



## Vancouver Senate

THE FOURTH REGULAR MEETING OF THE  
VANCOUVER SENATE  
FOR THE 2018/2019 ACADEMIC YEAR**WEDNESDAY, 12 DECEMBER 2018****6:00 P.M.****ROOM 182, IRVING K. BARBER LEARNING CENTRE,  
1961 EAST MALL**

1. **Call to Order and Territorial Acknowledgement – Mr Jakob Gattinger** (information)
2. **Minutes of the Meeting of 21 November 2018 – Mr Jakob Gattinger** (approval)  
(docket pages 3-26)
3. **Business Arising from the Minutes – Mr Jakob Gattinger** (information)
4. **Academic Policy Committee – Dr Paul Harrison**
  - a) Amendments to the Academic Calendar for the Faculty of Graduate and Postdoctoral Studies (approval) (docket pages 27-33)
  - b) Joint Board and Senate Policy #73: Academic Accommodations for Students with Disabilities (approval) (docket pages 34-53)
5. **Admissions Committee – Prof. Carol Jaeger**
  - a) Elimination of Language Proficiency Index Requirement to Enroll in a First-Year English Course (approval) (docket pages 54, 56-64)
  - b) Langara Diploma in Food, Nutrition, and Health (FNH) Transfer (approval)  
(docket pages 54, 65-70)
  - c) Changes to Calendar Entry for Graduate Appeals on Admission or Readmission  
(approval) (docket pages 54, 71-73)
  - d) Changes to Deferred Admission Calendar Entry (approval) (docket pages 54, 74)
  - e) Graduate Student Declaration (approval) (docket pages 55, 75-79)
6. **Awards Committee – Dr Lawrence Burr**

New and Revised Awards (approval) (docket pages 80-85)

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

Curriculum Materials from the Faculties of Arts and Graduate and Postdoctoral Studies  
(approval)(docket pages 86-100)

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

Appointment to Council of Senates (approval) (docket page 101)

**9. Tributes Committee – Dr Sally Thorne**

Candidates for Emeritus Status (approval) (docket pages 102-103)

**10. Other Business**

Formation of a Standing Committee on Research – Dr Claudia Krebs, Dr Philip Loewen,  
Ms Jeanie Malone (approval) (docket pages 104-105)

**11. *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 21 NOVEMBER 2018

### **DRAFT**

#### **Attendance**

**Present:** Dr S. Ono (Chair), Dr K. Ross (Secretary), Dr P. Adebar, Dean G. Averill, Dr S. Bates, Dr L. Burr, Ms P. Chan, Mr A. Chen, Dr A. Collier, Dean M. Coughtrie, Dean C. Dauvergne, Dr G. Faulkner, Mr B. Fischer, Dr A. Fisher, Dean B. Frank, Dr I. Frigaard, Mr J. Gattinger, Dr J. Gilbert, K. Ms Mr Q. Golsteyn, Gourlay, Dr S. Grayston, Mr S. Haffey, Ms H. Hamid, Dr P. Harrison, Mr M. Holmes, Prof. C. Jaeger, Dr A. Kindler, M. Dr Koehoorn, Dr C. Krebs, Dr M. Kuus, Mr M. Leuprecht, Dr K. Lo, Dr P. Loewen, Dr D. MacDonald, Ms A. MacDougall, Dean M. MacDougall, Mr K. Madill, Ms J. Malone, Dr P. Marshall, Dr S. Matsui, Dr W. McKee, Mr B. McNulty, Dr P. Meehan, Mr N. Pang, Ms S. Parker, Dean S. Porter, Dr T. Rogers, Dr J. Sheppard, Prof. A. Sheppard Ms A. Shilling, Dr S. Singh, Mr A. Starr, Mr M. Stewart, Dr L. Stothers, Mr C. Surniawan, Ms A. Tanner, Dr R. Tees, Dr S. Thorne, Dr R. Topping, Dr A. Szeri, M. Dr Upadhyaya, Ms H. Xiao, Dean R. Yada

**Regrets:** Dean M. Aronson, Dr R. Boushel, Dr V. Braithwaite, Dr V. Bungay, Dr A. Dulay, Dr S. Forwell, Ms S. Gilbert, Ms A. Glinsbockel, Dr C. Godwin, Chancellor L. Gordon, Dr V. Griess, Dean R. Helsley, Dean J. Innes, Dr M. Isaacson, Dr A. Ivanov, Dean D. Kelleher, Dr P. Keown, Mr H. Leong, Dr C. Marshall, Dr A. Murphy, Ms S. Ngo, Dr C. Nislow, Dean J. Olson, , Dr M. Thachuk.

**Clerk:** Mr C. Eaton

#### **Call to Order**

The Chair of Senate, Dr Santa J. Ono, called the third regular meeting of the Vancouver Senate for the 2018/2019 Academic Year to order at 6:02 pm.

#### **Senate Membership**

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

#### **NEW MEMBERS**

Mr Christian Karisma Surniawan, Student Representative for the Faculty of Forestry, until 31 March 2019 and thereafter until replaced, to replace Ms Danika Coulbourn (Resigned).

**Minutes of 17 October 2018**

Anthony Sheppard  
Richard Tees

} *That the Minutes of the Meeting of 17 October  
2018 be adopted as presented.*

Approved

**Business Arising from the Minutes**

The President, Dr Ono, began his remarks with a brief statement regarding the Peter Wall Institute for Advanced Studies (PWIAS), saying that this was a situation that he was sure many were following. Dr Ono said that as Senators may know, he serves as Chair of the Board of Trustees of PWIAS. He stated that the Peter Wall Institute for Advanced Studies is an exceptional part of the university thanks to the work of its many affiliated fellows, scholars, researchers and outstanding directors over the years, including Philippe Tortell, who Dr Ono complimented for his visionary leadership. The President stated that Dr. Tortell's decision to resign as director was unexpected by the Board and personally disappointing to the President; however, he appreciated Dr. Tortell's commitment to the Wall Institute over the past two years and wished him well in his future endeavors. Dr Ono advised that earlier in the day he had received about 24 communications from fellows and others at PWIAS, and he had met with PWIAS Distinguished Professors Brett Finlay and Derek Gregory and to discuss the resignation and the PWIAS strategic plan. Dr Ono noted that he had released a statement earlier in the day following those conversations and communications.

Dr Ono reiterate that as a public academic institution, UBC places paramount value on academic freedom, and on supporting interdisciplinary research. He reaffirmed UBC's commitment to maintaining the Wall Institute's unique role and mission at UBC and to ensuring that the Institute continues to support and nurture the outstanding research for which it is known. PWIAS is a place where faculty members can conduct unique and unfettered research, and we will continue to ensure that UBC provides an environment at PWIAS and UBC that supports such research.

Senator Krebs said that there has been a lot of controversy around this resignation, and especially the Board meeting without the director to decide on a shift on focus. She asked how that happened and if it was typical.

Dr Ono said, especially in light of discussions recently with Drs Brett Finlay and Derek Gregory, he had to take ownership of how that process unfolded: this process could have been done better and as the Board of Trustees we could have been more consultative. The decision of the Board of Trustees followed many meetings. One general feedback during several months strategic planning process was a desire for more focus. There was a sense amongst some trustees that we had



finite resources and should focus our resources to be more impactful if we focused on a finite set of subjects rather than the universe of opportunities. Dr Ono said that he was very pleased with Dr Tortell's willingness to have those conversations and there were many iterations of an evolving plan and the accompanying budget. In the end, the trustees felt that focus and alignment would help both the institution and the institute.

Senator Krebs said that this alignment would be with the research clusters of the University and the conflict seemed to be between that and the notion of open inquiry within the PWIAS. She said it was surprising that despite months of consultation that this came as a surprise to the director.

Dr Ono said that many people had conversations with the director, including the Vice-President Research and Innovation, and Provost. The President asked the Vice-President to explain how the research clusters were defined and what role faculty played in them to address concerns regarding the direction.

With consent of Senate, the Vice-President Research and Innovation, Dr Gail Murphy, spoke. She said that the research excellence cluster approach was in its 3<sup>rd</sup> year. In the summer we invite proposals and received 82 last year. Every cluster sets out what they are interested in, who is involved, and what outcomes they expect. Dr Murphy then set out the nature of the application and consideration processes and noted that 33 clusters were funded last year.

Dr Krebs said that it appears that there was a directive that research needed to align with the clusters as opposed to the PWIAS giving scholars space to evolve their research. This seemed like a reversal of the purpose of the Institute.

Dr Ono said that we have gone through many meetings and back and forth. As President of UBC and Chair of the PWIAS Board of Trustees he had to be responsive to both faculty members and trustees. He noted that he did not always agree with that advice but he hoped that processes made UBC a better place and him a better leader. There was a conversation on what to do, and the Trustees decided to not create a new process but rather to interact with the existing clusters. He said that Dr Tortell gave no indication earlier that he was not OK with that model during the budget processes. The Board of Trustees was very open to feedback and willing to reconsider this matter, and as President of UBC he would bring these concerns to them.

Dr Ono asked if Dr Max Cameron, a professor in Political Science and a member of the PWIAS Board of Trustees was present and asked if he could speak to the matter.



Dr Cameron said the Board saw this as an enormous opportunity. They understood the reticence as this could change the Institute but hoped it could lead to more impact and visibility to engage with the community. This seemed a way forward to protect what we all appreciated about the Institute and leverage it as an engine of transformation to have a positive benefit upon the University and the community it serves. We were all surprised and disappointed by the director's decision but we are hopeful we can find a path forward.

Dr Loewen said that this was still a new issue before UBC. The director is a leader of great integrity and a respected colleague and he has made a strong statement and has made a big impression. Dr Loewen noted that the Trustees had released a statement earlier today asking for feedback from stakeholders and it was under that invitation that his comments were being made. Dr Loewen noted that in April 1991, President David Strangway said the purpose of Peter Wall's generous gift was to "generate new ideas and initiatives that wouldn't happen otherwise". Dr Loewen then noted that Dr Tortell has now said with this change "a large fraction of the PWIAS would thus be used to support an ongoing UBC programs run by the Vice-President Research and the Vice-President Academic" Dr Loewen suggested that this didn't sound like things "that wouldn't happen otherwise".

The Chair asked the Provost to reply to the concern that this change would inhibit new ideas.

The Provost, after consulting with the Vice-President Research, advised that it would not.

Dr Loewen said that the PWIAS has an academic review committee that can set its priorities and asked why that processes in its governance structure was not being used.

Dr Ono said that we have agreed as Trustee, once we are able to meet in person to take this feedback and consider it. We are open to looking at what happens going forward given the relevance and passion of the comments made.

Dr Loewen said that the PWAIS has an academic advisory committee to recommend direction and program changes that was chaired by its director and with Derek Gregory and Brett Finlay as members and these people were apparently not involved in this decision.

Dr Ono said he met with them today.

Philip said that was too late if we were to change the direction of the PWIAS.



Dr Ono said that he would work with them moving forward. He agreed we could have done that better.

Dr Krebs noted that this senate was one of few that does not have a research committee. What can we do as a Senate when UBC wants a change to the mandate or purpose of an Institute? From an outsiders prospective, there is a director, a board of trustees, various scholars and committees, and as a senator, she wondered how we should be involved and if there were any structural governance changes we as Senate should made.

Dr Ono said that he committed to doing that and why he was having these conversations now. Clearly, we need to move this forward and do better, and the University Senate has a role in that. PWIAS is an academic institute within UBC, not like some other Advanced Studies institutes. He agreed this was an after the fact discussion. The Governors of the University have also weighed in with their own views. He was committed to working with the Trustees moving forward and would be happy to continue to work with the Senate concurrently.

Dr Falkner asked if the two faculty members on the Board of Trustees were leaders of research clusters.

Dr Ono confirmed that they were.

Senator Malone said that it would make sense to have a more focused committee on research at UBC Vancouver, noting that UBC Okanagan had one.

The President said that he would welcome that.

The Acting Secretary, Mr Eaton, confirmed that the Okanagan Senate did have a Learning and Research Committee while in the past, the Vancouver Senate has considered research matters via the Academic Policy Committee.

Dr Ono noted that we are now moving forward with the implementation of the strategic plan, guided by a newly formed group – the Strategic Plan Implementation Advisory Committee which includes senate faculty members, faculty representative, students, alumni, staff, faculty administrators, Board members, and union representation. This group will provide ongoing advice to the Executive on the priority areas for implementation, and the processes for moving from strategic direction to implementation.

The President advised that last month, he had travelled to Germany, signing or re-signing agreements with Ludwig-Maximilians-Universität München, the University of Stuttgart, the Max Planck Institute, and the University of Augsburg. In England, he met with UBC alumni and donors, and talked to students, faculty and administrators (including University of Cambridge Vice-Chancellor Stephen Toope) at Cambridge and Oxford Universities. Next month, he would



be travelling to Asia on behalf of UBC, engaging with donors and alumni in Hong Kong, Shanghai, and Beijing and meeting with colleagues in Chongqing and Nanjing.

The President noted that recently, the Government of Canada invested over \$156 million for 187 new and renewed Canada Research Chairs at 49 institutions across Canada. UBC was awarded 23 new and renewed Canada Research Chairs. UBC also was the number one recipient in the number of Canada 150 Chairs, a new program to recruit leading faculty to Canada from elsewhere in the world. Dr Ono opined that he was grateful for this major investment in our professoriate.

Dr Ono advised that UBC was close to announcing a new vice-president, students. He looked forward to sharing the news of this appointment with you shortly. The search for a new vice-president, external relations is also proceeding smoothly and we expect to announce a successful candidate early in the New Year.

Lastly, the President advised that last night we concluded the first season of the UBC Connects public lecture series internationally acclaimed author Isabel Allende. UBC Connects also featured talks by Jeremy Rifkin, Waneek Horn-Miller and Michio Kaku.

### Candidates for Degrees

Jakob Gattinger Philip Loewen	}	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.
----------------------------------	---	---

Approved

### Agenda Committee

The Chair of the Senate Agenda Committee, Mr Jakob Gattinger, presented.

### AMENDMENT TO THE RULES AND PROCEDURES OF SENATE

Jakob Gattinger Marium Hamid	}	<i>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";</i>
---------------------------------	---	--





*and*

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

Senator Shilling said that we should draw upon the recently produced UBC indigenous language guidelines.

The President agreed.

Approved

### Awards Committee

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

#### REVISIONS TO POLICY V-200

Lawrence Burr	}	<i>That Senate approve Policy V-200.2: Student Awards, effective 1 September 2019.</i>
Maximillian Holmes		

Dr Burr noted that the goals of this policy revision were:

- Updating of language pertaining to adherence to human rights legislation;
- Documentation of the process for updating and revising student awards;
- Clarification and codification of practices regarding the recording of student awards on student transcripts;
- 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;
- Creation of mechanism by which first-year students who fail to meet award renewal criteria may be permitted to retain a renewable award;
- Creation of mechanism by which eligibility for awards may be limited for students who are eligible to graduate, but choose to continue their studies; and
- Codification of practices relating to student awards concerning co-op and exchange programmes

Dr Burr further noted that when this policy revisions was first proposed, 5 questions were raised that the committee went back to consider:

- Inconsistent criteria for awards and Dean's list eligibility
- Credit-load minimums for graduate students



- Criteria for application of paragraph 17 exception
- Language used in consultation section
- Exclusion of summer courses from awards adjudication

The Committee had revised each of these points and has recommended modifications to the language for points 3 and 4, and would welcome direction from the Senate with regards to point 5.

Senator Holmes thanked the Chair and committee for its work on this policy and expressed his support for it.

Senator Haffey spoke against the exclusion of summer courses. He said it did not make logical sense to him.

Senator Burr said that we don't have metrics one way or another regarding the concerns raised.

Senator Leuprecht asked why the review period was changed from 2 years to 5.

With permission of Senate, the Committee's secretary, Mr Kyle McCleery said that 5 years was the normal period; 2 years was an extraordinarily short period that was proposed with a previous version due to the haste of its development.

Dr Kindler asked what the key concern with using summer courses was.

Dr Ross said that it was to do with credit load. How do you fairly consider students? As an example, she compared 12-12-6 credit loads (with a summer term) to 15-15.

It was noted that a referral on this matter was listed later on the agenda.

Approved

## 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>
Richard Tees		



Approved

**Admissions Committee**

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

**ADMISSION OF INTERNATIONAL STUDENTS TO THE DOCTOR OF DENTAL MEDICINE PROGRAM**

Carol Jaeger	}	<i>That Senate approve the changes to the admission requirements for the Doctor of Dental Medicine program.</i>
Peter Marshall		

In response to a question, Dean MacDuguall advised that no more than 4 international students would be admitted. Currently we have 56 undergraduate students, so that would bring us to 60. She also confirmed that the Ministry of Health had no concerns.

Senator Singh asked if there were general guidelines around what numbers would be expected in the future.

The Dean said that we maintain our own clinic and have a finite number of dental laboratories. Our maximum capacity is 60. No domestic students will be displaced by international students with this change.

Senator Krebs asked what the difference would be in tuition and if there is a lack qualified Canadian applicants for those spots.

The Dean said that the tuition costs were set to be higher for international students, with the clinical fees being the same. We currently have an application pool of 350-400, but many of those students also apply to the 9 other dental schools.

Senator Peng asked if Medicine or Pharmacy were planning to take international students.

Dean Coughtrie said they had no plans to do so.

Approved



## Joint Report of the Admissions and Curriculum Committees

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

### REVISIONS TO DUAL DEGREE PROGRAM OPTION: BACHELOR OF ARTS, UBC AND SCIENCES PO

Peter Marshall	}	<i>That the revised Dual Degree Program Option:</i>
Santokh Singh		<i>Bachelor of Arts, UBC and Sciences Po degree</i>
		<i>program be approved.</i>

Dr Marshall said that we had been running this program for 5 years now and have learned from it. The changes to the calendar proposed are to reflect an updated memorandum of understanding with Science Po.

Senator Haffey asked what, if anything, would be the effect of increased tuition in France on this program?

Dean Averill said because these students were already paying to attend UBC he did not foresee significant changes. He further noted that some outstanding students were scholarship funded.

Approved

### CURRICULUM COMMITTEE

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

### OCTOBER CURRICULUM PROPOSALS

*See Appendix B: Curriculum Report*

Peter Marshall	}	<i>That the revised program, new course code, and</i>
Amber Shilling		<i>new courses be brought forward by the faculties of</i>
		<i>Arts and Graduate and Postdoctoral Studies</i>
		<i>(Arts) be approved.</i>

Dr Marshall outlined that primarily these proposals were related to a revision to the Arts Co-operative education program.



Senator Gattinger said that he was encouraged by the changes to the Co-operative Education program. He asked if the Co-operative Education Council was considering matters generally.

With consent of Senate, Associate Dean Sunaina Assanand of Arts spoke to say that the co-op council met and was viewing the arts changes as a pilot. We would like the programs to be as administratively similar as possible.

Senator Gattinger noted that the AMS was supposed to be invited to the Co-operative Education Council and should be sending a representative.

Senator Leuprecht asked if these changes would affect current students.

Associate Dean Assanand noted that in accordance with our usual academic regulations, current students could follow either system.

Senator A. MacDougall asked what lack of interest or commitment from a Co-operative Education student could result in a failure.

Associate Dean Assanand said it was usually indicated by not applying to jobs our not working with Co-operative Education staff. This was outlined the terms and condition for Co-operative Education.

Approved

## NOMINATING COMMITTEE

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

## APPOINTMENTS TO COMMITTEES OF SENATE

Richard Tees	}	<i>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;</i>
Jakob Gattinger		

*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 Gatterer, 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.*

Approved

## Teaching and Learning Committee

### TOPIC OF BROAD ACADEMIC INTEREST: THE PRINCIPLES OF EXCELLENT GRADUATE SUPERVISION

Dr William McKee presented on graduate supervision. He noted that the Committee has endorsed these principles and hopes to ask Senate to do so for the future. The seven principles suggested were:

- Students' learning benefits from individualized supervisory approaches;
- Student learning develops with both dialogue and guidance;
- Students' multi-faceted growth and scholars is supported by supervisors;
- Students learn from role models;
- Communication is key to teaching and learning, and to relationship building;
- Scholarly and other communities are central students' development; and
- Reflection makes one a better supervisor.

Dr Rogers spoke, outlining the background and goals of the project.

Dean Porter added that the pedagogy of classroom teaching has been a long interest of the university, but supervision has not been. This was an attempt to address that imbalance.

## Report from the Provost

### REPORT ON STUDENT EVALUATIONS OF TEACHING



The Provost said that student feedback on instruction a vital part of how we improve instruction at UBC and is one component of how we evaluate it. We also consider peer evaluation of teaching and consideration of a dossier. We provide advice to heads, dean, and SAC on statistical evaluations of data, including statistical validity, data interpretation, response rates etc. He then introduced Eric Eich, Vice-Provost academic affairs.

With permission of Senate, Dr Eich went over this year's results. He noted that in 2017W, a total of 7,968 instructor ratings were submitted to the university, for 6,701 course sections. This represented a 1.3% increase in the number of instructor ratings compared to 2016W. Overall, responses were very high and were consistent. Over the last three years, CTLT has noted higher response rates and lower variability in responses as "in class" responses increased.

Senator Golsteyn asked why we simply didn't ask students if they were really completing it in class?

Dr Eich agreed that this was a good question.

Senator Leuprecht said that we had many questions we wanted to ask, but didn't want to make the survey too long so that people didn't reply.

Senator Koehoorn asked why, with such good results, so few instructors chose to publish.

Dr Eich said that there were cultural and faculty differences. He agreed it was very low.

Senator Tanner asked if we looked at different response due to sex or gender of instructor or student.

Dr Eich said that in general you found some matching benefits for gender with women but the results were not statistically significant.

Senator Bates said that the senate policy gave faculty members the ability to publish their results or not. In January, faculty members get an email were they have that option. Faculty have reported that the website was not the easiest to use.

Senator Singh asked if the median rate was improving over the past decade. He secondly referred to the Ryerson arbitration decision and asked if there was a way to make the data more relevant.

Dr Eich said that numerically it was slightly higher. With regards to Ryerson and Mt Allison, these are broad issues that we need to continue to consider.

Dr Singh asked if we had looked at ways of improving out methodology and questions.

Dr Eich said that we have a group that is looking into this.



Dr Bates said that the Ryerson decision made clear the importance of student feedback on their perceptions of their instruction. There are some things that students are uniquely able to provide input into. The issue with Ryerson was not to throw away it completely but to focus on those areas where students can comment on reliably. The issue there was omnibus questions.

Senator McKee said that these were very positive results overall. He asked about those classes where students have reported less positive experiences. What systematic efforts were done in those situations?

Dr Eich said yes but noted that this was a very decentralized university.

Senator Loewen asked if the six questions listed were keeping pace with developments in education and pedagogy.

Dr Eich said that this should be something reviewed regularly.

Senator Leuprecht asked if we had differences at UBC between genders and races.

Senator Krebs said that we asked the same question at Committee. Female students rated female faculty higher, male students rated them the same.

Dr Bates said that UBC does not keep data on ethnicity.

Senator Kindler asked what faculties or faculty members took advantage of the modularity of the system.

Dr Bates said we haven't collected that data. Most faculties and some departments have used the functionality but few instructors have done so.

## Other Business

### SUMMER SESSION CONSIDERATION FOR AWARDS

Maximillian Holmes	}	<i>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.</i>
Nick Peng		





Senator Forwell said that this policy has not kept up with how many academic programs were organized. She supported the motion.

Senator Ahmed said the question wasn't whether, but rather, if. He suggested that what was needed is background and consideration of how programs were organized. Perhaps we needed a broader conversation around the summer session in its entirety.

Senator Holmes said that this was part of the consultation but it wasn't considered enough. Right now, our awards policy does not look at the entire academic record of our students.

Senator Krebs asked if the motion could be amended

*By general consent, the motion was amended to include "with specific reference to comparability across entire academic years" between "adjudication" and "be"*

Senator Tees suggested a broader review by the academic policy committee.

Senator Frigaard said that, as a faculty member who taught in the summer and winter session, these were the same courses with the same material and value.

Senator Ahmed said some students took 12-12 a term in the Winter Session and then had to work in the summer don't have the ability to spread out their courses. We don't have enough information and it may be unfair for students who can't spread out their schedules.

Approved as  
amended

NB: Abstention – Senator Harrison

## STRATEGIC PLAN METRICS

Maximillian Holmes	}	<i>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.</i>
Marium Hamid		

Senator Holmes noted that based on prior conversations at Senate he expected this would occur in any event; however, he opined that Senate should formally resolve on the matter to ensure it happens.

Approved



## **IN CAMERA – Tributes Committee**

### **Adjournment**

Seeing no other business, the meeting was adjourned at 8:15 pm.



## Appendix A: Awards Report

### 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 Landsorp and Claudia Landsorp, 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.)

## **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.)





## 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.

#### 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.

### 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.

### 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.



## Appendix B: Curriculum Report

### 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



30 November 2018

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Amendments to the Academic Calendar proposed by the Faculty of Graduate and Postdoctoral Studies

---

The Academic Policy Committee has reviewed the proposed Academic Calendar revisions that the Faculty of Graduate and Postdoctoral Studies has put forward to:

- a) direct people to a more complete and current source of data and statistics on graduate programs collected by the Faculty of Graduate and Postdoctoral Studies than currently available in the Calendar; and,
- b) clarity and add consistency between sections of the Calendar regarding supplemental examinations not being available to graduate students in the policy on Reviews of Assigned Standing.

The Committee is in agreement with the proposals and therefore, the following is recommended to Senate:

**Motion:** *“That the amended Calendar language for (1) data and statistics and (2) Reviews on Assigned Standing proposed by the Faculty of Graduate and Postdoctoral Studies be approved as set out in the attached two-column forms.”*

Respectfully submitted,

Dr. Paul Harrison, Chair

Senate Academic Policy Committee



## UBC Policy Proposal Form Change to Calendar

<p><b>Faculty:</b> Faculty of Graduate and Postdoctoral Studies</p> <p><b>Department:</b> N/A</p> <p><b>Faculty Approval Date:</b> 15 November 2018</p> <p><b>Effective Session (W or S):</b> current</p> <p><b>Effective Academic Year:</b> current</p>	<p><b>Date:</b> 16 November 2018</p> <p><b>Contact Person:</b> Dr. Larry Walker (Senior Associate Dean)</p> <p><b>Phone:</b> 604-827-5546</p> <p><b>Email:</b> lawrence.walker@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><i>Data and Statistics</i></b></p> <p>The Faculty of Graduate and Postdoctoral Studies' <a href="#">GEAR site</a> (Graduate Education Analysis and Research) provides the University community and external agencies with a range of statistical reports, data analyses, and surveys on UBC graduate students and programs.</p> <p>[Link above: <a href="https://www.grad.ubc.ca/about-us/graduate-education-analysis-research">https://www.grad.ubc.ca/about-us/graduate-education-analysis-research</a> ]</p>	<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,346,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,346,0</a></p> <p><a href="#">Homepage Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies</a> Registration 2017/18</p> <p><b>Present Calendar Entry:</b></p> <p><del><b>Registration 2017/18</b></del></p> <p><del><b>Graduate Programs — Degree — Total</b></del></p> <p><del>{List of programs follows}</del></p> <p>***</p> <p><b>Type of Action:</b></p> <ol style="list-style-type: none"> <li>1. Rename page to "Data and Statistics".</li> <li>2. Delete all on current page.</li> <li>3. Add text as shown at left.</li> </ol> <p><b>Rationale for Proposed Change:</b> Data and statistics on graduate programs are collected by the Faculty of Graduate and Postdoctoral Studies and are available from their website. Updates are done twice a year, so the G+PS site is more current than the Calendar. It makes sense to direct people to the source of all data rather than just present a small portion of it here.</p>



<p><b>Proposed Calendar Entry:</b></p> <p><b><i>The Faculty of Graduate and Postdoctoral Studies</i></b></p> <p><b>Contents</b></p> <p><a href="#">Introduction</a></p> <p><a href="#">Admission</a></p> <p><a href="#">English Language Proficiency Standards and GRE Requirements</a></p> <p><a href="#">Classification of Students</a></p> <p><a href="#">Academic Regulations</a></p> <p><a href="#">Awards and Scholarships</a></p> <p><a href="#">Degrees Offered</a></p> <p><a href="#">Degree Programs</a></p> <p><a href="#">Dual Program Options</a></p> <p><a href="#">Degree Program Sub-Specializations</a></p> <p><a href="#">Degree Programs Administered by Disciplinary Faculties</a></p> <p><a href="#">Graduate Co-operative Education</a></p> <p><b><a href="#">Data and Statistics</a></b></p> <p><a href="#">Academic Staff</a></p>	<p><b>URL:</b></p> <p><a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,0,0</a></p> <p><a href="#">Homepage Faculties, Colleges, and Schools</a> The Faculty of Graduate and Postdoctoral Studies</p> <p><b>Present Calendar Entry:</b></p> <p><b><i>The Faculty of Graduate and Postdoctoral Studies</i></b></p> <p><b>Contents</b></p> <p><a href="#">Introduction</a></p> <p><a href="#">Admission</a></p> <p><a href="#">English Language Proficiency Standards and GRE Requirements</a></p> <p><a href="#">Classification of Students</a></p> <p><a href="#">Academic Regulations</a></p> <p><a href="#">Awards and Scholarships</a></p> <p><a href="#">Degrees Offered</a></p> <p><a href="#">Degree Programs</a></p> <p><a href="#">Dual Program Options</a></p> <p><a href="#">Degree Program Sub-Specializations</a></p> <p><a href="#">Degree Programs Administered by Disciplinary Faculties</a></p> <p><a href="#">Graduate Co-operative Education</a></p> <p><del>Registration 2017/18</del></p> <p><a href="#">Academic Staff</a></p> <p>***</p> <p><b>Type of Action:</b> Change name of new webpage entry.</p> <p><b>Rationale for Proposed Change:</b> See rationale for page name change, above.</p>
---	--



## UBC Policy Proposal Form Change to Calendar

<p><b>Faculty:</b> Faculty of Graduate and Postdoctoral Studies</p> <p><b>Department:</b> N/A</p> <p><b>Faculty Approval Date:</b> 15 November 2018</p> <p><b>Effective Session (W or S):</b> current</p> <p><b>Effective Academic Year:</b> current</p>	<p><b>Date:</b> 16 November 2018</p> <p><b>Contact Person:</b> Dr. Larry Walker (Senior Associate Dean)</p> <p><b>Phone:</b> 604-827-5546</p> <p><b>Email:</b> lawrence.walker@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><i>Review of Assigned Standing</i></b></p> <p><b>Review of Assigned Standing in a Course</b></p> <p>A student's assigned standing in a course is determined by a course instructor in accordance with the grading scheme indicated in the course syllabus, and may take the form of a final grade (e.g., 75%), or one of the other standings assigned by the University (e.g., pass/fail). See <a href="#">Grading Practices</a> for more information about grades and other assigned standings.</p> <p>A student who disagrees with their assigned standing is encouraged to first discuss the matter informally with the instructor(s) of the course, when possible. If necessary, the instructor may, at his or her discretion should he or she believe the original assigned standing was in error, change the standing by submitting a change to academic record form.</p> <p>If the matter remains unresolved following the initial conversation with the instructor and the student believes that some or all of the material contributing to the assigned standing has been incorrectly evaluated, the student may apply for a Review of Assigned Standing.</p>	<p><b>URL:</b></p> <p><a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,49,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,49,0,0</a></p> <p><a href="#">Homepage</a> <a href="#">Campus-wide Policies and Regulations</a></p> <p>Review of Assigned Standing</p> <p><b>Present Calendar Entry:</b></p> <p><b><i>Review of Assigned Standing</i></b></p> <p><b>Review of Assigned Standing in a Course</b></p> <p>A student's assigned standing in a course is determined by a course instructor in accordance with the grading scheme indicated in the course syllabus, and may take the form of a final grade (e.g., 75%), or one of the other standings assigned by the University (e.g., pass/fail). See <a href="#">Grading Practices</a> for more information about grades and other assigned standings.</p> <p>A student who disagrees with their assigned standing is encouraged to first discuss the matter informally with the instructor(s) of the course, when possible. If necessary, the instructor may, at his or her discretion should he or she believe the original assigned standing was in error, change the standing by submitting a change to academic record form.</p> <p>If the matter remains unresolved following the initial conversation with the instructor and the student believes that some or all of the material contributing to the assigned standing has been incorrectly evaluated, the student may apply for a Review of Assigned Standing.</p>



Each applicant for a review must state clearly why he or she believes the course deserves a grade higher than it received; pleas on compassionate grounds should not form part of this statement. Prospective applicants should remember that under Senate regulations instructors must re-examine all failing grades and indicate in their records that this has been done.

A Review of Assigned Standing is undertaken by the academic unit responsible for teaching a course to determine whether a student's performance in that course was correctly evaluated. The student's assigned standing may be adjusted positively or negatively as a result of the review, or it may remain the same. The result of such a review is the final academic evaluation of a student's performance in a course.

A Review of Assigned Standing is distinct from an Appeal on Academic Standing; the latter addresses procedural errors or irregularities as opposed to errors in assigning standings based upon academic judgment. For more information on an Appeal on Academic Standing, see the calendar entry at [www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,0,0](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,0,0)

An applicant who has been granted a supplemental examination should prepare for the examination because the result of the review may not be available before the end of the supplemental examination period.

In applying for a Review of Assigned Standing, a student must submit the material to be reviewed in its original marked form, or if the material was not returned to the student, provide sufficient information for the academic unit to identify the assignment. Components of an Assigned Standing that are intangible such as – but not limited to – live performances, live presentations, practicum assessments, or participation are not eligible for a Review of Assigned Standing, nor are graduate-level theses and doctoral dissertations.

**Graduate Students:** [Supplemental examinations](#)

Each applicant for a review must state clearly why he or she believes the course deserves a grade higher than it received; pleas on compassionate grounds should not form part of this statement. Prospective applicants should remember that under Senate regulations instructors must re-examine all failing grades and indicate in their records that this has been done.

A Review of Assigned Standing is undertaken by the academic unit responsible for teaching a course to determine whether a student's performance in that course was correctly evaluated. The student's assigned standing may be adjusted positively or negatively as a result of the review, or it may remain the same. The result of such a review is the final academic evaluation of a student's performance in a course.

A Review of Assigned Standing is distinct from an Appeal on Academic Standing; the latter addresses procedural errors or irregularities as opposed to errors in assigning standings based upon academic judgment. For more information on an Appeal on Academic Standing, see the calendar entry at [www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,0,0](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,0,0)

An applicant who has been granted a supplemental examination should prepare for the examination because the result of the review may not be available before the end of the supplemental examination period.

In applying for a Review of Assigned Standing, a student must submit the material to be reviewed in its original marked form, or if the material was not returned to the student, provide sufficient information for the academic unit to identify the assignment. Components of an Assigned Standing that are intangible such as – but not limited to – live performances, live presentations, practicum assessments, or participation are not eligible for a Review of Assigned Standing, nor are graduate-level theses and doctoral dissertations.

**Application and Deadlines**



are not granted to students registered in a graduate program or to undergraduate students enrolled in a graduate course.

[above link to:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,95,0#209>]

### Application and Deadlines

The application form for Review of Assigned Standing is available [here](#).

Applications must be received by Enrolment Services by the latest of the applicable dates shown below:

Three weeks after a grade is first available on the Student Service Centre;

March 15 for Winter Session Term 1 courses;  
July 15 for Winter Session Term 2 courses and two-term Winter Session courses;  
October 15 for Summer Session Courses.

Where a deadline falls on a Saturday, Sunday, or statutory holiday, applications will be accepted on the following business day.

Despite the deadlines above, in the event of an instructor or faculty being late in submitting grades to the Student Information System (SIS) an application will be accepted up to three (3) weeks after a grade is first available to the student on the Student Service Centre (SSC).

Completed application forms must be accompanied by the application fee for each course, which will be refunded only if the assigned standing is raised.

Applications will not be accepted for courses still in progress. Provisions for resubmission of individual pieces of marked work for correction of marking errors or omissions, where applicable, as well as for viewing marked examinations retained by the University are addressed in the Calendar entry on [Viewing Marked Work](#). A Review of Assigned Standing is a different process than a request for a deferred or supplemental

The application form for Review of Assigned Standing is available [here](#).

Applications must be received by Enrolment Services by the latest of the applicable dates shown below:

Three weeks after a grade is first available on the Student Service Centre;

March 15 for Winter Session Term 1 courses;  
July 15 for Winter Session Term 2 courses and two-term Winter Session courses;  
October 15 for Summer Session Courses.

Where a deadline falls on a Saturday, Sunday, or statutory holiday, applications will be accepted on the following business day.

Despite the deadlines above, in the event of an instructor or faculty being late in submitting grades to the Student Information System (SIS) an application will be accepted up to three (3) weeks after a grade is first available to the student on the Student Service Centre (SSC).

Completed application forms must be accompanied by the application fee for each course, which will be refunded only if the assigned standing is raised.

Applications will not be accepted for courses still in progress. Provisions for resubmission of individual pieces of marked work for correction of marking errors or omissions, where applicable, as well as for viewing marked examinations retained by the University are addressed in the Calendar entry on [Viewing Marked Work](#). A Review of Assigned Standing is a different process than a request for a deferred or supplemental examination.

### Process for Academic Review and Communication of Results

The head of the academic unit responsible for teaching the course will select a faculty member as reviewer with sufficient expertise in the subject





<p>examination.</p> <p><b>Process for Academic Review and Communication of Results</b></p> <p>The head of the academic unit responsible for teaching the course will select a faculty member as reviewer with sufficient expertise in the subject matter who did not participate in the original evaluation. Where no such person is available, the head shall arrange for a qualified external faculty member from another recognized institution to conduct the review. If the head participated in the original evaluation, then next-most senior academic administrator from the academic unit will select a reviewer.</p> <p>The academic unit will submit to Enrolment Services the written results of the review within 45 calendar days from the receipt of the application by Enrolment Services, at which time the results will be made available to the student. If a student's standing is increased as a result of the review, any fee charged to the student for conducting the review will be refunded.</p>	<p>matter who did not participate in the original evaluation. Where no such person is available, the head shall arrange for a qualified external faculty member from another recognized institution to conduct the review. If the head participated in the original evaluation, then next-most senior academic administrator from the academic unit will select a reviewer.</p> <p>The academic unit will submit to Enrolment Services the written results of the review within 45 calendar days from the receipt of the application by Enrolment Services, at which time the results will be made available to the student. If a student's standing is increased as a result of the review, any fee charged to the student for conducting the review will be refunded.</p> <p>***</p> <p><b>Type of Action:</b> Add clarification that supplemental examinations are not granted to students registered in a graduate program or to undergraduate students enrolled in a graduate course.</p> <p>Include a link to the Calendar page "Supplemental Examination Policy" under "Campus-wide Policies and Regulations," which provides more detail about graduate students and low grades.</p> <p><b>Rationale for Proposed Change:</b> Clarity and consistency between sections of the Calendar.</p>
--	---



30 November 2018

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Joint Board and Senate Policy #73: Academic Accommodations for Students with Disabilities

---

The Academic Policy Committee has reviewed revised Joint Board and Senate Policy #73: *Academic Accommodations for Students with Disabilities*, and is in agreement with the changes made to strengthen the policy and clarify procedures for accommodations and appeals.

The attached includes an executive summary prepared by the Office of University Counsel for the Board that provides the background and rationale for the changes being made to Policy 73 as well as a summary of the changes themselves. The Committee also reviewed consultation comments and responses. We thank the Office of the University Counsel and the Working Group that they convened for their efforts on these policy revisions.

The Committee is in agreement with the proposal and therefore, the following is recommended to Senate:

**Motion:** *“That Senate approve Joint Board and Senate Policy #73 Academic Accommodations for Students with Disabilities as set out in the attached.”*

Respectfully submitted,

Dr. Paul Harrison, Chair

Senate Academic Policy Committee



## REPORT TO THE BOARD OF GOVERNORS

### Agenda Item #

<b>SUBJECT</b>	<b>AMENDMENT TO POLICY 73, ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES</b>
<b>MEETING DATE</b>	<b>DECEMBER 4, 2018</b>
Forwarded to the Board of Governors on the Recommendation of the President	
<b>APPROVED FOR SUBMISSION</b>	<hr/> Santa J. Ono, President and Vice-Chancellor
<b>DECISION REQUESTED</b>	<b>IT IS HEREBY REQUESTED that <i>the UBC Board of Governors approve the proposed amendments to Policy 73 (Academic Accommodation for Students with Disabilities)</i></b>
<b>Report Date</b>	November 5, 2018
<b>Presented By</b>	Hubert Lai, Q.C., University Counsel

#### EXECUTIVE SUMMARY

The proposed amendments are intended to modernize the Policy and ensure a more effective and accountable process for accommodating students with disabilities at the University, by clarifying the scope of the Policy, outlining the responsibilities for those key members of the University involved in the accommodation process, providing guidance on the principles that apply when determining if an accommodation should be made, and establishing streamlined procedures that are consistent across both the Vancouver and Okanagan campuses.

#### Attachments

1. A clean copy of proposed Policy #73.
2. A blacklined copy of Policy #73 showing the differences between the proposed version presented to the Board on June 14, 2018 and the version now being presented for approval.
3. A table of comments received through the Call for Comments and the Policy Review Committee's response to each.
4. Frequently Asked Questions about Policy #73.

A copy of the current policy is available at: <https://universitycounsel.ubc.ca/files/2010/08/policy73.pdf>.

#### INSTITUTIONAL STRATEGIC PRIORITIES SUPPORTED

☒ Learning
 ☐ Research
 ☐ Innovation
 ☒ Engagement (Internal / External)
 ☐ International

or ☒ Operational

---

**DESCRIPTION &  
RATIONALE**

Policy #73 (Academic Accommodation for Students with Disabilities), was created in 1999 and has not subsequently been revised. Since then, certain parts of the Policy have become outdated, including the name of the administrative office designated with the primary responsibility for accommodating students with disabilities on the Vancouver campus, and the need for further guidance within the Policy for determining when accommodations are to be made has become apparent.

The Policy was originally intended to apply only to accommodations for students with disabilities of an academic nature, yet there are also non-academic accommodations provided to students with disabilities that are coordinated through the same offices at the University (i.e. the Centre for Accessibility for UBC Vancouver and the Disability Resource Centre for UBC Okanagan), the guidance for which is well placed in this Policy. The Policy itself also did not contain a procedures section or any substantive guidance surrounding implementation of reasonable accommodations for students with disabilities.

The proposed amendments are intended to provide additional guidance for students, faculty and staff in terms of the process by which accommodations for students with disabilities are made at the University, clearly setting out the responsibilities of the key University members involved in the process of accommodation, expanding upon and clarifying the scope of the Policy, defining key terms used, outlining the key principles to be considered when determining and implementing accommodations, ensuring that the current practices for providing accommodation are reflected and more consistent between the two campuses, and establishing refined processes where a student or instructor disagrees with a recommended accommodation.

**Responsible Executive:** The responsible executive for this Policy, Vice-President, Students, has not changed.

**Title:** As the Centre for Accessibility (UBC Vancouver) and the Disability Resource Centre (UBC Okanagan) (hereinafter in each case, the "Centre") currently coordinate both academic and non-academic accommodations for students with disabilities, the word "Academic" was removed so that it is clear that the policy applies beyond academic considerations. As the accommodation of University faculty or staff with disabilities is a process that is coordinated by managers in consultation with the Human Resources department, the scope of this Policy remains limited to students.

**Background and Purposes:** This part was formerly left blank, but now explains the purpose of accommodation in the learning environment, the University's responsibility under the BC *Human Rights Code* and its commitment to providing accommodation to promote human rights, equity and diversity, which is emphasized as being a shared responsibility amongst all members of the University community. It also touches on the principles of Universal Instructional Design, a modernized approach that can minimize the need for students with disabilities to make specific requests for accommodation.

**Part 1 (Scope):** Former part 1 (General) has been removed as that content is now predominantly covered in the Background and Purposes, section 3.1 and section 4.2. A new Part 1 (Scope) was added to distinguish accommodations made in the employment context, clarifying that this Policy does not apply to

---

---

students who are requesting accommodations relating to their employment at the University and directing such accommodation requests to the student's manager. This part also addresses accommodations sought by students for "Temporary Health Issues" (now a defined term), which differ from disabilities and for which students are to follow the academic concessions process set out in Senate Regulation on Academic Concession in the University's academic calendars.

**Part 2 (Definitions):** The defined terms have been expanded to clarify the different offices at the UBC and Okanagan campuses who are primarily responsible for assisting with accommodation requests, to modify the definition for Accommodation (including no longer being limited to academic considerations), and to include definitions for the Administrative Head of Unit, Instructors and Temporary Health Issues which, among other things, clarify the scope of the Policy and identify those persons at the University that have responsibilities in the accommodation process.

**Part 3 (Responsibilities of UBC towards Students with Disabilities):** This part has been updated to reflect the current practices across the two campuses by among other things, removing reference to the Disability Liaison Person, which is not currently a recognized function, and explaining that the Centre is responsible for determining a disability-related need for academic concessions for students. It also outlines in sections 3.2 to 3.5 how the University will carry out these responsibilities, including by the Centre providing including information on its website that provides guidance to members of the University about implementation of the Policy.

**Part 4 (Responsibilities of Students with Disabilities):** This part has been amended so that those responsibilities or statements that contain more detailed information are now included in the procedures section of the Policy, along with clarifying language so that students are aware that failure to comply with their responsibilities may result in delays in providing the accommodation or the appropriate accommodation not being provided. Section 4.2 has also been added from the former General part of the Policy to make it clear that providing accommodation to a student does not remove the need for evaluation and the student is still responsible for meeting the essential requirements of a given course, program or activity.

**Procedures: Part 1 (Distinguishing Disabilities from Temporary Health Issues):** As academic concessions are often confused with academic accommodations, a new part was added to the Policy to distinguish accommodations for students with disabilities, which falls within the Policy, to accommodations for students with temporary health issues, which are referred to as "concessions" and involve a different process that is set out in the Senate Regulation on Academic Concession in the University's academic calendars. Students and instructors or relevant units are urged to consult the Centre when in doubt about whether a student has a disability or a temporary health issue, especially where the health issue has persisted for more than one term, as the Centre will determine whether it has become a disability.

**Procedures: Part 2 (Process for Creating Accommodation):** Former part 6 of the Policy (Process for Reaching Accommodation) has been renamed slightly, moved to this part of the new Procedures section of the Policy, and expanded significantly to lay out the process for creating accommodation, step by step.

---

---

Some of the additional provisions in this part have been adapted from the former "Responsibilities of Students" part of the Policy, which make the process clearer for readers of the Policy. There is also now further guidance as to how reasonable and appropriate accommodations will be made and what factors are considered, examples of the types of academic and non-academic accommodations (section 2.4), and the responsible instructor or unit's role in implementation of the accommodation is now expressly mentioned. Also, there is a focus on the Centre's review and determination of accommodations being in consultation with the student.

The process for resolving disagreements that instructors may have with recommended accommodations is now incorporated into new sections 3.3 to 3.5 of the Procedures (as explained below).

***Procedures: Part 3 (Limits to Accommodation: Undue Hardship and Essential Requirements):*** As the University has a duty to accommodate students with disabilities to the point of undue hardship, this new part has been added to the Procedures section of the Policy to explain how "undue hardship" is interpreted. Factors that are likely to be considered in making a determination of undue hardship are listed under section 3.1:

1. a substantial risk to health and safety to the student or others;
2. failure of the student to meet an essential requirement of a course, program or activity; or
3. financial or logistical challenges that would seriously compromise or undermine the viability of a course, program or activity.

Section 3.2 of the Procedures sets out the key principles that apply when determining whether a task or requirement of a course, program or activity is an essential requirement. These have been established by case law primarily in the employment context, referred to as 'bona fide occupational requirements', and have been adapted to those essential requirements of a course, program or activity in a public post-secondary institutional setting.

Section 3.3 emphasizes that an instructor has a duty to make accommodations for a student that they have been notified of, subject to undue hardship. Sections 3.3 to 3.6 also set out an informal process for resolving an instructor's concerns where the instructor or other University employee believes that the accommodation determined by the Centre will result in an essential requirement of their course, program or activity being unmet, or will otherwise incur undue hardship. The first stage in this process is to work cooperatively with the Centre to determine whether undue hardship would exist. If the matter is still not resolved, it can be referred to the Registrar or their delegate (in the case of academic accommodations) or to the administrative head of unit or their delegate (in the case of non-academic accommodations), who will promptly consider the request in consultation with the Centre, the instructor, the other University employee and the Office of the University Counsel, as appropriate. For academic accommodations, the Registrar or their delegate will also consult with the Dean. The decision of such decision-maker is final. Pending resolution of the matter, the Centre's recommended accommodation is to be implemented.

---

---

**Procedures: Part 4 (Documentation):** Former Part 5 (Documentation) of the Policy has been updated to reflect that it is specifically the Centre that will be reviewing the documentation for disabilities where accommodation requests have been made and to clarify that the student is responsible for submitting the appropriate documentation to the Centre. Section 4.1 clarifies that the University is not *required* to provide or assume costs for diagnostic services, and also states that the Centre will provide reasonable assistance to students in providing the appropriate documentation.

The additional language in section 4.4 is intended to provide reassurance to students that information released by the Centre about the nature of a disability is only disclosed to relevant instructors or other relevant University employees on a "need-to-know" basis, in order for such persons to perform their duties under the Policy. The former reference to destroying personal documentation retained by the Centre after 5 years has been removed as this practice is not currently feasible for all electronic data. It should also be noted that this requirement is not required because these units are already covered by records retention requirements under UBC Policy #117 (Records Management).

Former sections 5.5.1 and 5.5.2 have been combined into new section 4.5 to streamline the documentation requirements for students whose condition is stable and the language distinguishing between new or returning students has now been removed as the documentation requirements only differ if the student's condition is stable or if there has been a change in their functional abilities. Also, the ability to provide students with accommodation in exceptional circumstances where no documentation for the disability is available, has been modified slightly to provide clarity that such limited accommodation is at the sole discretion of the Centre.

**Procedures: Part 5 (Student Appeals):** Former Part 7 of the Policy (Appeals) was removed and replaced with a new Part 5 of the Procedures that provides for students appealing academic accommodations. The former appeals section of the Policy provided for a Disability Accommodation Appeal Committee consisting of nine members appointed for up to three years, with appeals being heard by three of the members. However, in the limited times there has been an appeal under this Policy, the involvement of such a committee has been a very slow and inefficient process, which leaves the student without resolution for a potentially detrimental period of time. It is also challenging to put in place a committee with the expertise that is needed to review such a decision.

There are now two stages of University review processes for Students who are dissatisfied with an accommodation decision. Students are encouraged to first contact the Centre with their concerns regarding an accommodation. This provides an informal resolution process whereby another advisor or the director of the Centre will review the student's concerns in consultation with other University staff and departments, and make a decision based on advice from the Office of the University Counsel.

If the result of the informal resolution process outlined in section 5.1 is not resolved to the satisfaction of the student, there is a second streamlined and efficient process whereby students can appeal to the Responsible Executive for the Policy, or their delegate, to review the accommodation decision and supporting documentation provided, and make a decision as to whether to vary

---

the accommodation determination of the Centre within a very short timeframe (i.e. 10 days). In making this decision, the Responsible Executive or their delegate will consult with medical professionals, legal counsel or others as appropriate to ensure that the Responsible Executive or their delegate has the appropriate expertise to make the decision (i.e. functional limitations of a disability and Human Rights law). This new process allows for prompt resolution for the student.

It is also made clear in this section of the Policy that pending such appeal decisions, the accommodation determination of the Centre will be implemented (similar language is included for an appeal by instructors or other employees in section 3.6).

The student is still free to pursue other avenues outside of the Policy, including filing a discrimination claim under UBC Policy #3 (Discrimination and Harassment) or a complaint with the BC Human Rights Tribunal.

---

<b>BENEFITS</b> Learning, Research, Financial, Sustainability & Reputational	These amendments will bring the Policy into alignment with the University's existing practices, creating a more consistent process across the two campuses and establishing key principles that will guide the extent to which the University's responsibility for providing accommodations for students with disabilities is to be made. This better reinforces the University's commitment to its moral and legal duty to accommodate.
--	--

---

<b>CONSULTATION</b> Relevant Units, Internal & External Constituencies	<p>The University Counsel constituted a Policy Review Committee to consider and advise on the proposed new Policy. The Committee was comprised of the following members:</p> <ul style="list-style-type: none"> <li>• Paul Hancock, Legal Counsel, Information and Privacy (Chair)</li> <li>• Winsome Glover, Associate, Richards Buell Sutton LLP (Secretary)</li> <li>• Janet Mee, Director, Centre for Accessibility</li> <li>• Eldon Graham, UBC Student Accessibility Network (formerly UBC Disabled Students' Association)</li> <li>• Max Holmes, Vice-President Academic &amp; University Affairs, Alma Mater Society</li> <li>• Shirley Nakata, Ombudsperson for Students</li> <li>• Susanne Goodison, Director, Arts Academic Advising Services</li> <li>• Christina Hendricks, Academic Director, Centre for Teaching, Learning and Technology (succeeded Simon Bates, Senior Advisor, Teaching and Learning Academic Director, Centre for Teaching, Learning and Technology during the community consultation period)</li> <li>• Stephanie Oldford, Academic Governance Officer, Enrolment Services (following the community consultation period)</li> <li>• Earllene Roberts, Manager, Disability Resource Centre - UBC Okanagan</li> <li>• Tanya Forneris, Associate Director, School of Health and Exercise Sciences - UBC Okanagan</li> <li>• Rachelle Hole - Associate Professor, School of Social Work - UBC Okanagan</li> </ul>
---	---

Proposed amendments to Policy #73 were presented to the Board of Governors for information on June 14, 2018. The University then widely solicited comments on the proposed Policy in the following manner: The initial proposal for Policy 73 was published on the website of the Office of the University Counsel (OUC) under a call for comments on June 25, 2018, with a long

---



---

comment period running until September 30, 2018. A UBC Bulletin addressed to the UBC Executive, Deans and other senior academic leaders, academic heads, directors and managers on both campuses highlighting the key elements of the amendments to Policy #73 and calling for comments, was sent by email to the University community. Also, a special outreach was made by email to each of the UBC Student Accessibility Network (then the UBC Disabled Students' Association) at the Vancouver campus and the President of the UBC Student Union Okanagan, inviting comments on the proposed amendments to Policy #73.

A number of comments (included in the attached table with the Policy Review Committee's response to each comment) were received from faculty, staff, students and student organizations.

The Policy Review Committee reviewed the comments it had received and unanimously approved a number of revisions to improve the clarity and effectiveness of the proposed Policy. The following are the more significant of these revisions:

- Clarifying that the Policy applies to activities such as work term placements by clarifying in section 1.1 of the Policy that the Policy applies to students with disabilities *engaged in a course, program or activity offered by UBC*.
  - Adding new wording in section 3.3 of the Policy to clarify that the Centre is responsible for creating and maintaining information on a University website to provide guidance to the University community about implementation of this policy. Currently, this information is in the form of FAQs, which are attached to this memo.
  - Amending section 3.4 of the Policy to provide further clarity as to the Centre and the faculty/school's role in determining disability-related needs for academic concessions. Section 2.4.1.1 of the Procedures has also been removed to avoid repetition of what is already included in section 3.4.
  - Removing wording in section 4.1.5 of the Policy that refers to the instructors or unit coordinating implementation of the accommodation at the course or program level as section 4.1 of the Policy is dedicated to responsibilities of the student. This wording relates to the University's responsibilities and it is already reflected in the appropriate place in section 3.5 of the Policy.
  - Adding a new sentence to section 4.2 of the Policy to make it clear to students that there may be consequences should they not provide their letter of accommodation to the instructor or unit from whom they are seeking accommodation at all or within the timeframes under the Policy. As a result, similar wording has been included in section 2.6 of the Procedures that students are expected to provide the letter of accommodation to each instructor or unit in order to be able to benefit from the accommodation has been removed.
  - Rewording sections 1.1 and 1.2 of the Procedures to clarify that temporary health issues are dealt with through academic concessions, which will be determined by the relevant faculty or school.
  - Adding a requirement to section 2.2 of the Procedures that instructors are responsible to provide the Centre with information relating to an exam at least 2 business days prior to the scheduled exam date. The reason for this
-

---

change is that the Centre sometimes does not receive exam materials from instructors until it is too late to arrange the appropriate accommodations.

- Expanding the examples of academic accommodations in section 2.4.1 of the Procedures to include further types of accommodations (although not an exhaustive list) to promote awareness of what accommodation services can be provided. Examples of more common types of accommodations at the University are also included in the Centre's FAQs (discussed further below).
- Amendments to sections 3.1 and 3.2 of the Procedures to set out in a clear and more concise manner the factors to be considered in determining whether undue hardship will occur and whether essential requirements of a course, program or activity will be compromised if accommodation is provided.
- Removing the specific timeframes within which a student may initiate the resolution processes under sections 5.1 and 5.2 of the Procedures. Upon further consideration of these timeframes, the Committee decided this would be unfair to students where, given the nature of their disability, they may not determine that they are in disagreement with the accommodation decision until much later.
- The Director of Investigations being replaced by the Responsible Executive for Policy #73 for the purposes of deciding student appeals under section 5 of the Procedures. After further considering the Director of Investigations' role under Policy #3 (Discrimination and Harassment), the Policy Review Committee felt that there was potential for a conflict of interest if after an appeal under section 5.2-5.3 of the Procedures, a student commenced a complaint under Policy #3. An additional obligation has also been included in new section 5.3.3 for the Responsible Executive or their delegate to consult with other professionals for the appropriate expertise to make their decision, such as medical professionals and external legal counsel.
- Removing section 5.6 from the Policy as the right of appeal to the Senate Standing Committee on Academic Standing would only apply in certain situations, and including such details would make the Procedures needlessly complicated given the various factors that would determine this.

As many of the comments received during the community consultation period were questions as to how certain parts of the proposed Policy would work in practice, the Policy Review Committee decided that Frequently Asked Questions (FAQs) about the proposed Policy would be the appropriate format for providing this level of detail. Copies of these FAQs are attached to this memo. Upon final approval of the proposed Policy, each Centre will post these FAQs on their website and update these when necessary as guidance for faculty, staff and students about the accommodation process under Policy #73.

One of the issues that was highlighted for specific consideration through the community consultation period was the mechanism for instructors or other University employees seeking review of an academic accommodation decision to determine whether undue hardship would be incurred. Several writers urged the Committee to ensure that this review process is timely and allows for a decision to be made by an individual at the University with appropriate expertise and through the appropriate consultation. The Policy Review Committee received one comment, from the Okanagan Senate Academic Policy Committee, regarding the Registrar being the final decision-maker in this

---

---

process. The Senate Committee felt that it would be more reasonable for the final decision-maker to be the Dean, not the Registrar. The Policy Review Committee considered this alternative, however it decided to maintain the Registrar as the appropriate person to make this decision. This is more consistent with the Senate policy on program requirements, which makes the Registrar the ultimate decision-maker. Also, the Committee decided that maintaining a single decision-maker would promote consistency in decisions and would also help to avoid unnecessary delays or trauma to the parties affected by the decision. However, to ensure that the Deans have a voice in the decision, the Committee added a requirement for the Registrar to consult with the relevant Dean, and also to consult with the Centre, the relevant Instructor or other University employee, and the Office of the University Counsel, as appropriate.


During the review of the Policy, there were resource issues identified with respect to the University meeting its responsibility to provide accommodations to students with disabilities, the key one being the limited availability of space at both campuses for providing accommodations. For example, in some instances an appropriate room is not available on campus for a student with disabilities to be able to write an exam for which they have received an accommodation. The lack of adequate staff resources to process accommodation requests was also identified as an issue. The Policy Review Committee felt it was appropriate to bring this to the attention of the Board as part of this review process.

As the proposed Policy is to be a joint Senate and Board policy, the Policy is also being submitted to the Vancouver and Okanagan Senates through the relevant Senate committees.

---

<b>Previous Report Date</b>	May 15, 2018
<b>Decision</b>	Presented to the Board for information and input, following which community consultation was undertaken.

---

 <p><b>The University of British Columbia Board of Governors Okanagan Senate Vancouver Senate</b></p>	<p><b>Policy No.:</b></p> <p><b>73</b></p>	<p><b>Approval Date:</b> May 1999</p> <p><b>Last Revision:</b> December 2018 [anticipated]</p>
<p><b>Title:</b></p> <p><b>Accommodation for Students with Disabilities (Joint Senate and Board Policy)</b></p>		
<p><b>Background &amp; Purposes:</b></p> <p>The purpose of this Policy is to outline the principles, responsibilities and processes for the provision of Accommodation for Students with Disabilities.</p> <p>The purpose of Accommodation is to create an accessible learning environment that enables all Students to meet the essential requirements of UBC's courses, programs and activities. UBC is committed to providing Accommodation to promote human rights, equity and diversity, and to comply with its duty under the British Columbia <i>Human Rights Code</i> to make its services and facilities available in a manner that does not discriminate. Students will be Accommodated in a way that respects their dignity, privacy and autonomy. Once Accommodated, Students are responsible for following Accommodation procedures in order to meet the essential requirements of their course, program or activity.</p> <p>The Centre for Accessibility on the Vancouver campus and the Disability Resource Centre on the Okanagan campus are the offices that are designated to assist UBC in integrating Students with Disabilities into all aspects of University life and are responsible for assisting Students and their Instructors with Accommodation. Providing Accommodation to Students with Disabilities is a shared responsibility amongst all members of the UBC community.</p> <p>UBC recognizes the benefits of the application of Universal Instructional Design principles to the built and learning environments at UBC. These principles are a comprehensive approach to classroom interaction and evaluation and include flexibility of delivery systems and evaluation methods, maximizing learning for Students with different abilities and learning preferences while minimizing the need for Students to make specific requests for Accommodation.</p>		

## 1. Scope

- 1.1. This Policy applies to Students with Disabilities engaged in a course, program or activity offered by UBC. Where a person is both a Student

and employee of UBC, this Policy only applies to those activities that are associated with the person's status as a Student. Students should consult with their manager insofar as their request for Accommodation relates to their employment at UBC.

- 1.2. This Policy does not apply to Students who experience Temporary Health Issues. Students experiencing Temporary Health Issues should seek an academic concession following the processes under the Senate Regulation on Academic Concession set out in UBC's Academic Calendars.
- 1.3. This Policy also applies to UBC staff and faculty with respect to their shared responsibility to Accommodate Students with a Disability.

## 2. **Definitions**

- 2.1. **"Accommodation"** or **"Accommodate"** refers to any modification that reduces or eliminates barriers to participation arising when Students with Disabilities interact with UBC's facilities or its teaching, learning and assessment methods and materials.
- 2.2. **"Administrative Head of Unit"** is any one of the following, as the context requires: Director of a service unit, Head of an academic department; Director of a centre, institute or school; Principal of a college; Dean; Associate Vice-President; University Librarian; Registrar; Vice-President; Deputy Vice-Chancellor & Principal; or President.
- 2.3. **"Centre"** means, in the case of UBC Vancouver Students, the Centre for Accessibility and in the case of UBC Okanagan Students, the Disability Resource Centre.
- 2.4. Person(s) with a **"Disability"** or **"Disabilities"** means persons who:
  - 2.4.1. have a significant and persistent mobility, sensory, learning, or other physical or mental health impairment;
  - 2.4.2. experience functional restrictions or limitations of their ability to perform the range of life's activities; and
  - 2.4.3. may experience attitudinal and/or environmental barriers that hamper their full and self-directed participation in University activities.
- 2.5. Reference to **"Instructors"** in this Policy shall mean, as the context requires, the instructor of record for the particular course or the Head for the particular program for which the Student is seeking Accommodation, and for graduate Students who are enrolled in a thesis or dissertation, the graduate Student's supervisor for these activities for which the Student is seeking Accommodation.

- 2.6. **"Student"** means a person who:
  - 2.6.1. is registered in credit or non-credit courses offered by UBC; or
  - 2.6.2. has formally applied to UBC as a prospective Student.
- 2.7. **"Temporary Health Issues"** are temporary medical impairments or injuries that are unrelated to a Disability and are likely to be substantially resolved in less than one term.

### 3. **Responsibilities of UBC towards Students with Disabilities**

- 3.1. UBC has a responsibility to:
  - 3.1.1. provide an inclusive and welcoming environment for Students with Disabilities;
  - 3.1.2. ensure that eligible Students are not denied admission on the basis of their Disability;
  - 3.1.3. make its facilities, courses and programs accessible to Students with Disabilities;
  - 3.1.4. provide reasonable Accommodation to Students with Disabilities to the point of undue hardship;
  - 3.1.5. provide advice and guidance for Students with Disabilities about the Accommodation process;
  - 3.1.6. provide information on its academic calendar and website regarding the Accommodation process; and
  - 3.1.7. ensure that faculty and staff are provided relevant information about UBC's policies and procedures associated with providing Accommodation to Students with Disabilities and are familiar with broader accessibility issues.
- 3.2. UBC will carry out the responsibilities set out in section 3.1 in a manner consistent with the *BC Human Rights Code* and other applicable legislation.
- 3.3. The Centre is the office at UBC that is primarily responsible for carrying out the responsibilities set out in section 3.1. In particular, what this means for section 3.1.7 is that the Centre is responsible for including information on its web site that provides guidance to members of the UBC community about implementation of this Policy. Instructors and other UBC employees are responsible for assisting the Centre to carry out its mandate.
- 3.4. The Centre is responsible for determining Accommodations for Students with Disabilities. The Centre is also responsible for determining a

Disability-related need for academic concessions for Students. If the Centre determines that a Student requires an academic concession for reasons related to a Disability, the Centre will notify the relevant faculty or school of such requirement. The faculty or school will then determine what academic concession is to be granted to the Student. For clarity, any appeal of such a decision for academic concession will be governed by the Senate Regulation on Academic Concession set out in the Academic Calendars.

- 3.5. Instructors and other UBC employees are responsible for implementing these Accommodations with the advice and support of the Centre. The Centre is responsible for implementing Accommodations that cannot reasonably be provided at a program level.

#### **4. Responsibilities of Students with Disabilities**

- 4.1. Students with a Disability seeking Accommodations for their Disability have a responsibility to:
  - 4.1.1. contact the Centre about any requested Accommodation in a timely manner (as set out in the Procedures) to allow for arrangement of Accommodation;
  - 4.1.2. provide the appropriate documentation of their Disability to the Centre;
  - 4.1.3. notify the Centre of any changes to their Accommodation requirements;
  - 4.1.4. comply with instructions and procedures for developing and implementing the Accommodation; and
  - 4.1.5. at the beginning of each term or otherwise at the earliest available opportunity, provide the letter of Accommodation received from the Centre to the Instructors or unit from whom they are seeking Accommodation, and to other UBC employees, as appropriate.
- 4.2. Failure to comply with the above responsibilities may result in delays in providing the Accommodation or the appropriate Accommodation not being provided. While providing Accommodation enables Students with a Disability to have an alternative means of meeting essential requirements of the course, program or activity, fulfilling essential requirements remain the Students' responsibility. Providing Accommodation shall not lower the academic standards of UBC, and shall not remove the need for evaluation or assessment and the need to meet essential requirements.

## **PROCEDURES**

**Approved:** December 2018 [anticipated]

*Pursuant to Policy #1: Administration of Policies, “Procedures may be amended by the President, provided the new procedures conform to the approved policy. Such amendments are reported at the next meeting of the Board of Governors.” Note: the most recent procedures may be reviewed at: <http://universitycounsel.ubc.ca/policies/index/>.*

### **1. Distinguishing Disabilities from Temporary Health Issues**

- 1.1. The Centre's responsibility to provide Accommodation under this Policy applies only to Students with Disabilities, not Temporary Health Issues. Such issues involve a different process and are addressed under the Senate Regulation on Academic Concession set out in UBC's Academic Calendars. Under that process, the relevant faculty or school will determine the appropriate academic concession that should be made, if any.
- 1.2. Where there is uncertainty about whether a Student has a Temporary Health Issue or a Disability, Students, their Instructors or other relevant UBC employees should consult with the Centre. Such consultation is especially important where a Student's Temporary Health Issue has persisted for more than one term as the Centre will determine whether the issue has become a Disability.

### **2. Process for Creating Accommodation**

- 2.1. Students requesting Accommodation are responsible to register with the Centre and to provide appropriate documentation as set out in section 4 of the Procedures. Students are encouraged to make contact with the Centre as soon as reasonably possible to ensure it has sufficient time to properly review Accommodation requests and to coordinate any necessary arrangements.
- 2.2. All requests for exam and other test Accommodations (e.g., extended time, alternative location, etc.) must be received by the Centre at least 7 calendar days prior to the scheduled date for mid-term examinations/tests and 7 calendar days prior to the start of formal examination periods. Students are advised to make such Accommodation requests to the Centre as soon as possible to avoid delays in service. Instructors are responsible to provide information relating to the examination or test to the Centre at least 2 business days prior to the scheduled date for such examination or test.
- 2.3. In consultation with the Student, the Centre will review the documentation provided by the Student seeking Accommodation, identify necessary



academic adjustments, auxiliary aids, and/or services, and determine the Accommodations that are reasonable and appropriate. Accommodations will be made on an individual basis, taking an intersectional and holistic view of both the individual and the environment, based on factors such as the functional impact of the Disability and the Student's field of study.

2.4. The Centre may determine the following types of Accommodations:

2.4.1. academic Accommodations (e.g. exam-related Accommodations, captioning and sign interpreting, note-taking, course materials in alternate formats, customized exam formats, adaptive equipment / assistive technology and relocation of classes); and

2.4.2. non-academic Accommodations (e.g. Accommodations for housing, parking or recreational activities).

2.5. The Centre will prepare a letter of Accommodation which details the specific Accommodation the Centre has determined, and explains how to implement that Accommodation.

2.6. At the beginning of each term or otherwise at the earliest available opportunity, Students are expected to provide the letter of Accommodation given to them by the Centre to each Instructor or unit from whom they are seeking Accommodation. The Instructor or unit is responsible for implementing the recommended Accommodation and providing all relevant information regarding the Accommodation to the members of the course or program teaching team. The Centre is responsible for coordinating the support services to be provided for the approved Accommodation where those services cannot reasonably be provided at the program level.

**3. Limits to Accommodation: Undue Hardship and Essential Requirements**

3.1. UBC's duty to Accommodate Students with Disabilities is limited to providing reasonable Accommodation without incurring undue hardship, as that term has been interpreted under BC law. What constitutes undue hardship varies based on, and must be considered in the context of, the circumstances of each individual case. However, undue hardship is likely to exist when an Accommodation could reasonably be expected to result in:

3.1.1. a substantial risk to health or safety to the Student or others;

3.1.2. failure of the Student to meet an essential requirement of a course, program or activity; or

3.1.3. financial or logistical challenges that would seriously compromise or undermine the viability of a course, program or activity.

- 3.2. For the purposes of this Policy, essential requirement(s) are the tasks or requirements of a course, program or activity that must be acquired or demonstrated in order for a Student to successfully meet the objectives of, and that cannot be altered without compromising the fundamental nature of, the course, program or activity. Identifying essential requirements is critical in determining appropriate Accommodations. The following factors determine whether or not a task or requirement of a course, program or activity is an essential requirement:
- 3.2.1. the task or requirement is rationally connected to the Student's ability to successfully complete the course, program or activity;
  - 3.2.2. the task or requirement was included in good faith, in the belief that it was necessary for the fulfillment of the objectives of that course, program or activity; and
  - 3.2.3. the task or requirement is reasonably necessary for the Student to successfully complete the course, program or activity.
- 3.3. Instructors or other UBC employees who have been notified of an Accommodation for a Student in their course, program or activity have a duty to make such Accommodations, subject to undue hardship. If the Instructor or other UBC employee believes that the Accommodations determined by the Centre will result in an essential requirement of their course, program or activity being unmet or will otherwise incur undue hardship, they must contact the Centre to discuss their concerns, and work cooperatively to determine whether undue hardship would arise if the Accommodation were implemented.
- 3.4. If the Instructor or other UBC employee cannot reach agreement with the Centre on the issue of whether the Accommodation will result in undue hardship, any of them may refer the matter to the following decision-maker or their delegate in the applicable faculty or administrative unit:
- 3.4.1. for academic Accommodations, the Registrar; and
  - 3.4.2. for non-academic Accommodations, the Administrative Head of Unit.
- The decision-maker referenced in section 3.4 will promptly consider the request in consultation with the Centre, the relevant Instructor or other UBC employee, and the Office of the University Counsel, as appropriate. For Academic Accommodations, the decision-maker will also consult with the Dean.
- 3.5. The decision of this decision-maker as to whether an Accommodation would incur undue hardship is final, and the Centre will amend its Accommodation determination if required to comply with this decision.

Pending this final decision, the Instructor or other UBC employee will be required to implement the Accommodation determination of the Centre.

#### **4. Documentation**

- 4.1. Students must ensure that documentation acceptable to the Centre is obtained from medical doctors, registered psychologists or other health professionals who are appropriately certified and/or licensed to practice their professions and have specific training, expertise, and experience in the diagnosis of the particular Disability for which Accommodation is being requested. The Centre will provide reasonable assistance to Students to obtain such documentation. UBC is not required to provide or assume the costs of diagnostic services.
- 4.2. Students should submit documentation outlining the nature of the Disability, along with a detailed explanation of the functional impact of the Disability. A diagnosis alone is not sufficient to support a request for an Accommodation.
- 4.3. Documentation must be current. For Students who have a stable condition, usually no more than 3 years must have elapsed between the time of the assessment and the date of the initial request for Accommodation.
- 4.4. All medical information obtained by the Centre will be treated as confidential. When releasing information about the nature of the Disability to Instructors or other relevant UBC employees, its likely impact in an academic setting and recommended Accommodations, the Centre's actions will be governed by the *BC Freedom of Information and Protection of Privacy Act*. This information is disclosed to such persons on a "need-to-know" basis in order for them to perform their duties under the terms of this Policy.
- 4.5. When a Student's functional abilities have shown significant change since the documentation was submitted (i.e. either an improvement or deterioration of status has taken place or is expected to take place) or when the Student's Accommodation requests have changed significantly over the course of their studies, new or updated information may be requested by the Centre. UBC is not required to provide or assume the cost of diagnostic services.
- 4.6. In exceptional circumstances, at the sole discretion of the Centre, a Student may be provided Accommodation on a limited basis without documentation.

#### **5. Student Appeals**

- 5.1. Where a Student disagrees with an Accommodation decision, he or she should advise the Centre of the Student's concerns. The Accommodation

decision will be reviewed by a Centre Accessibility Advisor, Manager or Director who was not involved in the original Accommodation decision. This individual will make a timely decision about whether to vary the Accommodation, and will provide the Student with reasons for such decision in writing, after:

- 5.1.1. conducting a review of all relevant documentation;
  - 5.1.2. consulting with the appropriate Instructors, Administrative Heads of Unit, or other UBC employees as required; and
  - 5.1.3. seeking advice from the Office of the University Counsel.
- 5.2. If the resolution process outlined in section 5.1 above is not resolved to the Student's satisfaction, the Student may appeal to the Responsible Executive for this Policy or their delegate, to review the Accommodation determination of the Centre. Such an appeal is to be made in writing, by submitting to the Responsible Executive or their delegate, a request for appeal setting out:
- 5.2.1. the Accommodation being requested by the Student;
  - 5.2.2. the original Accommodation determination of the Centre;
  - 5.2.3. the decision made pursuant to section 5.1 of these Procedures; and
  - 5.2.4. all documents or other information relevant to review of the Accommodation determination of the Centre that the Student has received (including a copy of the letter of Accommodation detailing the specific Accommodation the Centre determined).
- 5.3. The Responsible Executive or their delegate will:
- 5.3.1. review the Accommodation being requested by the Student, the Accommodation determination of the Centre, the decision made pursuant to section 5.1 of these Procedures, and all other relevant documents or information that were provided with the request for appeal;
  - 5.3.2. request information from the Centre and the relevant Instructor or other UBC employees, as appropriate;
  - 5.3.3. consult with other professionals, such as medical professionals and external legal counsel, as appropriate; and
  - 5.3.4. make a decision about whether to vary the Accommodation determination of the Centre within 10 calendar days of receipt of the written request for appeal. The Responsible Executive or their delegate will communicate their decision and reasons as to the appropriate Accommodation for the Student, in writing, to each of

the Student, the Instructor or other unit from whom the Student is seeking accommodation, and the Centre.

- 5.4. The Centre will amend its Accommodation determination, if required, to comply with the decisions made pursuant to sections 5.1 or 5.3 of these Procedures. Pending such decisions, the relevant Instructor or other UBC employee will be required to implement the Accommodation determination of the Centre.
- 5.5. Where a Student wishes an Accommodation decision or any part thereof to be investigated on the grounds of discrimination, they must initiate such a complaint and follow the processes relating to matters of discrimination under Policy #3 (*Discrimination and Harassment*).
- 5.6. The Student may also have recourse to processes outside of UBC, such as filing a complaint with the BC Human Rights Tribunal.



12 December 2018

To: Vancouver Senate

From: Senate Admissions Committee

Re: a) Elimination of Language Proficiency Index Requirement to Enrol in a First-Year English Course (approval)  
b) Langara Diploma in Food, Nutrition, and Health (FNH) Transfer (approval)  
c) Changes to Calendar Entry for Graduate Appeals on Admission or Readmission (approval)  
d) Changes to Deferred Admission Calendar Entry (approval)  
e) Graduate Student Declaration (approval)

---

The Committee has reviewed the following proposals and is pleased to recommend them to Senate for approval:

- a) Elimination of Language Proficiency Index Requirement to Enrol in a First-Year English Course (approval)

***Motion:*** That Senate approve the elimination of the Language Proficiency Index Requirement to enrol in a First-Year English course

***\*\*In the event this proposal is approved by Senate, consequential changes will be considered by the Senate Curriculum Committee\*\****

- b) Langara Diploma in Food, Nutrition, and Health (FNH) Transfer (approval)

***Motion:*** That Senate approve the Langara Diploma in Food, Nutrition, and Health (FNH) Transfer

- c) Changes to Calendar Entry for Graduate Appeals on Admission or Readmission (approval)

***Motion:*** That Senate approve the changes to the Graduate Appeals on Admission or Readmission calendar entry

- d) Changes to Deferred Admission Calendar Entry (approval)

***Motion:*** That Senate approve the changes to the Deferred Admission calendar entry



e) Graduate Student Declaration (approval)

***Motion:*** *That Senate approve the inclusion of the proposed Graduate Student Declaration in the academic calendar.*

Respectfully submitted,

Prof. Carol Jaeger, Chair  
Senate Admissions Committee

## UBC Curriculum Proposal Form Change to Course or Program

<b>Faculty:</b> Arts <b>Department:</b> English <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> S <b>Effective Academic Year:</b> 2019	<b>Date:</b> 22 October 2018 <b>Contact Person:</b> Tiffany Potter <b>Phone:</b> 2-4026 <b>Email:</b> tiffany.potter@ubc.ca
<b>Calendar Navigation:</b> <a href="#">Homepage</a> <a href="#">Admissions</a> <a href="#">English Language Admission Standard</a> Language Proficiency Index (LPI) Requirement to Enrol in a First-Year English Course  <b>Proposed Calendar Entry:</b>  None	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,19,914,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,19,914,0</a>  <b>Present Calendar Entry:</b>  <p><del><b>Language Proficiency Index (LPI) Requirement to Enrol in a First-Year English Course</b></del></p> <p><del>Students registered in most undergraduate programs at UBC must fulfill a requirement of at least 3 credits of first-year English. To be eligible to register in first-year English courses, students must complete the LPI or be exempt from it. The LPI is administered through the LPI Office. Please refer to each faculty's "English Requirements" and the The Language Proficiency Index Requirement for First-Year English for more details. Students in the Faculty of Arts are not required to complete the LPI or be exempt from it. Students in the Faculty of Arts must fulfill the Writing and Research Requirement. There is no first-year English degree requirement in the Faculty of Arts except for students majoring in English.</del></p> <p><del><b>Note:</b> A student's registration in other courses may be halted if the English or writing requirement for the student's degree has not been met by the faculty's allotted completion time.</del></p> <p><b>Type of Action:</b> Delete Calendar page.</p> <p><b>Rationale:</b></p>



	<p>In consultation with the Office of the Provost and the Faculty of Arts, and Faculties including Science and Sauder, the Department of English has reviewed the place of the LPI test in our curriculum. As student entry averages at UBC have climbed over the years, the number of students who do not meet the existing LPI requirement (75% in English 12 or one of a long list of equivalents), and who are not among the 40% of incoming UBC students who achieve a 5 on their first attempt at the LPI, is very small. The Faculty of Arts has endorsed our change to a course cap of 30 students, aligned with that of the equivalent Arts course WRDS 150. With this change to class size, we are confident that we can support this very small number of students without requiring them to carry out additional preparatory work before they begin study in ENGL.</p> <p>This change brings entry requirements for 100-level ENGL courses into alignment with other 100-level writing and literature courses across UBC-V in the transition period from most writing students taking ENGL 112 to their taking a course in a Writing Unit under the banner of the Faculty of Arts.</p> <p>This change will streamline students' progress in first-year writing across the university and will put all students on an equal footing for entry to ENGL courses, regardless of experience or background.</p>
--	---

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

<b>Category: 2 Faculty: Arts</b> <b>Department: English</b> <b>Faculty Approval Date:</b> <b>Effective Session (W or S): S</b> <b>Effective Academic Year: 2019</b>	<b>Date: 22 October 2018</b> <b>Contact Person: Tiffany Potter</b> <b>Phone: 2-4026</b> <b>Email: tiffany.potter@ubc.ca</b>
<b>Calendar Navigation:</b>  <b>Proposed Calendar Entry:</b>  <b>English</b>  The Department of <u>English</u> offers programs of study that lead to the degrees of Doctor of Philosophy, Master of Arts, and Bachelor of Arts. The Department offers honours and major programs in English with emphasis in either literature or language. The Department also collaborates with Canadian Studies, Children's Literature, Comparative Literature, Integrated Drama, Linguistics, Medieval Studies, Religion, Literature and the Arts, Gender, Race, Sexuality and Social Justice, and Science and Technology Studies.  ...	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,71">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,71</a>  <b>Present Calendar Entry:</b>  <b>English</b>  The Department of <u>English</u> offers programs of study that lead to the degrees of Doctor of Philosophy, Master of Arts, and Bachelor of Arts. The Department offers honours and major programs in English with emphasis in either literature or language. The Department also collaborates with Canadian Studies, Children's Literature, Comparative Literature, Integrated Drama, Linguistics, Medieval Studies, Religion, Literature and the Arts, Gender, Race, Sexuality and Social Justice, and Science and Technology Studies.  ...  <del>Language Proficiency Index Requirement for 100-level English (ENGL) Courses</del>  <del>Many programs at UBC require at least 3 credits of first-year English; some require 6 credits. In order to remain registered in any first-year English course, students must complete all sections of the Language Proficiency Index (LPI) and achieve a minimum score of level 5 (30/40) on the essay section of the examination. Unless a student meets the LPI</del>

	<p><del>requirement by meeting one of the exemptions listed below, the LPI test must be taken <b>on or before</b> the deadlines listed on the <u>First-Year English website</u>. Restrictions for registering in other courses may be applied to the student if the English requirements of a faculty are not met.</del></p> <p><b><del>The LPI Examination</del></b></p> <p><del>The LPI is an examination that provides a way to determine a student's competence in summary, essay writing and recognition of common errors in English usage and sentence structure. It also involves the composition of an argumentative essay of between 300 and 400 words. Performance on the essay will determine a student's eligibility for first-year English courses, but students must complete all parts of the examination. A study guide entitled <i>Preparing to Write the LPI</i> is available from the <u>LPI website</u>.</del></p> <p><b><del>Results</del></b></p> <p><del>Students must identify UBC as the “receiving institution” for their LPI result, and their results will be uploaded to their UBC student record by Paragon Testing. The English Department does not release results.</del></p> <p><del>Students with scores of level 5 or 6 on the essay section will retain their registered spaces in their first-year English courses; those with a level 4 or below at the deadline will not be permitted to remain in a first-year English course. Students in this latter category are encouraged to enroll in Writing 098, a non-credit course offered by the University Writing Centre. For more information on Writing 098, see</del></p>
--	---

	<p><del>the University Writing Centre.</del></p> <p><b>Exemptions</b></p> <p><del>Students in the following categories are exempt from the LPI requirement; all other students must complete the LPI:</del></p> <ul style="list-style-type: none"> <li>• <del>those with a final grade (school mark plus government exam mark) of 75% in BC English 12 or BC English Literature 12</del></li> <li>• <del>those with a final grade of 75% in English Language and Literature or Studies in Literature (ENG4U or OAC English) for Ontario applicants</del></li> <li>• <del>those with a final grade of 75% or the equivalent (as determined by UBC Admissions) in grade 12/senior year English in an English curriculum secondary school, operating in a country where the primary language is English</del></li> <li>• <del>those with a final grade of 80% or equivalent (as determined by UBC Admissions) in grade 11/penultimate year English in an English curriculum secondary school, operating in a country where the primary language is English</del></li> <li>• <del>those with a final grade of 3 or better in the Advanced Placement (AP) course in literature and composition</del></li> <li>• <del>those with a final grade of 4 or better in Standard or Higher level International Baccalaureate English A</del></li> <li>• <del>those who have</del></li> </ul>
--	---

	<p><del>completed 3 credits of first-year English or the equivalent, acceptable for transfer to UBC, with a minimum grade of 70%</del></p> <ul style="list-style-type: none"> <li><del>• those who have completed 6 credits of first-year English or the equivalent, acceptable for transfer to UBC</del></li> <li><del>• those who have attained a score of at least 5.0 on the essay section of the Canadian English Language Proficiency Index Test Academic (CELPITA), a portion of the Canadian English Language Proficiency Index Program (CELPPI) that may be used to satisfy the English Language Admission Standard</del></li> </ul> <p><del>A student who misses the LPI deadline must contact <u>First Year English</u>. For assistance, telephone 604.822.4247 or 604.822.4259.</del></p> <p><del><b>Further Enquiries</b></del></p> <p><del>For further information visit <u>LPI</u> or contact Paragon Testing, 110-2925 Virtual Way, Vancouver, BC, V5M 4X5; telephone 778.327.6853; fax 604.822.9144. For further information about eligibility for first-year English courses, contact the First Year English Office, 604.822.4247 or 604.822.4259.</del></p> <p><b>Type of Action:</b> Delete LPI information from English page.</p> <p><b>Rationale:</b> In consultation with the Office of the Provost and the Faculty of Arts, and Faculties including Science and Sauder, the Department of English has reviewed the</p>
--	--

	<p>place of the LPI test in our curriculum. As student entry averages at UBC have climbed over the years, the number of students who do not meet the existing LPI requirement (75% in English 12 or one of a long list of equivalents), and who are not among the 40% of incoming UBC students who achieve a 5 on their first attempt at the LPI, is very small. The Faculty of Arts has endorsed our change to a course cap of 30 students, aligned with that of the equivalent Arts course WRDS 150. With this change to class size, we are confident that we can support this very small number of students without requiring them to carry out additional preparatory work before they begin study in ENGL.</p> <p>This change brings entry requirements for 100-level ENGL courses into alignment with other 100-level writing and literature courses across UBC-V in the transition period from most writing students taking ENGL 112 to their taking a course in a Writing Unit under the banner of the Faculty of Arts.</p> <p>This change will streamline students' progress in first-year writing across the university and will put all students on an equal footing for entry to ENGL courses, regardless of experience or background.</p>
--	--

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

<b>Category: 2 Faculty:</b> Arts <b>Department:</b> English <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> S <b>Effective Academic Year:</b> 2019	<b>Date:</b> 22 October 2018 <b>Contact Person:</b> Tiffany Potter <b>Phone:</b> 2-4026 <b>Email:</b> tiffany.potter@ubc.ca
<b>Calendar Navigation:</b> <a href="#">Homepage</a> <a href="#">Course Descriptions</a> <a href="#">Courses by Faculty/School/College</a> <a href="#">Faculty of Arts</a> ENGL  <b>Proposed Calendar Entry:</b>  <b>English, Faculty of Arts</b>  <b>ENGL 100 (3) Reading and Writing about Literature</b> A writing-intensive introduction to the disciplines of literary studies through the exploration of texts in their critical and theoretical contexts. Fulfils the first-year component of the Faculty of Arts Writing and Research Requirement. Open only to students in the Faculty of Arts. Recommended for students intending to become English majors. Essays are required. <i>This course is not eligible for Credit/D/Fail grading.</i>  ...	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;institution=3&amp;code=ENGL">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;institution=3&amp;code=ENGL</a>  <b>Present Calendar Entry:</b>  <b>English, Faculty of Arts</b>  <b><del>Prerequisite for all 100-level English courses: Language Proficiency Index (LPI) level 5 or exemption. For further details, please visit</del></b> <b><del><a href="http://english.ubc.ca/first-year-english/frequently-asked-questions-faq/">http://english.ubc.ca/first-year-english/frequently-asked-questions-faq/</a></del></b>  <b>ENGL 100 (3) Reading and Writing about Literature</b> A writing-intensive introduction to the disciplines of literary studies through the exploration of texts in their critical and theoretical contexts. Fulfils the first-year component of the Faculty of Arts Writing and Research Requirement. Open only to students in the Faculty of Arts. Recommended for students intending to become English majors. Essays are required. <i>This course is not eligible for Credit/D/Fail grading.</i>  ...  <b>Rationale:</b> In consultation with the Office of the Provost and the Faculty of Arts, and Faculties including Science and Sauder, the

	<p>Department of English has reviewed the place of the LPI test in our curriculum. As student entry averages at UBC have climbed over the years, the number of students who do not meet the existing LPI requirement (75% in English 12 or one of a long list of equivalents), and who are not among the 40% of incoming UBC students who achieve a 5 on their first attempt at the LPI, is very small. The Faculty of Arts has endorsed our change to a course cap of 30 students, aligned with that of the equivalent Arts course WRDS 150. With this change to class size, we are confident that we can support this very small number of students without requiring them to carry out additional preparatory work before they begin study in ENGL.</p> <p>This change brings entry requirements for 100-level ENGL courses into alignment with other 100-level writing and literature courses across UBC-V in the transition period from the current system, where most writing students taking ENGL 112, to the new system where they will take a course in a Writing Unit under the banner of the Faculty of Arts.</p> <p>This change will streamline students' progress in first-year writing across the university and will put all students on an equal footing for entry to ENGL courses, regardless of experience or background.</p>
--	---



## 1. Langara FNH

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

#### Category: 1

<b>Faculty:</b> Land and Food Systems <b>Department:</b> <b>Faculty Approval Date:</b> <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2019	<b>Date:</b> Aug 2018 <b>Contact Person:</b> Christine Scaman <b>Phone:</b> 2-1804 <b>Email:</b> Christine.scaman@ubc.ca
<b>Proposed Calendar Entry:</b>  <i>Admission</i>  Application for admission to the Faculty of Land and Food Systems must be made through Enrolment Services. Procedures, policies, and admission requirements for the University of British Columbia and the Faculty of Land and Food Systems are specified in the <a href="#">Admissions</a> section of the UBC Academic Calendar.  <b>Admission from Secondary School</b>  Admissibility is determined on the basis of a number of factors including performance in specific high school courses, the overall academic rigor of the program, evidence of relevant learning and achievements both in and out of school, and other indicators of suitability for the Bachelor of Science programs offered through the Faculty of Land and Food Systems at UBC.  <b>Admission as a Post-Secondary Transfer Student or With a Previous Degree</b>  Students applying to the Faculty of Land and Food Systems by transfer from other post-secondary institutions or with a previous degree should note that, as per the University's policy on <a href="#">Requirements to Receive a Degree or Diploma</a> , they will be required to complete at least 50% of their program's required course load while	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.194,793,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.194,793,0</a>  <b>Present Calendar Entry:</b>  <i>Admission</i>  Application for admission to the Faculty of Land and Food Systems must be made through Enrolment Services. Procedures, policies, and admission requirements for the University of British Columbia and the Faculty of Land and Food Systems are specified in the <a href="#">Admissions</a> section of the UBC Academic Calendar.  <b>Admission from Secondary School</b>  Admissibility is determined on the basis of a number of factors including performance in specific high school courses, the overall academic rigor of the program, evidence of relevant learning and achievements both in and out of school, and other indicators of suitability for the Bachelor of Science programs offered through the Faculty of Land and Food Systems at UBC.  <b>Admission as a Post-Secondary Transfer Student or With a Previous Degree</b>  Students applying to the Faculty of Land and Food Systems by transfer from other post-secondary institutions or with a previous degree should note that, as per the University's policy on <a href="#">Requirements to Receive a Degree or Diploma</a> , they will be

<p>registered in their LFS program.</p> <p>No more than 60 credits of transfer credits will be applied to a student's UBC academic record, and credit will be assigned as follows:</p> <ul style="list-style-type: none"> <li>For post-secondary transfer students, transfer credit from other post-secondary institutions will be assessed by the UBC Undergraduate Admissions Office at the point of admission and in accordance with articulation agreements between UBC and other post-secondary institutions.</li> </ul> <p>Please note, not all transfer credit is necessarily applicable to a students' degree program. As such, when students present in excess of 60 transfer credits, the Faculty will determine which 60 credits are most applicable to the degree program. Students can learn more at <a href="#">Maximum Allowable Transfer Credit</a>.</p> <p>Transfer applicants to the Faculty of Land and Food Systems must also present the required high school academic pre-requisites, as listed in <a href="#">Admission</a>. In some cases, university transferable coursework may satisfy these pre-requisites. These courses are critical to degree progression within the Faculty.</p> <p>Students admitted to the Faculty of Land and Food Systems by transfer from other post-secondary institutions must have met the <a href="#">Communication Requirement</a> of the Faculty or be eligible to enrol in first-year English at the time of admission. Students who do not meet the Communication Requirement at the time of admission should be aware that their registration may be blocked or restricted and they will not be promoted to higher year levels until this requirement has been met. See the</p>	<p>required to complete at least 50% of their program's required course load while registered in their LFS program.</p> <p>No more than 60 credits of transfer credits will be applied to a student's UBC academic record, and credit will be assigned as follows:</p> <ul style="list-style-type: none"> <li>For post-secondary transfer students, transfer credit from other post-secondary institutions will be assessed by the UBC Undergraduate Admissions Office at the point of admission and in accordance with articulation agreements between UBC and other post-secondary institutions.</li> </ul> <p>Please note, not all transfer credit is necessarily applicable to a students' degree program. As such, when students present in excess of 60 transfer credits, the Faculty will determine which 60 credits are most applicable to the degree program. Students can learn more at <a href="#">Maximum Allowable Transfer Credit</a>.</p> <p>Transfer applicants to the Faculty of Land and Food Systems must also present the required high school academic pre-requisites, as listed in <a href="#">Admission</a>. In some cases, university transferable coursework may satisfy these pre-requisites. These courses are critical to degree progression within the Faculty.</p> <p>Students admitted to the Faculty of Land and Food Systems by transfer from other post-secondary institutions must have met the <a href="#">Communication Requirement</a> of the Faculty or be eligible to enrol in first-year English at the time of admission. Students who do not meet the Communication Requirement at the time of admission should be aware that their registration may be blocked or restricted and they will not be promoted to higher year levels until this</p>
---	---

<p>Faculty's promotion rules <a href="#">here</a>.</p> <p>Students admitted by transfer will be admitted to the year level that is appropriate according to the Faculty's <a href="#">Promotion Requirement</a>. The Promotion Requirements are based on the number of credits completed, and the degree of completion of required courses of the student's program.</p> <p><b>UBC Langara Aboriginal Transfer Partnership</b></p> <p>To be eligible to transfer to UBC into the Faculty of Land Food Systems through this <a href="#">partnership</a>, Aboriginal students must meet the general requirements for admission as a <a href="#">post-secondary transfer student</a> as well as the following specific requirements:</p> <ul style="list-style-type: none"> <li>• Successful completion of at least 48 (and no more than 60) credits (within the last four years). Students who present at least 54 credits, and have completed all first-year requirements (with the exception of LFS 100), may be eligible for third-year standing;</li> <li>• An academic average of at least 2.67<sup>1</sup> or greater on the most recent 30 credits of transferable courses attempted, including failed and retaken courses;</li> <li>• Completion of required high school academic pre-requisites. In some cases, university transferable coursework may satisfy these pre-requisites;</li> <li>• Successful completion of the Transition Plan offered by Langara in collaboration with UBC;</li> <li>• Consultation with the LFS <a href="#">Academic Advisor, Aboriginal</a></li> </ul>	<p>requirement has been met. See the Faculty's promotion rules <a href="#">here</a>.</p> <p>Students admitted by transfer will be admitted to the year level that is appropriate according to the Faculty's <a href="#">Promotion Requirement</a>. The Promotion Requirements are based on the number of credits completed, and the degree of completion of required courses of the student's program.</p> <p><b>UBC Langara Aboriginal Transfer Partnership</b></p> <p>To be eligible to transfer to UBC into the Faculty of Land Food Systems through this <a href="#">partnership</a>, Aboriginal students must meet the general requirements for admission as a <a href="#">post-secondary transfer student</a> as well as the following specific requirements:</p> <ul style="list-style-type: none"> <li>• Successful completion of at least 48 (and no more than 60) credits (within the last four years). Students who present at least 54 credits, and have completed all first-year requirements (with the exception of LFS 100), may be eligible for third-year standing;</li> <li>• An academic average of at least 2.67<sup>1</sup> or greater on the most recent 30 credits of transferable courses attempted, including failed and retaken courses;</li> <li>• Completion of required high school academic pre-requisites. In some cases, university transferable coursework may satisfy these pre-requisites;</li> <li>• Successful completion of the Transition Plan offered by Langara in collaboration with UBC;</li> <li>• Consultation with the LFS</li> </ul>
--	---

<p><a href="#">Students</a> on course selection while at Langara.</p> <p>Applicants who do not meet these requirements may be considered for admission as a <a href="#">transfer student</a> and can be considered through <a href="#">UBC's Aboriginal Admissions Policy</a></p> <p>For more information about the UBC Langara Aboriginal Transfer Partnership, please visit the <a href="#">website</a>.</p> <p><sup>1</sup>If in a particular year the competitive admission <b>criterion</b> is lower than 2.67, then the applicants in that year will be evaluated against the lower admission <b>criterion</b>.</p> <p><b>Langara Diploma in Food, Nutrition, and Health (FNH) Transfer</b></p> <p>Eligible graduates from the Langara Diploma in Food, Nutrition, and Health (FNH) Transfer guaranteed admission to UBC into the <a href="#">non-competitive majors</a> in the Food, Nutrition, and Health program in the Faculty of Land Food Systems. They are also eligible to apply to the <a href="#">competitive majors</a>, including the 3<sup>rd</sup> year of the Dietetics major, the Food Science major or the Food and Nutritional Sciences major. Admission to these competitive majors is not guaranteed.</p> <p>To be eligible for this transfer program, students must have completed the Diploma within 4 years and achieved a minimum Cumulative GPA of 3.0.</p> <p><b>Students Applying to LFS from Another Program at UBC</b></p> <p>Students who are currently enrolled in another program at UBC and wish to transfer in to a program in the Faculty of Land and Food Systems must complete the 'Change of Degree Program/Campus' application available through their Student</p>	<p><a href="#">Academic Advisor, Aboriginal Students</a> on course selection while at Langara.</p> <p>Applicants who do not meet these requirements may be considered for admission as a <a href="#">transfer student</a> and can be considered through <a href="#">UBC's Aboriginal Admissions Policy</a></p> <p>For more information about the UBC Langara Aboriginal Transfer Partnership, please visit the <a href="#">website</a>.</p> <p><sup>1</sup>If in a particular year the competitive admission <b>criteria</b> is lower than 2.67, then the applicants in that year will be evaluated against the lower admission <b>criteria</b>.</p> <p><b>Students Applying to LFS from Another Program at UBC</b></p> <p>Students who are currently enrolled in another program at UBC and wish to transfer in to a program in the Faculty of Land and Food Systems must complete the 'Change of Degree Program/Campus' application available through their Student Service Centre (SSC). Students applying for admission from another UBC program are subject to the requirements noted above under "Admission as a Post-Secondary Transfer Student or With a Previous Degree."</p> <p>Details can be found <a href="#">here</a>. Applications must be received by May 15.</p> <p><b>Students Applying for Readmission</b></p> <p>Students who have previously attended the Faculty of Land and Food Systems, left in good academic standing, have been away from their studies for more than one academic year and wish to return to their previous program of study should consult the <a href="#">Readmission</a> section of the UBC</p>
---	--

<p>Service Centre (SSC). Students applying for admission from another UBC program are subject to the requirements noted above under “Admission as a Post-Secondary Transfer Student or With a Previous Degree.”</p> <p>Details can be found <a href="#">here</a>. Applications must be received by May 15.</p> <p><b>Students Applying for Readmission</b></p> <p>Students who have previously attended the Faculty of Land and Food Systems, left in good academic standing, have been away from their studies for more than one academic year and wish to return to their previous program of study should consult the <a href="#">Readmission</a> section of the UBC Academic Calendar for details.</p> <p>Students who have previously attended the Faculty of Land and Food Systems, left in good academic standing and have been away for one academic year or less, and wish to return to their previous program of study may do so without re-application. Students should consult the <a href="#">Academic Leave</a> section of the UBC Academic Calendar.</p> <p>Students who have previously attended the Faculty of Land and Food Systems, and were required to discontinue from the Faculty or withdraw from the University and wish to return to their previous program of study should consult the <a href="#">Faculty’s Guidelines for Readmission</a>.</p> <p>Students with questions about their status should consult with <a href="#">LFS Student Services</a> prior to submitting an application.</p> <p><b>Advising Office</b></p> <p>The Faculty of Land and Food Systems Academic Advising Office (Student Services) is located in Room 344,</p>	<p>Academic Calendar for details.</p> <p>Students who have previously attended the Faculty of Land and Food Systems, left in good academic standing and have been away for one academic year or less, and wish to return to their previous program of study may do so without re-application. Students should consult the <a href="#">Academic Leave</a> section of the UBC Academic Calendar.</p> <p>Students who have previously attended the Faculty of Land and Food Systems, and were required to discontinue from the Faculty or withdraw from the University and wish to return to their previous program of study should consult the <a href="#">Faculty’s Guidelines for Readmission</a>.</p> <p>Students with questions about their status should consult with <a href="#">LFS Student Services</a> prior to submitting an application.</p> <p><b>Advising Office</b></p> <p>The Faculty of Land and Food Systems Academic Advising Office (Student Services) is located in Room 344, MacMillan Building, 2357 Main Mall. The office can be reached by telephone at 604.822.2620 or by email at <a href="mailto:students@landfood.ubc.ca">students@landfood.ubc.ca</a>. For office hours, please visit us <a href="#">online</a>.</p> <p>Email is the preferred means for the Faculty of Land and Food Systems administration and faculty members to communicate important messages to students. It is the responsibility of all LFS students to ensure their current email address is <a href="#">accurately recorded</a> on the Student Service Centre (SSC) and to read emails sent to that account on a regular basis.</p> <p><b>Type of Action:</b></p>
--	--

<p>MacMillan Building, 2357 Main Mall. The office can be reached by telephone at 604.822.2620 or by email at <a href="mailto:students@landfood.ubc.ca">students@landfood.ubc.ca</a>. For office hours, please visit us <a href="#">online</a>.</p> <p>Email is the preferred means for the Faculty of Land and Food Systems administration and faculty members to communicate important messages to students. It is the responsibility of all LFS students to ensure their current email address is <a href="#">accurately recorded</a> on the Student Service Centre (SSC) and to read emails sent to that account on a regular basis.</p>	<p>New admission option from Langara</p> <p><b>Rationale for Proposed Change:</b> When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed.</p>
---	--



## UBC Policy Proposal Form Change to Calendar

<p><b>Faculty:</b> Faculty of Graduate and Postdoctoral Studies</p> <p><b>Department:</b> N/A</p> <p><b>Faculty Approval Date:</b> 15 November 2018</p> <p><b>Effective Session (W or S):</b> W</p> <p><b>Effective Academic Year:</b> 2018</p>	<p><b>Date:</b> 16 November 2018</p> <p><b>Contact Person:</b> Dr. Larry Walker (Senior Associate Dean)</p> <p><b>Phone:</b> 604-827-5546</p> <p><b>Email:</b> lawrence.walker@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b><i>Graduate Appeals on Admission or Readmission Decisions</i></b></p> <p>Note that many fully-qualified applicants cannot be offered admission for various reasons such as limited capacity, rigorous competition, unavailability of supervision, lack of funding, etc.</p> <p>Applicants who believe that they have been unjustly denied admission or readmission to a program due to an error in process or who believe that they deserve special consideration due to mitigating circumstances should discuss the matter with the graduate program to which they applied immediately upon receipt of their final admission or readmission decision. If a satisfactory resolution cannot be achieved, the applicant may submit a written appeal to the Faculty of Graduate and Postdoctoral Studies for review by the Dean of the Faculty or designate. This written appeal must be received by the Faculty of Graduate and Postdoctoral Studies no later than six weeks before the first day of the term for which the applicant applied.</p> <p>If the appeal is denied by the Dean of the Faculty of Graduate and Postdoctoral Studies, the applicant may submit a written appeal to the</p>	<p><b>URL:</b></p> <p><a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,340,1607">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,340,1607</a></p> <p><a href="#">Homepage Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies Admission</a> Graduate Appeals on Admission or Readmission Decisions</p> <p><b>Present Calendar Entry:</b></p> <p><b><i>Graduate Appeals on Admission or Readmission Decisions</i></b></p> <p>Note that many fully-qualified applicants cannot be offered admission for various reasons such as limited capacity, rigorous competition, unavailability of supervision, lack of funding, etc.</p> <p>Applicants who believe that they have been unjustly denied admission or readmission to a program due to an error in process or who believe that they deserve special consideration due to mitigating circumstances should discuss the matter with the graduate program to which they applied immediately upon receipt of their final admission or readmission decision. If a satisfactory resolution cannot be achieved, the applicant may submit a written appeal to the Faculty of Graduate and Postdoctoral Studies for review by the Dean of the Faculty or designate. This written appeal must be received by the Faculty of Graduate and Postdoctoral Studies no later than six weeks before the first day of the term for which the applicant applied.</p> <p>If the appeal is denied by the Dean of the Faculty of Graduate and Postdoctoral Studies, the applicant may submit a written appeal to the</p>

<p>Senate Admissions Committee.</p> <p><b>The procedure for appealing the Dean's decision to the Senate Admissions Committee is the same as the <a href="#">procedure for undergraduate students</a>.</b></p> <p><b>The <a href="#">appeal form</a> (and appeal processing fee) along with (a) a letter of appeal outlining the reasons for the appeal and the circumstances relating to the appeal, and (b) any relevant supporting documents (see appeal form for details) must be submitted to <a href="http://webforms.students.ubc.ca/admission-decision-appeal">webforms.students.ubc.ca/admission-decision-appeal</a> by the deadline.</b></p> <p><b>Appeals on admission or readmission decisions will be considered on applications for the current year only.</b></p> <p>The appeal will be sent to the Senate Admissions Committee for review, and the Dean of the Faculty of Graduate and Postdoctoral Studies will send a written explanation of his/her reasons for denying the appeal.</p> <p>The decision of the Committee will be communicated in writing to the appellant and to the Dean of the Faculty of Graduate and Postdoctoral Studies. The Committee's decision is final.</p> <p><b>Appeals on Revoked Admission Offers</b></p> <p>Graduate offers of admission may contain conditions that applicants are required to fulfill before they are able to register for their programs. Offers may be revoked if these conditions are not met by the applicant.</p> <p><b>Graduate offers of admission may also be rescinded if it is determined that a student has <a href="#">submitted falsified documents</a> in support of an application for admission.</b></p> <p>Applicants who believe that their offer of admission has been unjustly revoked due to an error in the process or who believe that they deserve special consideration due to mitigating circumstances may submit a written appeal to the Faculty of Graduate and Postdoctoral Studies for</p>	<p>Senate Admissions Committee.</p> <p><b>Appeals on admission or readmission decisions will be considered on applications for the current year only.</b></p> <p>The appeal will be sent to the Senate Admissions Committee for review, and the Dean of the Faculty of Graduate and Postdoctoral Studies will send a written explanation of his/her reasons for denying the appeal.</p> <p>The decision of the Committee will be communicated in writing to the appellant and to the Dean of the Faculty of Graduate and Postdoctoral Studies. The Committee's decision is final.</p> <p><b>Appeals on Revoked Admission Offers</b></p> <p>Graduate offers of admission may contain conditions that applicants are required to fulfill before they are able to register for their programs. Offers may be revoked if these conditions are not met by the applicant.</p> <p>Applicants who believe that their <del>conditional</del> offer of admission has been unjustly revoked due to an error in the process or who believe that they deserve special consideration due to mitigating circumstances may submit a written appeal to the Faculty of Graduate and Postdoctoral Studies for review by the Dean of the Faculty or designate.</p> <p><b>Appeals on revocations must be received by the Faculty of Graduate and Postdoctoral Studies within 14 calendar days of the revocation decision email notifying that the offer of admission has been revoked.</b></p> <p>If the appeal is denied by the Dean of the Faculty of Graduate and Postdoctoral Studies, the applicant may submit a written appeal to the Senate Admissions Committee.</p> <p><b>Appeals to the Senate Admissions Committee on admission or readmission decisions will be considered on applications for the current year only.</b></p> <p>The appeal will be sent to the Senate Admissions</p>
---	--



<p>review by the Dean of the Faculty or designate.</p> <p><b>Appeals on revocations must be received by the Faculty of Graduate and Postdoctoral Studies within 14 calendar days of the revocation decision email notifying that the offer of admission has been revoked.</b></p> <p>If the appeal is denied by the Dean of the Faculty of Graduate and Postdoctoral Studies, the applicant may submit a written appeal to the Senate Admissions Committee.</p> <p><b>Appeals to the Senate Admissions Committee on admission or readmission decisions will be considered on applications for the current year only.</b></p> <p>The appeal will be sent to the Senate Admissions Committee for review, and the Dean of the Faculty of Graduate and Postdoctoral Studies will send a written explanation of his/her reasons for denying the appeal.</p> <p>The Committee may allow an appeal where it decides that the Faculty of Graduate and Postdoctoral Studies may have overlooked or misinterpreted information provided by the applicant, arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the Faculty's published procedures.</p> <p>The decision of the Committee will be communicated in writing to the appellant and to the Dean of the Faculty of Graduate and Postdoctoral Studies. The Committee's decision is final.</p>	<p>Committee for review, and the Dean of the Faculty of Graduate and Postdoctoral Studies will send a written explanation of his/her reasons for denying the appeal.</p> <p>The Committee may allow an appeal where it decides that the Faculty of Graduate and Postdoctoral Studies may have overlooked or misinterpreted information provided by the applicant, arrived at a decision without reasonable consideration of mitigating circumstances, or acted contrary to the Faculty's published procedures.</p> <p>The decision of the Committee will be communicated in writing to the appellant and to the Dean of the Faculty of Graduate and Postdoctoral Studies. The Committee's decision is final.</p> <p>***</p> <p><b>Type of Action:</b></p> <ol style="list-style-type: none"> <li>1. Add information on how to proceed with a Senate appeal of the decision of the Dean of G+PS.</li> <li>2. Change Appeals on Revoked Admission Offers to include other reasons for which the offer was rescinded, for example, falsification of documents, etc.</li> </ol> <p><b>Rationale for Proposed Change:</b></p> <ol style="list-style-type: none"> <li>1. The Senate Appeal procedure is the same for graduate students as it is for undergraduate students, but this information is not currently easily located.</li> <li>2. Students may appeal any decision to revoke an offer of admission, regardless of the reason for which it was revoked.</li> </ol>
--	---

## UBC Policy Proposal Form Change to Calendar

<p><b>Faculty:</b> Faculty of Graduate and Postdoctoral Studies  <b>Department:</b> N/A  <b>Faculty Approval Date:</b> 15 November 2018  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2018</p>	<p><b>Date:</b> 16 November 2018  <b>Contact Person:</b> Dr. Larry Walker          (Senior Associate Dean)  <b>Phone:</b> 604-827-5546  <b>Email:</b> lawrence.walker@ubc.ca</p>
<p><b>Present Calendar Entry:</b></p> <p><b><i>Deferred Admission</i></b></p> <p>UBC recognizes that students may encounter opportunities or circumstances that could result in a request for deferred admission. Applicants who are offered admission to full-time study in the first year of a degree program may request a deferral for one year (or, <b>for undergraduate students only,</b> two years in cases of mandatory military service).</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,278,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,278,0,0</a></p> <p><a href="#">Homepage Admissions</a> Deferred Admission</p> <p><b>Present Calendar Entry:</b></p> <p><b><i>Deferred Admission</i></b></p> <p>UBC recognizes that students may encounter opportunities or circumstances that could result in a request for deferred admission. Applicants who are offered admission to full-time study in the first year of a degree program may request a deferral for one year (or two years in cases of mandatory military service).</p> <p>***</p> <p><b>Type of Action:</b>          Clarify that deferral for two years for mandatory military service only applies to undergraduate students.</p> <p><b>Rationale for Proposed Change:</b>          Graduate students can defer admission for a maximum of twelve months, and this should be clear in all places in the Calendar where admissions information is provided.</p>

## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<p><b>Faculty:</b> Graduate and Postdoctoral Studies</p> <p><b>Faculty Approval Date:</b></p> <p><b>Effective Session (W or S):</b> W</p> <p><b>Effective Academic Year:</b> 2018</p>	<p><b>Date:</b> June 14, 2018</p> <p><b>Contact Person:</b> Jens Locher</p> <p><b>Phone:</b> 604-827-5057</p> <p><b>Email:</b> jens.locher@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>UBC Graduate Admissions Student Declaration</b></p> <p><b>DECLARATION</b></p> <ul style="list-style-type: none"> <li>• I agree that my post-secondary grades may be released to UBC.</li> <li>• I agree to notify the graduate program(s) to which I am applying of any additional post-secondary studies taken or registered courses from which I withdraw subsequent to the date of this application.</li> <li>• I certify that information provided in written responses are accurate and my own.</li> <li>• I agree that if I knowingly or carelessly provided untrue, incomplete or plagiarized information with this application then UBC may in its sole discretion do any or all of the following: (a) cancel my application; (b) withdraw any offer of admission, whether accepted or not; (c) require me to withdraw from UBC; (d) subject me to academic discipline; (e) share the information I provided with other post-secondary</li> </ul>	<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,0,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,0,0,0</a></p> <p><b>Present Calendar Entry:</b></p> <p>N/A</p> <p><b>Type of Action:</b></p> <p>Add Graduate Student Declaration to Academic Calendar.</p> <p><b>Rationale for Proposed Change:</b></p> <p>The Graduate Student Declaration, to which applicants are required to consent when submitting an application to a graduate program, has recently been updated to address the collection and use of personal information.</p> <p>The Undergraduate Student Declaration has been included in the Calendar for a number of years. The Graduate Declaration is being added to provide an additional means of notifying applicants of their obligations when submitting an application, and to comply with the normal practice of listing student obligations in the Calendar.</p>

<p>institutions, law enforcement agencies, or other third parties.</p> <ul style="list-style-type: none"> <li>• I agree that UBC may verify the information provided by contacting any references provided and institutions attended.</li> <li>• I agree that UBC may release my name to my previous institutions if I am a Scholarship recipient.</li> <li>• I agree, if admitted to UBC, to be bound by the statutes, rules and regulations, and ordinances (including bylaws, codes, and policies) of the University of British Columbia, and of the faculty or faculties in which I am registered, and any amendments thereto which may be made while I am a student of the University, and that I may be subject to discipline or other consequences for failure to comply with the same.</li> </ul> <p><b>COLLECTION AND USE OF PERSONAL INFORMATION</b></p> <p><b>Legal Authority:</b> UBC collects, uses, retains and discloses personal information in accordance with the Freedom of Information and Protection of Privacy Act (FIPPA), R.S.B.C. 1996, c.165, as amended, and the University Act, R.S.B.C. 1996, c.468, as amended.</p> <p><b>Collection:</b> During the admissions process, and throughout your university career, UBC will collect personal information from you for the purpose of carrying out its mandate and operations.</p> <p><b>Use:</b> UBC will use your personal information for the purpose of carrying out its mandate and operations, including but not limited to the following purposes:</p>	
---	--

<ul style="list-style-type: none"> <li>• making decisions about your academic status, including but not limited to admission, registration, academic progress, funding, and graduation</li> <li>• providing you with ongoing service and assistance</li> <li>• operating athletic, residential, alumni and other UBC-related programs and activities (including issuing UBC Card and U-Pass)</li> <li>• other purposes authorized by the FIPPA</li> </ul> <p>Disclosure: UBC may disclose your personal information, inside or outside Canada, as follows:</p> <ul style="list-style-type: none"> <li>• within UBC to carry out its mandate and operations</li> <li>• to the UBC Alumni Association for the purpose of registering individuals with the Association and to allow the Association to communicate with its members concerning UBC and Association initiatives, including fund-raising and marketing products and services</li> <li>• to UBC student societies (such as UBC Alma Mater Society and Graduate Student Society) for the purpose of running elections, managing and communicating with their membership, and administering student programs (including the UBC Alma Mater Society and Graduate Student Society Health Plan)</li> <li>• to other UBC student organizations to carry out their mandates</li> <li>• for the purpose of graduate supervision</li> </ul>	
--	--

<p>and examination, including disclosure to your external supervisors and examiners as well as to members of the public who attend your doctoral defence</p> <ul style="list-style-type: none"> <li>• to organizations providing financial support to you (such as student loan issuers, government sponsors, and research funding agencies)</li> <li>• for the purpose of facilitating your educational or professional development activities, experiential learning activities, internships or other work/research placements</li> <li>• to other educational institutions when necessary for academic purposes</li> <li>• to professional organizations for membership and licensing purposes</li> <li>• to the provincial government to carry out its mandate</li> <li>• to entities participating in or operating UBC-related programs (e.g., U-Pass)</li> <li>• to third parties for statistical and research purposes (e.g. to conduct surveys in order to gain feedback from students regarding their experiences at UBC)</li> <li>• to Canadian immigration officials to expedite your visa processing and verification of student status in Canada</li> <li>• for other purposes authorized by the FIPPA</li> </ul> <p>For more information, contact the Registrar of the University of British Columbia.</p>	
--	--

<p><b>Proposed Calendar Entry:</b></p> <p><b>Admissions</b></p> <p><b>Contents</b></p> <p>UBC <b>Undergraduate</b> Admissions Student Declaration</p> <p><b>UBC Graduate Admissions Student Declaration</b></p> <p>Graduate Admission Procedures</p> <p>...</p>	<p><b>URL:</b><a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,0,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,0,0,0</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>Admissions</b></p> <p><b>Contents</b></p> <p>UBC Undergraduate Admissions Student Declaration</p> <p>Graduate Admission Procedures</p> <p>...</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>UBC <b>Undergraduate</b> Admissions Student Declaration</b></p> <p>Declaration</p> <p>...</p>	<p><b>URL:</b><a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,284,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,284,0,0</a></p> <p><b>Present Calendar Entry:</b></p> <p><b>UBC Admissions Student Declaration</b></p> <p>Declaration</p> <p>...</p>

12 December 2018

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards

---

## **NEW AWARDS – ENDOWED**

### **Barbara Berthon Award in Ovarian Cancer Research**

Awards totaling \$1,200 have been made available through an endowment established by Paul Berthon in memory of his wife, Barbara, for M.D., Masters or Ph.D. students who demonstrate academic excellence in ovarian cancer research. Recommendations are made by the Faculty of Medicine, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2019/2020 winter session.)

### **Ronald George Cavell Graduate Scholarship in Inorganic Chemistry**

A \$1,600 scholarship has been made available through an endowment established by Dr. Ronald Cavell (M.Sc. 1960, Ph.D. 1962, Chem) for a Ph.D. student undertaking research in inorganic chemistry. Preference will be given to a student whose work includes the application or development of spectroscopy and/or who has returned to graduate studies after a period of two or more years away from university studies. Dr. Cavell was a double alumnus who had a successful research career, which included playing an instrumental role in setting up the Canadian Light Source. The award is made on the recommendation of the Department of Chemistry in consultation with The Faculty of Graduate and Postdoctoral Studies. (First award available for the 2019/2020 winter session.)

### **William E. Ellis Memorial Bursary**

Bursaries totalling \$1,200 have been made available through an endowment established by family, friends and colleagues in memory of William (Bill) Ellis for J.D. students entering second year or later in the Peter A. Allard School of Law. Bill Ellis (LL.B. 1953) practiced law for 46 years, running his own practice with the assistance of his wife Valerie. In the years prior to his retirement in 2000, he focused on construction law. Bill was an avid fisherman and when not practicing law could usually be found on his boat. The bursary is adjudicated by Enrolment Services. (First award available in the 2019/2020 winter session.)

### **Charlie and Sue Johnson Award for Indigenous Students in Forestry**



Awards totalling \$4,000 have been made available through an endowment established by Suzanne Johnson, along with matching funds from the Faculty of Forestry, for First Nations, Inuit, or Métis graduate students of Canada in the Faculty of Forestry who are in good academic standing. If, in any given year, there are no eligible graduate students the award may be given to an undergraduate student in the Faculty. The awards are made on the recommendation of the Faculty of Forestry, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2019/2020 winter session.)

**Dr. Deepak Kaura Graduate Mathematics Award in Interdisciplinary Research**

Awards totalling \$1,200 have been made available through an endowment established by Dr. Deepak Kaura and his family for graduate students conducting interdisciplinary research in applied mathematics and medicine. Preference will be given to students whose research is likely to have tangible benefits to medicine. The awards are made on the recommendation of the Institute of Applied Mathematics, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/2019 winter session.)

**Waddington Graduate Award in Nursing**

Awards totalling \$3,000 have been made available through an endowment established by Chandra Waddington in memory of her parents, Linda and Edward Waddington, for graduate students in the School of Nursing focusing on research that addresses health inequities, with a preference to substance use disorders or the LGBTQ community. The awards are made on the recommendation of the School of Nursing in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2019/2020 winter session.)

---

**NEW AWARDS – ANNUAL****Masayuki Hashimoto Memorial Award in Glioblastoma Research**

A \$1,500 award has been made available annually by friends, colleagues, and family to honour the memory of Masayuki Hashimoto for a graduate student researching glioblastoma multiforme (GBM) in the Faculty of Medicine. GBM is the deadliest form of brain cancer affecting adults. Despite improvements in diagnostic imaging, surgical techniques, and therapeutics, this devastating disease has eluded major treatment advances. The award is made on the recommendation of the Faculty of Medicine in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available in the 2018/2019 winter session.)

---

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

### **Annual Awards**

#### **2015 – Tina Christopoulos Crudo Scholarship in Education**

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

The donors would like to broaden the candidate pool to ensure that any student who is focused on primary education would be eligible.

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

A \$1,000 scholarship is offered annually for a student in the Kindergarten - Primary Program Cohort of the teacher education program who demonstrates academic excellence. The scholarship is created in loving memory of Tina Christopoulos Crudo, who was a passionate teacher and who had a positive impact on countless students during her twenty-year career as an educator. The award is made on the recommendation of the Faculty of Education.

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

A \$1,000 scholarship is offered annually for a student in the Kindergarten – Primary Program **any elementary or primary** Cohort of the teacher education program who **has a focus on primary education and** demonstrates academic excellence. The scholarship is created in loving memory of Tina Christopoulos Crudo, who was a passionate teacher and who had a positive impact on countless students during her twenty-year career as an educator. The award is made on the recommendation of the Faculty of Education.

---

#### **2399 – Gerry Burch Scholarship in Forest Science**

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

The donor would like to broaden the candidate pool to increase eligibility in anticipation of an estate gift.

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

A \$1,500 scholarship is offered by Gerry Burch (B.A.Sc. in Forest Engineering, 1948) to an undergraduate student entering second or third year in the Forest Sciences Program. Preference is given to students with an interest in genetics. The award is made on the recommendation of the Faculty of Forestry.

**Proposed Award Description**

A Scholarships totalling \$1,500 scholarship is are offered annually by Gerry Burch (B.A.Sc. in Forest Engineering, 1948) to for an undergraduate students entering second or third year in the Bachelor of Science in Forestry (B.S.F.) Forest Sciences program. Preference is given to students with an interest in genetics. The award is made on the recommendation of the Faculty of Forestry.

---

**6591 – Margaret Wylie Memorial Scholarship in Statistics****Rationale for Proposed Changes**

As discussed with Dr. Nancy Heckman, Head of Statistics, and agreed to by the donor the award description is being updated to expand the candidate pool to include all graduate students in statistics rather than limit the award to Ph.D. students.

**Current Award Description**

A \$1,000 entrance scholarship is offered annually by friends and family of Margaret Wylie for a woman who demonstrates excellence in the study of statistics and is beginning the PhD program in Statistics. The scholarship is to celebrate the life of Margaret Wylie, who had a lifelong passion for elegant prose and challenging puzzles, both of which were nurtured by her time at UBC. She graduated with a B.A. in Mathematics at UBC in 1945, and went on to do graduate work in Statistics at Columbia University in New York. She completed a Master's degree at Columbia in 1946 and subsequently worked for the Canadian Bureau of Statistics. This memorial scholarship is intended to encourage and support women students in statistics: may they flourish in their chosen fields as Margaret did in Applied Mathematics. The award is made on the recommendation of the Department of Statistics in consultation with the Faculty of Graduate and Postdoctoral Studies.

**Proposed Award Description**

A \$1,000 entrance scholarship is offered annually by friends and family of Margaret Wylie for a woman who demonstrates excellence in the study of statistics and is beginning the PhD program graduate studies in Statistics. The scholarship is to celebrate the life of Margaret Wylie, who had a lifelong passion for elegant prose and challenging puzzles, both of which were nurtured by her time at UBC. She graduated with a B.A. in Mathematics at UBC in 1945, and went on to do graduate work in Statistics at Columbia University in New York. She completed a Master's degree at Columbia in 1946 and subsequently worked for the Canadian Bureau of Statistics. This memorial scholarship is intended to encourage and support women students in statistics: may they flourish in their chosen fields as Margaret did in Applied Mathematics. The award is made on the recommendation of the Department of Statistics in consultation with the Faculty of Graduate and Postdoctoral Studies.

---

## Endowed Awards

### 6513 – Hanson Lau Graduate Research Scholarship

#### Rationale for Proposed Changes

Due to the restrictive nature of the purpose of the endowment and the inability for the award to be given out, a request to vary the purpose of the endowment trust agreement was approved at the September meeting of the Board of Governors. As recommended by the Faculty of Art's Asian Canadian and Asian Migration Studies Program and the Department of History, the purpose of the Fund was amended to include undergraduate as well as graduate students in the pool of eligible recipients, and to provide that students are more broadly "studying" in the relevant area rather than "conducting research".

#### Current Award Description

A \$1,000 scholarship has been endowed by Mr. Hanson Lau for a Master's or Doctoral student conducting research into the significant contributions of Chinese immigrants to the Province of BC. Hanson Lau immigrated to Canada from Hong Kong in 1966. He obtained a BA in English Literature in 1970 and a Diploma in Education in 1971 from UBC, where he was involved with the AMS. After teaching briefly in Kitimat, he embarked on a distinguished career in Cantonese radio broadcasting for Vancouver's Chinese community from 1973 to 1998. At the same time, he led several community projects, such as pioneering a 911 phone translation service which earned a federal award, and promoting new citizens' participation in voting and politics. Lau has also spent years raising money for local charities, as well as for national and international disaster relief campaigns. He received the Queen Elizabeth II Diamond Jubilee Award in 2012. Lau currently runs Hanson Travel in Richmond. The award is made on the recommendation of the Faculty of Graduate Studies.

#### Proposed Title: Hanson Lau Graduate Research Scholarship

#### Proposed Award Description

Scholarships totalling A \$1,000 scholarship has have been made available through an endowedment established by Mr. Hanson Lau for a Master's or Doctoral students in the Faculty of Arts studying conducting research into the significant contributions of Chinese immigrants to the Province of BC. Hanson Lau immigrated to Canada from Hong Kong in 1966. He obtained a B.A. in English Literature in 1970 and a Diploma in Education in 1971 from UBC, where he was involved with the AMS. After teaching briefly in Kitimat, he embarked on a distinguished career in Cantonese radio broadcasting for Vancouver's Chinese community from 1973 to 1998. At the same time, he led several community projects, such as pioneering a 911 phone translation service

which earned a federal award, and promoting new citizens' participation in voting and politics. Lau has also spent years raising money for local charities, as well as for national and international disaster relief campaigns. He received the Queen Elizabeth II Diamond Jubilee Award in 2012. Lau currently runs Hanson Travel in Richmond. The award is made on the recommendation of the ~~Faculty of Graduate Studies~~ Asian Canadian Asian Migration Program in consultation with the Department of History and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies.



12 December 2018

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

---

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

The following is recommended to Senate:

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

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee



## FACULTY OF ARTS

### *New courses*

**ASIA 335** (3) Cantonese Music; **CRWR 312** (3) Interactive Storytelling; **CRWR 316** (3) Intermediate Writing for Television; **CRWR 410** (3) Video Game Writing; **CRWR 419** (3-12) d Writing Speculative Fiction; **MUSC 327** (3) Cantonese Music; and **ECON 323** (3) Quantitative Economic Modeling with Data Science Applications.

## FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

### Arts

### *New courses*

**CONS 505** (3) Ecological Restoration; **ECON 622** (3) Computational Economics with Data Science Applications; and **GEOG 575** (1-3) d Research Strategies in Human Geography.

### Education

### *Revised program*

**Health, Outdoor and Physical Education**

**ASIA: Department of Asian Studies***ASIA 335 (3) Cantonese Music – Cross listed with MUSC 327*

<b>Category: 1 Faculty:</b> Arts <b>Department:</b> MUSC and ASIA <b>Faculty Approval Date:</b> October 18, 2018 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2019	<b>Date:</b> 19 Jan 2018 <b>Contact Person:</b> Hedy Law <b>Phone:</b> <b>Email:</b> hedy.law@ubc.ca
<b>Proposed Calendar Entry:</b> ASIA 335 (3) Cantonese Music  A history of musical genres with Cantonese lyrics from the nineteenth century to the present. Topics include music and text relationships, major singers, major genres (narrative songs, Cantonese opera, Cantopop).  <i>Equivalency: MUSC 327.</i>	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> n/a  <b>Type of Action:</b> Create new course  <b>Rationale for Proposed Change:</b> Recent scholarly publications in English on Cantonese music (i.e., music with Cantonese lyrics) have made it possible to teach a course on this area. This course introduces students to standard and latest research on Cantonese music, including narrative song, Cantonese opera, and Cantopop, from the nineteenth century to the present. Students will learn about selected repertoires and genres that complement Western high art music and other types of music (including film music, Korean drumming, Indonesian gamelan, African music and dance, Jazz, and Rock music) that are taught at the School of Music. The majority of music covered in this course was composed and produced in Hong Kong, and this course joins four other UBC courses that examine the cultural history of Hong Kong: ASIA 323 (3)/HIST 377 (3) Cantonese Worlds ASIA 324 (3) Literature of Hong Kong ASIA 325 (3) Hong Kong Cinema ASIA 373 (3) The History of Hong Kong



	<p>The emphasis on the Cantonese language in this course also meets the increasing demand for Cantonese language courses at UBC. In 2017W, a total of 270 students are taking different levels of Cantonese language courses. In 2018W, the number is expected to rise to 320. It is expected there will be substantial demand for this course when it is first offered in 2019W. The syllabus clarifies that students will learn to listen for the tonal distinctions of Cantonese, but also that there are no language pre-requisites and prior knowledge of Cantonese is not required. The course will be cross-listed and offered as either MUSC 327 or ASIA 335 depending on the affiliation of the faculty instructor. Either course number will be considered equivalent with respect to degree requirements in the various majors and minors in Asian Studies (B.A.) or Music (B.Mus. or B.A.).</p>
--	---

**CRWR: Creative Writing Program***CRWR 312 (3) Interactive Storytelling*

<p><b>Category: 1 Faculty:</b> Arts  <b>Department:</b> Creative Writing  <b>Faculty Approval Date:</b> October 18, 2018  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2019</p>	<p><b>Rec'd: May 28, 2018</b>  <b>Contact Person:</b> Alix Ohlin  <b>Phone:</b> 604-822-3058  <b>Email:</b> alix.ohlin@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  CRWR 312 (3) Interactive Storytelling</p> <p>Origin, theory and practice of interactive story forms. Exploring structural links between interactive theatre, gaming, and extended (virtual, mixed, and augmented) reality.</p> <p><i>Pre-requisites:</i> CRWR 213</p>	<p><b>Present Calendar Entry:</b>  N/A</p> <p><b>Type of Action:</b>  New Course</p> <p><b>Rationale for Proposed Change:</b>  This course builds on existing Creative Writing curriculum in writing for the new media, including podcasting, blogging, and writing for websites. It focuses specifically on the emerging fields of interactive storytelling, allowing students to practice the art of narrative in new ways and to</p>

	explore the social impact of interactive media forms.
--	---

*CRWR 316 (3) Intermediate Writing for Television*

<b>Category: 1 Faculty:</b> Arts <b>Department:</b> Creative Writing <b>Faculty Approval Date:</b> October 18, 2018 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2019	<b>Rec'd: May 28, 2018</b> <b>Contact Person:</b> Alix Ohlin <b>Phone:</b> 604-822-3058 <b>Email:</b> alix.ohlin@ubc.ca
<b>Proposed Calendar Entry:</b> CRWR 316 (3) Intermediate Writing for Television  Elements of episodic and serialized comedic and dramatic television writing with writing practice applied to primary formats and genres.  <i>Pre-requisite:</i> CRWR 206	<b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> New course  <b>Rationale for Proposed Change:</b> Due to strong student and market demand for instruction in writing for television for broadcast and streaming, this course has been created to serve Creative Writing Minor and pre-Major students. CRWR 206 and 306 are highly subscribed with over 550 students. This course builds upon an introduction to television writing in CRWR 206 and prepares students who may enter the Major for CRWR 416.

*CRWR 410 (3) Video Game Writing*

<b>Category: 1 Faculty:</b> Arts <b>Department:</b> Creative Writing <b>Faculty Approval Date:</b> October 18, 2018 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2019	<b>Rec'd: May 28, 2018</b> <b>Contact Person:</b> Alix Ohlin <b>Phone:</b> 604-822-3058 <b>Email:</b> alix.ohlin@ubc.ca
<b>Proposed Calendar Entry:</b>  CRWR 410 (3) Video Game Writing  A workshop class on writing for video games. <i>Restricted to Creative Writing majors.</i>	<b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> New Course  <b>Rationale for Proposed Change:</b>

	Due to strong student and market demand for instruction in writing for video games and other new media, this course has been created to serve Creative Writing majors. Our 300-level video game course for Creative Writing Minor and pre-major students is highly subscribed with over 100 students. This course provides instruction in video game writing within the workshop setting of the BFA degree.
--	---

*CRWR 419 (3) Writing Speculative Fiction*

<b>Category 1: Faculty:</b> Arts <b>Department:</b> Creative Writing <b>Faculty Approval Date:</b> October 18, 2018 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2019	<b>Rec'd:</b> May 28, 2018 <b>Contact Person:</b> Alix Ohlin <b>Phone:</b> 604-822-3058 <b>Email:</b> alix.ohlin@ubc.ca
<b>Proposed Calendar Entry:</b>  CRWR 419 (3-12) d Writing Speculative Fiction  Workshop-based class focused on writing speculative fiction, including fantasy, science fiction, and horror; emphasis on reading various genres and peer feedback. <i>Restricted to Creative Writing majors.</i>  <i>Pre-requisite note:</i> Recommended CRWR 200 and at least one 300-level creative writing class.	<b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> New Course  <i>Estimated enrolment of 14 and no teaching assistants.</i>  <b>Rationale for Proposed Change:</b> CRWR 419: Writing Speculative Fiction is an important addition to our current workshop offerings within the Creative Writing specialization. It responds to the increased critical and commercial attention paid to forms such as urban fantasy series, fairy tale retellings, and ghost stories, and will offer students complex and rigorous writing techniques to explore the craft of various subgenres.

**MUSC: School of Music***MUSC 327 (3) Cantonese Music – Cross listed with ASIA 323*

<b>Category: 1 Faculty:</b> Arts <b>Department:</b> MUSC and ASIA <b>Faculty Approval Date:</b> October 18, 2018 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2019/20	<b>Date:</b> 19 Jan 2018 <b>Contact Person:</b> Hedy Law <b>Phone:</b> <b>Email:</b> hedy.law@ubc.ca
<b>Proposed Calendar Entry:</b> MUSC 327 (3) Cantonese Music  A history of musical genres with Cantonese lyrics from the nineteenth century to the present. Topics include music and text relationships, major singers, major genres (narrative songs, Cantonese opera, Cantopop).  <i>Equivalency: ASIA 335.</i>	<b>URL:</b> "MUSC"  <b>Present Calendar Entry:</b> n/a  <b>Type of Action:</b> Create new course  <b>Rationale for Proposed Change:</b> Recent scholarly publications in English on Cantonese music (i.e., music with Cantonese lyrics) have made it possible to teach a course on this area. This course introduces students to standard and latest research on Cantonese music, including narrative song, Cantonese opera, and Cantopop, from the nineteenth century to the present. Students will learn about selected repertoires and genres that complement Western high art music and other types of music (including film music, Korean drumming, Indonesian gamelan, African music and dance, Jazz, and Rock music) that are taught at the School of Music.  The majority of music covered in this course was composed and produced in Hong Kong, and this course joins four other UBC courses that examine the cultural history of Hong Kong:  ASIA 323 (3)/HIST 377 (3) Cantonese Worlds ASIA 324 (3) Literature of Hong Kong

	<p>ASIA 325 (3) Hong Kong Cinema ASIA 373 (3) The History of Hong Kong</p> <p>The emphasis on the Cantonese language in this course also meets the increasing demand for Cantonese language courses at UBC. In 2017W, a total of 270 students are taking different levels of Cantonese language courses. In 2018W, the number is expected to rise to 320. It is expected there will be substantial demand for this course when it is first offered in 2019W. The syllabus clarifies that students will learn to listen for the tonal distinctions of Cantonese, but also that there are no language pre-requisites and prior knowledge of Cantonese is not required.</p> <p>The course will be cross-listed and offered as either MUSC 327 or ASIA 335 depending on the affiliation of the faculty instructor. Either course number will be considered equivalent with respect to degree requirements in the various majors and minors in Asian Studies (B.A.) or Music (B.Mus. or B.A.).</p>
--	---

**ECON: Vancouver School of Economics***ECON 323 (3) Quantitative Economic Modeling with Data Science Applications*

<p><b>Category: (1) Faculty: Arts</b>  <b>School: Vanc. School of Economics</b>  <b>Faculty Approval Date: October 18, 2018</b>  <b>Effective Session (W or S): W</b>  <b>Effective Academic Year: 2019W</b></p>	<p><b>Rec'd: August 3, 2018</b>  <b>Contact Person: Jesse Perla</b>  <b>Phone: 604-822-5721</b>  <b>Email: jesse.perla@ubc.ca</b></p>
<p><b>Proposed Calendar Entry:</b></p> <p>ECON 323 (3) Quantitative Economic Modeling with Data Science Applications</p> <p>Computational tools used in modern economics. Including application of data science in economics; visualization and manipulation of economic data; solving</p>	<p><b>Present Calendar Entry: "<a href="#">ECON</a>"</b></p> <p><b>Type of Action:</b> Add a new course</p> <p><b>Rationale for Proposed Change:</b> Across all of its fields, economics is becoming increasingly quantitative. For example: (1) economic theory is often complemented with a numerical solution to</p>

<p>and simulating dynamic economic models.</p> <p><b>Prerequisites:</b> All of ECON 101, MATH 104, MATH 105, and MATH 221.</p>	<p>the dynamic problems seen in macroeconomics or equilibria in game-theory; (2) empirical research is moving towards new forms of data such as text and web-scraping from social networks (e.g. Twitter, Facebook); and (3) data-sources are becoming increasingly complex, where careful manipulation and merging of disparate data sources is required in both macro- and micro-oriented applications.</p> <p>This course is intended to introduce computational tools to help prepare undergraduate students (1) prepare for graduate studies in economics, finance, and related topics; (2) give them tools do independent research for future coursework and to as research assistants for faculty; and (3) make them more employable in all of the economics and consulting related fields that rely on these skills.</p>
--	--

## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Forestry  <b>Department:</b> n/a  <b>Faculty Approval Date:</b> May 8, 2018  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2019</p>	<p><b>Date:</b> May 8, 2018  <b>Contact Person:</b> Cindy Prescott  <b>Phone:</b>  <b>Email:</b> <a href="mailto:cindy.prescott@ubc.ca">cindy.prescott@ubc.ca</a> (please cc <a href="mailto:gayle.kosh@ubc.ca">gayle.kosh@ubc.ca</a>)</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>CONS 505 (3) Ecological Restoration</b>  Global overview of ecological restoration, examining perspectives and practices in diverse ecosystems worldwide. Causes of degradation, motivations for restoration (including cultural underpinnings), restoration objectives (biodiversity, ecosystem function, ecosystem services), restoration practices (and their evolution over time), challenges and lessons learnt.</p> <p>Credit will be granted for only one of CONS 505 or UFOR 403.</p>	<p><b>URL:</b> none</p> <p><b>Present Calendar Entry:</b> none</p> <p><b>Type of Action:</b> New course</p> <p><b>Rationale for Proposed Change:</b>  The course has been offered 3 times as a Directed Study (CONS 504C). We wish to make it an official course.</p> <p><input checked="" type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>  (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>  (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<b>Faculty:</b> Arts <b>Department:</b> Economics <b>Faculty Approval Date:</b> October 18, 2018 <b>Effective Session (W or S):</b> W, Term 2 <b>Effective Academic Year:</b> 2018-19	<b>Date:</b> August 1, 2018 <b>Contact Person:</b> Jesse Perla <b>Phone:</b> 604-822-5721 <b>Email:</b> jesse.perla@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>ECON 622 (3) Computational Economics with Data Science Applications</b>  Computational tools used in modern economic research; applications of data science and machine learning in economics; generating data from the web and text; software tools for reproducible research  <b>Prerequisites:</b> ECON 627, or the equivalent.	<b>Present Calendar Entry:</b> N/A  <b>Type of Action:</b> Add a new course  <b>Rationale for Proposed Change:</b> In nearly all fields, economic researchers are finding themselves writing software to solve and estimate their models. For example, (1) both quantitative and theoretical macroeconomists need to solve complicated fixed-point problems with Bellman equations; (2) empirical microeconomists are scraping websites and implementing natural language methods on textual data; (3) micro-theorists are computing the numerical solution of Bayesian Nash equilibria; (4) econometricians are implementing cutting edge estimation procedures with large sparse systems and techniques from machine learning; and (5) trade economists are doing estimation of models with spatial linkages and endogeneity in the network.  This course fills in necessary training for conducting research in many fields that is otherwise learned by PhD students informally - and frequently incorrectly.





## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p>Faculty: <b>Arts</b>          Department: <b>Geography</b>          Faculty Approval Date: October 18, 2018          Effective Session (W or S): <b>W</b>          Effective Academic Year: <b>2019</b></p>	<p><b>Rec'd:</b> July 3/18  <b>Contact Person:</b> Jessica Dempsey  <b>Phone:</b> 604-822-3246  <b>Email:</b> Jessica.dempsey@geog.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>          GEOG 575 (1-3) d Research Strategies in Human Geography</p> <p>A workshop-based seminar for Master's and PhD students in human geography concerned with the evaluation of alternative research strategies and the development of individual research proposals.</p> <p>Pre-requisites: Geography 520</p>	<p><b>URL:</b></p> <p><b>Present Calendar Entry:</b></p> <p><b>Type of Action:</b> create new course</p> <p><b>Rationale:</b>          Following a review of the department's graduate programs and consultations with graduate students, it has been recognized that there is a shortfall in course offerings that deal with research methodologies and research design. The proposed course is concerned with the development of research proposals for Master's and PhD students in human geography. It is rated as a variable 1-3 credit course to enable students to take the course either as an overload, or in combination with other variable credit courses.</p> <p>While this is proposed as a variable-credit credit course, in order to allow for program flexibility and to accommodate different teaching strategies, the example outlined here is a 1.5 credit course. (This is intended to coexist with other variable-credit courses offered by the Department of Geography.) It is conceivable that, in due course, 2- and 3-credit versions of Geography 575 be developed. In light of the plan to introduce greater flexibility into the graduate program in Geography, in part through the development of a suite of variable-credit course offerings, it is proposed that Geography 575 initially run on a 1.5 credit basis.</p>

This is a pass/fail course. While in principle conventional letter grades might be used for a course of this kind, a pass/fail approach is more conducive to the goals of (i) mutuality of respect across different methodological approaches and research strategies and (ii) developing an ethos of openness and constructive criticism (including self-criticism) around what are, in effect, developmental “inputs” to the research degrees of graduate students in Geography. In this context, it would be counterproductive if the doubts, concerns, or anticipated problems faced by individual students were to be concealed beneath a veneer of confident presentation. The pass/fail approach recognizes that the development of research designs and strategies is an inherently difficult learning process, better shared than “individualized,” in which candor and openness to constructive critique are virtues. There is rigorous assessment of research degrees in the Department of Geography, and this is the appropriate moment for more discriminating forms of assessment.



**Not available for Cr/D/F grading**

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

As a Graduate level course, Cr/D/F is not an appropriate option for students.

**x Pass/Fail or    ☐ Honours/Pass/Fail grading**



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Education  <b>Department:</b> Curriculum and Pedagogy  <b>Faculty Approval Date:</b> Sept. 18, 2018  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2019</p>	<p><b>Date:</b> May 10<sup>th</sup>, 2018  <b>Contact Person:</b> Joy Butler  <b>Phone:</b> 2-4974  <b>Email:</b> joy.butler@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  (40 word limit for course descriptions)</p> <p><b>Health, Outdoor and Physical Education</b></p> <p>Degrees Offered: M.A., M.Ed.</p> <p><b>Members</b></p> <p><b>Professors</b>  J. Butler</p> <p><b>Associate Professor</b>  T. Friedel</p> <p><b>Assistant Professor</b>  L. Petherick</p> <p><b>Program Overview</b></p> <p>The graduate programs (M.Ed. and M.A.) in <b>Health, Outdoor and Physical Education (HOPE)</b> are part of the graduate offerings in the Department of Curriculum and Pedagogy. The <b>Health, Outdoor and Physical Education (HOPE)</b> program will appeal to elementary, middle, and secondary school educators with interests in: integrated and thematic approaches to curriculum and pedagogy; development and evaluation of outdoor environmental, leadership or experiential education programs; active living, health promotion and wellness; movement education concepts; teaching games for understanding; inclusive models of education and issues of equity and social justice. Students interested in secondary physical education, sport-specific instruction, or coaching might also want to consider the graduate programs within the School of Kinesiology, but are encouraged to inquire with EDCP as well.</p> <p>Part-time and full-time study options are offered.</p>	<p><b>URL:</b></p> <p><a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1214">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1214</a></p> <p><b>Present Calendar Entry:</b></p> <p><del>Physical Education</del>  Degrees Offered: M.A., M.Ed.</p> <p><b>Members</b></p> <p><b>Professors</b>  J. Butler, <del>H. Hubball</del></p> <p><b>Associate Professor</b>  T. Friedel</p> <p><b>Assistant Professor</b>  L. Petherick</p> <p><b>Program Overview</b></p> <p>The graduate programs (M.Ed. and M.A.) in <del>Physical Education (PETE)</del> are part of the graduate offerings in the Department of Curriculum and Pedagogy. The <del>Physical Education</del> program will appeal to elementary, middle, and secondary school educators with interests in: integrated and thematic approaches to curriculum and pedagogy; development and evaluation of outdoor environmental, leadership or experiential education programs; active living, health promotion and wellness; movement education concepts; teaching games for understanding; inclusive models of education and issues of equity and social justice. Students interested in secondary physical education, sport-specific instruction, or coaching might also want to consider the graduate programs within the School of Kinesiology, but are encouraged to inquire with EDCP as well.</p> <p>Part-time and full-time study options are offered.</p> <p><b>Type of Action:</b>  Change program name</p>

**Rationale for Proposed Change:**

The program title needs to reflect the changing landscape and culture of our field. The title of *Physical Education* excludes content we are already covering. This change will enable adequate and equal attention to be paid to each of the components: Health, and Outdoor Environmental and Physical Education. This also allows us to broaden our target student populations and align with the new BC Curriculum, which has now paired Health with Physical Education.



12 December 2018

To: Senate

From: Senate Nominating Committee

Re: Appointments to the Council of Senates

---

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

*That Mr J. Maximillian Holmes be elected to the Council of Senates to replace Ms Danika Coulbourn (resigned).*



12 December 2018

To: Vancouver Senate

From: Tributes Committee

Re: Candidates for Emeritus Status (approval)

---

The Tributes Committee recommends approval of the following motion:

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

Respectfully submitted,

Dr. Sally Thorne  
Chair, Tributes Committee

Last Name	First Name	Faculty	Emeritus Title
Amundson	Norman E.	Faculty of Education	Professor Emeritus of Educational and Counseling Psychology and Special Education
Bates	Joanna	Faculty of Medicine	Professor Emeritus of Family Practice Clinical Associate Professor of Occupational Science and Occupational Therapy
Bressler	Sandra Irene	Faculty of Medicine	Dean Emeritus of Medicine
Cairns*	John	Faculty of Medicine	Clinical Professor Emeritus of Dermatology
Carruthers	Alastair	Faculty of Medicine	Clinical Associate Professor Emeritus of Paediatrics
Davis	Jeffrey H.	Faculty of Medicine	Clinical Associate Professor Emeritus of Paediatrics
Dean	John Melville	Faculty of Medicine	General Librarian Emeritus
Gamache	Lynne Olive	Library	
Hall	Eric	Faculty of Applied Science	Professor Emeritus of Civil Engineering
Hall	Wendy Anne	Faculty of Applied Science	Professor Emeritus of Nursing
Humphries	Richard Keith	Faculty of Medicine	Professor Emeritus of Hematology
Israel	David	Faculty of Medicine	Clinical Professor Emeritus of Paediatrics
Jones	Elizabeth Mary	Faculty of Arts	Senior Instructor Emeritus of Social Work
Junker	Anne Kristine	Faculty of Medicine	Assoc. Professor Emeritus of Paediatrics
Leung	Victor C. M.	Faculty of Applied Science	Professor Emeritus of Electrical and Computer Engineering
Man	S. F. Paul	Faculty of Medicine	Professor Emeritus of Respiratory Medicine
McKay	Sherry	Faculty of Applied Science	Assoc. Professor Emeritus of Architecture and Landscape Architecture
Neary	Hugh M	Faculty of Arts	Professor Emeritus of Economics
Noble	Michael Allen	Faculty of Medicine	Professor Emeritus of Pathology
Ostrow	David N	Faculty of Medicine	Professor Emeritus of Respiratory Medicine
Parent	Ingrid	Library	University Librarian Emeritus
Simons	Jeffrey	Faculty of Medicine	Clinical Associate Professor Emeritus of Paediatrics
Thompson	James Robert	Faculty of Land & Food Systems	Professor Emeritus of Applied Biology
Traviss	Karol	Faculty of Land & Food Systems	Senior Instructor Emeritus of Food, Nutrition and Health
Wright	Margaret	Faculty of Arts	Assoc. Professor Emeritus of Social Work
Ziltener	Hermann	Faculty of Medicine	Professor Emeritus of Pathology

\*Denotes a change in a previously awarded rank

28 November 2018

**From:** Dr. Claudia Krebs, Senator, Faculty of Medicine  
Dr. Philip D Loewen, Senator, Faculty of Science  
Ms. Jeanie Malone, Senator, Member at-Large  
**To:** Senate  
**Re:** Formation of a Standing Committee on Research

---

Research is a core academic activity, central to both the mission and the operations of the University of British Columbia. The ten goals in UBC's Strategic Plan for 2018–2018 [1, p. 13] put research first:

1. **Lead** globally in research excellence, discovery, scholarship and creative endeavours

On top of an operating budget of about \$2,100M [2], research grants contribute over \$650M to the University's activities [3]. The volume, diversity, and influence of research done at UBC has a major impact on our standing as one of the world's leading Universities [4].

The foundation of UBC is the University Act [5], in which a central provision is that "academic governance of the university is vested in the senate". UBC is one of four specific institutions named in the Act with a special requirement to "establish facilities for the pursuit of original research in all branches of knowledge" (para. 47(2)(c)). The Act also gives Senate the power "to delegate to one or more committees those of its powers as it may determine." As a core element of the University's academic activity, research clearly deserves a prominent and permanent place in Senate.

The UBC Board of Governors has a standing committee on Learning and Research [6]. This is appropriate, considering the primacy of these activities to the mission of the University. But there is a striking mismatch with the structure of Senate, where a standing committee on Teaching and Learning [7] exists and is fully occupied. In the University's bicameral system of governance, the Senate bears primary responsibility for academic matters. Research clearly qualifies.

Right now responsibility for research and related considerations rests with the Senate's Academic Policy Committee, whose terms of reference [8] are extremely broad. Relevant excerpts:

- To advise the Senate on significant academic policy matters which, in the judgment of the Committee, might be brought to the attention of an appropriate standing committee of Senate for review. If the subject is not addressed in the mandate of another committee, the Academic Policy Committee may review the issue itself and report to Senate.
- To consider proposals for the organization or reorganization of academic units and to make recommendations thereon to Senate.

In view of the impressive and welcome increase in research at UBC in recent decades, and the overflowing docket of the Academic Policy Committee, the time is right to consider the formation of a standing committee focussed entirely on Research.



Thus we propose the following motion:

*That the Senate direct the Nominating Committee to formulate Terms of Reference for the establishment of a standing committee on Research, and to present them to the Senate for ratification at or before its February 2019 meeting.*

Respectfully Submitted,

Dr. Claudia Krebs, Senator, Faculty of Medicine  
Dr. Philip D Loewen, Senator, Faculty of Science  
Ms. Jeanie Malone, Senator, Member at-Large

References:

- [1] <https://strategicplan.ubc.ca/>
- [2] <https://vpfo.ubc.ca/financial-reporting/current-budget/>
- [3] <https://research.ubc.ca/research-excellence/research-funding-statistics>
- [4] <https://www.topuniversities.com/qs-world-university-rankings>
- [5] [https://universitycounsel.ubc.ca/univ\\_act/](https://universitycounsel.ubc.ca/univ_act/)
- [6] [https://bog.ubc.ca/?page\\_id=82](https://bog.ubc.ca/?page_id=82)
- [7] <https://senate.ubc.ca/vancouver/committees>