. See [Program and Course Fees](#).

~~Each successfully completed co-operative education course is assigned 3 co-op credits on a student's academic transcript (i.e., ASTU 310, 311, 410, 411, and 412).~~ In order to graduate ~~in a~~ co-operative education **program**,

<p>In order to graduate <b>with an Arts Co-operative Education Program designation on the transcript and parchment</b>, a student must complete <b>3 work terms and corresponding search terms (all co-op credits are additive to the normal 120 academic credits required by the Faculty of Arts for graduation). Completion of the Arts Co-operative Education Program typically requires an additional half- to full-year to complete a bachelor's degree. Arts Co-operative Education Coordinators visit students at their places of work to assess student learning, progress on Arts Co-op professional development assignments (as outlined for each work term course), and liaise with co-op employers/supervisors.</b> Students transferring to UBC from accredited co-operative <b>education</b> programs at other institutions may request admission to the Arts <b>Co-op Program</b>, and may <b>transfer</b> co-op credit for <b>one</b> previously completed work-term.</p> <p>For more information please contact the <a href="#">Arts Co-operative Education Program</a>.</p> <p>[...]</p>	<p>a student must complete <del>9 co-op credits in addition to the normal academic requirements of the Faculty (normally</del> 120 academic credits). The Co-operative Education Program <del>in Arts</del> typically <del>neecessitates</del> an additional year to complete a bachelor's degree. <del>Faculty advisors or co-operative co-ordinators</del> visit students at their places of work <del>and provide advice on the work term learning portfolios that are a requirement of the program.</del> Students transferring to UBC from accredited co-operative programs at other institutions may request admission to the Arts co-op program and may <del>reeeive</del> credit for previously completed work <del>placement to a maximum of 3 Arts co-op course credits.</del></p> <p>For more information please contact the <a href="#">Arts Co-operative Education Office</a>.</p> <p>[...]</p> <p><b>Type of Action:</b> Updated language to reflect current program practices in the Undergraduate Co-op Program. Updated terminology. Removed specific course numbers.</p> <p><b>Rationale for Proposed Change:</b> The Arts Co-operative Education Program is proposing changes to their courses and how the Co-op experience is reflected on the student record. The changes to this page reflect those changes.</p> <p>(This proposal to be part of total package of proposals brought to Senate)</p>
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### Appendix III: Undergraduate Contract: Terms and Conditions

**Appendix 1: Curricular Proposals (Category 1)****UBC Curriculum Proposal Form  
Change to Course or Program**

Category: 1 Faculty: Arts Department: Office of the Dean Faculty Approval Date: 13 Sept 2018 Effective Session (W or S): W Effective Academic Year: 2018	Date: Contact Person: Lois Nightingale Email: <a href="mailto:Arts.Curriculum@ubc.ca">Arts.Curriculum@ubc.ca</a> ; <a href="mailto:Lois.Nightingale@ubc.ca">Lois.Nightingale@ubc.ca</a> ;
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***ARTC Arts Co-operative Education – New Course Code***

Proposed Calendar Entry:  ARTC Arts Co-operative Education Program	<b>URL:</b> New  Present Calendar Entry: None  Type of Action Create new alpha course code to designate courses offered within the Faculty of Arts Co-operative Education program.  Rationale  Update our course code and course format to better reflect the workload of the co-op program for students, and to make the operational processes of course registration and progress through the Program more transparent, scalable and sustainable.  Create a Co-op Program course code to better delineate courses and move them from catch-all ASTU course code in keeping with overall Arts strategy. New course numbers show a logical progression of a student through the program that is more intuitive than current courses (e.g. in the new model 100-level = 1 <sup>st</sup> experience, 200-level = 2 <sup>nd</sup> experience, etc.); also enables students to better understand workload and path through Program
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	<p>requirements and allows for better data tracking.</p> <p>Note that UBC considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion.</p> <p><b>Benefits to Students</b></p> <p>Co-op is a Program: students commit to the program for 3 required, and sometimes additional, optional, work terms, and the corresponding number of search terms. The new format makes this plain, and also conveys the value of the demanding work the student invests into the search term and program, concurrent with an academic load. It also makes it clear that students are co-op students from the time they are admitted to the program, rather than just when they are on a co-op work term, and recognizes the level of commitment commensurate with the program, as a result of their acceptance into the program in 2<sup>nd</sup> or 3<sup>rd</sup> year right through graduation.</p> <p>By differentiating the work involved with a search term and a work term, and shifting part of the existing tuition fee from the co-work term to the search term, students will see the search term course on their transcript. This will signal to students and others reviewing the transcript the workload involved in conducting a search term, in conjunction with the student’s other academic courses, and will help serve to recognize the student’s efforts and accomplishments during that term, regardless of whether the student was successful in obtaining a work term position.</p>
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	<p>While the focus of a search term is to obtain a job, there are other benefits to the search process. This new model signals as well the amount of advising, coaching, and support students receive during their search term, a significant time investment for staff.</p> <p>Note that we are reducing the existing co-op work term fee by 50% and moving that fee to the new search term course so there is <b>NO FEE INCREASE FOR STUDENTS</b> and no new fees. Existing co-op fees will simply be distributed across two terms instead of one. This will be appealing for some students as they will no longer pay all the fees at once at the start of their co-op term. We are able to do this because UBC does not consider co-op course fees to be tuition fees, but rather program fees. This means that co-op fees are not tied to credit value as tuition for academic courses is, thus giving us flexibility to assign “credit” value for the new co-op search term course which signals to students the hours involved (e.g. approximately 9-12 weekly for a search term) without increasing the cost or extending the amount of time required to complete the Arts Co-op Program.</p> <p>Like other courses, additive or academic, drop and withdrawal deadline dates will apply to our courses, a system familiar to students. As well, students will be able to follow program guidelines in the academic calendar, information further supported by the Terms &amp; Conditions document that they sign when they join the Program, making expectations, policy and process more transparent. This change is supported by Enrolment Services who have advised that substantial content from our Terms &amp;</p>
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	<p>Conditions document should be in the Academic Calendar. A copy of the 2017 UBC Arts Co-op Program Undergraduate Terms and Conditions document is included with this proposal for reference. This document will be updated to match the new requirements once they are approved.</p> <p>If a student is unsuccessful in a search term but completed the search term requirements, or if his/her personal circumstance change unexpectedly and cause him/her to need to cease the job search mid-search, there is no penalty, either financial or on the transcript. The search term can be extended at no extra cost and the student registered into a subsequent search course section with no fees attached (even in a non-consecutive term, if the student needs to go home for the term following the interrupted search, for example, and is only able to return following that term). This model would not penalize students who are not able to land a co-op job on their initial attempt if they have fulfilled the search term course requirements.</p> <p>For those students who have tried unsuccessfully two times to secure a co-op job, we have the option of assigning a withdrawal or fail grade for the search term and reevaluating their participation in the Co-op Program. Note that students who were unsuccessful in their second search, but who fulfilled the search term course requirements and responsibilities as agreed upon in the Terms and Conditions, will normally be withdrawn from the search course. Only those who do not fulfill their agreed-upon requirements and responsibilities for reasons within their control (e.g. lack of interest or</p>
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	<p>commitment) may be considered for a fail grade.</p> <p><b>Benefits to Arts Co-op Program:</b></p> <p>Our recent External Review (2017) recommended moving towards a co-op fee model where fees are charged at the true time the cost is incurred to help Program be appropriately funded and help us to better track students' work/study schedules, which will help with retention rates. As outlined above, spreading the existing co-op tuition fee over 2 terms makes will make payment easier for students as well.</p> <p>There are no other budgetary impacts for the Faculty/Dean's Office in making these changes; however, charging fees that match in time with the services provided will help the Arts Co-op Program to be appropriately funded throughout the year in addition to being more transparent with students about the workload of the Program.</p> <p>All of the exiting ASTU co-op courses (310, 311, 410, 411, 412) will remain intact and in use until current students complete the program; current students in the Program will be given the option of switching to the new model if they prefer.</p> <p>At this time, we will not make any changes to the graduate co-op courses (ASTU 501, 502, 503, 610, 611, 612, 613). The two systems will run in parallel.</p>
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## UBC Curriculum Proposal Form Change to Course or Program

### *ARTC 100 (3) Arts Co-op Search Term #1*

<p>Category: 1 Faculty: Arts  <b>Department:</b> Office of the Dean  Faculty Approval Date: 13 Sept 2018  Effective Session (W or S): W  Effective Academic Year: 2018</p>	<p>Date:  <b>Contact Person:</b> Lois Nightingale  Email: <a href="mailto:Arts.Curriculum@ubc.ca">Arts.Curriculum@ubc.ca</a>; <a href="mailto:Lois.Nightingale@ubc.ca">Lois.Nightingale@ubc.ca</a>;</p>
<p>Proposed Calendar Entry:</p> <p>ARTC 100 (3): Arts Co-op Search Term #1</p> <p>Search term to obtain first work term. Completion of pre-employment workshops, group and individual coaching sessions on job search processes, and minimum number of job applications required. Students apply for jobs and go for interviews until they are hired. <i>This course is not eligible for Credit/D/Fail grading. Restricted to students in the Arts Co-op Program.</i></p> <p>Pre-requisite: None. Completion of Writing Component of Arts Writing and Research Requirement strongly recommended.</p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course (additive credit only)</p> <p>Rationale  All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Additive credit courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>

**ARTC 110 (3) Arts Co-op Work Term #1**

<p>ARTC 110 (3): Arts Co-op Work Term #1</p> <p>Approved and supervised work experience with a non-profit, public or private organization for a minimum of 13 weeks full-time. Reflective assignments required. <i>This course is not eligible for Credit/D/Fail grading.</i> Restricted to students in the Arts Co-operative Education Program.</p> <p>Pre-requisite: ARTC 100</p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course (additive credit only)</p> <p>Rationale All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Additive credit courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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**ARTC 200 (3) Arts Co-op Search Term #2**

<p>ARTC 200 (3): Arts Co-op Search Term #2</p> <p>Search term to obtain second work term. Completion of self-assessment, individual coaching sessions, and minimum number of job applications required.</p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action:</p>
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<p>Students apply for jobs and go for interviews until they are hired. <i>This course is not eligible for Credit/D/Fail grading. Restricted to students in the Arts Co-operative Education Program.</i></p> <p>Pre-requisite: ARTC 110</p>	<p>New course (additive credit only)</p> <p>Rationale All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Additive credit courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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### **ARTC 210 (3) Arts Co-op Work Term #2**

<p>ARTC 210 (3): Arts Co-op Work Term #2</p> <p>Approved and supervised work experience with a non-profit, public or private organization for a minimum of 13 weeks full-time. Reflective assignments required. Credit will be granted for only one of ARTC 210 or 211. <i>This course is not eligible for Credit/D/Fail grading. Restricted to students in the Arts Co-operative Education Program.</i></p> <p>Pre-requisite: ARTC 200</p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course (additive credit only)</p> <p>Rationale All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for</p>
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	<p>“additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Additive credit courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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**ARTC 211 (3) Arts Co-op Work Term #2 (Extension)**

<p>ARTC 211 (3): Arts Co-op Work Term #2 (Extension)</p> <p>Extension of co-op term with the same employer as ARTC 110 for a minimum of 13 weeks full-time. Reflective assignments required. Credit will be granted for only one of ARTC 210 or 211. <i>This course is not eligible for Credit/D/Fail grading. Restricted to students in the Arts Co-operative Education Program.</i></p> <p>Pre-requisite: ARTC 110</p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course (additive credit only)</p> <p>Rationale All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p>
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	<input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)  Rationale for not being available for Cr/D/F: Additive credit courses.  <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading
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**ARTC 300 (3) Arts Co-op Search Term #3**

<p>ARTC 300 (3): Arts Co-op Search Term #3</p> <p>Search term to obtain third work term. Completion of self-assessment, individual coaching sessions, and minimum number of job applications required. Students apply for jobs and go for interviews until they are hired. <i>This course is not eligible for Credit/D/Fail grading. Restricted to students in the Arts Co-operative Education Program.</i></p> <p>Pre-requisite: ARTC 210 or 211</p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course (additive credit only)</p> <p>Rationale All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p>
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	<p>Rationale for not being available for Cr/D/F: Additive credit courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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### ***ARTC 310 (3) Arts Co-op Work term #3***

<p>ARTC 310 (3): Arts Co-op Work term #3</p> <p>Approved and supervised work experience with a non-profit, public or private organization for a minimum of 13 weeks full-time. Reflective assignments required. Credit will be granted for only one of ARTC 310 and 311. <i>This course is not eligible for Credit/D/Fail grading.</i> Restricted to students in the Arts Co-operative Education Program.</p> <p>Pre-requisite: ARTC 300</p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course (additive credit only)</p> <p>Rationale All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Additive credit courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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### ***ARTC 311 (3) Arts Co-op Work Term #3 (Extension)***

<p>ARTC 311 (3): Arts Co-op Work Term #3 (Extension)</p> <p>Extension of co-op term with the same employer as ARTC 210 or 211 for a minimum of 13 weeks full-time. Reflective assignments required. Credit will be granted for only one of ARTC 310 and 311. <i>This course is not eligible for Credit/D/Fail grading. Restricted to students in the Arts Co-operative Education Program.</i></p> <p>Pre-requisite: ARTC 210 or 211</p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course (additive credit only)</p> <p>Rationale All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Additive credit courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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**ARTC 400 (3) Arts Co-op Search Term #4**

<p>ARTC 400 (3): Arts Co-op Search Term #4</p> <p>Search term to obtain optional fourth work term. Completion of self-assessment, individual coaching sessions. Students apply for jobs and go for interviews until they are hired. <i>This course is not eligible for Credit/D/Fail grading. Restricted to</i></p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course (additive credit only)</p>
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<p><i>students in the Arts Co-operative Education Program.</i></p> <p>Pre-requisite: ARTC 310 or 311</p>	<p>Rationale</p> <p>All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Additive credit courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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#### ***ARTC 410 (3) Arts Co-op Work Term #4***

<p>ARTC 410 (3): Arts Co-op Work Term #4</p> <p>Optional fourth work term. Approved and supervised work experience with a non-profit, public or private organization for a minimum of 13 weeks full-time. Reflective assignments required. Credit will be granted for only one of ARTC 410 and 411. <i>This course is not eligible for Credit/D/Fail grading. Restricted to students in the Arts Co-operative Education Program.</i></p> <p>Pre-requisite: ARTC 400</p>	<p>URL: ARTC:</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course (additive credit only)</p> <p>Rationale</p> <p>All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count</p>
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	<p>towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Additive credit courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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***ARTC 411 (3) Arts Co-op Work Term #4 (Extension)***

<p>ARTC 411 (3): Arts Co-op Work Term #4 (Extension)</p> <p>Extension of co-op term with the same employer as ARTC 310 or 311 for a minimum of 13 weeks full-time. Reflective assignments required. Credit will be granted for only one of ARTC 410 and 411. <i>This course is not eligible for Credit/D/Fail grading. Restricted to students in the Arts Co-operative Education Program.</i></p> <p>Pre-requisite: ARTC 310 or 311</p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course (additive credit only)</p> <p>Rationale All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p>
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	<input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)  Rationale for not being available for Cr/D/F: Additive credit courses.  <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading
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**ARTC 445 (3) Arts Co-op Search Term #5**

ARTC 445 (3): Arts Co-op Search Term #5  Search term to obtain optional fifth work term. Completion of self-assessment, individual coaching sessions. Students apply for jobs and go for interviews until they are hired. <i>This course is not eligible for Credit/D/Fail grading. Restricted to students in the Arts Co-operative Education Program.</i>  Pre-requisite: ARTC 410 or 411	URL: ARTC  Present Calendar Entry: none  Type of Action: New course (additive credit only)  Rationale All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.  <input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)  Rationale for not being available for Cr/D/F: Additive credit courses.
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	<input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading
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**ARTC 450 (3) Arts Co-op Work Term #5**

<p>ARTC 450 (3): Arts Co-op Work Term #5</p> <p>Optional fifth work term. Approved and supervised work experience with a non-profit, public or private organization for a minimum of 13 weeks full-time. Reflective assignments required. Credit will be granted for only one of ARTC 450 and 451. <i>This course is not eligible for Credit/D/Fail grading. Restricted to students in the Arts Co-operative Education Program.</i></p> <p>Pre-requisite: ARTC 445</p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course (additive credit only)</p> <p>Rationale All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Additive credit courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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**ARTC 451 (3) Work Term #5 (Extension)**

<p>ARTC 451 (3): Arts Co-op Work Term #5 (Extension)</p> <p>Extension of co-op term with the same employer as ARTC 410 or 411 for a minimum of 13 weeks full-time. Reflective assignments required. Credit will be granted for only one of ARTC 450 and 451. <i>This course is not eligible for Credit/D/Fail grading. Restricted to students in the Arts Co-operative Education Program.</i></p> <p>Pre-requisite: ARTC 410 or 411</p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course (additive credit only)</p> <p>Rationale All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Additive credit courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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**ARTC 456 (3) Arts Co-op Search Term #6**

<p>ARTC 456 (3): Arts Co-op Search Term #6</p> <p>Search term to obtain optional sixth work term. Completion of self-assessment, individual coaching sessions. Students apply for jobs and go for interviews until</p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action:</p>
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<p>they are hired. <i>This course is not eligible for Credit/D/Fail grading. Restricted to students in the Arts Co-operative Education Program.</i></p> <p>Pre-requisite: ARTC 450 or 451</p>	<p>New course (additive credit only)</p> <p>Rationale All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Additive credit courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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### **ARTC 460 (3) Arts Co-op Work Term #6**

<p>ARTC 460 (3): Arts Co-op Work Term #6</p> <p>Optional sixth work term. Approved and supervised work experience with a non-profit, public or private organization for a minimum of 13 weeks full-time. Reflective assignments required. Credit will be granted for only one of ARTC 460 and 461. <i>This course is not eligible for Credit/D/Fail grading. Restricted to students in the Arts Co-operative Education Program.</i></p> <p>Pre-requisite: ARTC 456</p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course (additive credit only)</p> <p>Rationale All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for</p>
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	<p>“additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: Additive credit courses.</p> <p><input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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**ARTC 461 (3) Arts Co-op Work Term #6 (Extension)**

<p>ARTC 461 (3) Arts Co-op Work Term #6 (Extension)</p> <p>Extension of co-op term with the same employer as ARTC 450 or 451 for a minimum of 13 weeks full-time. Reflective assignments required. Credit will be granted for only one of ARTC 460 and 461. <i>This course is not eligible for Credit/D/Fail grading. Restricted to students in the Arts Co-operative Education Program.</i></p> <p>Pre-requisite: ARTC 450 or 451</p>	<p>URL: ARTC</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course (additive credit only)</p> <p>Rationale All proposed ARTC courses are offered for additive credit only, never academic credit, in compliance with UBC policy and practice which considers co-op courses across all 6 co-op Faculties to be for “additive credit,” not academic credit. As a result, co-op course credits do not count towards academic credit requirements for degree completion, and students are assessed on a Pass/Fail basis as they progress through each step of the Arts Co-Op Program rather than through the use of percentage grading or Cr/D/F grading.</p>
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	<div data-bbox="792 363 854 415"><input checked="" type="checkbox"/> X</div> <div data-bbox="886 394 1308 468">Not available for Cr/D/F grading (undergraduate courses only)</div> <div data-bbox="792 506 1255 579">Rationale for not being available for Cr/D/F: Additive credit courses.</div> <div data-bbox="792 611 854 663"><input checked="" type="checkbox"/> X</div> <div data-bbox="878 636 1349 709">Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</div>
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**ENGL: English Language and Literatures Department*****ENGL 380 (3-6) d Theory: Meaning and Interpretation***

<p>Category: 1 Faculty: Arts  Department: English  Faculty Approval Date: 13 Sept 2018  Effective Session (W or S): W  Effective Academic Year: 2019</p>	<p><b>Date:</b> March 15, 2017  <b>Contact Person:</b> Patsy Badir  <b>Phone:</b> 604-822-5603  <b>Email:</b> patribad@mail.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>ENGL 380 (3-6) d Theory: Meaning and Interpretation</p> <p>An investigation and overview of theories of interpretation and meaning-making.</p> <p><i>Prerequisite:</i> Third-year standing and 3 credits from one of (a) 100-level ENGL or (b) 200-level ENGL or (c) ARTS 001 or (d) ASTU 100 or (e) ASTU 101 or (f) WRDS 150 or (g) WRDS 350. 6 credits of 100- and/or 200-level English courses is recommended. Pre-requisites must be met by the first day of class or students will be withdrawn.</p>	<p><b>URL:</b></p> <p><b>Present Calendar Entry:</b></p> <p>N/A</p> <p><b>Type of Action:</b></p> <p>New Course</p> <p><b>Rationale for Proposed Change:</b></p> <p>This course is one of a new suite of “Theory” courses offer faculty and students opportunities to engage with significant contemporary critical practices, with emphases on the conceptual. There is no single methodology, ideology or approach that characterizes literary and cultural studies in English, and no single course can accommodate our discipline’s theoretical and methodological work. These courses organize the study of theory in manageable, viable and productive trajectories that reflect and accommodate the conceptual plurality of teaching and research in our current curriculum.</p>

	<p>This course, <b>Theory: Meaning and Interpretation</b>, will first review some core concepts of hermeneutics, and then turn to the discussion of modern theorists, concluding with some contemporary contributions to the discussion of interpretation in such fields as Queer theory, Postcolonial theory and Critical Indigenous Studies. Students will test their own assumptions about validity and evidence, and will challenge core concepts of meaning and interpretation to gain productive engagement with hermeneutic methodologies, many of which are at the core of the liberal arts and the humanities.</p> <p>Hermeneutics, or the art of interpretation, is the foundation of modern practices of textual analysis and meaning-making in the Western tradition, practices which continue to influence the Humanities, Social Sciences and the Law to this day. By problematizing interpretation in terms of the relations of word and world, reader and text, self and other, hermeneutics theorizes the conditions of understanding and community.</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</p>
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	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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***ENGL 398 (3-6) d Community-Facing Applications of Language and Literary Studies***

<p><b>Category: (1) Faculty:</b> Arts</p> <p><b>Department:</b> English</p> <p><b>Faculty Approval Date:</b> 13 Sept 2018</p> <p><b>Effective Session (W or S):</b> W</p> <p><b>Effective Academic Year:</b> 2018</p>	<p><b>Acknowledged:</b> April 19, 2017</p> <p><b>Contact Person:</b> Rick Gooding/Scott MacKenzie and Lois Nightingale</p> <p><b>Email:</b> <a href="mailto:rgooding@mail.ubc.ca">rgooding@mail.ubc.ca</a>; <a href="mailto:macscott@mail.ubc.ca">macscott@mail.ubc.ca</a>; <a href="mailto:Arts.Curriculum@ubc.ca">Arts.Curriculum@ubc.ca</a>;</p>
<p><b>Proposed Calendar Entry:</b></p> <p>ENGL 398 (3-6) d Community-Facing Applications of Language and Literary Studies</p> <p>Principles and practice of adapting the disciplinary work of language and/or literary studies to the needs of community partners.</p> <p><i>Prerequisite:</i> Third-year standing and 3 credits from one of (a) 100-level ENGL or (b) 200-level ENGL or (c) ARTS 001 or (d) ASTU 100 or (e) ASTU 101 or (f) WRDS 150 or (g) WRDS 350. 6 credits of 100- and/or 200-level English courses is recommended. Pre-requisites must be met</p>	<p><b>Type of Action:</b></p> <p>New Course</p> <p><b>Rationale for Proposed Change:</b></p> <p>This course, <b>Community-Facing Applications of Language and Literacy Studies</b>, contributes to this curriculum revision by offering students opportunities to work with community partners. Among E3 (Enriched Educational Experiences) initiatives envisioned in Alan Sens' 2012 report, Community Service Learning (CSL) and Community Based Experiential Learning (CBEL) courses have acquired a particularly heightened institutional importance. <i>Place and Promise: The UBC Plan</i> sets out in its "Student Learning"</p>

<p>by the first day of class or students will be withdrawn.</p>	<p>section the goal of “strengthen[ing] collaboration with community partners in community based experiential learning and community-based research.” As yet the Department of English has no dedicated Community Service Learning Courses. ENGL 398 addresses that deficit.</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)

<b>Faculty:</b> Arts <b>Department:</b> School of Library, Archival and Information Studies <b>Faculty Approval Date:</b> 2017 May 18 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2018	<b>Date:</b> November 7, 2016 <b>Contact Person:</b> Heather O'Brien <b>Phone:</b> 604-822-6365 <b>Email:</b> h.obrien@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>LIBR 564 (3) Information Practice and Protocol in Support of Indigenous Initiatives</b>  <i>Prerequisites:</i> MLIS and Dual MAS/MLIS: Completion of MLIS Core MAS: completion of MAS core	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> n/a  <b>Type of Action:</b> New Course  <b>Rationale for Proposed Change:</b> This course “prepares students to work effectively with Indigenous peoples in support of ongoing developments in Indigenous culture, languages, governance, legislation and litigation.” This course is an essential addition to the iSchool’s offerings in the Master of Library and Information Studies (MLIS) and Dual degree programs (MLIS and Master of Archival Studies) It complements our curricula streams of librarianship, community and culture, interaction design, and data management.  This course has been taught successfully as the topics course <b>LIBR 569a</b> . It is being changed to a stand-alone course since the iSchool anticipates it will be offered on a regular basis in the future and supports ongoing Indigenous initiatives at UBC. It uses the term “Indigenous Initiatives” in keeping with UBC’s language for initiatives by and with Indigenous people. The course was not developed in collaboration with other UBC units but aims to complement and enrich ongoing First Nations and Indigenous initiatives.



21 November 2018

To: Senate

From: Senate Nominating Committee

Re: Appointments to Committees of Senate and the Council of Senates

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The Nominating Committee has considered student appointments to Committees of Senate and the Council of Senates, as is pleased to recommend:

*That Mr Christian Surniawan be appointed to the Senate Academic Building Needs Committee until 31 March 2019 and thereafter until replaced, to replace Mr Austin Chen;*

*That Mr Alex Starr be appointed to the Senate Committee on Appeals on Academic Standing until 31 March 2019 and thereafter until replaced, to replace Ms Jeanie Malone;*

*That Mr Austin Chen, Ms Vivian Brathwaite, and Ms Samantha Gilbert be appointed to the Senate Library Committee until 31 March 2019 and thereafter until replaced, to replace Mr Jakob Gattinger, Ms Danika Coulbourn, and Ms Alexandra Ginsbockel;*

*That Ms Samantha Gilbert be appointed to the Student Appeals on Academic Discipline Committee until 31 March 2019 and thereafter until replaced, to fill a vacancy;*

*That Mr Christian Surniawan be appointed to the Senate Awards Committee until 31 March 2019 and thereafter until replaced, to replace Mr Austin Chen.*



# The UBC Guide to the principles of excellent graduate supervision

Supervising graduate students is a complex form of pedagogy, one made even more complicated by the changing nature of the university, the increasing diversity of our students, cross-disciplinary nature of academic research, and development of new knowledge. Within this evolving context, we are committed to supporting the highest quality graduate supervision practices consistent with our world-class research university.

While the vast majority (85%) of our graduate students are satisfied with their supervision at UBC,\* surveys also reveal that many would like more consistent and meaningful interactions with their supervisors. Indeed, a healthy, productive supervisory relationship results not only in a successful academic program and outcomes, but also contributes to students' wellbeing and to supervisors' teaching and research excellence.

\*(data from the 2016 Canadian Graduate and Professional Student Survey)

**This guide outlines seven flexible, interrelated and research-informed principles that characterize high quality graduate student supervision.**

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Read the complete guide at:

<https://www.grad.ubc.ca/principles-graduate-supervision>

1

### **Students' learning benefits from individualized supervisory approaches**

Students learn more effectively when supervisors' interactions with them are responsive to their unique learning preferences, passions, questions, knowledge, abilities, experiences, and long-term/career interests. They also benefit when these interactions reflect an awareness of any personal, cultural, and structural challenges students may face.

**Student learning develops with both dialogue and guidance**  
Students develop critical thinking abilities, creativity, and adaptability when supervisors listen to, question, challenge, and guide them, prompting students to reflect on and critically examine their thinking and decision-making processes.

2

3

### **Students' multi-faceted growth as scholars is supported by supervisors**

Supervisors play an important role in fostering the development of students' independence, their ability to ask important questions, their professional competencies, and their scholarly identity, which includes the development of habits of heart and mind.

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

4

5

### **Communication is key to teaching and learning and to relationship-building**

The supervisory process and student learning are enhanced when mutual expectations about the process are communicated clearly and regularly; and when all communication is done with sensitivity, empathy and recognition of boundaries.

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

6

7

### **Reflection makes one a better supervisor**

Reflecting on and clearly articulating one's own supervisory and scholarly beliefs and practices can strengthen supervisory abilities.



THE UNIVERSITY OF BRITISH COLUMBIA

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

OFFICE OF THE PROVOST AND VICE-PRESIDENT ACADEMIC

Phone 604 822 1261  
Fax 604 822 3134

November 1, 2018

To: UBC Vancouver Senate

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

Re: **Report to Senate on Student Evaluation of Teaching, 2017-18**

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**For information:**

For the information of the UBC Vancouver Senate, I am pleased to attach the annual report on Student Evaluation of Teaching. The report includes the results for the University Module Items for the 2017W academic year, from September 2017 to April 2018.

The report is submitted in accordance with the Policy on Student Evaluation of Teaching passed by Senate in May 2007, which requires that every course section or learning experience be evaluated by students each time it is offered (with some exceptions as defined by the Policy).

Additional information on student evaluation of teaching is available at <https://teacheval.ubc.ca/>.

**Attachment:** Report to Senate on Student Evaluation of Teaching, 2017-18



## STUDENT EVALUATION OF TEACHING REPORT TO SENATE November 2018

### 2017W SCOPE

A total of 7,968 instructor ratings were submitted to the University, for 6,701 course sections in which the University Module Items were administered. This represents a 1.3% increase in the number of instructor ratings compared to 2016W. A summary of the scope of implementation, by Faculty, is shown in Table 1.

**Table 1. Scope of 2017W Implementation<sup>1</sup>**

FACULTY	NUMBER OF INSTRUCTORS EVALUATED <sup>2</sup>					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	73	122	158	223	270	846
Arts	746	402	752	462	327	2,689
Commerce	17	144	247	167	167	742
Dentistry	5	48	46	191	13	303
Education	30	91	281	235	226	863
Forestry	6	32	37	57	42	174
Land & Food Systems	7	29	57	45	37	175
Law		39	72	106	11	228
Medicine <sup>3</sup>	9	25	78	107	240	459
Pharmaceutical Sciences	27	22	18	23	4	94
Science	375	248	316	214	172	1,325
Vantage College	54					54
<b>TOTAL</b>	1,349	1,202	2,062	1,830	1,525	7,968

<sup>1</sup> In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis.

<sup>2</sup> Unique course section/instructor combination.

<sup>3</sup> Includes Medicine courses evaluated by Science.



## RESULTS

The median scores for the 6 UMI questions, by year level, is shown in Table 2. Percent favourable rating (agree or strongly agree) is shown in parenthesis.

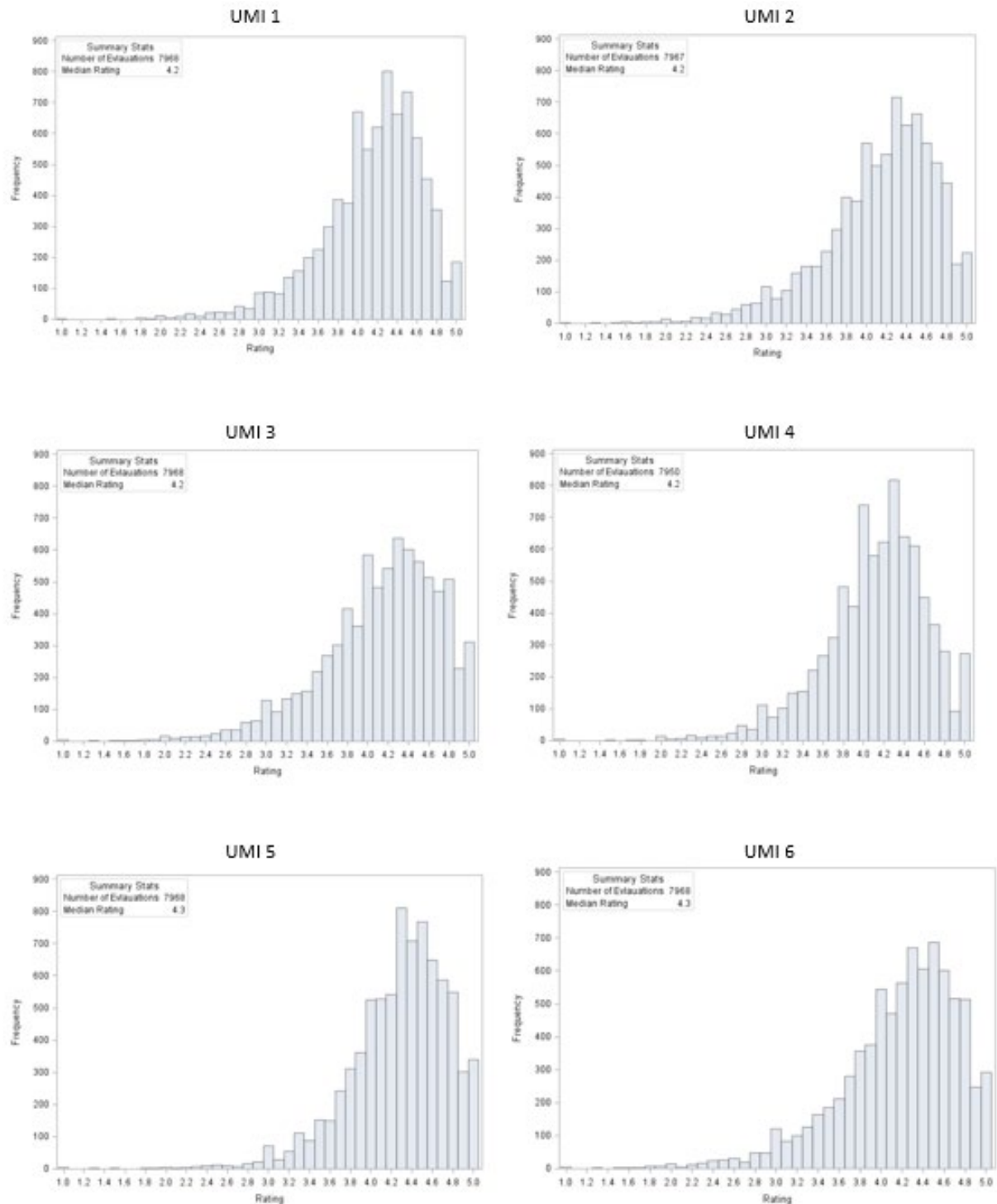
**Table 2. 2017W Median Score and (percent favourable rating) by Year Level<sup>1, 2</sup>**

UMI	Year Levels						2016W Median
	100 Level	200 Level	300 Level	400 Level	Grad	Overall	
1. The instructor made it clear what students were expected to learn	4.2 (81%)	4.2 (80%)	4.2 (81%)	4.3 (83%)	4.3 (84%)	4.2 (82%)	4.2
2. The instructor communicated the subject matter effectively	4.2 (79%)	4.2 (79%)	4.2 (79%)	4.3 (82%)	4.3 (82%)	4.2 (80%)	4.2
3. The instructor helped inspire interest in learning the subject matter	4.1 (74%)	4.1 (75%)	4.2 (77%)	4.3 (81%)	4.4 (83%)	4.2 (78%)	4.2
4. Overall evaluation of student learning (through exams, essays, presentations, etc.) was fair	4.1 (78%)	4.1 (77%)	4.1 (79%)	4.3 (83%)	4.3 (83%)	4.2 (80%)	4.1
5. The instructor showed concern for student learning	4.2 (81%)	4.3 (81%)	4.3 (84%)	4.4 (87%)	4.5 (89%)	4.3 (85%)	4.3
6. Overall the instructor was an effective teacher	4.2 (80%)	4.2 (80%)	4.2 (80%)	4.3 (83%)	4.4 (84%)	4.3 (81%)	4.3

<sup>1</sup> Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

<sup>2</sup> Percent favourable rating (in parenthesis) defined as the percentage of respondents who rated the instructor a 4 or 5.

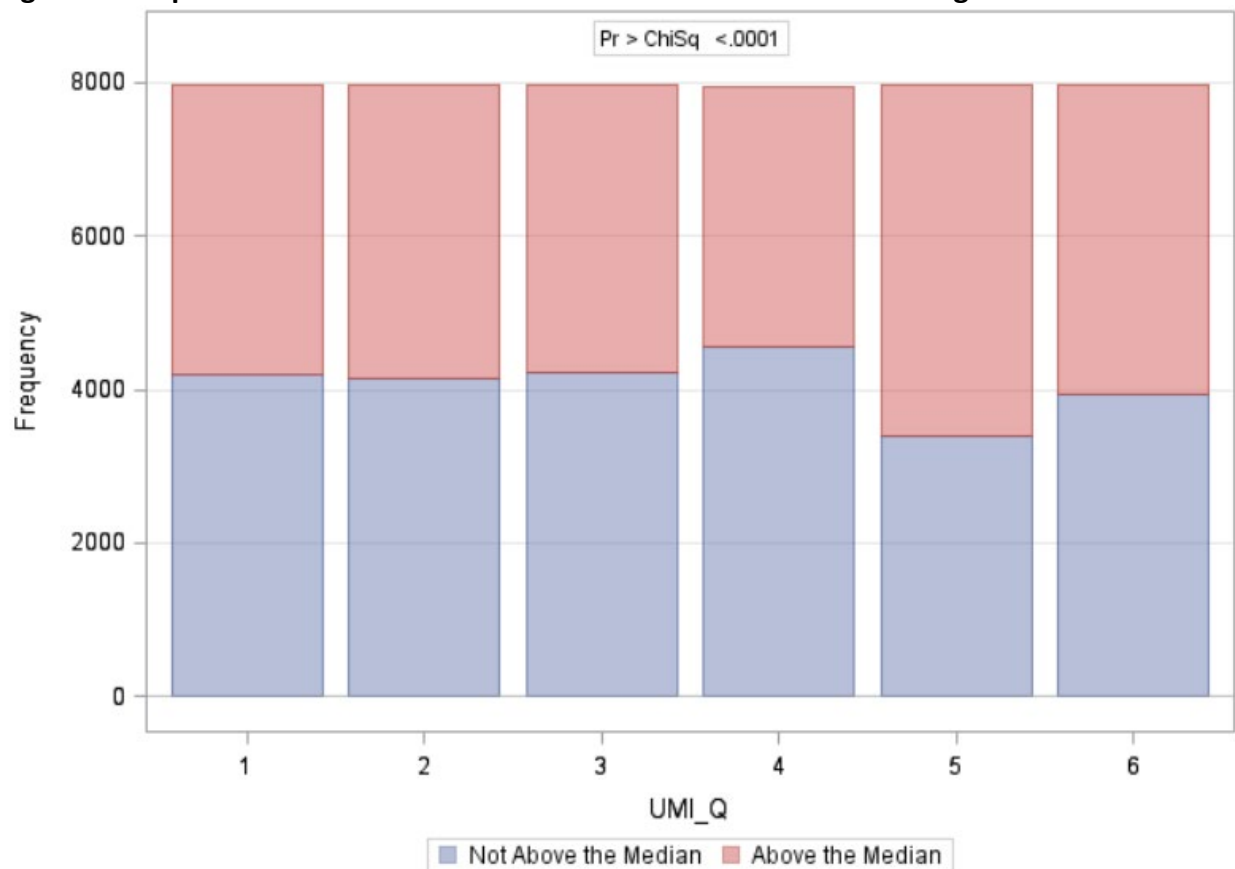
The distribution of the six UMI ratings is shown in Figure 1 and summarized in Table 3.

**Figure 1. The Distribution of UMI Ratings in 2017W**

**Table 3. Percentiles of the Six UMI Ratings**

UMI	5 <sup>th</sup> Percentile	25 <sup>th</sup> Percentile	50 <sup>th</sup> Percentile	75 <sup>th</sup> Percentile	95 <sup>th</sup> Percentile	Interquartile Range
1	3.2	3.9	4.2	4.5	4.8	0.6
2	3.0	3.8	4.2	4.5	4.9	0.7
3	3.0	3.8	4.2	4.6	4.9	0.7
4	3.2	3.8	4.2	4.5	4.8	0.6
5	3.4	4.0	4.3	4.6	4.9	0.6
6	3.1	3.9	4.3	4.6	4.9	0.7

Students' ratings of UMI question 5 were significantly higher compared to the other UMI ratings in 2017W. There was a significantly ( $p < 0.001$ ) higher proportion of UMI question 5 ratings above the overall median (Figure 2).

**Figure 2: Frequencies above and below the overall median for UMI ratings**



## RESPONSE RATES

Zumrawi, Bates and Schroeder (2014) developed a set of recommended response rates based on the observed variability in the UBC ratings of instructors over a 4-year period. Ratings with response rates below this minimum should be interpreted with care, particularly if they are anomalous. A summary of the 2017W response rates by class size is given in Table 4.

In 2017W, 63% of the instructor ratings met or exceeded the minimum recommended response rates. The overwhelming majority (> 90%) of instructor ratings in sections with 75 or more students met or exceeded the minimum recommended response rates. These sections accounted for 54% of total enrollment. More than half of the sections with 34 or less students did not meet the minimum recommended response rates. These sections accounted for 20% of the total enrollment in 2017. These results are comparable to those of the previous year (2016W). Based on the results in Table 4, efforts to increase students' participation in online surveys will, therefore, continue to be more focused on smaller sections, and in particular sections with under 35 students. In terms of responses to individual UMI questions, 6% less respondents answered UMI question 4, compared to the other 5 UMI questions. This observation is consistent with the literature on students' rating of instructors.

**Table 4. Sections Meeting or Exceeding the Recommended Response Rates<sup>1</sup>**

Class Size <sup>1</sup>	Course Sections	Number of Evaluations	Total Enrolment	Recommended minimum response rate	% meeting minimum recommended <sup>2</sup>	
					2017W	2016W
≤ 10	541	626	4,183	75%	35%	34%
11 -19	1,278	1,502	19,283	65%	42%	40%
20 -34	1,707	2,021	45,013	55%	49%	50%
35 - 49	1,178	1,307	48,025	40%	75%	70%
50 -74	712	896	43,245	35%	72%	78%
75 -99	364	444	31,553	25%	93%	95%
100 -149	480	558	58,173	20%	96%	90%
150 - 299	402	552	81,963	15%	99%	97%
300 - 499	39	62	13,322	10%	100%	100%
<b>Overall</b>	<b>6,701</b>	<b>7,968</b>	<b>344,760</b>		<b>63%</b>	<b>62%</b>

<sup>1</sup> In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis

<sup>2</sup> Zumrawi, A., Bates, S. & Schroeder, M (2014). What response rates are needed to make reliable inferences from student evaluations of teaching? Educational Research and Evaluation: An International Journal on Theory and Practice, 20:7-8, 557-563



## MAGNITUDE AND VARIABILITY OF RATINGS

The distribution of instructor ratings by score and variability, for UMI questions 3 and 5, are shown tables 5 and 6, respectively. The distribution of UMI question 3 ratings are similar to those of UMI questions 1, 2 and 6, but as shown above, students responded more favourably to UMI question 5 (figure 2). In Tables 5 and 6, average percent favourable rating for each cell is given in parenthesis. Percent favourable rating reflects the ratio of students who rated the instructor a 4 or 5 as a percentage of class responses. As would be expected, percent favourable rating decreases as dispersion increases in the first three rows of table 4, but increases with dispersion in the lower two rows.

Evaluations in the upper left cells of Tables 5 and 6 have high ratings, with low variability, resulting in high percentages of favourable ratings, whereas the lower left cells in the table show low UMI scores, with low variability in students' scores, resulting in low percentage of favourable ratings.

**Table 5: Distribution of Instructor Ratings for UMI Question 3 for Surveys Meeting the Minimum Recommended response Rate (% favourable rating in parentheses).**

Rating	Variability in Instructor Rating (dispersion) <sup>1</sup>							Total
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	0.55-0.70	0.7-0.85	
	Number of Evaluations (% Favourable Rating in Parentheses)							
- 5.0	60 (100%)	468 (99%)	558 (96%)	203 (91%)				1,289
- 4.5		6 (99%)	101 (97%)	700 (89%)	1005 (81%)	79 (77%)		1,891
- 4.0		5 (84%)	11 (81%)	81 (72%)	557 (67%)	491 (65%)	47 (65%)	1,193
- 3.5			6 (31%)	9 (41%)	98 (45%)	267 (46%)	74 (48%)	456
< 3.0			1 (0%)	4 (12%)	26 (19%)	121 (26%)	44 (33%)	197
								5,026

<sup>1</sup> Based on an ordinal dispersion index: Rampichini, Carla, Leonardo Grilli, and Alessandra Petrucci (2004). Analysis of university course evaluations: from descriptive measures to multilevel models. *Statistical Methods & Applications* (2004) 13: 357–373.

As evident in Tables 5 and 6, most of the low ratings with low dispersion index (lower left cells of the tables) are from surveys that did not meet the minimum recommended response rates.

**Table 6. Distribution of Instructor Ratings for UMI Question 5 for Surveys Meeting the Minimum Recommended response Rate (% favourable rating in parentheses).**

Variability in Instructor Rating (dispersion) <sup>1</sup>									
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 -0.55	0.55-0.70	0.7-0.85	> 0.85	Total
Rating	Number of Evaluations (% Favourable Rating in Parentheses)								
- 5.0	73 (100%)	544 (100%)	760 (97%)	224 (91%)	1 (88%)				1,602
- 4.5		17 (99%)	294 (96%)	1,057 (89%)	791 (82%)	47 (78%)			2,206
- 4.0	1 (100%)	5 (82%)	15 (77%)	103 (73%)	601 (69%)	211 (67%)	22 (66%)		958
- 3.5			1 (14%)	4 (44%)	63 (47%)	129 (48%)	17 (48%)	1 (47%)	215
< 3.0					6 (24%)	23 (25%)	15 (31%)	1 (50%)	45
									5,026

Tables 5 and 6 provide an analysis of UMI ratings and the associated variability in instructor rating, as measured by the dispersion index. As an example of how to interpret this, consider the penultimate row in table 5. There are 456 instructor ratings within this rating band of UMI 3 score between 3 and 3.5. Of these, 343 have a dispersion index larger than 0.55, and within these 343 instructor ratings, there is (on average) 50% of respondents who rate these instructors favourably (the sum of 'agree' and 'strongly agree' categories on UMI 3). Within this subset of the dataset, it would be plausible to find a UMI score of e.g. 3.4, where more than half the student respondents rated the instructor favourably. This illustrates the additional insight gained from considering both the raw UMI score and the variability in instructor rating that this measure of dispersion provides.

Low ratings with high dispersion should be interpreted within context, considering factors such as response rate, class size and the magnitude of the dispersion.

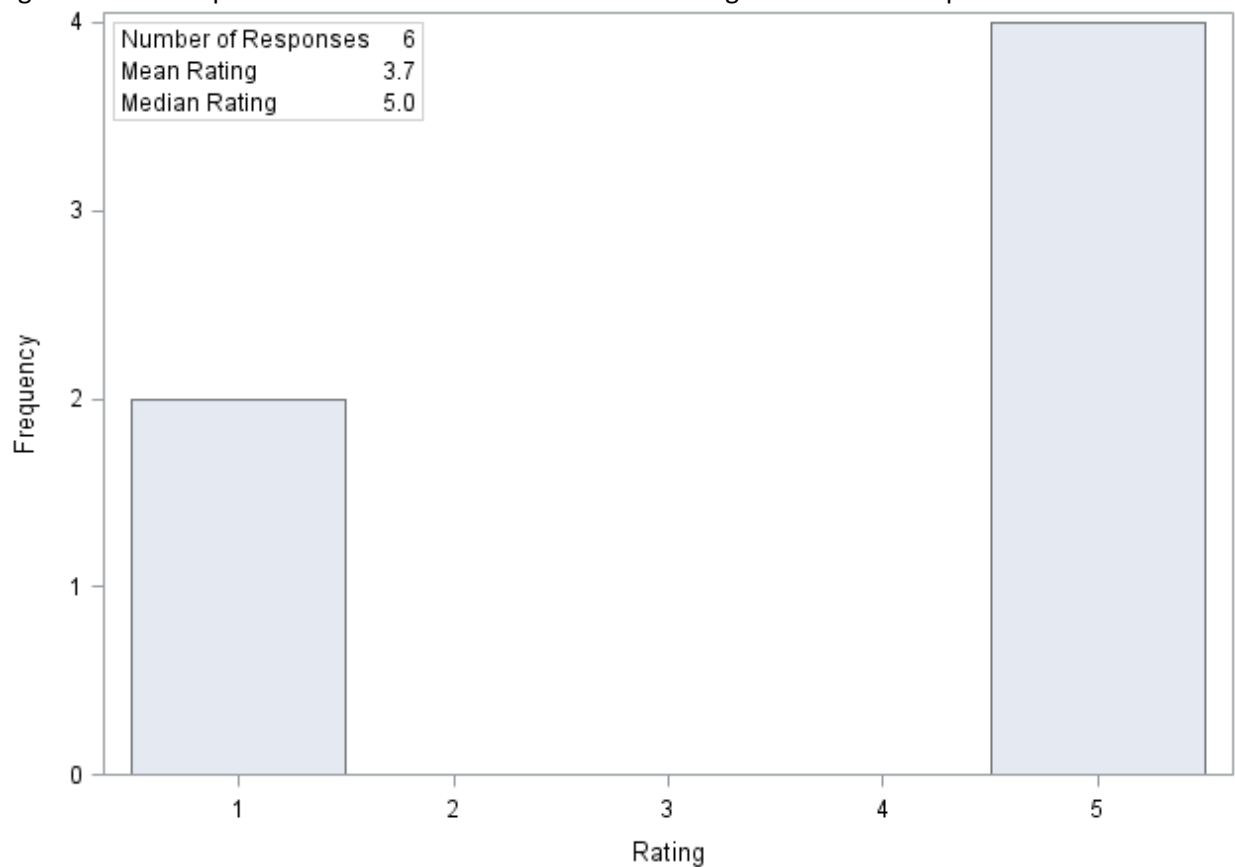
Few instructor ratings with extreme dispersion index, met the minimum recommended response rate (last column in tables 5 and 6). It is worth noting that such extreme distributions, indicative of polarized ratings, are not common and mostly occur in smaller classes; often the minimum recommended response rate is not met. For example, in the previous year (2016W)



only one such extreme instructor rating met the minimum recommended response rate; and in 2015W, none of the ratings (with a dispersion exceeding 0.85) met the minimum recommended response rate.

An example of instructor ratings with extreme dispersion is shown in figure 3. This example is for a section with 8 students, of whom 6 responded (75% response rate); with a 67% favourable rating (strongly agree), a median of 5 and a mean score of 3.7.

Figure 3: An example of the distribution of an instructor rating with extreme dispersion.



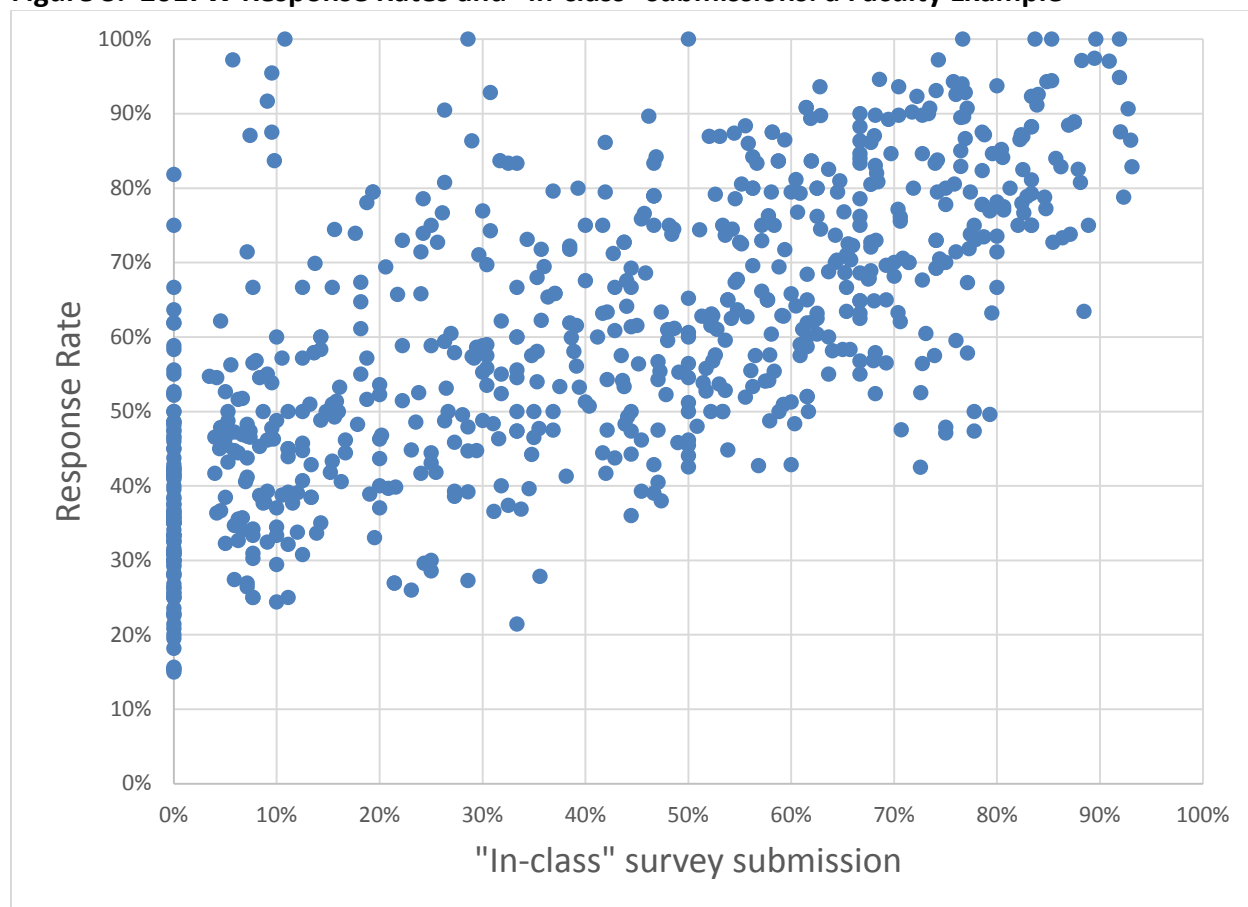


### **“IN-CLASS” SUBMISSIONS AND RESPONSE RATES**

At the beginning of the 2013 academic year, the Provost and VP Academic Office requested that instructors set aside time in class for students to complete online surveys. To determine whether this had an impact, we used survey submission time stamps as a proxy for compliance. A high proportion of submissions within a 15-minute time span could indicate that submissions were done in-class (random checks of the course schedule indicated that this assumption was reasonable).

Over the past three years, we monitored and consistently observed an increase in response rates and decrease in the variance of these rates as the proportion of “in-class” submissions increase. This trend is more pronounced in some Faculties. An example is shown in figure 3. In this example, sections with more than half of the respondents completing the survey “in class”, had response rates of 40% or higher.

**Figure 3. 2017W Response Rates and “in-class” submissions: a Faculty Example**





We encourage faculty members to set aside time in class for students to complete online evaluations. Those students who cannot complete the evaluations in the time given, can save them and complete them later.

### **PUBLICATION OF RESULTS**

In keeping with Senate Policy and provincial privacy legislation (FIPPA), instructors are given the option of publishing the numerical results of the six University Module Items. In accordance with FIPPA, faculty members need to consent to publication for every section, every time it is offered. For 2017W, results for 7.4% of course evaluations were published, compared to 7.6% for the previous academic year (2016W).

Information about Student Evaluation of Teaching at UBC is available at <http://teacheval.ubc.ca>.



1. *That the question of whether and how summer session courses can be included in awards adjudication be referred to the Senate Awards Committee, and that the Committee be required to submit a report to Senate by the April 2019 Senate meeting.*
  
2. *That a report on the metrics selected to evaluate UBC's Strategic Plan, Shaping UBC's Next Century, and progress on these metrics be presented to Senate annually in the spring term until the end of the lifespan of the strategic plan.*

For the Senate's reference, Rule 21(e) provides that:

*Any member may request in writing to the Secretary of the Senate that the Agenda Committee include on the agenda of the next regular meeting any such matter that the member requests the Senate to consider. After receiving notification from the Secretary of Senate, the Agenda Committee shall include the matter on the proposed agenda of the next regular meeting of Senate.*