

Vancouver Senate

THE THIRD REGULAR MEETING OF THE VANCOUVER
SENATE
FOR THE 2019/2020 ACADEMIC YEAR

WEDNESDAY, 20 NOVEMBER 2019

6:00 P.M.

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

1. **Call to Order – Dr Santa Ono** (information)
2. **Minutes of the Meeting of 16 October 2019 – Dr Santa Ono** (approval) (docket pages 4-16)
3. **Business Arising from the Minutes – Dr Santa Ono** (information)
4. **Remarks from the Chair and Related Questions – Dr Santa Ono** (information)

5. **Candidates for Degrees – Dr Santa Ono** (approval)

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

The Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas as recommended by the faculties be granted the degree or diplomas for which they were recommended, effective November 2019 or as otherwise specified, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of the Senate be empowered to make any necessary adjustments.

(2/3 majority required).

6. **Academic Policy Committee – Dr Paul Harrison**

- a) Designation of Assistant and Associate Professors of Teaching as Faculty Members Under the University Act (approval) (docket pages 17-18)
- b) Amendments to Strike Policy (approval) (docket pages 19-27)

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

New and Revised Awards (approval) (docket pages 28-32)

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

Changes in Admission Requirements for the Master of Occupational Therapy and Master of Physical Therapy Programs (approval) (docket pages 33-67)

9. Curriculum Committee – Dr Peter Marshall

Curriculum Materials from the Faculties of Arts, and Graduate and Postdoctoral Studies (approval) (docket pages 68-102)

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

Revisions to the Master of Management Program (approval) (docket pages 103-108)

11. Nominating Committee – Dr Richard Tees

- a) Revisions to the Registrar/Librarians Appointment Policy (AP11), the Academic Administrators Appointment Policy (AP12), and the Disability Accommodation Policy (LR7) (approval) (docket pages 109, 111-144)
- b) Change in Name of the Senate Research Committee to the Senate Research and Scholarship Committee (approval) (docket pages 109-110)
- c) Appointment to Committee (approval) (docket page 110)

12. Ad Hoc Committee on Academic Diversity and Inclusion – Dr Anne Murphy Interim

Progress Report and Update on Inclusion Action Plan (information) (docket pages 145-148) – with Associate Vice-President Sara-Jane Finlay

13. Reports from the President – Dr Santa Ono

- a) Confirmation of Responsible Executive for UBC Health (approval) (docket page 149)
- b) Annual Report from the Ombudsperson for Students (information) (docket page 150-169)

14. Report from the Provost – Dr Andrew Szeri

Establishment of the Liber Ero UBC Chair in Conservation in Faculty of Forestry (approval) (docket pages 170-181)

15. Other Business



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

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



VANCOUVER SENATE

MINUTES OF 16 OCTOBER 2019

DRAFT

Attendance

Present: J.M. Holmes (Vice-Chair), C. Eaton (Acting Secretary), D. Agosti-Moro, T. Ahmed, S. Bates, J. Burnham, L. Burr, J. Chai, P. Choi, A. Dulay, G. Faulkner, B. Fischer, A. Fisher, B. Frank, I. Frigaard, J. Gilbert, C. Gilby, C. Godwin, A. Gonzalez, C. Hakim, P. Harrison, J. Innes, C. Jaeger, A. Kindler, M. Koehoorn, C. Koenig, C. Krebs, K. Lo, P. Loewen, D. MacDonald, P. Marshall, S. Matsui, J. Olson, N. Pang, S. Parker, A. Sheppard, S. Singh, C. Surniawan, R. Tees, M. Thachuk, R. Yada, E. Zusman

Regrets: M. Aronson, G. Averill, R. Boushel, V. Bungay, A. Collier, M. Coughtrie, C. Dauvergne, R. Djavanmardi, S. Forwell, L. Gordon, S. Grayston, J. Greenman, V. Griess, R. Helsley, M. Isaacson, A. Ivanov, D. Kelleher, P. Keown, K. Kuus, H. Leong, M. MacDougall, C. Marshall, M. McKee, B. McNulty, P. Meehan, L. Milroy, A. Murphy, S. Ngo, C. Nislow, T. Onifade, S. Porter, T. Rogers, N. Rygnestad-Stahl, J. Shepherd, M. Stewart, L. Stohers, A. Tanner, S. Thorne, R. Topping, V. Tsang, G. Tsiakos, R. Ty.

Call to Order

The Vice-Chair of Senate, Mr J. Maximillian Holmes, called the second regular meeting of the Vancouver Senate for the 2019/2020 Academic Year to order at 6:02 pm.

Senate Membership

The Acting Registrar, Mr Christopher Eaton announced the following changes to the membership of Senate:

NEW MEMBERS

Ms Charlotte Gilby, Student Representative for the Faculty of Arts, to replace Mr Matthias Leuprecht (resigned) until 31 March 2020 and thereafter until replaced.

Ms Carly Koenig, Student Representative for the Faculty of Education, to replace Ms Samantha Gilbert (end of term), until 1 October 2020 and thereafter until replaced.

Minutes of 18 September 2019



Richard Tees
Nicholas Pang

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That the Minutes of the Meeting of 18 September 2019 be adopted as corrected.

Correction: Spelling of Senator Ahmed's name.

Approved

Business Arising from the Minutes

Faculty Compliment of the School of Biomedical Engineering

In response to a question raised at the previous meeting, Senator Jaeger replied that the School presently had 8.7 full-time equivalent appointments and expected to be at 12 by this summer. The long term plan for 2023 was for 20 full-time equivalent faculty appointments.

From the Council of Senates

UPDATE ON THE SELECTION OF THE NEXT CHANCELLOR OF THE UNIVERSITY

Mr Holmes advised Senate that the second term of the current Chancellor, Lindsay Gordon, is nearing an end and that the committee to search for a new Chancellor was beginning its work. He advised that the full composition of the committee will be announced soon and that students, staff, and faculty have elected representatives. The Senates were to be represented by the Chair of the Executive Committee of the Council of Senates, Senator Harrison. The terms of reference of the search committee have been revised and now specifically allow for Senator Harrison to report to the Senates and the Council periodically on the progress of the search.

Academic Policy Committee

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

ESTABLISHMENT OF A WORKING GROUP TO REVIEW THE UBC STATEMENT ON ACADEMIC FREEDOM

Dr Harrison noted that Senators would be aware of several recent cases when speakers on campus who were not part of the UBC community raised deep concerns because of the controversial and, to some members of our community, hurtful content of their presentations. Some voices have questioned whether UBC, a university that in its current strategic plan purports to value “respect”, is demonstrating that value when it permits such speakers to be heard. He also noted that the strategic plan also values “Academic Freedom”, stating that it requires “respectful discourse and the pursuit of open discussion”. In considering whether such events should be permitted, the Executive has referred to the UBC statement on Academic Freedom, which this Senate adopted over 40 years ago and which appears in both the Calendar and in the collective agreement with the Faculty Association. Dr Harrison noted that much has



changed since the mid-1970's. Related to academic freedom is the concept of freedom of expression and understanding how the two apply at UBC is still evolving. For reference, he referred senators to the statement "Freedom Matters" on the Provost's website that resulted from a presidential taskforce in 2017-18.

Dr Harrison suggested that it was time Senate to take a fresh look at "Academic Freedom". To that end, the Academic Policy Committee has struck a working group to consult, deliberate, and report back to the Committee which in due course will report to this body.

Senator burnham has asked if there has been any dialogue within the senate on the harm caused by these speakers. She asked if any apology would be appropriate given he senates lack of direction on this matter in the past.

Senator Harrison said that it was not his role; if the Senate wanted to have that conversation it could. He said that the policy committee did not think one was warranted at this time but there was clearly a lot to talk about on this matter going forward.

Awards Committee

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

AWARDS REPORT

See Appendix A: Awards Report

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| 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> |
| Christopher Hakim | | |

Approved

JOINT REPORT OF THE ADMISSIONS AND CURRICULUM COMMITTEES

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

REVISIONS TO THE PROFESSIONAL MASTER OF BUSINESS ADMINISTRATION, INTERNATIONAL MASTER OF BUSINESS ADMINISTRATION, AND MASTER OF BUSINESS ANALYTICS

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|----------------|---|---|
| Peter Marshall | } | <i>That the revised Professional Master of Business Administration; International Master of Business Administration; Master of Business Analytics; degree programs be approved.</i> |
| Carol Jaeger | | |



Senator Marshall said that while it may appear that these are substantive changes, it was almost all a reorganization of materials, some changes in groupings, and clarification of existing practices.

Senator Frigaard asked if it was typical to note non-refundable admissions deposits.

Senator Lo replied that yes it was, and that it was important so that students knew what they were agreeing to.

Approved

Nominating Committee

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

APPOINTMENTS TO A PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF A SELECTION OF A VICE-PROVOST & ASSOCIATE VICE-PRESIDENT, ACADEMIC

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|----------------------------------|---|--|
| Richard Tees Anthony Sheppard | } | That Senate appoint Dr Peter Choi, Dr Anna Kindler, Dr Christopher Marshall, and Dean Susan Porter to the President's Advisory Committee for the Selection of a Vice-Provost & Associate Vice-President, Academic. |
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Approved

COMMITTEE APPOINTMENTS

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| Richard Tees Anthony Sheppard | } | <i>That Mr Dante Agosti-Moro be appointed to the Senate Academic Building Needs Committee until 31 March 2020 and thereafter until replaced, to replace Ms Lillian Milroy;</i> |
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That Ms Julia Burnham be appointed to the Senate Awards Committee until 31 March 2020 and thereafter until replaced, to replace Ms Enav Suzman;

That Ms Charlotte Gilby, Mr Christian Surniawan and Ms Enav Suzman be appointed to the Senate Curriculum Committee until 31 March 2020 and thereafter until replaced, to replace Mr Dante Agosti-Moro and fill two vacancies;



That Ms Rojin Djavanmardi be appointed to the Senate Library Committee until 31 March 2020 and thereafter until replaced, to replace Ms Vivian Tsang;

That Ms Vivian Tsang be appointed to the Senate Research Committee until 31 March 2020 and thereafter until replaced, to replace Mr Matthias Leuprecht;

That Ms Charlotte Gilby be appointed to the Senate Committee on Student Appeals on Academic Discipline until 31 March 2020 and thereafter until replaced, to replace Mr Matthias Leuprecht; and

That Ms Carly Koenig and Ms Julia Chi be appointed to the Senate Teaching and Learning Committee until 31 March 2020 and thereafter until replaced, to replace Mr Matthias Leuprecht and Ms Eany Zusman.

Approved

Report from the Provost

The Vice-President Academic and Provost, Dr Andrew Szeri, presented.

CHANGE IN NAMES OF SCHOOLS IN THE FACULTY OF ARTS (SCHOOL OF LIBRARY, ARCHIVAL, AND INFORMATION STUDIES TO SCHOOL OF INFORMATION, AND SCHOOL OF JOURNALISM TO SCHOOL OF JOURNALISM, WRITING, AND MEDIA)

Andrew Szeri
Claudia Krebs

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That Senate approve and recommend to the Board of Governors that:

The name of the School of Library, Archival and Information Studies (SLAIS) be changed to the School of Information (abbreviated as “iSchool”), as set out in the attached proposal, effective 1 January 2020;

The name of the School of Journalism, be changed to the School of Journalism, Writing, and Media,



as set out in the attached proposal, effective 1 January 2020; and,

That Senate approve, contingent upon the Board of Governors' approval of the above, that the WRDS (Arts Studies in Research and Writing) subject code and its associated courses be transferred from the Faculty of Arts to the School of Journalism, Writing, and Media effective 1 January 2020.

Dr Szeri noted that on 18 April and 19 May respectfully, both proposals were approved by the Faculty of Arts and were reviewed and endorsed by the Senate Academic Policy Committee.

Approved

Senator Burnham asked what the student consultation was on the School of Journalism name change.

Dean Averill said that all students in the school were consulted by the Faculty. There were student concerns as journalism was a very recognizable name and this change may distract. He said that this was a discipline was under change and being affected by technological innovation. The plan before Senate recognized the importance of moving to new forms of Journalism. The School is trying to signal its commitment to new forms of journalism. Journalism was a very dynamic school already that is committed to digital and global journalism. While some students were originally concerned he understood that in the end a consensus emerged of comfort with the change.

Senator Chai asked if the Bachelor of Media Studies would remain outside of the School.

Dean Averill confirmed that it would.

Report from the University Librarian

The University Librarian, Ms Susan Parker, reported.

ANNUAL REPORT

Ms Parker thanked the senate library committee and the Provost, Dr Szeri for their support, and her own staff of librarians, archivists, staff and student employees for their work and assistance.



She outlined highlights from the libraries in 2018/19, reported on how the library was doing, and spoke of the libraries next steps.

Senator Averill thanked the Librarian for this report and the exciting ideas therein.

Senator Burnham asked about Alumni access to the Library, noting that online journal access was dwindling.

Ms Parker said that the publishers control licenses and those licenses are generally only for current students faculty and staff. We are able to negotiate alumni access on a case by case basis and we are looking at broader access. Complete alumni access would cost 3 times our current budget however. We are under increasing scrutiny by publishers on access rights.

Senator Singh thanked the University Librarian for her report. He noted the 20% budget issues with exchange rate. He asked what the strategy would be if the dollar depreciated further.

Ms Parker replied our current strategy is to mitigate. We try to estimate what the exchange rate will be in a given year.

Dr Szeri said that we do use financial derivatives to lessen the impact of exchange rate fluctuation. We do have some US dollar reserves that we use to address part of this situation.

Ms Parker said we tried our best not to be billed in US dollars.

Adjournment

Seeing no other business, the meeting was adjourned at 6:46 pm.



Appendix A: Awards Report

NEW AWARDS – ENDOWED

Jordan L. Burke Memorial Award in Forestry

Awards totalling \$5,200 have been made available through an endowment established by family, friends and colleagues, along with matching funds from the Faculty of Forestry, in memory of Jordan L. Burke (1982-2019) for outstanding graduate students in the Faculty of Forestry who have demonstrated a passion for teaching in their roles as Teaching Assistants (TAs). Jordan (B.Sc., M.Sc., Ph.D. 2016) was a postdoctoral research and teaching fellow with the Forest Insect Disturbance Ecology Laboratory in the Faculty of Forestry. His research focused on the range expansion of the mountain pine beetle in British Columbia and Alberta. Jordan served as a TA and instructor to many undergraduate students in the Faculty of Forestry. This award was established in recognition of Jordan's legacy as an enthusiastic and encouraging instructor. The awards are made on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2019/2020 winter session).

Faculty Women's Club Mary and Michael Gerry Prize in Family Practice

Prizes totalling \$1,200 have been made available through an endowment established by Mrs. Mary Gerry and the late Dr. Michael Gerry for outstanding domestic fourth-year M.D. students who have demonstrated academic excellence and are pursuing a career in family practice. The prizes are made on the recommendation of the Faculty of Medicine. (First award available for the 2019/2020 winter session).

David Green Award in Oceanography

Awards totalling \$2,000 have been made available through an endowment established by David Green (B.Eng., Ph.D. 1976) for students beyond their first year of study in a graduate program, whose research is focused on oceanography. The students will be evaluated on qualities of academic and research excellence, outstanding originality, and dedication to the field through service and leadership. David founded a number of environmental consulting and technology companies that specialize in solar and LED technologies. In 2004 he was recognized by the Victoria Innovation, Advanced Technology and Entrepreneurship Council for his contributions to Victoria's technology sector. The awards are made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Mary E. Gibbons Memorial Centennial Scholars Award

Awards totalling \$40,000 and not less than \$10,000 each, have been made available through an endowment established by a \$500,000 donation from Richard P. "Dick" and Colleen A. Gibbons of Whistler, BC, along with matching funds from the University of British Columbia. The award, in memory of Mary E. Gibbons (1919-1970), is for outstanding domestic undergraduate students entering university directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued 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). Preference will be given to students from regions in the following order of priority: the Sea to Sky Region, Nelson, BC and its immediate surrounding areas, and Burnaby, BC. Mary was born in Nelson, British Columbia to



Richard and Elsie Long. Her father died of cancer when she was twelve, and Mary and her two siblings were raised by their mother. She married David Walter Gibbons in the late 1930s and moved to Burnaby. Mary was devoted to her sons, David and Dick (both UBC Law graduates and Thunderbird Varsity Football players) and worked various jobs to help support her family. Mary died of cancer shortly after her fifty-first birthday. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2020/2021 winter session).

James Rolland Heyworth Graduate Bursary in Biomedical Engineering

Bursaries totalling \$3,750 have been made available through an endowment established by an estate gift from Dr. James Rolland Heyworth (B.A.Sc. 1961, M.D. 1968) for graduate students in the School of Biomedical Engineering. Dr. Heyworth served as the Head of Biomedical Engineering at St. Paul's Hospital from 1973 until his retirement in 1991. He was a member of the College of Physicians and Surgeons of British Columbia and the Association of Professional Engineers and Geoscientists of British Columbia. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Robert Lashin Scholarship in Electrical Engineering

Scholarships totalling \$1,200 have been made available through an endowment established in honour of Robert Lashin by Houle Electric Limited for outstanding Bachelor of Applied Science students specializing in Electrical Engineering. Robert Lashin (B.A.Sc. 1972) dedicated his career to Houle Electric and was instrumental in the company's growth and vision. He received several prestigious awards for his contributions to the industry, including the VCRA Lifetime Achievement Award and the Queen Elizabeth II Diamond Jubilee Medal. The scholarships are made on the recommendation of the Department of Electrical and Computer Engineering. (First award available for the 2019/2020 winter session).

Imre S. and Irena Otvos Graduate Scholarship in Forestry

Scholarships totalling \$4,000 have been made available through an endowment established by Imre S. (B.S.F. 1961, M.Sc., Ph.D.) and Irena Otvos (B.A., M.S.), along with matching funds from the Faculty of Forestry, for outstanding graduate students in the Faculty of Forestry who are researching entomology, pathology, or forest health. Imre graduated with the last class of students from the Sopron Division of the Faculty of Forestry in 1961, and went on to receive his M.Sc. and Ph.D. from UC Berkeley before working for the Canadian Forest Service and Natural Resources Canada. Irena studied in England, France, Spain and at UC Berkeley, where she received her M.S. and began her Ph.D. before dedicating her life to her family and teaching in the Greater Victoria School District. This scholarship was established in recognition of the support Imre and Irena received while pursuing their degrees. The scholarships are made on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Varga Family Bursary

Bursaries totalling \$2,400 have been made available through an endowment established by two generations of UBC alumni, Paul Varga (B.Sc. Forestry 1959), Sharon Varga, and their son, Lawrence Varga (B.Sc. Pharmacy 1995) along with matching funds from the University of British Columbia, for undergraduate and graduate students. Preference will be given to students who are (1) on the UBC Rowing Team, (2) in the Faculty of Forestry or (3) in the Faculty of Pharmaceutical Sciences. The bursaries are adjudicated by Enrolment Services. (First award available for the 2019/2020 winter session).



NEW AWARDS – ANNUAL

Access Planning Scholarship in Community & Regional Planning

Up to four scholarships totalling \$5,000 have been made available annually through a gift from Access Planning for students in their final year of the Master of Community and Regional Planning program. Students must demonstrate that their final thesis, capstone project, or internship experience builds more equitable, just, and people-focused cities and communities. Access Planning is an independent planning advisory firm co-founded by Karen Peachey (B.A. 1994, M.A. Planning 1998) and Tamim Raad (B.Com. 1993, M.A. Planning 1998). Access Planning focuses on working with clients to unlock creative, adaptive, and efficient approaches to better community planning, urban transportation systems, and urban design that results in places that welcome, work for, and inspire the diversity of people that live in them. The scholarships are made on the recommendation of the School of Community and Regional Planning, in consultation with the Faculty of Graduate and Postdoctoral Studies (First award available for the 2019/2020 winter session).

Coca-Cola Canada Bursary

Bursaries totalling \$5,000 have been made available annually from Coca-Cola Refreshments Canada Company for undergraduate students enrolled in any program. The bursaries are adjudicated by Enrolment Services. (First award available for the 2019/2020 winter session).

Master of Global Surgical Care Entrance Award

Awards totalling \$7,000 have been made available annually for outstanding students entering the Master of Global Surgical Care program. Recipients are students who intend to practice in an underserved community and (1) hold citizenship or are a permanent resident of a Least Developed Country (LDC), or Lower Middle Income Country (LMIC) as per the Development Assistance Committee (DAC) List of Official Development Assistance (ODA) recipients as defined by the Organization for Economic and Co-operation and Development (OECD) or (2) are from a remote or rural setting with limited resources in Canada. Financial need may be considered. The awards are made on the recommendation of the Department of Surgery, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2019/2020 winter session).

Dr. Robert McCormack Thunderbird Student Trainer Award

Awards totalling \$5,000 have been made available annually through a gift from Dr. Robert McCormack for outstanding returning student trainers in the Athletics Student Trainer Program who have completed at least one year as a student trainer, demonstrate commitment to their role and exceptional delivery of therapy services and support to a UBC Varsity Athletics team. Preference will be given to students who intend to pursue graduate studies in the field of sport science or sport medicine. The top trainer will receive \$2,000. The second and third best trainers will each receive \$1,500. The awards are made on the recommendation of the UBC Athletics Sport Science and Sport Medicine Team. (First award available for the 2019/2020 winter session).

MD Class of 1969 50th Reunion Bursary

Bursaries totalling \$2,000 have been made available annually through a gift from the M.D. Class of 1969 for M.D. students in celebration of their 50th Anniversary Reunion to help ease the financial burden of future doctors. The bursaries are adjudicated by Enrolment Services. (First award available for the 2019/2020 winter session).

Patricia M. Mohr Award in Engineering



A \$6,000 award has been made available annually through a gift from Patricia M. Mohr (B.A. Economics 1968, M.A. Economics 1970) for a Bachelor of Applied Science student in Computer Engineering, Electrical Engineering, Engineering Physics, Manufacturing Engineering, Materials Engineering or Mining Engineering. To be considered, the recipient must be a Canadian citizen and within the top 25% of their year in the Bachelor of Applied Science program. The student should be highly motivated with considerable ambition for their coming career. Preference will be given to a student 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 Faculty of Applied Science. (First award available for the 2020/2021 winter session).

Michael Noon Memorial Award in the Performing Arts

Two awards of \$1,000 each have been made available annually through gifts from friends, family and the Chan Centre for the Performing Arts in memory of Michael Noon (1937 – 2019) for a Bachelor of Fine Arts student in the Department of Theatre and Film, and a Bachelor of Music student who have demonstrated excellence in performance. Preference will be given to students involved in the broader arts community. Michael began his career as an architect for several post-secondary institutions in Ontario before moving to Vancouver in 1994 to oversee the construction of the Chan Centre for the Performing Arts, for which he served as the Founding Managing Director. This award was established in recognition of Michael's championship of the arts across Canada for more than four decades and his contributions to the Chan Centre. The awards are made on the recommendation of the Department of Theatre and Film and the School of Music. (First award available for the 2019/2020 winter session).

SSR Women in Mining Engineering Award

A \$20,000 award, payable over three years, has been made available annually through a gift from SSR Mining Inc. for an outstanding female Bachelor of Applied Science student entering second year of the Mining Engineering specialization. In addition to academic merit, candidates must have demonstrated leadership through participation in extra-curricular or volunteer activities such as professional, school, social and community organizations. Preference will be given to a co-op student. Subject to continued academic standing, the award will be renewed for a further two years of study or until the first undergraduate degree is obtained (whichever is the shorter period). SSR Mining Inc. is a Vancouver-based mining company focused on the operation, development, exploration and acquisition of precious metal projects. They created this award to encourage more woman to enter the mining industry. This academic award is made on the recommendation of the Norman B. Keevil Institute of Mining Engineering. (First award available for the 2020/2021 winter session).

Harry Stothers Charitable Foundation Award in Family Practice

Awards totalling \$30,000 have been made available annually through a gift from the Harry Stothers Charitable Foundation for fourth-year M.D. students assigned to a family practice residence. This award was established in recognition of the care received from their primary family physicians by several generations of the Stothers family. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2019/2020 winter session).



University Transition Program Early Entrance Award

Awards totalling \$10,000 have been made available annually for graduates of the University Transition Program proceeding directly into an undergraduate program at the university. In addition to academic merit, consideration is given to leadership skills, community service and recognized extra-curricular achievement. This academic award is made on the recommendation of the UTP Management Committee in the Faculty of Education. (First award available for the 2019/2020 winter session).

YLaw Award for Excellence in Legal Advocacy

A \$2,000 award has been made available annually through a gift from YLaw for a J.D. student who has achieved good academic standing and demonstrated excellence in attending to clients' legal needs through experiential learning opportunities, community service, or volunteerism. The award is made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2019/2020 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Annual Awards

1626 – Deans Knight Capital Management Ltd Award

Rationale for Proposed Changes

The renewable component of the award has been removed to make adjudication more streamlined. As students can now enter the Portfolio Management Foundation program in Year 2, the restriction to students in Year 3 has been removed.

Current Award Description

A \$4000 award is offered by Deans Knight Capital Management Ltd. for a student entering third year in the Sauder School of Business in the Portfolio Management Foundation program who has demonstrated leadership ability. The award is made on the recommendation of the School in consultation with the UBC Portfolio Management Foundation and is renewable for a second year.

Proposed Award Description

Awards totalling \$4,000 ~~award is offered by~~ have been made available annually through a gift from Deans Knight Capital Management Ltd. for a Bachelor of Commerce students ~~entering third year in the Sauder School of Business~~ in the Portfolio Management Foundation program who have has demonstrated leadership ability. The award is made on the recommendation of the UBC Sauder School of Business in consultation with the UBC Portfolio Management Foundation ~~and is renewable for a second year.~~

3036 – Patricia M. Mohr Award in International Economics

Rationale for Proposed Changes

Donor would like to specify that each individual award should not be less than half the cost of annual tuition.

Current Award Description

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).

Proposed Award Description

~~Awards totalling \$5,000~~ \$6,000 award has been made available annually through a gift from Patricia M. Mohr (B.A. Economics 1968, M.A. Economics 1970) for an undergraduate students in the Bachelor of International Economics program. To be considered, the recipients must be a Canadian citizens and within the top 25% of their year in the International Economics program. The Students should be highly motivated with considerable ambition for their coming careers. Preference will be given to a 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).

8 November 2019

From: Senate Academic Policy Committee

To: Senate

Re: Proposal to revise the definition of “Faculty Member”

The Committee has been made aware that within the current round of collective bargaining between the University and the Faculty Association, both parties are contemplating changing the titles for instructor and senior instructor. However, any such new titles must be approved as equivalent to the designated titles in the *University Act* in order for the holders of those titles officially to be faculty under the Act. (A motion to assure Professors of Teaching was equivalent to the ranks specified in the Act was passed in both Senates in March of 2012, after the Collective Agreement establishing that rank was ratified. The motion was brought forward by the academic policy committees).

After reviewing and discussing this proposal, we recommend the following to Senate:

Motion:

“That Senate designate the ranks of ‘Associate Professor of Teaching’ and ‘Assistant Professor of Teaching’ as equivalent to those ranks set out in the definition of ‘Faculty Member’ found in the University Act, effective July 2020”

Background:

The definition of “Faculty Member” in the *University Act* reads as follows:

"faculty member" means a person employed by a university as an instructor, lecturer, assistant professor, associate professor, professor, or in an equivalent position designated by the senate;

The rank of Professor of Teaching was introduced in 2011. The rank of Professor of Teaching is the highest academic rank for the teaching stream (which includes Instructors and Senior Instructors) and it is designed to mirror the position of Professor, which is the highest academic rank for the research and teaching stream (which includes Assistant Professors and Associate Professors). The proposal above would make the three steps in the teaching stream mirror the titles in the research stream. No changes in promotion and tenure processes in either stream are implied or envisioned in the proposal. However, a number of consequential amendments would be necessary should the proposal be approved. The approval of both Senates is required.

In the event that the titles are not changed in collective bargaining this round, the faculty members in the educational leadership stream will not be detrimentally affected as they will retain “faculty member” status with their current titles of Instructor and Senior Instructor. If the

motion is passed by Senate, it will enable the Faculty Association and University to agree to the change in a subsequent round or mid-contract if agreed upon.

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

From: Senate Academic Policy Committee

To: Senate

Re: Revision to Senate Strike Policy/Labour Disruption Policy

Date: 15 November 2019

The Academic Policy Committee has been made aware of challenges and concerns facing UBC faculty, staff, and students due to the ongoing labour dispute between Translink and its unionized staff. In the 1990s, the Senate approved a Strike Policy to address labour disruptions due to disputes with University staff (this policy was most recently amended in 2012); however, that document does not address third-party strikes negatively affecting the University's academic operations. Several of the mechanisms in that policy – the establishment of an ad hoc committee to ensure continuity of academic operations, the setting of guidelines to help faculties and schools address concerns fairly and consistently, and the appointment of an academic arbiter to adjudicate disputes in a timely manner – have been identified as useful tools to address the expected disruption caused by the Translink labour dispute.

To that end, the Academic Policy Committee is recommending revisions to the Strike Policy (and its renaming to “Labour Disruption Policy”) to allow those mechanisms to be applied to the current transit strike. Because there is not time for a full review, the Committee has refrained from making any improvements to the existing policy except if necessary. The Committee is acutely aware that policy development should not occur in isolation, and that ideally, broad consultation should occur prior to any substantial shifts in academic policy. In this instance, the Committee believes that UBC is faced with an exigent circumstances that compels action now without the broad consultation we would prefer. With that in mind, the Committee has refrained from “improvements” to the policy and guidelines (which we acknowledge are clearly needed in terms of both content and format) as much as possible and has focused on those amendments necessary to enable its use in the current transit dispute. As part of this recommended policy revision, the Committee is also recommending that Senate direct a full and proper review of the policy within three (3) months of the conclusion of the transit labour disruption.

The details of the proposed policy changes are as follows:

General policy:

1. Adjustment of language to recognize third-party strikes at a UBC location and of labour disputes affecting public transportation services to and from campus as grounds to invoke the policy.
2. Removal of “staff” from groups universally able to respect third-party picket lines as UBC Human Resources has advised that the various collective agreements address third-party picket lines differently.

Ad Hoc Labour Disruption Preparedness Committee:

1. Update to the Committee Name
2. Clarification that the Ad Hoc Committee can be formed if a labour dispute is imminent and on how the committee is formed.
3. Update in language from “mandate to “terms of reference”
4. Changes to membership to reflect changes in the academic vice-president portfolio

Academic Arbiter

1. Clarification that the academic arbiter is serving in place of the Senate appeals process rather than in place of the faculty deans.

Guidelines

1. Confirmation that the power to the revise the guidelines is a formal delegation by Senate. There are also a number of changes recommended to the guidelines in furtherance to the above, to correct a few inconsistencies, and to indicate that the ad hoc committee must develop further guidelines to address the transit situation as soon as possible.

Attached please find the proposed changes. As usual, text to be added is in bold and text to be removed is struck through. We recommend the following to Senate:

Motion:

“That Senate approve the amendments to the Strike Policy (Labour Disruption Policy) and guidelines as proposed; and

That Senate direct that the Academic Policy Committee review the Labour Disruption Policy and Guidelines and report back to Senate within three (3) months of the conclusion of the current labour dispute affecting public transportation services in greater Vancouver with any recommendations for revisions.”

NB: Requires 2/3rds approval due to delegation therein.

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

Strike Labour Disruption Policy

1. General policy:

In the event of a) a legal strike **by employees of the University**, b) **of a legal strike at a campus or site of the University by not-University employees**, or c) **of disruption to public transportation services to or from a campus or site of the University due to a labour dispute (hereafter a “labour disruption”)**, it is the University's policy to take every reasonable measure to remain open. We will endeavour to maintain instruction in all courses, provide access to core library services and internet connectivity, oversee examinations as scheduled, and provide student services. The University respects the right of students, ~~staff~~ or faculty members as a matter of conscience, to refuse to cross a picket line in a labour dispute.

2. Ad Hoc Senate Labour Disruption Preparedness Committee,

In the event of a labour disruption under this policy occurring or, in the opinion of the Senate Nominating Committee, being imminent, the Senate Nominating Committee may appoint an Ad Hoc Labour Disruption Preparedness Committee with the terms of reference and membership set out below:

~~Mandate~~ Terms of Reference

- to implement, as appropriate, procedures **and guidelines** to follow the general policy articulated immediately above
- to ensure the academic integrity of the university
- **to appoint an academic arbiter**
- to **revise**, interpret and apply the **labour disruption** guidelines; and
- to convene an "operational ~~strike~~ **labour disruption** committee" to oversee day-to-day ~~strike~~ **labour disruption**-related issues

Membership*

Vice-President Academic and Provost **or an associate vice-president academic as designated by the vice-president**, Chair

Vice-President Students

~~Associate Vice-President Academic Programs~~

Chair, Senate Academic Policy Committee

Three Deans

Two student senators (one undergraduate / one graduate)

An undergraduate or graduate student nominated by the Alma Mater Society

Registrar, Secretary

* As an exception to the *Rules and Procedures of Senate*, Members of the Ad Hoc Committee are authorized to appoint proxies in the interests of timeliness.

3. Academic Arbiter

There shall be the appointment designation of a senior faculty member to serve as an academic arbiter for students who have sought to resolve their concerns with their Faculties but feel that they have been treated unfairly. **Such concern must, in the opinion of the arbiter, be directly related to a labour disruption under this policy. The decision of the arbiter related to that concern constitute the resolution of an appeal to the Senate under Section 40 (g) of the University Act and is final.**

4. Guidelines

The guidelines that follow are adapted, with some revision, from guidelines approved by Senate in 1994, 2003 **and 2012 as** "The Academic Position of Students in the Event of a Strike." It is understood that Senate has endorsed the following guidelines, but that they may need revision in the light of specific situations occurring immediately before, during, or at the conclusion of a **strike labour disruption**. The Ad Hoc ~~Senate~~ Labour Disruption Preparedness Committee ~~has~~ **is delegated** the authority to revise the guidelines as needed.

GUIDELINES

ACADEMIC POSITION OF STUDENTS IN CASE OF A ~~STRIKE~~ **LABOUR DISRUPTION**

The University hopes that a ~~strike~~ **labour disruption** does not occur but if one does the following is intended to help undergraduate and graduate students understand their rights and responsibilities. This information is based on Senate guidelines that were adopted in **April 1994**, December 2003 and February 2012. The core principles of these guidelines are: academic integrity, fairness to students, staff and faculty, and timely information. Information related to a strike or potential strike will be available at an appropriate time on the university website at a URL accessible from the UBC homepage (www.ubc.ca). Watch this site for additional information.

1. General Statement

In the event of a legal strike **a) by employees of the University or b) at a campus or site of the University by not-University employees, c) or of a strike or lockout that may disrupt public transportation services to or from a campus or site of the University (hereafter a “labour disruption”)**, it is the University's policy to take every reasonable measure to remain open. We will endeavour to maintain instruction in all courses, provide access to core library services and internet connectivity, oversee examinations as scheduled, and provide student services. The University respects the right of students, ~~staff~~ or faculty members as a matter of conscience, to refuse to cross a picket line in a labour dispute.

The processes detailed in these guidelines do not guarantee students the same learning experience that they would have received in the absence of a ~~strike~~**labour disruption**; however, the primary obligation of the university is to ensure the academic integrity of all academic programs. Faculty members are responsible for teaching their courses and students are responsible for fulfilling course requirements.

Note: Throughout this document:

1. "Student" refers to both graduate and undergraduate students.
2. "Dean" refers also to "School Director", and may refer to designates as indicated in the attached list.
3. "Strike" refers also to job action, rotating job action, and other forms of labour disruption

2. Important distinctions

There is a difference between what constitutes a rotating strike/job action and a full strike/job action. For this reason, the measures that need to be followed in the event of either of these situations differ.

A full strike occurs when a group of employees decides to stop work, refuses to work, or refuses to continue to work. When there are pickets at the "gates" of campus, it is a full strike. When the target of the strike is a building or buildings and the picket line moves from time to time, it is a rotating strike.

3. If a Student Chooses Not to Cross a Picket Line

Notification

- a) Students intending not to cross picket lines as a matter of conscience must, within two working days of the university receiving notice of a strike inform the Dean of the Faculty in which they are registered or in the case of graduate students, the Dean of the Faculty offering their program of study. Students must inform the Dean in writing (i.e. letter, e-mail, or fax) providing their full names, their UBC student IDs, and the course(s) in which they are currently registered. Contact information for Faculties is attached.
- b) Students may not declare their intentions retroactively. If students do not inform their Faculty of their intention not to cross picket lines, the University will assume that they are attending classes and are responsible for all course and lab material taught during the strike.
- c) Students who change their mind as a matter of conscience either to cross or not to cross about crossing the picket line must notify the Dean of the Faculty in which they are registered ~~of this change within one day~~. Students cannot retroactively claim that they have changed their minds.

Strike situations

- a) The procedure for confirming that students will not cross a picket line is the same for a rotating strike and full strike. If there is a rotating strike and students do not wish to cross the picket line, then they will be choosing not to attend classes taught in buildings behind a picket line.
- b) In the case of a "rotating strike" of short duration (i.e., 5 academic days or less) individual faculty members are in the best situation to determine, in the first instance, the extent to which their courses, seminars, graduate supervision, labs, practica, etc., have been affected by the strike and what remedial action is required.
- c) Students who have declared that they will not cross a picket line must attend classes that are not directly picketed and that they can reasonably expect to access.

Examples:

- If one or two University entrance gates have picket lines, students are reasonably expected to use alternate entries to campus and are expected to attend class.
- If there is a picket line at Building A and your class is in Building B, students are expected to attend class.
- If there is a picket line at Building A and a student's class is in Building A, you are that student is not expected to attend class. If the picket is later removed, he/she is expected then to attend scheduled classes in Building A.

Students are responsible for remaining informed about whether picket lines are in effect at UBC by utilizing reliable sources of information, such as the UBC website.

NOTE:

The following guidelines are applicable to any kind of strike whether full or rotating. Where a difference in procedures occurs, or where a scenario is only applicable to a specific strike (full or rotating) a distinction will be made.

STUDENT'S ACADEMIC RESPONSIBILITY IN THE EVENT OF A STRIKE

a) Students not crossing picket lines will be responsible for fulfilling course requirements and, insofar as possible they will be evaluated on the work they are judged to be able to do under the circumstances (e.g. required readings, essays/ reports, web-based material). Academic standards should be consistent for all students, whether or not they cross a picket line. Students are responsible for learning any material they may have missed as a result of a labour disruption. The only course-related material that will not be examinable or assessable is material uniquely available in a classroom or lab (etc.) that is not covered in make-up sessions.

b) Students who miss an essential component and/or a scheduled examination as a result of refusing to cross a picket line may be expected to attend make-up sessions and/or to write examinations scheduled during supplementary-examination periods. This is especially likely in degree programs with professional accreditation requirements, where graduation depends upon completing essential material.

c) For purposes of communication and for ensuring web-enabled learning material is easily accessible, the university will provide students with unlimited dial-in connectivity for the duration of any strike.

4. If a Class or Other Specific Component of a Course Section (e.g., a lab, tutorial, seminar) is not Held Because of a Strike (e.g. instructor does not cross picket line)

ADMINISTRATIVE AND STUDENT RESPONSIBILITIES IN THE EVENT OF A STRIKE

a) Department Heads will ensure that every reasonable effort is made to make alternate arrangements for classes for which an instructor is absent as a result of refusing to cross a picket line. However, classes may not be relocated to a non-picketed location.

b) Unavoidable cancellations or room changes will be posted in or near the appropriate Department, School, or Dean's office in a place visible to students **and/or** on appropriate departmental or faculty web pages, **and emailed to affected students.**

c) If classes are not held or if a student chooses not to cross a picket line, then students will be evaluated on all the required readings or other material for which they could reasonably be expected to be responsible (including all course sessions not affected by a picket line). They will not be evaluated on material uniquely available in a classroom or lab (etc.) that is not covered in make-up sessions.

d) Students who, as a consequence of the strike, are unable to fulfill course requirements (e.g. because the strike has made it impossible to obtain necessary and unique library materials) are responsible for informing their instructors or, if the instructors are absent, the Head of the Department or the Dean of the Faculty in which the course is being conducted.

These guidelines shall not alter the academic standards associated with the missed activity, nor shall they relieve the student of the responsibility for mastering materials covered.

5. If a Mid-term or Final Examination is cancelled because of a Strike

- a) Faculty members will attempt to examine or otherwise evaluate students according to the normal evaluation plan for the course.
- b) Mid-term examinations may need to be rescheduled, and may be held in the last two weeks of classes if necessary.
- c) If there is a minor disruption in the examination schedule an attempt will be made to modify the examination schedule in order to hold all examinations close to their scheduled time.
- d) If there is a major disruption an attempt will be made to provide an evaluation without a final examination. This means that evaluation may differ from what was initially provided by an instructor on a course outline.

6. If a Student Has a Concern about How Their Individual Academic Situation Has Been Dealt With Because of Strike-related Action

If students have been unable to resolve issues with their course instructor, they should attempt to resolve their concern with the appropriate Head or Dean. Students who have sought to resolve their course-related or program-related concerns within their Faculties but feel they have been treated unfairly can contact <name>, a senior faculty member who has been designated to serve as academic arbiter <contact information>.

Students who wish to attend class but cannot do so because of strike-related disruptions (e.g., no bus service, intense picketing) must inform their instructor of these circumstances at the next meeting of class.

7. Teaching Assistants, Tutors, Markers, and Other Student Employees

- a) All UBC Teaching Assistants, Tutors, and Markers are members of CUPE Local 2278. They have the legal right to refuse to perform their normal teaching assistant, tutor, or marking duties by refusing to cross a legally established picket line as a matter of conscience.
- b) If Teaching Assistants, Tutors, or Markers refuse to cross a picket line, they will not be paid for the work that they would otherwise have done. The University anticipates that Teaching Assistants, Tutors, and Markers will not be performing their respective CUPE 2278 duties but that many will be performing their non-union duties (e.g., research, course related work).
- c) Graduate Research Assistants, Work Study students, or other student employees are expected to attend to their duties as usual, however, if they refuse to cross a picket line as a matter of conscience, they will not be paid for the work that they would otherwise have done.

8. Disruption of Public Transportation Services

To be developed by the Ad Hoc Labour Disruption Committee.

Other Information

Instructors will be expected to ensure that:

1. Students have a clear and up-to-date course outline in which required readings and assignments are identified;
2. Students know they are responsible for having access to the required textbook(s)/readings/Web material;
3. Students know where the Department office is so they can check for the posting of information on classes cancelled or otherwise interrupted;
4. The evaluation of student performance at the onset of a strike is complete, up-to-date, and available to the Department Head.

~~Please note as well that students will have unlimited dial-in connectivity for the duration of any strike in order to help with both communication and access to web-enabled learning material.~~

8 November 2019

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards

The Senate Awards Committee recommends:

“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.”

NEW AWARDS – ENDOWED

Edgar H. Schroeder Bursary in Engineering Physics

Bursaries totalling \$2,000 have been made available through an endowment established by Edgar H. Schroeder (B.A.Sc. 1962, M.A.Sc. 1964) for Bachelor of Applied Science students specializing in Engineering Physics. After graduating from UBC, Mr. Schroeder was employed by RCA in Montreal as a telecommunication systems engineer. After two years, he relocated to the United States where he spent the remainder of his career with the Boeing Commercial Airplane Co. in Seattle, focusing on a wide variety of system development activities related to avionics and flight controls for the then-new Boeing airplanes. Mr. Schroeder received financial support while pursuing his degrees and created this bursary to help make post-secondary education more accessible to future generations of UBC students. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

IODE BC Centenary Indigenous Bursary in Medicine

Bursaries totalling \$3,600 have been made available through an endowment established by the Provincial Chapter of British Columbia of the Imperial Order Daughters of the Empire (IODE), along with matching funds from the University of British Columbia, for First Nations, Inuit and Métis students of Canada enrolled in the M.D. program. Preference will be given to students in their fourth year of the M.D. program. This bursary was established by IODE BC on the occasion of its Centenary Anniversary (2013) to celebrate their longstanding commitment to recognizing scholastic excellence and supporting the financial need of students at all levels of study. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Carl Leggo Graduate Scholarship in Arts-based Inquiry

Scholarships totalling \$1,200 have been made available through an endowment established by colleagues and friends of Dr. Carl Leggo for graduate students who are pursuing arts-based inquiry as part of their graduate thesis research. Arts-based inquiry may employ one or several artistic genres (drawn from literary, performative or visual arts), but its most fundamental feature is that the arts comprise an essential aspect of the work's epistemology or way of knowing. Arts-based inquiry is relevant to and cuts across all phases of the research cycle, and may be applied in any or all of the following: the generation of research questions; the methods of data collection, analysis, interpretation, and representation; and the modes of knowledge translation and exchange. The scholarship is made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

NEW AWARDS – ANNUAL**Nancy Cameron, Q.C. Prize in Family Law**

A \$2,000 prize has been made available annually by the BC Collaborative Roster Society in honour of Nancy Cameron, Q.C. (B.F.A. 1984, LL.B. 1987) for a J.D. student who has excelled in a clinical course with a focus on family law. Nancy is a family law lawyer who specializes in collaborative family law and mediation. She served as the president of the International Academy of Collaborative Practitioners, designed and led training in collaborative practice, and was a founding member of the Collaborative Divorce Association of Vancouver and the BC Collaborative Roster Society. Nancy is the author of *Collaborative Practice: Deepening the Dialogue*, a text used by collaborative practitioners internationally. The prize is made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2019/2020 winter session).

David & Dorothy Lam Sauder Social Entrepreneurship Kenya Program Award

Awards totalling \$25,000 have been made available annually through a gift from the David & Dorothy Lam Foundation for Bachelor of Commerce students accepted into the Sauder Social Entrepreneurship (SSE) Kenya Program. Consideration will be given to students who demonstrate financial need. Each award will partially cover the cost of the trip. The David & Dorothy Lam Foundation is a longtime supporter of education, social impact and entrepreneurial initiatives. One of its key focuses includes improving opportunities for students and communities by alleviating financial barriers. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2019/2020 winter session).

Maija Leivo and Ian Herring Midwifery Entrance Award

A \$10,000 entrance award has been made available annually through a gift from Maija Leivo and Ian Herring for a student entering the Bachelor of Midwifery program. Preference will be given

to candidates who are (1) from rural or remote areas, (2) First Nations, Inuit, or Métis students of Canada, (3) from a group that is underrepresented within the Midwifery student population or (4) first-generation post-secondary students in their family. Candidates will demonstrate a desire to practice midwifery in under-served communities in BC. Financial need may be considered. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the Bachelor of Midwifery degree is obtained (whichever is the shorter period). Maija and Ian are BC-based documentary filmmakers who established this award to give back to the midwifery community as an expression of their gratitude for the excellent care midwives provided their family. This award is made on the recommendation of the Midwifery Program in the Faculty of Medicine. (First award available for the 2019/2020 winter session).

Michael Smith Laboratories Graduate Award

Three awards of \$10,000 each are offered annually by the Michael Smith Laboratories for students in the first year of a graduate degree program supervised by a faculty member in the Michael Smith Laboratories, with preference that at least half the awards will be given to women-identified and/or First Nations, Inuit or Métis students of Canada and/or other racialized or visible minority students. These awards are made on the recommendation of the Michael Smith Laboratories Awards Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

4482 – Michael and Mary Gerry Undergraduate Scholarship in Physical Chemistry

Rationale for Proposed Changes

The award has been revised to broaden the restriction from Canadian citizens to all domestic students.

Current Award Description

A \$1,200 scholarship has been made available through an endowment established by the late Dr. Michael Gerry and Mrs. Mary Gerry. The scholarship is for an undergraduate student entering 4th year who has demonstrated academic excellence in Physical Chemistry. Preference will be given to a student who is enrolled in courses in the area of molecular spectroscopy. Candidates must be Canadian citizens to be considered. The scholarship is made on the recommendation of the Department of Chemistry.

Proposed Award Description

A \$1,200 scholarship has been made available through an endowment established by the late Dr. Michael Gerry and Mrs. Mary Gerry. The scholarship is for an **domestic** undergraduate student entering 4th year who has demonstrated academic excellence in Physical Chemistry. Preference will be given to a student who is enrolled in courses in the area of molecular spectroscopy. ~~Candidates must be Canadian citizens to be considered.~~ The scholarship is made on the recommendation of the Department of Chemistry.

6739 – Michael and Mary Gerry Graduate Scholarship in Physical Chemistry**Rationale for Proposed Changes**

The award has been revised to broaden the restriction from Canadian citizens to all domestic students.

Current Award Description

A \$1,200 scholarship has been made available through an endowment established by the late Dr. Michael C.L. Gerry and Mrs. Mary Gerry. The award is offered to a graduate student of high academic standing who has demonstrated excellence in Physical Chemistry. Preference will be given to a student working in the area of Molecular Spectroscopy. Candidates must be Canadian citizens to be considered. The award is to be made on the recommendation of the Department of Chemistry in consultation with the Faculty of Graduate Studies and Postdoctoral Studies.

Proposed Award Description

A \$1,200 scholarship has been made available through an endowment established by the late Dr. Michael C.L. Gerry and Mrs. Mary Gerry. The award is offered to a **domestic** graduate student of high academic standing who has demonstrated excellence in Physical Chemistry. Preference will be given to a student working in the area of Molecular Spectroscopy. ~~Candidates must be Canadian citizens to be considered.~~ The award is to be made on the recommendation of the Department of Chemistry in consultation with the Faculty of Graduate Studies and Postdoctoral Studies.

Annual Awards**5884 – Hon Justice Grant Burnyeat Award in Law****Rationale for Proposed Changes**

The donor recently retired and would like to update the honorifics he uses in the award title and description.

Current Award Description

An award in an amount equal to the amount of domestic tuition, the gift of Hon Justice Grant Burnyeat, Law Class of 1973 is offered annually to assist with the yearly tuition fee of a domestic or international student enrolled in any year of the J.D. program who has demonstrated academic merit, who has shown significant leadership skills, and who faces financial challenges that would prevent pursuit or completion of legal education. This award is made on the recommendation of the Peter A. Allard School of Law.

Proposed Title: Hon Justice Grant D. Burnyeat, Q.C. Award in Law**Proposed Award Description**

An award in an amount equal to the amount of domestic tuition, the gift of Hon Justice Grant D. Burnyeat, Q.C., Law Class of 1973 is offered annually to assist with the yearly tuition fee of a domestic or international student enrolled in any year of the J.D. program who has demonstrated academic merit, who has shown significant leadership skills, and who faces financial challenges that would prevent pursuit or completion of legal education. This award is made on the recommendation of the Peter A. Allard School of Law.



7 November 2019

To: Vancouver Senate

From: Senate Admissions Committee

Re: a) Master of Occupational Therapy – Admission (approval)(circulated)
b) Master of Physical Therapy – Admission (approval)(circulated)

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

a) Master of Occupational Therapy – Admission (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval proposed Calendar changes on admission for the Master of Occupational Therapy. In collaboration with the University of Northern British Columbia, the program will be expanded to include additional seats for northern and rural students to increase recruitment and retention of occupational therapists in northern and rural areas of British Columbia. The attached Letter of Agreement, to be reviewed by the Council of Senates (following Senate approval of associated Calendar changes), outlines the details of the proposed agreement.

Motion: That Senate approve changes to admission requirements for applicants to the Master of Occupational Therapy program, effective for entry to the 2020 Winter Session and thereafter.

b) Master of Physical Therapy – Admission (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval proposed Calendar changes on admission for the Master of Physical Therapy. In collaboration with the University of Northern British Columbia, the program will be expanded to include additional seats for northern and rural students to increase recruitment and retention of occupational therapists in northern and rural areas of British Columbia. The attached Memorandum of Agreement, to be reviewed by the Council of Senates (following Senate approval of associated Calendar changes), outlines the details of the proposed agreement.

Motion: That Senate approve changes to admission requirements for applicants to the Master of Physical Therapy program, effective for entry to the 2020 Winter Session and thereafter.

Respectfully submitted,
Prof. Carol Jaeger, Chair
Senate Admissions Committee



UBC Admission Proposal Form Change to Course or Program

| | |
|---|--|
| <p>Faculty: Medicine Department: Occupational Science & Occupational Therapy Faculty Approval Date: Effective Session (W or S): W1 Effective Academic Year: 2019 (entry to 2020W Session)</p> | <p>Date: August 9, 2019 Contact Person: David Tsukada Phone: 604-822-7196 Email: david.tsukada@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>Program Overview</p> <p>Occupational therapists provide specialized rehabilitation services to maintain, restore, or improve the ability of children and adults to perform the occupations of daily life, which may be impaired as a result of illness, injury, congenital or acquired disabilities, or social disadvantage. Occupational therapists focus on adapting the environment or improving the person's skills, to enhance performance in the areas of self-care (eating, dressing, personal hygiene), productivity (household work, employment, school), and leisure activities, thereby improving overall health and quality of life.</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12.209.879.0</p> <p>Present Calendar Entry:</p> <p>Program Overview</p> <p>Occupational therapists provide specialized rehabilitation services to maintain, restore, or improve the ability of children and adults to perform the occupations of daily life, which may be impaired as a result of illness, injury, congenital or acquired disabilities, or social disadvantage. Occupational therapists focus on adapting the environment or improving the person's skills, to enhance performance in the areas of self-care (eating, dressing, personal hygiene), productivity (household work, employment, school), and leisure activities, thereby improving overall health and quality of life.</p> |

| Master of Occupational Therapy | Master of Occupational Therapy |
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| <p>Admission Requirements</p> <p>Candidates must meet <u>minimum entry requirements</u> established by Graduate and Post-Doctoral Studies.</p> <p>Admission is offered on a competitive basis due to the annual enrolment limits. Admission requirements include:</p> <ul style="list-style-type: none"> • Completion of a recognized baccalaureate degree in any field (<u>equivalent to a UBC 4-year Bachelor's degree in any field, from any accredited post-secondary institution</u>) • Successful completion of the following prerequisites: <ul style="list-style-type: none"> • social sciences (3 credits) • behavioural sciences (3 credits) • human anatomy¹ (3 credits; focus on gross anatomy of musculoskeletal system of upper and lower limbs and trunk. See M.O.T. Admissions for specific course requirements), and • a minimum of 70 hours of volunteer or paid work with individuals with disabilities at no more than two facilities. • <u>Response to a Question requirement</u> • <u>Completion of online assessment (CASPer Test-Computer Based Assessment for Sampling Personal Characteristics)</u> <p>¹A 3-credit course covering the following areas: 1) Upper limbs: bones, joints, muscles, nerves, and blood vessels in the upper limbs of the human body; 2) Lower</p> | <p>Admission Requirements</p> <p>Completion of a recognized baccalaureate degree in any field and the successful completion of the following prerequisites:</p> <ul style="list-style-type: none"> • social sciences (3 credits) • behavioural sciences (3 credits) • human anatomy¹ (3 credits; focus on gross anatomy of musculoskeletal system of upper and lower limbs and trunk. See M.O.T. Admissions for specific course requirements), and • a minimum of 70 hours of volunteer or paid work with individuals with disabilities at no more than two facilities. <p>¹A 3-credit course covering the following areas: 1) Upper limbs: bones, joints, muscles, nerves, and blood vessels in the upper limbs of the human body; 2) Lower</p> |

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| <p>limbs: bones, joints, muscles, nerves, and blood vessels in the lower limbs of the human body; 3) Trunk: bones, joints, muscles, nerves, and blood vessels in the back and thorax of the human body. The Department Head will review course outlines that are not listed on M.O.T. Admissions to evaluate course equivalency.</p> <p>Admission is offered on a competitive basis. The annual enrolment and class size is limited.</p> <p>Primary consideration for admission of domestic applicants is given to residents of British Columbia. Applicants are considered BC residents if they hold a currently valid BC Care Card at the time of application to the program.</p> <p>Applicants who meet the above minimum requirements are eligible for interview consideration. Candidates are selected for interviews based on competitive academic standing in senior-level courses. The interview will comprise of a verbal interview and an examination of written English proficiency. Fulfillment of the minimum requirements, however, does not guarantee an interview.</p> <p>Applicants who would like to be considered for admission to the Master of Occupational Therapy's Northern and Rural Cohort must meet all admissions requirements and must complete a supplementary application form, available to download on the M.O.T Program website. This form is used to assess candidates' suitability for the cohort.</p> | <p>limbs: bones, joints, muscles, nerves, and blood vessels in the lower limbs of the human body; 3) Trunk: bones, joints, muscles, nerves, and blood vessels in the back and thorax of the human body. The Department Head will review course outlines that are not listed on M.O.T. Admissions to evaluate course equivalency.</p> <p>Admission is offered on a competitive basis. The annual enrolment and class size is limited.</p> <p>Primary consideration for admission is given to residents of British Columbia. Applicants are considered BC residents if they hold a currently valid BC Care Card at the time of application to the program.</p> <p>Applicants who meet the above minimum requirements are eligible for interview consideration. Candidates are selected for interviews based on academic standing in senior-level courses. The interview will comprise a verbal interview and an examination of written English proficiency. Fulfillment of the minimum requirements, however, does not guarantee an interview.</p> |
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| <p>Program Requirements</p> <p>....</p> <p>Academic Progress</p> <p>...</p> | <p>Program Requirements</p> <p>...</p> <p>Academic Progress</p> <p>....</p> <p>Type of Action:</p> <ul style="list-style-type: none"> • Calendar Update <p>Rationale for Proposed Change:</p> <p>In May 2019, the Ministries of Health and Advanced Education and Skills Training approved infrastructure funding for the Master of Occupational Therapy Northern and Rural Cohort (MOT-NRC) of UBC in collaboration with the University of Northern British Columbia (UNBC). This initiative is designed to increase recruitment and retention of occupational therapists in northern and rural areas of British Columbia (BC). The MOT-NRC will comprise 8 seats in addition to the 56 seats currently in the MOT program. The students in the MOT-NRC cohort will complete the majority of their clinical fieldwork education in northern and rural communities. UNBC will be the clinical hub for the majority of the MOT-NRC, with support provided to occupational therapists in northern and rural communities through local clinical instructor training, continuing professional development, and mentorship for specific clinical experiences.</p> |
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Letter of Understanding between UBC and UNBC to guide the operations of the MOT Northern and Rural Cohort

In May 2019, the Ministries of Health and Advanced Education and Skills Training approved infrastructure funding for the Master of Occupational Therapy Northern and Rural Cohort (MOT-NRC) of University of British Columbia (UBC) in collaboration with the University of Northern British Columbia (UNBC). This initiative is designed to increase recruitment and retention of occupational therapists in northern and rural areas of British Columbia (BC). The MOT-NRC will comprise 8 seats in addition to the 56 seats currently in the MOT program. The students in the MOT-NRC cohort will complete the majority of their clinical fieldwork education in northern and rural communities. UNBC will be the clinical hub for the majority of the MOT-NRC, with support provided to occupational therapists in northern and rural communities through local clinical instructor training, continuing professional development, and mentorship for specific clinical experiences.

To ensure the continued effective operation of the MOT-NRC the parties agree that governance, human resources, space, finances, student services, and communications will operate as follows.

Governance Structure

The MOT-NRC, is part of the accredited UBC MOT program, under the direction and leadership of the Head, Department of Occupational Science & Occupational Therapy, Faculty of Medicine, UBC. The Northern Medical Program is also part of the UBC Faculty of Medicine and although the sharing of resources with the Northern Medical Program is essential to the success of the MOT-NRC, the MOT-NRC program is autonomous.

At the UNBC site, the MOT-NRC falls within the portfolio of the UBC Faculty of Medicine Regional Associate Dean Northern BC / Associate Vice President, Northern Medical Program, UNBC. The Regional Associate Dean is responsible for providing strategic regional leadership for the UBC Faculty of Medicine and, working with the UBC Head of the Department of Occupational Science & Occupational Therapy, will facilitate the relationships between the UBC Department of Occupational Science & Occupational Therapy, UNBC and Northern Health Authority on matters related to the MOT-NRC.

The UBC Department of Occupational Science & Occupational Therapy MOT-NRC Coordinator of Fieldwork Education will be physically located at UNBC. This Coordinator is responsible for the day-to-day operations of the UNBC portion of the MOT-NRC, for fieldwork education based at UNBC, and for developing the clinical capacity in occupational therapy fieldwork in northern and rural communities. The Selection Committee for the Coordinator of Fieldwork Education, MOT-NRC, includes representation from UNBC, the occupational therapy community in northern BC, and the UBC Department of Occupational Science & Occupational Therapy. The Coordinator of Fieldwork Education for the MOT-NRC will be employed by UBC and reports to the Head, Department of Occupational Science & Occupational Therapy, UBC. The Coordinator will hold a UBC appointment and an affiliate appointment



Letter of Understanding between UBC and UNBC to guide the operations of the MOT Northern and Rural Cohort

at UNBC. This affiliate appointment will facilitate program operations and foster communication between the partners in the MOT-NRC.

The organizational structure will include a Joint Institutional Steering Committee and three committees that provide operational input and direction to the MOT-NRC including: (1) the MOT-NRC Implementation Committee, (2) the MOT-NRC Fieldwork Advisory Subcommittee, and (3) the MOT-NRC Admissions Advisory Subcommittee.

Joint Institutional Steering Committee for the MOT-NRC

During the development and implementation phase there will be a Joint Institutional Steering Committee for the MOT-NRC that advises the UBC Dean of the Faculty of Medicine and the UNBC Provost and Vice-President Academic. The Steering Committee will provide support and guidance to the MOT-NRC including identification of adequate resourcing to implement curricular components. The steering committee will develop a framework for collaboration between UBC and UNBC to facilitate overall management involving both Institutions with respect to the MOT-NRC.

MOT-NRC Implementation Committee

This committee will provide operational planning and implementation of the MOT-NRC during the development phase and reports to the steering committee. This committee will be co-chaired by the UBC Head of the Department of Occupational Science and Occupational Therapy and the UBC Northern Regional Associate Dean. The committee will provide information to assist the department head regarding resource allocation requirements for the MOT-NRC.

MOT-NRC Fieldwork Advisory Subcommittee:

This committee will provide guidance and support to the MOT-NRC Coordinator of Fieldwork Education, and the UBC Associate Head Fieldwork Education related to offering quality student placements in northern and rural communities, advising on fieldwork supervisor education, and offering fieldwork opportunities. This committee will be chaired by the Associate Head, Fieldwork Education, in the UBC Department of Occupational Science and Occupational Therapy.

MOT-NRC Admissions Subcommittee:

This committee will review and provide assessment of the MOT-NRC applications to the UBC Department of Occupational Science & Occupational Therapy, MOT Admissions Committee as well as participate in admissions interviews. This committee will be co-chaired by the MOT-NRC Coordinator of Fieldwork Education and the Associate Department Head, Department of Occupational Science and Occupational Therapy.



Letter of Understanding between UBC and UNBC to guide the operations of the MOT Northern and Rural Cohort

Human Resources

All faculty members report to the UBC Head of the Department of Occupational Science & Occupational Therapy, are employees of UBC, with terms and conditions of employment determined by the UBC Faculty Collective Agreement. Faculty are subject to UBC and Faculty of Medicine policies and procedures.

All administrative staff members report to the Administrative Director of the UBC Northern Medical Program, are employees of UNBC, with terms and conditions of employment determined by UNBC collective agreements and are subject to UNBC and UBC Northern Medical Program policies and procedures.

Space

The availability of seminar room space, video-conferencing enabled for broadcasting and receiving, for local teaching and distance learning needs is critically important for the development of the MOT-NRC educational program in northern BC. The seminar room is supported by UBC MEDIT through its established relationships with UNBC IT.

Office space for the MOT-NRC Coordinator of Fieldwork Education and MOT-NRC Administrative Assistant will be located on the UNBC campus. Ideally the Administrative Assistant will be co-located with other UBC Northern Medical Program staff and this might be shared space.

Finance

UBC receives funds annually from the BC Government for the MOT program which includes the MOT-NRC.

The Head of the Department of Occupational Science and Occupational Therapy has authority delegated by the UBC Dean of the Faculty of Medicine, over the departmental budget and resource allocations. The UBC Department of Occupational Science and Occupational Therapy is responsible for transferring funds to UNBC upon receipt of a quarterly invoice from UNBC. Signing authority at UNBC will be granted to MOT-NRC Coordinator of Fieldwork Education and the Senior Administrative Manager for varying amounts, according to UNBC financial policy. The Regional Associate Dean will provide the one-over signing authority at UNBC.



Letter of Understanding between UBC and UNBC to guide the operations of the MOT Northern and Rural Cohort

At UNBC, the MOT-NRC Administrative Assistant is responsible for managing day-to-day financial processing, with oversight by the UNBC Northern Medical Program Finance Manager. The Northern Medical Program Finance Manager is responsible for financial reporting to the UBC Department of Occupational Science & Occupational Therapy, minimally on a quarterly basis.

The implementation of the MOT-NRC will involve financial collaboration between UBC and UNBC. Under the terms of the agreement of the funding received from the provincial government, funds for the MOT-NRC will be spent on increasing the capacity for fieldwork education and supporting the overall educational mandate of the MOT program in northern and rural BC. UNBC is an integral partner in the delivery of occupational therapy education in northern and rural BC. Administration of the budget for operational needs at UNBC will follow UNBC financial policies and processes.

There may be opportunities for joint fundraising between UNBC and UBC for the MOT-NRC. The UNBC and UBC FoM Development/Advancement Officers will work in collaboration to establish guidelines for fundraising and to pursue fundraising initiatives deemed important by both organizations.

Student Services

MOT-NRC students are UBC students and not registered as UNBC students. However, UNBC will grant affiliate status to NRC students, allowing access to services as per existing processes with UNBC.

Communications

The website is an important service for student recruitment and support. UNBC and UBC agree to use the following wording of both websites: *UBC Northern and Rural Cohort – a collaboration between UBC and UNBC*. Posting of MOT-NRC information on either website will be vetted by the Head of the Department of Occupational Science & Occupational Therapy and the Regional Associate Dean, Northern Medical Program, UNBC, prior to posting.

Press releases and media relations are a joint responsibility. The pertinent Departments at UBC and UNBC are expected to work collaboratively with each other on any such releases.

TERM AND TERMINATION

This Agreement will come into effect upon execution and will continue to be in effect unless terminated in accordance with this Agreement.



THE UNIVERSITY OF BRITISH COLUMBIA



Letter of Understanding between UBC and UNBC to guide the operations of the MOT Northern and Rural Cohort

The Institutions agree to engage in a joint review of the Agreement after the program has been in effect for thirty (30) months.

The parties may amend this Agreement by mutual agreement at any time. No amendment or modification to this Agreement will be effective unless it is in writing and duly executed by the parties.

Either Institution may terminate the Agreement at any time on the provision of at least six (6) months' written notice to the other Institution. On the provision of notice under this section the Institutions shall cease recruitment and admissions activities to the MOT-NRC cohort.

Despite termination of the Agreement the Institutions agree to continue to provide training as contemplated in this Agreement for a period of a maximum of 25 months to any MOT-NRC cohort students actively engaged in training at the time of termination.

Upon termination, the Agreement shall be of no further force or effect except that neither party shall be released from any obligation that has accrued up to the date of termination including the obligation to continue to provide training as described above.

Notice of termination shall be in writing and shall be deemed to have been duly given and received either (a) on the day of delivery, if delivered to the receiving party at:

If to UBC, to:

The University of British Columbia
6328 Memorial Road
Vancouver, British Columbia
V6T 1Z2
Attention: The President
Facsimile: (604) 822-5055

And:

The University of British Columbia
2194 Health Sciences Mall
Vancouver, British Columbia
V6T 1Z3
Attention: Dean, Faculty of Medicine
Facsimile: (604) 822-8017

If to UNBC, to:

University of Northern British Columbia



THE UNIVERSITY OF BRITISH COLUMBIA



Letter of Understanding between UBC and UNBC to guide the operations of the MOT Northern and Rural Cohort

3333 University Way
 Prince George, British Columbia
 V2N 4Z9
 Attention: The President
 Facsimile: (250) 960-7301

or such other address as each party may designate in writing to the other party for this purpose.

IN WITNESS WHEREOF, Parties hereto caused Agreement to be signed by their proper officers duly authorized their behalf.

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| SIGNED FOR ON BEHALF OF THE UNIVERSITY OF BRITISH COLUMBIA | SIGNED FOR ON BEHALF OF THE UNIVERSITY OF BRITISH COLUMBIA |
| By: Title: Date: | By: Title: Date: |
| SIGNED FOR ON BEHALF OF THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA | SIGNED FOR ON BEHALF OF THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA |
| By: Title: Date: | By: Title: Date: |



UBC Admission Proposal Form Change to Course or Program

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| Faculty: Medicine Department: Physical Therapy Faculty Approval Date: Effective Session (W or S): Winter Effective Academic Year: 2020 | Date: July 2, 2019 Contact Person: Andrea Hardaker Phone: (604) 822-7771 Email: andrea.hardaker@ubc.ca |
| <p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>Program Overview</p> <p>Physical therapists specialize in the assessment and treatment related to movement. Common movement disorders result from impairment of the neuromuscular, musculoskeletal, respiratory or cardiovascular systems. Following assessment of their clients, physical therapists often use physical agents such as therapeutic exercise, heat, cold, and electrical stimulation to increase muscle strength and function, reduce pain, promote general health and fitness, and prevent disability. As specialists in movement dysfunction, physical therapists also provide expertise in human mobility, carefully analyzing gait patterns and prescribing treatment regimens or devices (such as braces, crutches, or wheelchairs) to enable clients to move independently through their environments.</p> <p>Master of Physical Therapy Distributed Program</p> <p>The Master of Physical Therapy offers a distributed program involving 100 students at geographically separated campuses; the Master of Physical</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1215 </p> <p>Present Calendar Entry:</p> <p>Program Overview</p> <p>Physical therapists specialize in the assessment and treatment related to movement. Common movement disorders result from impairment of the neuromuscular, musculoskeletal, respiratory or cardiovascular systems. Following assessment of their clients, physical therapists often use physical agents such as therapeutic exercise, heat, cold, and electrical stimulation to increase muscle strength and function, reduce pain, promote general health and fitness, and prevent disability. As specialists in movement dysfunction, physical therapists also provide expertise in human mobility, carefully analyzing gait patterns and prescribing treatment regimens or devices (such as braces, crutches, or wheelchairs) to enable clients to move independently through their environments.</p> |



Therapy- North cohort located at the University of Northern British Columbia and the Master of Physical Therapy- Vancouver cohort located at UBC's Point Grey Campus in Vancouver.

The M.P.T. degree provides the professional education necessary to obtain a license to practice physical therapy. It differs from the advanced or research [M.Sc. in Rehabilitation Sciences](#), which prepares practitioners with advanced research skills and requires completion and defense of a thesis

Master of Physical Therapy

Admission Requirements

Candidates must meet [minimum entry requirements](#) established by Graduate and Post-Doctoral Studies

Admission is offered on a competitive basis. The annual enrolment and class size are limited.

Admission requirements include:

Completion of a recognized bachelor's degree in any field and the successful completion of the following prerequisites:

- 3 credits of any university level Physics
*,
- ENGL 112 (or equivalent);
- Human Anatomy (3 credits; UBC CAPS 391 or equivalent);
- Human Physiology (6 credits; UBC CAPS 301 or equivalent);
- Psychology (3 credits or equivalent);
- Statistics (3 credits or equivalent).

*This requirement can also be fulfilled by Physics 12

The M.P.T. degree provides the professional education necessary to obtain a license to practice physical therapy. It differs from the advanced or research [M.Sc. in Rehabilitation Sciences](#), which prepares practitioners with advanced research skills and requires completion and defense of a thesis

Master of Physical Therapy

Admission Requirements

Candidates must meet [minimum entry requirements](#) established by Graduate and Post-Doctoral Studies

Admission is offered on a competitive basis. The annual enrolment and class size are limited.

Admission requirements include:

Completion of a recognized bachelor's degree in any field and the successful completion of the following prerequisites:

- 3 credits of any university level Physics
*,
- ENGL 112 (or equivalent);
- Human Anatomy (3 credits; UBC CAPS 391 or equivalent);
- Human Physiology (6 credits; UBC CAPS 301 or equivalent);
- Psychology (3 credits or equivalent);
- Statistics (3 credits or equivalent).

*This requirement can also be fulfilled by Physics 12



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(or out of province equivalent Grade 12 Physics)

An academic standing of at least 72% (B) final mark is required in each pre-requisite course.

Academic standing of at least 76% (B+) average in senior-level courses (300- and 400-level).

All applicants must complete the Computer-based Assessment for Sampling Personal Characteristics (CASPer) as part of the admission process and request results be sent to the UBC Department of Physical Therapy. Information and online registration are available on the CASPer website. CASPer results are valid for one year. Applicants who completed the assessment in previous years must retake it for the current application cycle.

A minimum of 70 hours of volunteer or paid work that includes direct contact involving interaction with persons with cognitive, emotional, or physical disabilities at no more than two facilities.

Applicants who would like to be considered for admission to the distributed Master of Physical Therapy- North Cohort at the University of Northern British Columbia must complete two supplementary application forms, available to download on the M.P.T Program website: the rural suitability form and the lived experiences form. These forms are used to assess candidates' suitability for the distributed cohort. Applicants to the Master of Physical Therapy- North cohort must meet all other

(or out of province equivalent Grade 12 Physics)

An academic standing of at least 72% (B) final mark is required in each pre-requisite course.

Academic standing of at least 76% (B+) average in senior-level courses (300- and 400-level).

A minimum of 70 hours of volunteer or paid work that includes direct contact involving interaction with persons with cognitive, emotional, or physical disabilities at no more than two facilities.



admissions requirements.

Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of English language proficiency prior to admission. For more information, refer to the Faculty of Graduate and Postdoctoral Studies' entry in the Academic Calendar regarding [English Language Proficiency Requirements](#). Required minimum English language proficiency scores for admission to the program are:

- TOEFL: 100 (iBT)
- MELAB: overall 85
- IELTS (Academic): overall 7.5, with a minimum score of 7.0 in each component
- CAEL: overall 80
- PTE (Academic): overall 70
- CELPIP (Academic): 4L

See [program website](#) for additional information on admission.

Primary consideration for admission is given to residents of British Columbia.

Applicants who meet the above minimum requirements are eligible for interview consideration. Candidates are selected for interview based on their academic standing in the last 30 senior-level credits plus the prerequisite courses. The interviews are in multi-mini interview format. Fulfilment of the minimum requirements does not guarantee an interview.

Program Requirements

Students must successfully complete all academic

Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of English language proficiency prior to ~~being extended an offer of~~ admission. For more information, refer to the Faculty of Graduate and Postdoctoral Studies' entry in the Academic Calendar regarding [English Language Proficiency Requirements](#). Required minimum English language proficiency scores for admission to the program are:

- TOEFL: 100 (iBT)
- MELAB: overall 85
- IELTS (Academic): overall 7.5, with a minimum score of 7.0 in each component
- CAEL: overall 80
- PTE (Academic): overall 70
- CELPIP (Academic): 4L

See [program website](#) for additional information on admission.

Primary consideration for admission is given to residents of British Columbia.

Applicants who meet the above minimum requirements are eligible for interview consideration. Candidates are selected for interview based on their academic standing in the last 30 senior-level credits plus the prerequisite courses. The interviews are in multi-mini interview format. Fulfilment of the minimum requirements does not guarantee an interview.

Program Requirements

Students must successfully complete all academic



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| <p>requirements (83 credits of coursework):</p> <ul style="list-style-type: none"> • ANAT 392 • RHSC 420 • PHTH 511, 514, 516, 517, 521, 524, 526, 527, 528, 531, 534, 538, 544, 545, 546, 548, 552, 554, 558, 564, 565, 566, 574, and 576 • Clinical Education Requirements | <p>requirements (83 credits of coursework):</p> <ul style="list-style-type: none"> • ANAT 392 • RHSC 420 • PHTH 511, 514, 516, 517, 521, 524, 526, 527, 528, 531, 534, 538, 544, 545, 546, 548, 552, 554, 558, 564, 565, 566, 574, and 576 • Clinical Education Requirements <p>Type of Action: Calendar update</p> <p>Rationale: The Ministries of Health and Advanced Education & Skills Training are providing funding to develop the UBC Faculty of Medicine Master of Physical Therapy – Northern (“MPT-N”) program, a fully distributed academic program of the UBC Master of Physical Therapy (“MPT”) program –to increase recruitment and retention of physiotherapists in northern and rural areas of BC. The MPT-N program will operate out of UNBC facilities to allow MPT-N students to complete their academic education and the majority of their clinical education in northern and rural communities.</p> |
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MEMORANDUM OF AGREEMENT

BETWEEN:

THE UNIVERSITY OF BRITISH COLUMBIA

(“UBC”)

AND:

THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA

(“UNBC”)

(collectively the “Institutions”)

WHEREAS:

1. The Ministries of Health and Advanced Education & Skills Training are providing funding to develop the UBC Faculty of Medicine (“FoM”) Master of Physical Therapy – Northern (“MPT-N”) program, a fully distributed academic program of the UBC Master of Physical Therapy (“MPT”) program –to increase recruitment and retention of physiotherapists in northern and rural areas of BC; and
2. The MPT-N program will operate out of UNBC facilities to allow MPT-N students to complete their academic education and the majority of their clinical education in northern and rural communities.; and
3. The FoM Northern Medical Program (“NMP”) currently operates out of UNBC subject to a separate Affiliation Agreement between the Institutions.

THEREFORE, the Institutions hereby agree to the following:

1.0 UNIVERSITY AND ACCREDITATION APPROVALS

- 1.1 The Institutions wish to begin the MPT-N program in August 2020 with 20 seats in the program.
- 1.2 The establishment of the MPT-N program is contingent upon accreditation by the Physiotherapy Education Accreditation Canada (“PEAC”) as a distributed education site of the UBC MPT program. In the event the MPT-N is not accredited as a distributed education site of the UBC



MPT program the MPT-N program will not be established at this time. UBC will diligently seek accreditation from PEAC of the MPT-N as a distributed education site of the UBC MPT program.

- 1.3 In addition, the establishment of the MPT-N program as a distributed education site of the UBC MPT program is contingent upon and subject to the approval of the UBC Senate and authorization by the UBC Board of Governors to the Faculty of Medicine to increase enrollment of Physical Therapy students from the current 80 students per year (which includes 20 students in the Northern & Rural Cohort) to 80 students per year in Vancouver and 20 students per year in the MPT-N program.
- 1.4 The establishment of the MPT-N program as a distributed education site of the UBC MPT program is contingent upon and subject to the approval of UNBC Senate and authorization of the UNBC Board of Governors.
- 1.5 The Institutions agree to diligently seek approval of the respective Senate bodies and Boards of Governance to establish the MPT-N program. In the event approval is not granted by one or more governing bodies the MPT-N program will not be established at this time.

2.0 GOVERNANCE STRUCTURE

- 2.1 The NMP and the MPT-N program are autonomous programs that will share resources essential to the success of the MPT-N program.
- 2.2 The MPT-N program, as part of the accredited UBC MPT program, is under the direction and leadership of the Head, UBC Department of Physical Therapy who reports to the Dean, FoM, and reports to the Executive Associate Dean, Education, FoM (EADE) for education matters.
- 2.3 The MPT-N program falls within the portfolio of the UBC FoM Regional Associate Dean, Northern BC / Associate Vice President, NMP, UNBC (RAD/AVP- NMP) who is responsible for providing strategic regional leadership for the FoM. The RAD/AVP-NMP will work with the Head of the Department of Physical Therapy, to facilitate the relationships between the UBC Department of Physical Therapy, UNBC and the Northern Health Authority (NHA) on matters related to the MPT-N program.
- 2.4 There will be a designated MPT-N Site Lead, Academic and an MPT-N Site Lead Clinical (collectively "Site Leads"). The Site Leads are the local co-leaders for the MPT-N program. The Site Leads report to the Head of the Department of Physical Therapy for all academic and clinical matters relating to the MPT-N program.

3.0 FACULTY

- 3.1 Faculty will be recruited at both UBC and UNBC to the MPT-N program. Faculty will hold primary appointments at either UBC or at UNBC.



- 3.2 All UBC faculty appointees will have affiliate faculty appointments at UNBC. All UNBC faculty appointees teaching in the MPT-N program will have affiliate appointments at UBC with clear teaching, educational mission and leadership expectations and performance standards for the UBC Faculty of Medicine.
- 3.3 The UBC affiliate faculty appointment is subject to the approval of the UBC Board of Governors and the FoM policy governing affiliate faculty appointments (“Affiliate Faculty Policy”). UBC will diligently move the Affiliate Faculty Policy, currently in draft form and attached to this Agreement, through the FoM and UBC processes for Senate approval.
- 3.4 The UNBC affiliate faculty appointment is subject to the approval of the UNBC Board of Governors and the UNBC Policy for Affiliate Faculty Appointments for UBC Faculty.
- 3.5 Initially the program will be staffed with three tenure stream faculty appointees who will be located at the UNBC site. One faculty member will be the MPT-N Site Lead, Academic, and one faculty member will be the MPT-N Site Lead, Clinical. The third faculty member will be a researcher.
- 3.6 The Site Lead, Academic is responsible for the day-to-day operations of the academic portion of the MPT-N program and the MPT-N Site Lead, Clinical is responsible for the management of the clinical education program, which includes ensuring clinical capacity in physical therapy for clinical placements in northern and rural communities.
- 3.7 All individuals who teach students in the academic portion of the MPT-N program for 20 hours per year or more must hold and maintain a faculty appointment at UBC. The UBC appointment may be of any type (such as academic part-time, clinical, adjunct, affiliate) and of any rank.
- 3.8 All faculty members who hold either a UBC and/or UNBC appointment and who formally participate in MPT-N program teaching activities are accountable to the Dean of the UBC FoM, through the Department Head, Physical Therapy, with respect to their teaching contributions to the MPT-N program.
- 3.9 Terms and conditions of employment of faculty members in the MPT-N program who have their primary appointment at UNBC are governed by the collective agreement that UNBC has negotiated with the UNBC Faculty Association (“UNBC Collective Agreement”).
- 3.10 Terms and conditions of employment for UBC faculty members, other than Clinical Faculty members, are governed by the collective agreement between the Faculty Association and UBC (“UBC Collective Agreement”). UBC faculty members will be paid by UBC, and will receive merit awards and other annual increases as appropriate from UBC. All UBC faculty, including Clinical Faculty appointees, are bound by all UBC and FOM policies.
- 3.11 Terms and conditions of service for UBC Clinical Faculty members are set out in the contract between the Clinical Faculty member and UBC.
- 3.12 The Selection Committee for MPT-N faculty positions will include representation from both UBC and UNBC and the physical therapy community in northern BC.
- 3.13 Faculty members teaching in the MPT-N program, whose primary appointment is at UNBC will be subject to applicable tenure and promotion and merit processes provided by the UNBC Collective Agreement. UNBC will request from the Department Head, Physical



Therapy, a formal review of the educational contribution of the individual to the MPT-N program, and such formal review must be included in UNBC's overall review of the individual in respect of promotion and tenure decisions.

- 3.14 UBC will review the affiliate faculty appointee for other (i.e. research) contributions if requested by UNBC. UNBC agrees that all individuals who have affiliate faculty appointments in the UBC Faculty of Medicine and who hold their primary appointment at UNBC will be formally reviewed at least annually for their contribution to the MPT-N program by the UBC Physical Therapy Department Head.
- 3.15 When an individual holds a primary appointment at UBC and an affiliate faculty appointment at UNBC in the MPT-N program, UBC will request from the RAD/AVP- a formal review on behalf of UNBC of the educational contribution of the individual to the MPT-N program and such formal review must be included in UBC's overall review of the individual in respect of promotion and tenure decisions.

4.0 STAFFING

- 4.1 UNBC will employ an Administration Manager, IT, Program and Classroom Support and other administration staff required to support the MPT-N program at the UNBC site.
- 4.2 All administrative staff members will be employees of UNBC, whose terms and conditions of employment are governed by UNBC collective agreements and who will be paid by UNBC. UBC will make lump-sum quarterly transfers to UNBC equivalent to the costs associated with wages and benefits for these employees. UBC will pay progression through each salary grade, but UNBC will be responsible for GWI. All UNBC employees are bound by UNBC policies.
- 4.3 Administrative staff members report to the MPT-N Administration Manager, who reports to the Administrative Director, NMP.

5.0 COMMITTEES

- 5.1 Three committees with membership from UBC and UNBC will be established to assist with the development and operation of the MPT-N program.

5.2 Steering Committee

The Steering Committee is a joint institutional advisory committee to the Dean FoM and the Provost and Vice-President Academic, UNBC. The Steering Committee will:

- Provide support, guidance and advice for the MPT-N program including identification of adequate resourcing to implement curricular components.
- Advise the Head of the Department of Physical Therapy on budget allocation and distribution for the MPT-N program including capital and equipment expenditures. The Head of the Department of Physical Therapy has authority delegated by the Dean, Faculty of Medicine, over the departmental budget.



- Develop a framework for collaboration between UBC and UNBC to facilitate management of issues and activities involving both Institutions with respect to the MPT-N Program.

5.3 MPT-N Implementation Committee

The Implementation Committee will serve during the period when the MPT-N is being developed, as a temporary advisory body to the Department Head, Physical Therapy. The committee will advise on the establishment or modification of policies and guidelines governing the operations and processes in the MPT-N within the framework of collaboration developed by the Steering Committee, including but not limited to overall functioning of the MPT-N program, program evaluation, quality assurance, future planning, curriculum and accreditation.

5.4 MPT-N Admissions Subcommittee

The Admissions Subcommittee will review applications to the MPT-N program and will provide recommendations for admission to the UBC Department of Physical Therapy Admissions Committee.

6.0 ACADEMIC PROGRAM

6.1 UBC is responsible for the academic program for students in the UBC Department of Physical Therapy and shall, without limiting the generality of the foregoing:

- be responsible for and have authority over the curriculum of studies for the MPT program in both locations;
- provide adequate schedules to UNBC through appropriate liaison regarding dates of instruction and objectives of placements;
- assign to learning activities only those students who have met the admission and promotion requirements of UBC and who continue to meet those standards;
- assign to learning activities only those students who meet the health requirements of UBC and UNBC.

6.2 UBC will fulfill all terms required by PEAC to obtain and maintain the distributed education site accreditation for the MPT-N program including, but not limited to establishing and maintaining:

- the same educational objectives and equivalent education programs as the MPT program;
- a common curriculum based on same curricular principles, structure and objectives;
- a common assessment process, and common policies for the determination of grades;



- identical course duration or clinical placement length, unless a compelling reason exists for varying the length of the experience.
- a single educational track for MPT and MPT-N students

6.3 As curriculum changes and develops, the curriculum will continue to be common across geographic sites by means of the implementation of all substantial changes at each geographic site. The MPT-N program and the MPT program will each reflect the distinctive geographic and community context in which it is delivered. Such distinctiveness will be expressed through the type or background of the patients who are involved in the curriculum, characteristics of facilities where clinical placement sites are developed and the particular flavor of the socio-economic issues in the different communities.

6.4 Curriculum and program reports, recommendations and approved changes are developed and considered by the MPT Curriculum Committee. The terms of reference and membership of the MPT curriculum committees will be changed to incorporate representation from UNBC, who will participate in program evaluation and curriculum revision.

6.5 MPT program expansion budget resources will be allocated to support the evaluation of the MPT-N program.

6.6 UBC is responsible for assessing the academic performance of all students in the UBC Faculty of Medicine and determining whether a student should be promoted to the subsequent year(s) of the program.

7.0 PROGRAM REVIEW

- 7.1 UNBC agrees to participate in all program evaluation activities, including the Physiotherapy Education Accreditation Canada accreditation processes.
- 7.2 UBC will share program evaluation indicators of the MPT-N program with UNBC.
- 7.3 The Institutions will address issues relating to the UBC and UNBC faculty teaching in the MPT-N program that are identified through the program evaluation process, and will participate in ongoing review of such issues.

8.0 CURRICULUM OWNERSHIP

- 8.1 For the purposes of this Agreement, the "Curriculum" is the plan for student learning that is implemented in the MPT program in accordance with its accreditation requirements. "Content" is comprised of the educational materials that are used by teachers to implement the Curriculum. The Content may include original works of a literary, artistic, or other nature or derivations of such original works.
- 8.2 The Curriculum and Content, whether or not capable of copyright or other intellectual property protection (including enhancements, compilations and translations), is and will



continue to be the sole property of UBC, and UNBC will not assert any right, title, or interest in or to the Curriculum or Content.

9.0 SPACE & EQUIPMENT

- 9.1 Dedicated space at UNBC is critical for the development of physiotherapy training at UNBC. Details of space requirements have been included as Appendix 1, and include academic, research and administrative space. Teaching (academic) spaces will be fully equipped with physiotherapy teaching equipment including plinths (assessment and treatment tables), anatomical models, electrotherapy equipment and exercise equipment. Teaching space will be video-conferencing enabled for broadcasting and receiving, to allow distribution of the academic program between UBC and UNBC as well as continuing professional development of the local and northern BC physiotherapy community, meetings and student activities. The funds for technology-enabled spaces for the PT & OT program expansions have been identified in the expansion proposal submission to government, and will be identified as a separate funding line item and included in the UNBC business case for renovation and equipment in the North. UBC will take full responsibility for identifying, designing, procuring and implementing the technologies covered under these funding line items. UBC will consult with UNBC's Information technology managers and where possible, align standards and approaches with UNBC practices so long as full interoperability with UBC provincial systems is maintained. UBC's management of the technology-enabled learning portion of these funding lines will ensure that the systems implemented are fully compatible with the existing UBC provincial AV/IT technology infrastructure. Ongoing support of the equipment also needs to be provided according to UBC's standards in order to ensure full interoperability with UBC provincial systems.
- 9.2 UBC will directly manage the disbursement of the technology-enabled learning portion of these funding lines and will procure all required technology goods and services and transfer costs through to UNBC without markup. UBC will leverage existing standing offers for procurement when appropriate. UBC will invoice UNBC for costs incurred at a minimum of once per year with more frequent invoices if required. Ownership of the technology systems as implemented will reside with UNBC and UNBC will renew the equipment in order to maintain full compatibility with the existing UBC provincial AV/IT technology infrastructure. Funds for renewal will be included in the MPT-N annual operating budget. UBC's current standard for renewal of video conference equipment is to renew every eight years.
- 9.3 UNBC agrees to provide for the MPT-N program access to existing suitable student facilities, cafeteria and other facilities for faculty members, affiliate faculty members, students and staff that are equivalent to those provided for UNBC faculty members, students and staff.
- 9.4 UNBC agrees to provide reasonable access to such institutional and administrative areas of the Dr Donald Rix Northern Health Sciences Centre academic areas as are selected by UNBC and UBC for learning activities of MPT-N students, or for their orientation and professional



development. In addition to dedicated space, the MPT-N program will, in a spirit of collaboration, share existing and future NMP resources, including lecture theatres and PBL rooms.

- 9.5 Equipment (teaching, research) is also an integral part of the MPT training program at UNBC. Equipment needs are expected to evolve over time. Significant equipment purchases will be endorsed by the Northern Steering Committee and purchase recommended as part of the annual operating budget of the MPT-N program. Equipment for the MPT-N program will be specified by the MPT program and will be installed, maintained, inventoried and insured by UNBC. The MPT-N program will have priority use, but in a spirit of collaboration, will allow other uses based on available capacity.

10.0 FINANCE

- 10.1 UBC and UNBC recognize that funding for the MPT Program (including the MPT-N program) is provided annually by the Province of British Columbia to UBC.
- 10.2 The Head of the Department of Physical Therapy is responsible for the budget, and will consult with the Steering Committee. UBC Department of Physical Therapy is responsible for transferring funds to UNBC on a quarterly basis to provide the annual operating budget for the MPT-N program. Signing authority will be granted to MPT-N Site Lead, Academic, the MPT-N Site Lead, Clinical and the Administrative Director (NMP) for varying amounts, according to UBC financial policy if UBC employees, or UNBC financial policy, if UNBC employees. The RAD/AVP NMP, UNBC will provide the one-over signing authority at UNBC.
- 10.3 The MPT-N Administration Manager is responsible for managing day-to-day financial processing. The MPT-N Administration Manager is responsible for the financial reporting to the Department of Physical Therapy, minimally on a quarterly basis.
- 10.4 There may be opportunities for joint fundraising between UNBC and UBC for the MPT-N program. The UNBC and UBC FoM Development Offices will work in collaboration with the Northern Steering Committee to establish guidelines for fundraising and to pursue fundraising initiatives deemed important by both organizations.

11.0 STUDENT SERVICES

- 11.1 MPT-N students will be registered as UBC students in the same manner as other UBC students and will have full access to campus, library and athletic recreational resources at UBC, as well as financial, counseling and academic support services from UBC, regardless of their geographic site. MPT-N students are subject to all UBC and FOM policies and procedures.



- 11.2 UNBC will confer affiliate UNBC student status on MPT-N Students entitling them to all academic and campus services afforded to UNBC students.
- 11.3 UNBC's policies respecting campus conduct, campus activities and access to campus resources will govern MPT-N students when they are on UNBC campus.
- 11.4 Student fees (outside of tuition) are quoted for students remaining at the Point Grey site for the 2 years of their education but can be considered an estimate of fees for those students in the MPT-N program. Students in the MPT-N program will be charged the respective UNBC student fees and will either be exempt from or compensated for the UBC student fees from which they will not benefit. MPT-N students will have access to student representation and services (i.e. UNBC student society, health services, athletics) at UNBC. All student fees will be collected by UBC.

12.0 COMMUNICATIONS

- 12.1 The website is an important service for student recruitment and support. UNBC and UBC agree to use the following wording of both websites – “MPT-N program – a collaboration between UBC and UNBC”. Posting of MPT-N program information on either website will be vetted by the Head, Department of Physical Therapy and the Associate Vice President, Northern Medical Program, UNBC, prior to posting.
- 12.2 Press releases and media relations are a joint responsibility. The pertinent Departments at UBC and UNBC are expected to work collaboratively with each other.

13.0 TERM AND TERMINATION

- 13.1 This Agreement will come into effect upon execution and will continue to be in effect unless terminated in accordance with this Agreement.
- 13.2 The Institutions agree to engage in a joint review of the Agreement after the program has been in effect for eighteen (18) months.
- 13.3 The parties may amend this Agreement by mutual agreement at any time. No amendment or modification to this Agreement will be effective unless it is in writing and duly executed by the parties.
- 13.4 Either Institution may terminate the Agreement at any time on the provision of at least six (6) months' written notice to the other Institution. On the provision of notice under this section the Institutions shall cease recruitment and admissions activities in the Program.
- 13.5 Despite termination of the Agreement the Institutions agree to continue to provide training as contemplated in this Agreement for a period of a maximum of 25 months to any MPT-N cohort students actively engaged in training at the time of termination.
- 13.6 Upon termination, the Agreement shall be of no further force or effect except that neither party shall be released from any obligation that has accrued up to the date of termination including the obligation to continue to provide training as described above.



13.7 Notice of termination shall be in writing and shall be deemed to have been duly given and received either (a) on the day of delivery, if delivered to the receiving party at:

If to UBC, to:

The University of British Columbia
6328 Memorial Road
Vancouver, British Columbia
V6T 1Z2
Attention: The President
Facsimile: (604) 822-5055

And:

The University of British Columbia
2194 Health Sciences Mall
Vancouver, British Columbia
V6T 1Z3
Attention: Dean, Faculty of Medicine
Facsimile: (604) 822-8017

If to UNBC, to:

University of Northern British Columbia
3333 University Way
Prince George, British Columbia
V2N 4Z9
Attention: The President
Facsimile: (250) 960-7301

or such other address as each party may designate in writing to the other party for this purpose.

IN WITNESS WHEREOF, Parties hereto caused Agreement to be signed by their proper officers duly authorized their behalf.



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| SIGNED FOR ON BEHALF OF THE UNIVERSITY OF BRITISH COLUMBIA | SIGNED FOR ON BEHALF OF THE UNIVERSITY OF BRITISH COLUMBIA |
| By: | By: |
| Title: | Title: |
| Date: | Date: |
| SIGNED FOR ON BEHALF OF THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA | SIGNED FOR ON BEHALF OF THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA |
| By: | By: |
| Title: | Title: |
| Date: | Date: |

APPENDIX A

| | |
|---------------------|---|
| Title: | POLICY REGARDING THE UBC FACULTY OF MEDICINE EDUCATION PROGRAMS AND AFFILIATE FACULTY MEMBERS (DRAFT) |
| Approved: | |
| Approved By: | TBA BY FACULTY EXECUTIVE AND UBC SENATE |
| Audience: | All Faculty of Medicine affiliate faculty members |
| Purpose: | To establish standards for the appointment, reappointment, promotion and termination of appointment of affiliate faculty members, as well as the rights, roles and responsibilities of the UBC Faculty of Medicine and affiliate faculty members. |
| Contact: | Dean's Office Faculty Affairs |

1. Introduction

This document establishes the policy of the Faculty of Medicine at the University of British Columbia with regard to its affiliate faculty members concerning:

- a) appointments, reappointments, promotions and termination of appointment
- b) rights, roles and responsibilities of the UBC Faculty of Medicine and affiliate faculty members.

The Dean of the UBC Faculty of Medicine has the formal authority to assign all education duties in the MD Undergraduate Program. If the Dean wishes, he/she may delegate the authority for assignment of education duties.

Furthermore, in all cases, the Dean of the UBC Faculty of Medicine has final authority regarding the recommendations to the Board of Governors for any and every appointment in the UBC Faculty of Medicine.

Affiliate faculty members are individuals with faculty appointments at collaborating Universities (i.e. UNBC or UVic) who are invited to provide education services to the UBC Faculty of Medicine MD Undergraduate

Faculty of Medicine

Policies & Guidelines

Programs (“**Education Services**”). Upon their agreement to provide **Education Services**, **affiliate faculty members will be appointed as an affiliate faculty member in a relevant department in the UBC Faculty of Medicine and will be formally** assigned specific education services by the Dean of the Faculty of Medicine or the Dean’s designate.

The primary appointment of an affiliate faculty member at a collaborating University (i.e. UNBC or UVic) will be the governing appointment for the determination of salary, benefits, collective bargaining, other employment conditions of the affiliate faculty member, and the appointment issues of promotion and tenure. Affiliate faculty members will not be covered by any employment or collective agreement at the University of British Columbia and will not be accorded any rights in these areas at the University of British Columbia.

Affiliate faculty members are governed in their interaction with UBC by all policies and principles relevant to their role in delivering education services to students **and learners in the Faculty of Medicine.**

II.Appointment and Reappointment of Affiliate Faculty Members

The appointment or reappointment of an affiliate faculty member at UBC will be for a 3 year term, renewable subject to ongoing contribution to the UBC Faculty of Medicine Educational Programs. Dispute between UBC and a partner university relating to appointment or reappointment of an affiliate faculty member will be referred to the dispute resolution mechanism in the Master Affiliation Agreements between UBC and its partner Universities.

Affiliate faculty members will be appointed to the following affiliate faculty rank at the UBC Faculty of Medicine corresponding with the rank of their primary appointment at the collaborating University as outlined in the following table:

Faculty of Medicine

Policies & Guidelines

| UBC Faculty of Medicine Appointment Rank | UNBC Appointment Rank | UVic Appointment Rank |
|--|---------------------------------|---|
| Affiliate Lecturer | Lecturer | Lecturer |
| Affiliate Instructor I | Instructor I | |
| Affiliate Instructor II | Instructor II | |
| Affiliate Senior Instructor | Instructor III or Instructor IV | Senior Instructor |
| Affiliate Assistant Professor | Assistant Professor | Assistant Professor |
| Affiliate Associate Professor | Associate Professor | Associate Professor |
| Affiliate Professor | Professor | Professor |
| Affiliate Adjunct Professor | Visiting Professor | Adjunct Assistant Professor Adjunct Associate Professor Adjunct Professor Honorary Professor |

III. Promotion of Affiliate Faculty Members

A formal review of the educational **services** contribution of an Affiliate Faculty Member to a **Faculty of Medicine Program** will be requested and included in Promotion and Tenure discussions at the collaborating university.

Upon the promotion of an affiliate faculty member at the collaborating University where their primary appointment is held, the UBC Faculty of Medicine will process a promotion of the affiliate faculty member's appointment. The new rank of the affiliate faculty member will correspond to the rank of their primary appointment as per the above table.

IV. Termination of Appointment for Affiliate Faculty Members

The following factors will lead to the termination of the appointment of an affiliate faculty member:

- a) Termination of the primary faculty appointment at the collaborating University (i.e. UNBC or UVic)
- b) Voluntary termination of the affiliate faculty appointment by the affiliate faculty member
- c) Cessation or diminishment of the Education Services being provided by the affiliate faculty member to students **and learners in the in the Department to which the affiliate member is appointed.**
- d) Refusal to comply with policies and principles that apply in the provision of Education Services to students **and learners in the** UBC Faculty of Medicine program in the Department to which the affiliate member is appointed.
- e) Unprofessional or unethical conduct

V. Suspension of Appointment

During any suspension of the primary appointment at the collaborating University (i.e. UNBC or UVic), the appointment of the affiliate faculty member at UBC will also be suspended.

VI. Rights, Role and Responsibilities of the UBC Faculty of Medicine

▪ Rights of the UBC Faculty of Medicine

The UBC Faculty of Medicine has certain rights within the relationship between the affiliate faculty members and the Faculty of Medicine. The Faculty of Medicine reserves these rights to ensure that the standards of performance established by the Faculty related to the delivery of education services of its affiliate faculty members support the continuing development and accreditation of its medical programs. These rights include the right:

- a) to develop and update performance standards related to any area of contribution by affiliate

Faculty of Medicine

Policies & Guidelines

faculty members in education services

- b) to require that affiliate faculty members comply with all policies and procedures relevant to students **and learners** in the University of British Columbia, Faculty of Medicine programs.

▪ Role of the UBC Faculty of Medicine

The primary role of the Faculty of Medicine in support of its mission, is to develop and administer its programs in education and research, and to establish and develop geographically distributed program. The Faculty is also responsible for the development of a milieu that is conducive to willing and effective participation by its faculty and staff and students in the mission of the Faculty of Medicine.

▪ Responsibilities of the UBC Faculty of Medicine

Responsibilities of the Faculty of Medicine with respect to **education programs** include:

- ♦ Development, implementation, management and maintenance of the education program including achievement of accreditation standards where these apply
- ♦ Recruitment, appointment and promotion, as appropriate, of faculty and other teaching professionals to support the educational services required by the program
- ♦ Provision of courses and resources to support the development and improvement of the necessary skills required by affiliate faculty members for the provision of education services
- ♦ Establishment of committees, systems and processes for education services as required
- ♦ Allocation, assignment and communication of responsibilities related to education services
- ♦ Support of the involvement of affiliate faculty members in the development of policies and procedures that define their participation in the provision of Education Services **in the Department to which the affiliate member has been appointed.**
- ♦ Evaluation of education, programs, students and faculty

VII. Rights, Role and Responsibilities of Affiliate Faculty Members

▪ Rights of Affiliate Faculty Members

Affiliate faculty members have certain rights within the relationship between the affiliate faculty member and the UBC Faculty of Medicine. These include the right:

- a) to attend department/school meetings and events and to receive all agendas, minutes and material for such meetings and events as they request
- b) to cast a vote, if the individual is an affiliate assistant professor, affiliate associate professor or affiliate professor, in Faculty, departmental or school matters where a vote is extended to regular and clinical faculty members of the Faculty of Medicine
- c) to receive an annual evaluation of their education services to the **Department to which the affiliate faculty member has been appointed.**
- d) to receive appropriate faculty educational development to assist **the affiliate faculty members** to meet their pedagogical responsibilities **related to the Education Services provided in the Department to which the affiliate faculty member has been appointed.**
- e) to receive notice as early as practicable of the assignment of teaching responsibilities and to receive clarity in the nature and objectives of the teaching assignment

■ Role of Affiliate Faculty Members

The primary role of affiliate faculty members, with reference to the University of British Columbia, is participation in and commitment to, the Educational Services required to support the **education programs** administered by the Faculty of Medicine. While their primary role is the teaching of students, affiliate faculty members may also serve in other roles related to the provision of Education Services within the Faculty of Medicine.

■ Responsibilities of Affiliate Faculty Members

The primary responsibilities of affiliate faculty members include:

- ♦ Teaching of **students and learners** in university, hospital and community settings as agreed to in the letter of offer in accordance with the quality of education as stipulated by the UBC Faculty of Medicine
- ♦ Participation in the development and application of evaluation material ♦ Participation in evaluations of teaching, programs, students, **learners** and faculty

Other responsibilities may include:

- ♦ Management of curriculum delivery where delegated
- ♦ Supervision of UBC Faculty of Medicine students engaged in research activities ♦ Mentoring students
- ♦ Reporting, as required, on activities performed to fulfill teaching, faculty and professional development, and administration responsibilities.
- ♦ Continuing development of the particular skills that apply to their role as affiliate faculty members within in the **Faculty of Medicine education** programs and within their department, such as teaching and administration as determined by an objective evaluation
- ♦ Participation in organizing and/or teaching continuing professional education activities in university and non-university settings

- ♦ Maintenance by the affiliate faculty member of their *curriculum vitae* and teaching dossier
- ♦ Participation in any remedial faculty educational development activities when requested
- ♦ Maintenance of professional good standing, as appropriate ♦ Maintenance of professional or scientific skills, as appropriate

VIII. Amendment, Modification and Termination of Document

This document may be amended, modified or terminated by the Dean of UBC Faculty of Medicine with approval of the Faculty of Medicine Executive.



20 November 2019

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

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

The following is recommended to Senate:

Motion: *“That the new honours emphasis, new minor, new course code, new courses and deletion of programs be brought forward by the faculties of Arts and Graduate and Postdoctoral Studies (Medicine) be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee



FACULTY OF ARTS

New honours emphasis

Honours in English: Language and Literature Emphasis

New minor

Minor in Geographic Information Science and Geographical Computation (GIS&GC)

New course code

NEPL: Nepali

New courses

JRNL 420 (3) Decoding Social Media; **NEPL 390 (3)** Nepali Language in a Community Context; **TIBT 390 (3)** Tibetan Language in a Community Context

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Medicine

Deletion of programs

M.Sc. in Physiology

Ph.D. in Physiology

UNDERGRADUATE PROGRAMS

ENGL: Department of English Language and Literatures

New Honours emphasis > Honours in English: Language and Literature Emphasis

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|--|--|
| Category: 1 Faculty: Arts Department: English Faculty Approval Date: Sept. 19, 2019 Effective Session (W or S): W Effective Academic Year: 2020 | Date: May 22, 2019 Contact Person: Barbara Dancygier Phone: 604-822-5738 Email: Barbara.Dancygier@ubc.ca |
| Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts English Proposed Calendar Entry: English {header 1} [...] | URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,71 Present Calendar Entry: English [...] |
| Major in English {header 2} [...] | Major in English [...] |
| Honours in English {header 2} Students may be admitted to either a Literature emphasis or a Language and Literature emphasis. Students may enter the Honours program in either their second or third year of study. Admission into either emphasis in second year requires an average of at least 76% in 3 credits of First-Year English literature | Honours in English Students may enter the Honours program in either their second or third year of study. Admission into second year requires an average of at least 76% in 3 credits of First-Year English literature and 3 credits of First-Year writing or in UBC's Arts One program. Admission into third year requires an average of at least 76% in ENGL 210 and 211 OR in ENGL 200 plus 3 credits from ENGL 220-249. |

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| <p>and 3 credits of First-Year writing or in UBC's Arts One program.</p> <p>Admission into the Literature emphasis in third year requires an average of at least 76% in ENGL 210 and 211 OR in ENGL 200 plus 3 credits from ENGL 220-249.</p> <p>Admission into the Language and Literature emphasis in third year requires an average of at least 76% in ENGL 200 and ENGL 229.</p> <p><i>Honours in English: Literature Emphasis {header 3}</i></p> <p>Upper-Level Requirements</p> <p>[...]</p> <p>Honours in English: Language and Literature Emphasis {header 3}</p> <p>Upper-Level Requirements</p> <p>48 credits in ENGL courses numbered 304 or higher, comprising:</p> <p>• 12 credits of seminars: must include ENGL 489 and at least 3 credits of ENGL 491 or 492</p> <ul style="list-style-type: none"> ○ Language seminar: ENGL 489 and/or graduate seminar on language (with permission) ○ Language and/or Literature seminar: ENGL 491, 492 | <p>Upper Level Requirements</p> <p>[...]</p> <p>Type of Action: Clarify that the existing Honours in English program has, de facto, a Literature emphasis. Add a second emphasis option for the Honours in English program: Language and Literature. Clarify admission requirements for each emphasis and upper-level requirements for the Language and Literature emphasis.</p> <p>Rationale for Proposed Change:</p> <ol style="list-style-type: none"> 1. The new emphasis is consistent with the change of the Department name and ethos to the <i>Department of English Language and Literatures</i>. In |
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| <p>• 12 credits of literature:</p> <ul style="list-style-type: none"> ○ 3 credits Literature Group A - Medieval and Renaissance Literatures: ENGL 343 to ENGL 350 ○ 3 credits Literature Group B - 18th- and 19th-Century Literatures: ENGL 351 to ENGL 364 ○ 3 credits Literature Group C - Modern, Contemporary, Transnational, and Indigenous Literatures: ENGL 365 to ENGL 379 ○ 3 credits Literature Group D - Media, Theory, Genre, and Special Topic: ENGL 332 to ENGL 339; ENGL 380 to ENGL 397 <p>• 12 credits of language:</p> <ul style="list-style-type: none"> ○ 3 credits: either ENGL 330 or ENGL 331 ○ Remaining 9 credits: 3 credits from three out of five Language Groups A, B, C, D, E ○ 3 or 6 credits of ENGL 499, Honours Essay ○ 6 -9 credits of additional ENGL courses numbered 304 or higher <p>Language Group A: Structure of English (ENGL 330, 331, 321, 326¹, 489¹)</p> | <p>the same way that our department is unique in Canada for its prominence in both literary and linguistic research (as reflected in our new name), the combined language and literature emphasis in the Honours program will give a final confirmation to the Department's commitment to build on the distinctive strength and diversity of our department and our faculty members. Once the new Honours emphasis is approved with this proposal, the Department's pedagogical offering will be consistent across all levels of university education: from standard undergraduate, through enhanced, research intensive undergraduate, to graduate. This spectrum of opportunities will further confirm the Department's unique profile and intellectual appeal, while connecting the student experience to research experience in English in all areas of the Department's strengths.</p> <p>2. The new emphasis will increase enrolment in the existing Honours program, and, generally, our undergraduate enrolments. More and more students are attracted to both literature and language streams and do not want to limit their program or courses to either area. They will also begin to explore further research paths as they weave their way through various fields of language and literature study. The options are indeed exciting. To give just a few examples, students taking the combined language and literature emphasis Honours program will learn</p> |
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| <p>Language Group B: History of English (ENGL 318, 319, 326¹ 342, 343, 344, 346, 489¹)</p> <p>Language Group C: Approaches to contemporary English (ENGL 323, 324, 326¹, 328, 489¹)</p> <p>Language Group D: Discourse and meaning (ENGL 312, 322, 326¹, 327, 489¹)</p> <p>Language Group E: Rhetoric (ENGL 307-311, 489¹)</p> <p>¹Note: topics in ENGL 326 and ENGL 489 vary. In any year, each course will be classed into a Group depending on the topic covered in that specific year; please see an Honours Advisor.</p> <p>[...]</p> | <p>to use corpus tools to study literary texts, gain a much clearer understanding of the role of language in the expression of social issues in various texts, and expand their understanding of the creative power of language by looking closely at its literary uses. The intellectual potential of such a cross-over field will enhance the students' attractiveness to employers and make them more competitive in the context of graduate studies, which many of our Honours students pursue. Students are excited about exploring the ways in which the methodologies and outlooks of literature and language study can overlap, and they see such a choice as a way to enhance their career options.</p> <p>3. The new emphasis opens prospects for students' careers. Current and prospective offerings in the literature and language emphases offer our students many opportunities to fashion their study to intellectual goals and career ambitions. Combining the linguistic orientation of the language emphasis and the cultural-historical orientation of the literature emphasis may provide students with a strong base for careers in law, media, marketing, or education that demand expertise in both.</p> <p>4. This way of structuring the Honours English program, emphasis Language</p> |
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| | and Literature, relies on the same groups of courses and formulates language requirements in similar terms as the requirements for other English specializations. This coordination makes it easy for students to transfer between programs or emphases (they can enhance the Language and Literature Major into an Honours option, or switch from Honours into the Major without having to re-do the requirements). |
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Summary report for new Honours Emphasis

Faculty of Arts, Department of English Language and Literatures
Honours in English

Proposed new “Emphasis in Language and Literature”

Background:

Since 1974, UBC English has had the distinction of being the only department of its kind in Canada to offer two emphases in its major program, one in **literature** and one in **language**. Working with a wide range of historical and contemporary materials, in a variety of media, and using many different theoretical approaches, the English department’s world-renowned literature faculty challenge their students, as its program objectives make clear, to “articulate the relevance of literary scholarship to the strengthening of individual capacity, to interdisciplinary thinking, and to life beyond the classroom.” Our language faculty likewise “articulate the connections between language and cognition, between language and action, and between language and society” to students through the application of “structural, generative, discourse-analytic, sociolinguistic, lexicographical, and cognitive perspectives” and theories.

In the last several years, developments in both scholarship and pedagogy toward more diverse and inclusive curricula and the increasingly competitive field of offerings available to students across the disciplines at UBC have inspired extensive revisions in the department’s curriculum, approach, and identity. The department now has a new name: *The Department of English Language and Literatures*. As of 2019, it will offer an array of new courses, especially in areas that straddle the goals and outcomes of both fields including literary and linguistic theory, diasporic writing, media studies, and indigenous literatures. A crucial part of the renewal process was the approval and implementation of a **new Major within our English major program: Language and Literature**. This emphasis combines the intellectual vigor and skills

development of both areas. It is proving to be a very popular choice for our undergraduates, as they are preparing to meet the expected varied demands of the contemporary workplace.

The Department also sees growing interest in such a combined language and literature curriculum among students willing to pursue an Honours program. As a program designed to offer research opportunities and an enriched undergraduate experience, Honours is ideally suited to the dual emphasis program. Given the concentrated exposure to ideas and frameworks, and opportunities for one-on-one work with faculty, the Language and Literature emphasis within the **Honours English program** can certainly offer the intellectual and professional benefits of looking at the discipline of English from a holistic perspective. It has been offered since 2016 as a pilot program, and it is proving to be an increasingly desirable option. The numbers in the Honours program are never meant to be very high, but we have seen clear indications of growing interest since the pilot program was announced.

The Department is confident that the combined language and literature emphasis will continue to attract new students to English and, once approved, will become a vital part of the Faculty of Arts curriculum.

Rationale:

1. The new emphasis is consistent with the change of the Department name and ethos to the *Department of English Language and Literatures*. In the same way that our department is unique in Canada for its prominence in both literary and linguistic research (as reflected in our new name), the language and literature emphasis in the Honours program will give a final confirmation to the Department's commitment to build on the distinctive strength and diversity of our department and our faculty members. Once the new Honours emphasis is approved with this proposal, the Department's pedagogical offering will be consistent across all levels of university education: from standard undergraduate, through enhanced, research intensive undergraduate, to graduate. This spectrum of opportunities will further confirm the Department's unique profile and intellectual appeal, while connecting the student experience to research experience in English in all areas of the Department's strengths.
2. The new emphasis will increase the size of the Honours program, and, generally, our undergraduate enrolments. More and more students are attracted to both literature and language streams and do not want to limit their program or courses to either area. They will also begin to explore further research paths as they weave their way through various fields of language and literature study. The options are indeed exciting. To give just a few examples, students taking the language and literature emphasis Honours program will learn to use corpus tools to study literary texts, gain a much clearer understanding of the role of language in the expression of social issues in various texts, and expand their understanding of the creative power of language by looking closely at its literary uses. The intellectual potential of such a cross-over field will enhance the students' attractiveness to employers and make them more competitive in the context of graduate studies, which many of our

Honours students pursue. Students are excited about exploring the ways in which the methodologies and outlooks of literature and language study can overlap, and they see such a choice as a way to enhance their career options.

3. The new emphasis opens prospects for students' careers. Current and prospective offerings in the literature and language emphases offer our students many opportunities to fashion their study to intellectual goals and career ambitions. Combining the linguistic orientation of the language emphasis and the cultural-historical orientation of the literature emphasis may provide students with a strong base for careers in law, media, marketing, or education that demand expertise in both.
4. This way of structuring the Honours English program, emphasis Language and Literature, relies on the same groups of courses and formulates language requirements in similar terms as the requirements for other English specializations. This coordination makes it easy for students to transfer between programs or emphases (they can enhance the Language and Literature Major into an Honours option, or switch from Honours into the Major without having to re-do the requirements).

Program Objectives:

After completing the Honours in English, Language and Literature Emphasis, students will be able to:

- interpret critically the linguistic dynamics and features of a range of literary and non-literary texts, genres, and media, along with their historical, psychological, and social implications
- evaluate scholarship by both literary and linguistic researchers, and integrate their scholarly findings and approaches into original critical interventions
- access a portable set of concepts of and approaches to both linguistic (structural, discourse-analytic, lexicographic, cognitive) and literary (historical, political, theoretical) analysis
- appreciate the particular points of contact and dissent between English literature and language scholars and develop strategies for recognizing and adapting those disputes to productive research
- explain the role that linguistic and literary choices play in achieving communicative and/or artistic goals in a range of discourses.
- explicate creative strategies used in a range of expressive contexts (literary, textual, colloquial, etc.) and different forms of creativity in fiction and non-fiction
- establish a critical claim grounded in disciplinary discourses and substantiate that claim with evidence from several sources, methodologies, data sets, and/or texts
- prepare written and oral work that meets the analytical, stylistic, and formal expectations of both literature and language scholarship and employs methods of close reading, corpus research, literary and linguistic theory, and archival research.

Student Consultations:

In January 2019, we conducted an informal survey among students who have either completed or are currently enrolled in the unofficial pilot of the Language and Literature emphasis Honours Program, asking about reasons for their choice and their view from within the emphasis. Quite interestingly, one student compares the expertise in both language and literature to a “double-edged sword.” Another student describes herself as becoming “a more critical reader and better writer”. Students consistently describe the program as enjoyable and intellectually eye-opening, while seeing the benefit of the dual focus also in a broader context. For example, one student comments: “I’m conscious of the way colleagues, friends, teachers, and public figures use language and I think that makes me a more engaged person.” Students also note the value of the program in their continued education or career; one former student, now studying law, describes in detail how the analytical methods she learned to use in both literature and language courses are now directly useful in various aspects of her legal training. Another student, choosing a career in education, talks about having built a much more confident approach to the discipline she hopes her students will come to love as much as she does. And most consistently, students describe the benefits of the emphasis in language and literature program in terms of a welcome variety of skills and topics on the one hand, and a much more complete and cohesive view of English on the other. It is clear that they do not consider the dual focus as inconsistent or distracting. One student comments: “Being able to think about the English language distinct from literature [...] allowed me to have a taste of that inter-/multi-disciplinary way of thinking while still feeling like an English ‘specialist.’”. Most importantly, student responses expressed excitement about the new possibilities the program offers and confirmed its usefulness in their post-BA choices – whether in their chosen career or graduate education.

Curricular and Budgetary Implications:

The new Language and Literature Emphasis Honours Program will not require the creation of any courses beyond those already approved as part of our curricular revision. It will have no impact on hiring or budgeting, since all courses offered in the new program already exist and faculty are already teaching them.

Timing:

Some students have already graduated from the pilot Language and Literature Emphasis Honours Program, but it would not appear in the Calendar until the 2020-21 Academic Year.

Program Requirements:

The English Honours, Language and Literature Emphasis is structured similarly to our existing Honours Program with an emphasis in Literature, while building on the experiences gained in the implementation of the Major Program with Language and Literature emphasis. Students considering pursuing the new Honours emphasis will need the same first-year requirements as all other Honours students. They will complete the two second-year courses, ENGL 200 and ENGL 229, respectively required to declare a Major in English, emphasis in either literature or language; if students decide at the end of second year that they would rather enroll in one of either the literature emphasis or the language emphasis instead of the combined language and literature emphasis program, they will be able to do so without penalty or delay. Upper-level

requirements blend those of our language and literature emphases and feature a range of courses in both fields. Students in the language and literature emphasis Honours, like our existing Honours students, will also complete 12 credits of seminars and write a graduating essay.

100-level Requirements

- 6 credits of 100-level English: OR
- Arts ONE; OR
- 6 credits of ASTU 100; OR
- 3 credits of ASTU 101 and 3 credits of 100-level English; OR
- 3 credits of WRDS/ASTU 150/350 and 3 credits of 100-level English

200-level Requirements

- 6 credits: ENGL 220, 210 or 200 and ENGL 229

Upper-level Requirements

- The Honours in English, emphasis Language and Literature, requires that students complete at least 48 credits in ENGL courses numbered 304 or higher.:

All students must complete a total of 48 credits:

12 credits of language

12 credits of literature

3 to 6 credits for thesis

12 credits of seminars

6 to 9 credits optional

12 credits of seminars:

- **Language:** ENGL 489 and/or graduate seminar on language (with permission)
- **Literature:** ENGL 491, 492

12 credits of literature:

- **3 credits Group A - Medieval and Renaissance Literatures:** ENGL 343 to ENGL 350
- **3 credits Group B - 18th- and 19th-Century Literatures:** ENGL 351 to ENGL 364
- **3 credits Group C - Modern, Contemporary, Transnational, and Indigenous Literatures:** ENGL 365 to ENGL 379

- **3 credits Group D - Media, Theory, Genre, and Special Topic:** ENGL 332 to ENGL 339; ENGL 380 to ENGL 397

12 credits of language:

Required 3 credits: either ENGL 330 or ENGL 331

Remaining 9 credits: 3 credits from three out of five Groups A,B,C,D,E

Group A: Structure of English (ENGL 330, 331, 321, 326¹, 489¹)

Group B: History of English (ENGL 318, 319, 326¹, 342, 343, 344, 346, 489¹)

Group C: Approaches to contemporary English (323, 324, 326¹, 328, 489¹)

Group D: Discourse and meaning (ENGL 312, 322, 326¹, 327, 489¹)

Group E: Rhetoric (ENGL 307-311, 489¹)

¹Note: topics in ENGL 326 and ENGL 489 vary. In any year, each course will be classed into a Group depending on the topic covered in that specific year. Advising will be available to students.

Proposal for a Minor in Geographic Information Science and Geographical Computation

University of British Columbia

May 27, 2019

Professor Sally Hermansen | Department of Geography

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Executive Summary

Minor in Geographic Information Science and Geographical Computation (GIS & GC)

Spring 2019

The department of Geography has been considering a Minor in Geographic Information Science and Geographical Computation (GIS&GC) for a number of years. A recent environmental scan (fall of 2018, Appendix 1) of 8 Canadian and 9 US universities shows that we are the only Canadian university geography department without some sort of Minor or Certification in GIScience, and 7 out of 9 US universities reviewed have a GIScience designation. In addition, a survey of our geography students in GIScience courses (spring 2019, Appendix 2) indicated strong interest in the Minor, the primary reason being for professional skill development and the primary expectation is for more coding of geographical computation skills. We have recently hired 2 new GIS&GC faculty members and have spent considerable time determining and developing GIS&GC learning outcomes and curriculum mapping (TLEF partially funded this work). We are ready and prepared to offer this Minor in GIS&GC within the Department of Geography.

a) An overview of the organization's history, mission and academic goals

The Department of Geography explores the ways in which place, space and landscape are involved in the operation and outcome of social and biophysical processes. The Department seeks to make sense of the differences from place to place, and the connections between them. The Department is committed to cutting-edge research that matters and makes a difference, intellectually and practically. It is the belief of the Department that no single set of ideas or methods can ask all the important questions or provide all the appropriate answers, and together we draw on and contribute to the arts and humanities, the social sciences and the biophysical sciences. The Department aims to provide students with an interdisciplinary perspective that will enable them to have a critical and ethical approach to the world and our place within it. The Department is determined to integrate its research and teaching, and to provide a dynamic and diverse curriculum for a dynamic and diverse world.

The origins of the UBC Department of Geography go back to the establishment of the Department of Geology and Mineralogy in 1915. A half-year course in Physical Geography which was given in the fall of 1915, has become, in the form of the year-long Geography 101, the oldest continuing geography course in any Canadian university. In 1922-23 the name of the Department was changed to Geology and Geography, and UBC became the first Canadian

university to have Geography as an academic division. The faculty consisted of three full-time members at that time.

The first faculty member that was hired who had geographical computational expertise was Ken Denike. He joined the Department in 1969 and offered an advanced fourth year multivariate statistics course that made use of the university's mainframe computer and, later, desktop computers. In addition, he also offered a graduate course that, among other topics, discussed Roger Tomlinson's work on the Canada Geographic Information System. In the geospatial sciences, Brian Klinkenberg was hired in 1987 to introduce research and courses in what would soon be known as geographic information science (GIScience). He also migrated the cartography and remote sensing courses from analog to digital-based approaches (e.g., using software to create maps and to perform digital image processing). Sally Hermansen was hired in 2000 into the Instructor stream (now Educational Leadership) thereby providing teaching and curriculum development to the GIScience courses (GIScience, cartography, remote sensing). Given her background and experience in industry, she brought additional community involvement to the GIScience program. Two new faculty with strong research and teaching interests in GIS&GC were hired in 2018-2019: Luke Bergmann, a CRC in GIScience, geographic computing and geo-visualization and Naomi Schwartz who uses remote sensing methods and spatial statistics in tropical forest landscape disturbance research.

Course offerings and research method practices in geographic information science, cartography and geo-visualization and geographical computation underpin the interdisciplinary nature of the Department of Geography. Research projects that Brian Klinkenberg and his students have been involved with range from examining the social aspects of geographical information to the integration of remotely-sensed imagery and GIS for resource management to the spatial analysis of diseases and fractals and geomorphology. Sally Hermansen's student research projects in cartography have included work with UBC's Human Early Learning Program, Centre for Health Services and Policy Research, Spatial History projects with History faculty, UBC SEEDS projects, and numerous community projects such as the Stanley Park ecological society, and web-mapping app for local Vancouver community health nurses. This past year Luke Bergmann took over the 400 level geo-visualization course where he integrated more open source technologies such as JavaScript, Python, R to enable students to create advanced geo-visualization projects.

Digital and computational methods also have been increasingly found throughout the department outside of traditional GIScience courses. For example, Elvin Wyly uses critical quantitative and computational methods in urban geography, Dan Hiebert uses GIS and quantitative methods in immigration research. Our Geographical Sciences faculty apply a broad range of geographical computational modelling and simulation approaches in their research, including statistical modelling, process-based modelling and Monte Carlo simulation. These approaches are used to address research questions related to vegetation dynamics, channel morphodynamics, landscape evolution, atmospheric transport and air quality, land-surface hydrology, water quality, animal movement and coral reef ecology. Much of this work focuses on the effects of changes in land use, land cover and climate. Other faculty have developed

novel approaches to geovisualization as part of their research and teaching, creating interactive visualization, as well as emerging spatial media such as augmented and virtual reality.

The Department of Geography currently offers:

- 2 courses in cartography and geographical visualization (GEOB* 372 and GEOB 472),
- 3 courses in geographic information science (GEOB 270, GEOB 370, and GEOB 479),
- 1 course in remote sensing (GEOB 373) and
- 1 course in statistics (GEOG374).

*GEOB designates science courses

Undergraduate enrolment in those courses has risen every year for the past decade because students recognize that, in addition to enriching their academic experience, those courses provide them with practical skills that are transferable to their future career.

Courses underdevelopment:

- Computational Methods for the Geographical Sciences: a 400 level course; a tentative syllabus is developed and we hope to have this course approved for offer in fall 2020.
- It is anticipated that our new hires, Luke Bergmann and Naomi Schwartz, will be developing specialized upper year courses in the next couple of years.

Students who graduate from university with knowledge of GIS&GC methods are highly sought after by employers in various industries such as city planning, environmental consulting, health, forestry, and mining. Additional emerging and high-tech sectors are increasingly making use of geospatial data, analysis, visualization, and narration, for which the graduates of our minor will have relevant knowledge and experience, including location-based services, geographical data science, and immersive media.

b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study

The proposed credential to be awarded is a Minor in Geographic Information Science and Geographical Computation. This program will be available to all UBC undergraduate students for whom a Minor in Arts is permitted, including those completing a Major or Honours program in the Department of Geography. The potential list of eligible students include those who are undertaking BFA, BSc, BA degrees. The UBC Department of Geography will offer, administer, and deliver the program. Students from outside the Faculty of Arts will also be able to register with permission from their administrative Faculty unit.

c) Location of where the new degree program will be offered

The Point Grey Campus of UBC in Vancouver.

d) Faculty or school(s) offering the proposed new degree program

The program will fall under the Faculty of Arts.

e) Anticipated program start date

September 2020

f) Anticipated completion time in years or semesters

4 years as per a standard Minor under the Faculty of Arts.

g) A summary of the proposed program, including:

Aims, goals and/or objectives of the proposed program

Formalizing the GIS&GC program at UBC will capitalize on the extensive GIS&GC-focused scholarship and teaching underway in the Department, and provide more clear pathways and formal recognition for students pursuing this specialization. The objectives of the program are:

- to produce an educational specialization option that incorporates a range of complementary but distinct approaches to, and application of, geographical computing;
- to offer a program where undergraduate students can develop basic competencies in the interconnected realms of geographic information science and geographical computation through dedicated core courses where experience with core approaches is developed;
- to offer course content that covers fundamental theory and practice in geographic information science, coding, cartography and design, digital

- ethnography, data science, critical social theory, modeling and simulation, immersive 3D media and visualization, digital geographies, and remote sensing;
- to offer an integrative approach that enables students to engage geographical questions using geographical computation and GIScience from varied perspectives offered within human geography, the geographical sciences, and environment and sustainability

Such a configuration recognizes that the core strength of GIS&GC is its pluralism; that it is not organized around a single body of theory or practices. At the same time, it allows students to decide which paths within GIS&GC are most valuable to follow given their interests (for example, an application area like remote sensing or geo-visualization and a domain area such as environmental justice or migration or stream bed erosion).

Structure of the Minor

Students may earn a Minor in Geographic Information Science and Geographical Computation by completing 30 credits:

12 lower level requirements:

3 credits of CPSC 103: Introduction to Systematic Program Design or CPSC 110: Computation, Programs, and Programming

computer science fundamentals for non-computer science students

3 credits of GEOB 270: Geographic Information Science

introductory course in Geographic Information Science

3 credits of GEOB 102, 103, GEOG 121, 122

first year general geography courses . For course titles, see

<http://www.calendar.ubc.ca/vancouver/courses.cfm>

3 credits of: GEOB 200, 206, 207, GEOG 211, 220, 250, 290

second year geography courses which span a mix of our 3 undergraduate programs. For course titles, see

<http://www.calendar.ubc.ca/vancouver/courses.cfm>

At least 18 upper level credits, as follows:

3 credits of GEOB 370: Advanced Geographic Information Science

3 credits of GEOB 372: Cartography

introduction to cartography

3 credits of GEOG 374: Statistics in Geography

introduction to statistics

9 credits from GEOB 373, 407, 472, 479, GEOG 314, 450

a mix of upper year remote sensing, biogeography, geovisualization, GIScience environmental analysis and urban analysis courses. For course titles, see <http://www.calendar.ubc.ca/vancouver/courses.cfm>

Anticipated contribution of the proposed program to the mandate and strategic plan of UBC

This Minor aligns predominately with the eighth goal¹ in UBC's strategic plan "Shaping UBC's Next Century" by recognizing the significant demand for training in this area and focusing on the distinctive strengths of the Department. Instead of simply providing technical training, our faculty teach important critical thinking and the creative application of data and analysis to the 'hard' skills that are involved in this field. This integrates well with the changing labour market for GIS specialists. Although pure technical specialists are still in great demand², increasingly there has been a call for GIScience skills in urban and regional planning, climate change, policy analysis, telecommunications, business geographics, marketing, and more. The shift from specialist to main stream positions provides opportunity to introduce the software training but also delve into its application across a broad subject area, suitable to Geography studies.

Linkages between the learning outcomes and the curriculum design

Please refer to *Appendix C* for a detailed list of learning objectives for the program. Curriculum mapping is currently being completed at the course level to ensure necessary scaffolding from 1st to 4th year regarding core competencies, learning objectives and content in each course, and to ensure there is not too much repetition of introductory concepts. Modules and self-guided activities/assignments have been developed (also part of the TLEF) for core concepts that can be used by instructors at any level in the program for student review.

Eight primary dimensions of learning objectives and outcomes are identified for the Minor:

- Geospatial Data Capture and Transformation

¹ "Goal 8: Define and leverage the distinctive and complementary strengths of our campuses and learning sites" <https://strategicplan.ubc.ca/>

² Canadian Business ranked Mapping Technologist as number 9 on the top 100 jobs list in 2015. This field is "...poised for growth, with the highest projected demand among the top 20 jobs—predictions suggest there will be 1.59 jobs for every qualified worker by 2022." (<http://www.canadianbusiness.com/lists-and-rankings/best-jobs/2015-mapping-technologist/>). Further, A recent study by Prescient & Strategic Intelligence, market research firm, expects the GIS industry to continue recent growth and will expand to a market of over \$17.5 billion by 2023 <https://www.psmarketresearch.com/press-release/global-geographic-information-system-market>

- Statistical Analysis
- Geospatial Analysis
- Geographic Visualization and Representation Theory
- Thematic/Domain Applications in GIS+GC
- Critical GIS+GC
- Communication in GIS+GC
- Professional Development

Work experience/terms will not be required as part of this program; but upper year courses (479, 472, the 400 course currently under development) will continue to offer group research projects with community partners as available.

Potential areas/sectors of employment for graduates and /or opportunities for further study

GIS&GC employment opportunities present themselves in both specialist and general positions as discussed in other sections of this document. Those who would like to pursue specialist positions could apply this Minor to advanced studies through the Master of Geomatics for Environmental Management (UBC Faculty of Forestry, <https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-geomatics-environmental-management>) or the BCIT programs listed at <https://www.bcit.ca/study/programs/gis> or graduate school.

For those who are entering areas such as health care, engineering, telecommunications, government, planning, research, journalism and similar fields would find the application of GIS techniques valuable and in demand.

Delivery methods

The courses included in this Minor will be in class lectures with associated lab time. We hope to convert some of the required courses into online options within the next three years.

Admission will be self-administering where students can declare their Minor via the UBC Student Services Portal. Admissions of students outside the Faculty of Arts will be accepted where permission from the students' host faculty has been granted. At this time we do not anticipate this to be a competitive program, but if demand exceeds supply re: spaces in courses, we will consider options for admission to the Minor.

Program strengths - An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where

applicable and plans for admissions and transfer within the British Columbia post-secondary education system

Since there are no new courses being introduced alongside this minor, we maintain recognition for transferred course credit in alignment with the BC Council on Transfer and Admissions (BCCAT). The BCCAT (<https://www.bctransferguide.ca>) already recognizes a host of courses towards UBC GEOG and GEOB first and second year programs that would apply towards the Minor, thereby enabling a smooth transition for students who are transferring from other BC post-secondary institutions. Three of the courses required for the Minor will also count towards accreditation with the Association of Professional Geoscientists and Engineers of British Columbia³

Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.

No similar program exists on campus.

h) Name, title, phone number and e-mail address of the institutional contact person in case more information is required.

Professor Sally Hermansen, 604 822 2663, undergraduate.program@geog.ubc.ca

³ <https://www.egbc.ca/Become-a-Member/How-to-Apply/Academic-Examinations-and-Syllabi/Geoscience-Self-Evaluation-Checklists>

GEOG: Department of Geography

New program > Minor in Geographic Information Science and Geographical Computation (GIS & GC)

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| Category: 1 Faculty: Arts Department: Geography Faculty Approval Date: Sept. 19, 2019 Effective Session (W or S): W Effective Academic Year: 2020 | Date: May 6, 2019 Contact Person: Sally Hermansen Phone: 604 822 2020 Email: undergraduate.program@geog.ubc.ca |
| <p>Calendar Navigation: Homepage Academic Programs Geographic Information Science and Geographical Computation</p> <p>Proposed Calendar Entry:</p> <p>Geographic Information Science and Geographical Computation (GIS&GC)</p> <p>GIS&GC is a program administered through the Department of Geography.</p> <p>Minor in Geographic Information Science and Geographical Computation (GIS&GC)</p> <p>The minor consists of 30 credits, of which 18 credits must be at the 300-level or above.</p> | <p>URL: Please create a new program page for Geographic Information Science and Geographical Computation. Please include the link on all appropriate Calendar pages (undergraduate Academic Programs, Arts, etc.)</p> <p>Present Calendar Entry: None</p> <p>Type of Action:</p> <p>Create a Minor degree program in Geographic Information Science and Geographical Computation (GIS&GC)</p> <p>Rationale for Proposed Change:</p> |

Lower-level Requirements

12 credits, consisting of:

- CPSC 103 or CPSC 110
- 3 credits from GEOB 102, 103, GEOG 121, 122
- GEOB 270
- 3 credits from GEOB 200, 206, 207, GEOG 211, 220, 250, 290

Upper-level Requirements

18 GEOG or GEOB credits, consisting of:

- GEOB 370
- GEOB 372
- GEOG 374*
- 9 credits from GEOB 373, 407, 472, 479, GEOG 314, 450

*With permission of departmental advisor, students may substitute GEOG 374 with similar courses listed under the [Science Credit Exclusion List](#). Non GEOG or GEOB courses do not count towards the minimum 18 upper level GEOG or GEOB credit requirement. An additional 3 GEOG or GEOB credits would be required under these circumstances.

Some of these courses may have prerequisites; students should consult Departmental requirements before registering.

Interested students should Geography Academic Advising for more information at undergraduate.program@geog.ubc.ca or 604.822.2020.

The department of Geography has been considering a Minor in Geographic Information Science and Geographical Computation (GIS&GC) for a number of years. A recent environmental scan of comparable universities shows that we are the only Canadian university geography department without a Minor or Certification in GIScience, and UBC-V geography have already in place courses that would constitute a robust minor. A survey of our geography students indicated strong interest in the Minor, the primary reason being for professional skill development and the primary expectation is for more coding of geographical computation skills. We have recently hired 2 new GIS&GC faculty members and have developed GIS&GC learning outcomes and curriculum mapping (TLEF partially funded this work). We are ready and prepared to offer this Minor in GIS&GC within the Department of Geography.

See the attached Executive Summary at the end of this report for more information.

Homepage > Academic Programs – Edit to add Geographical Information Science and Geographical Computation

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| <p>Calendar Navigation: Homepage Academic Programs</p> <p>Proposed Calendar Entry: . . .</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?page=programs</p> <p>Present Calendar Entry: . . .</p> |
| <p>Genome Science and Technology Graduate Studies Graduate</p> | <p>Genome Science and Technology Graduate Studies Graduate</p> |
| <p>Geographical Information Science and Geographical Computation Arts Undergraduate</p> | <p>Geographical Sciences Science Undergraduate</p> |
| <p>Geographical Sciences Science Undergraduate</p> | <p>Geographical Sciences and Geology Science Undergraduate</p> |
| <p>Geographical Sciences and Geology Science Undergraduate</p> | <p>Geography Arts Undergraduate</p> |
| <p>Geography Arts Undergraduate</p> | <p>. . .</p> |
| <p>. . .</p> | <p>Type of Action: Edit Academic Programs page to include Geographical Information Science and Geographical Computation</p> |
| | <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new Minor in Geographical Information Science and Geographical Computation</i></p> |

Bachelor of Arts > Table of Contents – Edit to add Geographical Information Science and Geographical Computation

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| <p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,0</p> |
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| <p>Proposed Calendar Entry:</p> <p>.</p> <p>.</p> <p>.</p> <p>French</p> <p>Gender, Race, Sexuality and Social Justice</p> <p>Geographical Information Science and Geographical Computation</p> <p>Geography</p> <p>German</p> <p>.</p> <p>.</p> <p>.</p> | <p>Present Calendar Entry:</p> <p>.</p> <p>.</p> <p>.</p> <p>French</p> <p>Gender, Race, Sexuality and Social Justice</p> <p>Geography</p> <p>German</p> <p>.</p> <p>.</p> <p>.</p> <p>Type of Action: Edit Bachelor of Arts, Table of Contents, to include Geographical Information Science and Geographical Computation</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new Minor in Geographical Information Science and Geographical Computation</i></p> |
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UNDERGRADUATE COURSES

JRNL – School of Journalism

JRNL 420 (3) Decoding Social Media

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| <p>Category: 1 Faculty: Arts</p> <p>Department: School of Journalism</p> <p>Faculty Approval Date: Sept. 19, 2019</p> <p>Effective Session (W or S): W, Term 2</p> <p>Effective Academic Year: 2019-20</p> | <p>Date: July 26, 2019</p> <p>Contact Person: Alfred Hermida and Andrea Yan</p> <p>Phone: 2-6682</p> <p>Email: soj.director@ubc.ca and andrea.yan@ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> | <p>URL:</p> |

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| <p>JRNL 420 (3) Decoding Social Media</p> <p>Examines the challenges, opportunities and foundational research related to the emergence of social media platforms, services and tools as part of an evolving media ecosystem. Political, social, ethical and legal implications for media organizations, journalists and citizens.</p> <p><i>Prerequisites:</i> Restricted to fourth-year students. Prior to registration, a minimum of 12-credits of 300-level courses related to media, technology and/or communications recommended.</p> | <p>http://www.calendar.ubc.ca/Vancouver/courses.cfm?page=code&institution=18&code=JRNL</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create a new course</p> <p>Rationale for Proposed Change: This 400-level applied seminar course engages students with the challenges, opportunities and foundational theoretical research related to the evolving digital media ecosystem. The course examines the profound influence social media tools and networking technologies have in the way organizations and institutions communicate and influence the public, which have been rapidly challenged to give up message control.</p> <p>The course intersects digital media research with the knowledge and practical skills that students require to navigate the digital media ecosystem. The course will provide students with the analytical tools and skills to critique the changing digital media landscape and their role in perpetuating the influence of technology in every day communications, business, and social culture.</p> <p>This field of study is new and emerging. Therefore, the course will be taught and updated regularly by faculty members whose academic and professional expertise will ensure that best practices, research and theories are current.</p> |
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NEPL – Department of Asian Studies (ASIA)*NEPL – Create new course code, Nepali*

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| Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Sept. 19, 2019 Effective Session (W or S): S Effective Academic Year: 2020 | Date: January 23, 2019 Contact Person: Lyndsay Bocchinfuso and Tsering Shakya Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca |
| Proposed Calendar Entry: NEPL – Nepali | URL: Create a new page for NEPL courses. Please include the link on all appropriate Calendar pages (undergraduate Academic Programs, Arts, etc.) Present Calendar Entry: None Type of Action: Create new course code – NEPL – to designate Nepali courses offered within the Department of Asian Studies. Rationale for Proposed Change: The Department of Asian Studies seeks to launch a new Nepali course, as well as designate future Nepali courses, with a distinct subject code. Asian Studies is now wanting to offer new Nepali courses, situated within the context of other language programs that already exist within the Department (ex. Korean, Chinese, Japanese, etc.) <i>Note: This Category 1 proposal for a new subject code is submitted at the same time as a Category 1 proposal for a new course using this subject code (NEPL 390).</i> |

NEPL 390 (3) Nepali Language in a Community Context

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| Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Sept. 19, 2019 Effective Session (W or S): S Effective Academic Year: 2020 | Date: January 23, 2019 Contact Person: Lyndsay Bocchinfuso and Tsering Shakya Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca |
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| <p>Proposed Calendar Entry:</p> <p>NEPL 390 (3) Nepali Language in a Community Context</p> <p>Beginner to conversational level Nepali combined with experiential learning and cultural activities at local Nepali community sites. Interactive practice with everyday phrases, grammar structure, and vocabulary with Nepali community members.</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=NEPL</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: The proposed course NEPL 390 has been offered for over three years under ASTU 204E as an interdisciplinary course with funding from TLEF and CCEL, managed by the Himalaya program steering committee based at the Institute of Asian Research. The ASTU version of the course has run as a summer intensive and the proposed course would run the same way for the foreseeable future to better facilitate the community-context aspect. Asian Studies is now wanting to house the course, situated within the context of other language programs that already exist within the Department (ex. Korean, Chinese, Japanese, etc.)</p> <p>As the only place in Canada where one can study Nepali for credit, this course would add to our offerings with content under the overarching theme of the Himalaya program. The choice to situate the new course at the 300-level with no prerequisites or exclusions is deliberate, as to invite students who may be at different levels of skill to partake, and invite students from a wide range of backgrounds from both inside and outside the Department. There is a large amount of student interest outside the Department as this language is useful to many students engaged with development and global health initiatives.</p> <p>Furthermore, the language pedagogy focuses on colloquial, spoken Nepali on a</p> |
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| | <p>conversational level due to the community-engaged aspect; is not based on formalized language skills of grammar, reading, and writing and thus does not require a certain level of ability before taking the course. Situating the course at the 300-level is similar to the Department's CNTO (Cantonese) course offerings that begin at the 300-level (where there is introductory content and students may have some background in the language).</p> <p>This proposal is also being submitted with TIBT 390. Previously, both courses were offered under the course codes ASTU 204E and ASTU 204F for Nepali and Tibetan respectively. While we also have year-long offerings in Tibetan, we currently only offer Nepali in the summer. Tibetan and Nepali are two languages spoken in the same region by different communities and are from different, distinct language families. Both communities are also located in the Vancouver area. This justifies the need to offer both as two separate course offerings.</p> <p><i>Note: This Category 1 course proposal is submitted at the same time as a Category 1 proposal for a new subject course code NEPL.</i></p> |
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TIBT – Department of Asian Studies (ASIA)

TIBT 390 (3) Tibetan Language in a Community Context

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| Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Sept. 19, 2019 Effective Session (W or S): S Effective Academic Year: 2020 | Date: January 23, 2019 Contact Person: Lyndsay Bocchinfuso and Tsering Shakya Phone: 2-9266 Email: lyndsay.bocchinfuso@ubc.ca |
| Proposed Calendar Entry: TIBT 390 (3) Tibetan Language in a Community Context | URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=TIBT Present Calendar Entry: None |

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| <p>Beginner to conversational level Tibetan combined with experiential learning and cultural activities at local Tibetan community sites. Interactive practice with everyday phrases, grammar structure, and vocabulary with Tibetan community members.</p> | <p>Type of Action: New course</p> <p>Rationale for Proposed Change: The proposed course TIBT 390 has been offered for over three years under ASTU 204E as an interdisciplinary course with funding from TLEF and CCEL, managed by the Himalaya program steering committee based at the Institute of Asian Research. The ASTU version of the course has run as a summer intensive and the proposed course would run the same way for the foreseeable future to better facilitate the community-context aspect. Asian Studies is now working to house the course, situated within the context of other language programs that already exist within the Department (ex. Korean, Chinese, Japanese, etc.)</p> <p>As one of the few universities in Canada where one can study colloquial Tibetan for credit, this course would add to our offerings with content under the overarching theme of the Himalaya program. The choice to situate the new course at the 300-level with no prerequisites or exclusions is deliberate, as to invite students who may be at different levels of skill to partake, and invite students from a wide range of backgrounds from both inside and outside the Department. There is a large amount of student interest outside the Department as this language is useful to many students engaged with development and global health initiatives.</p> <p>Furthermore, the language pedagogy focuses on colloquial, spoken Tibetan on a conversational level due to the community-engaged aspect; is not based on formalized language skills of grammar, reading, and writing and thus does not require a certain level of ability before taking the course.</p> |
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| | <p>Situating the course at the 300-level is similar to the Department's CNTO (Cantonese) course offerings that begin at the 300-level (where there is introductory content and students may have some background in the language).</p> <p>This proposal is also being submitted with NEPL 390. Previously, both courses were offered under the course codes ASTU 204E and ASTU 204F for Nepali and Tibetan respectively. While we also have year-long offerings in Tibetan, we currently only offer Nepali in the summer. Tibetan and Nepali are two languages spoken in the same region by different communities and are from different, distinct language families. Both communities are also located in the Vancouver area. This justifies the need to offer both as two separate course offerings.</p> |
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

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| Faculty: Medicine Department: Cellular & Physiological Sciences Faculty Approval Date: Sep 17, 2019 Effective Session (W or S): S Effective Academic Year: 2020 | Date: June 6, 2019 Contact Person: Zaira Khan Phone: 604-822-9235 Email: Zaira.khan@ubc.ca |
| Proposed Calendar Entry: | URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1217 Present Calendar Entry: <p>Physiology</p> <p>NOTE: The Physiology Graduate Program is not accepting applications for admission. Applicants interested in study of anatomy, cell biology and physiology are encouraged to apply to the Graduate Program in Cell and Developmental Biology, an interdisciplinary program in the Faculty of Medicine.</p> <p>Degrees Offered: Ph.D., M.Sc.</p> <p>Program Overview</p> <p>The Department of Cellular and Physiological Sciences at UBC offers graduate programs leading to the M.Sc. and Ph.D. degrees. Physiology is an experimental science; both programs emphasize research work carried out under the personal supervision of one of the members of the Faculty, culminating in the preparation and presentation of a thesis/dissertation. Please see research interests of individual faculty members.</p> <p>Doctor of Philosophy</p> <p>Admission Requirements</p> |

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| | <p>Students admitted to the Ph.D. degree program normally possess a B.Sc. degree in with First class honours in physiology, or an M.Sc. in physiology or a related field, or an M.D., D.M.D. or D.V.M. Transfer from the M.Sc. to the Ph.D. program is permitted by Faculty of Graduate and Postdoctoral Studies regulations.</p> <p>Program Requirements</p> <p>Coursework may be required, as arranged in consultation with the student's supervisory committee. All doctoral students are required to successfully complete a comprehensive examination. The major requirement for the Ph.D. is completion of a research dissertation meeting the Faculty of Graduate and Postdoctoral Studies requirements.</p> <p>Master of Science</p> <p>Admission Requirements</p> <p>In addition to fulfilling the Faculty of Graduate and Postdoctoral Studies admission requirements, students admitted to the M.Sc. degree normally possess a B.Sc. degree in Physiology or a related field, or an M.D., D.V.D., or D.V.M.</p> <p>Program Requirements</p> <p>Students are required to complete a minimum of 30 credits, including the 12-credit M.Sc. thesis. The total may be increased at the discretion of the student's supervisory committee, if the student's undergraduate background does not include an extensive exposure to physiology or a closely related discipline.</p> <p>Contact Information</p> |
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| | <p>Graduate Program in Cell and Developmental Biology 1347-2350 Health Sciences Mall Vancouver, BC, Canada V6T 1Z3 Tel: 604.822.2671 Fax: 604.822.2316 Email: cell.grad@ubc.ca Web: www.cell.ubc.ca</p> <p>Type of Action: Delete program</p> <p>Rationale for Proposed Change: Admission to the MA and PhD in Physiology was closed in 2009. Applicants interested in this area were encouraged to apply to the Cell and Developmental Biology program, a broad, multidisciplinary program that was introduced in 2007W.</p> <p>The last graduates from these programs were in 2010 (MSc) and 2013 (PhD). No students have registered in either degree program within the past 5 years.</p> |
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20 November 2019

To: Vancouver Senate

From: Senate Curriculum and Admissions Committees

Re: Master of Management (approval)

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

The following is recommended to Senate:

Motion: “That the revised Master of Management degree program be approved.”

Respectfully submitted,

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



**FACULTY OF COMMERCE AND BUSINESS
ADMINISTRATION**

Revised program

Master of Management

Category: (1)

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| <p>Faculty: Commerce and Business Administration Faculty Approval Date: 2019 Mar 21 Effective Session (W or S): S Effective Academic Year: 2019</p> | <p>Date: February 8, 2019 Contact Person: Jessica Hanna / Kin Lo Phone: 604-827-1732 / 604-822-8430 Email: Jessica.hanna@sauder.ubc.ca / kin.lo@sauder.ubc.ca</p> |
| <p>Proposed Calendar Entry:</p> <p>Master of Management The Master of Management (MM) provides a professional course of study designed to prepare graduates with applied knowledge focused in business.</p> <p>The Master of Management is a general management program with two offerings:</p> <ol style="list-style-type: none"> 1. A 9-month program requiring a bachelor's degree in an area other than business prior to entering the program. 2. A 6-month program combining an undergraduate degree with the Master of Management. Please see the Undergraduate Program-Master of Management Dual Degree Option entry for details. <p>Admission Requirements for 9-month program Admission requirements for the Master of Management Dual Degree option can be found in the UG-MM Dual Degree Option entry.</p> <p>Admission to the MM program is competitive and takes into consideration a variety of criteria: previous academic performance, GMAT/GRE test scores, professional experience, maturity, and fit.</p> <p>Applicants must hold an undergraduate degree with a minimum overall B+ average</p> | <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1269</p> <p>Present Calendar Entry:</p> <p>Master of Management The Master of Management (M.M.) provides a professional course of study designed to prepare graduates with applied knowledge focused in business. The program includes a minimum of 30 credits of coursework that may include an applied project. The course work consists of at least 24 credits at the 500 level or above, and no more than 6 credits at the 300 or 400 levels.</p> <p>The program will generally be completed within 12-16 months of full-time study. Admission requirements include all the minimum admission requirements for the Faculty of Graduate and Postdoctoral Studies, plus GMAT or GRE is generally required, and a minimum of TOEFL score of 600 (or equivalent) for international students. More specific, higher admissions requirements may be established for some areas of specialization in the M.M. program. Upon accepting an offer of admission to the M.M. program, students will be required to pay a non-refundable deposit, which is applied to the first installment of tuition fees.</p> <p>The Master of Management is offered as:</p> <ol style="list-style-type: none"> 1. a general management program with no specialization; and 2. with a specialization in Operations Research. <p>General Management</p> |

or 76% or recognized equivalent from an accredited institution. Admission to the program is competitive and generally requires an academic standing higher than the published minimum. Applicants with business degrees (majors/minors), or equivalents are NOT eligible for admission. If the applicant has sufficient professional experience or presents sufficiently high GMAT/GRE scores, a lower average may be accepted, subject to approval of the Director of the Robert H. Lee Graduate School.

Applicants must hold the equivalent of a four-year bachelor's degree. Three-year bachelor's degrees are accepted from Australia, New Zealand, the U.K. and Europe. Additional details on acceptable international credentials are available [here](#). Applicants must present minimum GMAT or GRE score:

- 550 GMAT with at least a 50th percentile in the quantitative and verbal sections of the test; or
- 155 GRE score on each of the verbal and quantitative sections.

Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of English language proficiency prior to admission. Tests must have been taken within the last 24 months at the time of submission of your application. Acceptable English language proficiency tests for the MM are:

- TOEFL (Test of English as a Foreign Language): 100 (Internet version)
- IELTS (International English Language Testing Service): minimum overall band score of 7.0 with no component score less than 6.0

~~The Master of Management general management (with no specialization) is offered as:~~

- ~~1. A full time program requiring a bachelors degree in an area other than business.~~

~~International Business Stream~~

~~The International Business Stream is available to any student in the full time Master of Management general management program. Students are required to take part in an international study experience, either an exchange program or a study tour, and pass two 1.5 credit international business modules. Details of International Business streams are available from the Faculty's Robert H. Lee Graduate School.~~

- ~~2. An Undergraduate Program Master of Management Dual Degree Option. See the UG-MM Dual Degree Option entry for details.~~

~~Operations Research Specialization~~

~~The Master of Management (M.M.) in Operations Research requires specialized coursework in business models, statistics and decisions, optimization, stochastic systems and consulting practices, as well as electives. Students are generally required to complete an industry project.~~

~~Visit the Faculty for more information.~~

Type of Action:

Update Calendar entry as follows:

- Shorten program introduction;
- Distinguish the "traditional" 9-month MM from the B+MM dual degree program.
- Remove information international business stream and operations research specialization;
- Add admission requirements;

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| <ul style="list-style-type: none"> • MELAB (Michigan English Language Assessment Battery): minimum overall score of 84 • PTE (Pearson Test of English - Academic): minimum overall score of 70 • CAEL (Canadian Academic English Language Test) minimum overall score of 70 <p>Applicants with more than two years' full-time work experience after Undergraduate Graduation are not eligible for admission. Evaluation for admission is based on academic records, Graduate Management Admission Test (GMAT) scores, full-time work experience, essays, & letters of recommendation. Applicants being seriously considered for admission will be contacted by the Robert H. Lee Graduate School for an interview either in person or by Skype or phone. A list of required application documents and further information is available on the program website.</p> <p>Upon accepting an offer of admission to the MM Program, students will be required to pay a non-refundable deposit, which is applied to the first installment of tuition fees.</p> <p>Program Requirements The program includes a minimum of 36 credits of coursework over 9 months, as follows:</p> <ul style="list-style-type: none"> • Mandatory Orientation • 12 credits of Foundational courses • 3 credits of Integration Courses • 19.5 credits of Advanced courses • 1.5 credits of Career Development <p>Each student's coursework must be approved by the Robert H. Lee Graduate School. A complete list of the courses required for successful completion may be</p> | <p>e. Add program requirements.</p> <p>Rationale for Proposed Change: Important information on admission and program requirements has not been previously included in the Calendar. The revision is made to be consistent with the structure and content of the Calendar entry for the PMBA (the newest professional master program in Commerce that was approved in 2016).</p> <p>We are removing sections on the international business stream and operations research specialization as they are no longer offered. (i.e., the MM is only general management now). This Operations Research Specialization was replaced by the Master of Business Analytics program.</p> |
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| <p>obtained from the Robert H. Lee Graduate School.</p> <p>Academic Policies Refer to the Academic Calendar for academic regulations.</p> <p>Contact Information Please contact the Robert H. Lee Graduate School for more information.</p> | |
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10 October 2019

To: Senate

From: Senate Nominating Committee

Re: A) Revisions to the Registrar/Librarians Appointment Policy (AP11), the Academic Administrators Appointment Policy (AP12), and the Disability Accommodation Policy (LR7)
B) Change in Name of the Senate Research Committee to the Senate Research and Scholarship Committee
C) Committee Adjustments

A) Revisions to the Registrar/Librarians Appointment Policy (AP11), the Academic Administrators Appointment Policy (AP12), and the Disability Accommodation Policy (LR7)

The Office of the University Counsel, on behalf of the Board of Governors, has written to the Committee to advise that the Board has approved amendments to the above named policies. As these policies require the consent of Senate to take effect, they have been reviewed by the Senate Nominating Committee. The proposed changes are set out in the attached memorandum and largely relate to changes in responsible executives, formatting, and removal of spent language. Finding the changes appropriate, the Committee is pleased to recommend as follows:

That Senate concur with the Board of Governors in approving amendments to the Registrar/Librarians Appointment Policy (AP11), the Academic Administrators Appointment Policy (AP12), and the Disability Accommodation Policy (LR7) as set out in the attached proposals.

B) Change in Name of the Senate Research Committee to the Senate Research and Scholarship Committee

The Senate Research Committee has now met, and the Nominating Committee has been advised that one of its first actions was a review of its terms of reference. The Research Committee is of the opinion that “research” is potentially viewed as too narrow of a term to encompass the range of scholarship done at UBC, especially in the humanities. To ensure the scope of its work is appropriate, the Research Committee has proposed to amend its name to be the “Research and



Scholarship” Committee. The Nominating Committee agrees with that recommendation and is pleased to recommend as follows:

That the name of the Senate Research Committee be changed to be the Senate Research and Scholarship Committee; and

That its terms of reference be amended as follows (new text in bold):

To consider, and to provide advice and recommendations to the Senate, on key academic matters related to research **and scholarship** at the University, including but not limited to:

- Institutional policies and procedures related to research and scholarship;
- Centres, institutes and other academic or administrative units with research **or scholarship**-focused mandates; and
- Research **and scholarship** aspects of university-level strategic planning
- The research **and scholarship** environment, infrastructure, funding and other issues which, in the opinion of the Committee, have an impact on research at the University.
- To consider an annual report on research at the University from the Vice-President Research and Innovation prior to its presentation to Senate.
- To meet or consult with other Senate committees as required on matters of mutual interest.

C) Committee Adjustments

The Nominating Committee has noted a vacancy for a non-senator, non-student member of the Senate Ad Hoc Committee on Academic Diversity and Inclusion due to the departure of Ms Debra Martel, former Associate Director of the First Nations House of Learning from UBC. Ms Martel’s successor as acting associate director is Ms Kristen Pike, who is also Associate Director, Strategic Aboriginal Enrolment Initiatives. The Nominating Committee is pleased to recommend as follows:

That Ms Kristen Pike be appointed to the Senate Ad Hoc Committee on Academic Diversity and Inclusion to replace Ms Debra Martell.




Memorandum

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| Date | October 15, 2019 |
| To | Okanagan Senate and Vancouver Senate |
| Attention | Chris Eaton |
| From | Office of the University Counsel |
| Subject | Request for Approval of Proposed Amendments to the Registrar/Librarians Appointment Policy (AP11), the Academic Administrators Appointment Policy (AP12), and the Disability Accommodation Policy (LR7) (the “ Applicable Policies ”) |

The Board of Governors recently approved a number of changes to certain Board Policies, including the Applicable Policies, to reflect updates to the UBC Executives designated by the President as having primary responsibility for the implementation and administration of Board Policies and Procedures (the “**Responsible Executives**”). The Applicable Policies are joint Senate and Board Policies and accordingly any change approved to such Policies must have both Board and Senate approval before becoming effective. The proposed amendments to the Applicable Policies are in connection with the following:

1. **Registrar/Librarians Appointment Policy (AP11)** – The proposed amendments update the formatting of titles of Responsible Executives to ensure that title formats are consistent throughout all Board Policies. Applicable references in this Policy should be updated to the following, consistent format: “Vice-President [*insert applicable title*]”. In addition the proposed amendments include updates to reflect a recent change in title of the Provost and Vice-President, Academic (UBC Okanagan).
2. **Academic Administrators Appointment Policy (AP12)** – The proposed amendments (1) reflect the recent realignment of titles as between Dr. Buszard and Dr. Mukherjee Reed, (2) remove references to the Principals of the College of Health Disciplines and the College for Interdisciplinary Studies as these Colleges no longer exist; (3) update Responsible Executive titles to reflect the most current designation.
3. **Disability Accommodation Policy (LR7)** LR7 – The proposed amendments update the formatting of titles of Responsible Executives to the following, consistent format: “Vice-President, [*insert applicable title*]”.

Please see enclosed blacklined copies of the Applicable Policies with the proposed amendments shown in track changes. Please let us know if you have any questions, or, if there are no questions, please provide us with confirmation of approval of the proposed amendments by the Okanagan and Vancouver Senates in due course.

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|  The University of British Columbia Board of Governors | Policy No.: AP11 |
| Long Title: Appointment of Registrar and Librarians (Joint Senate and Board Policy) | |
| Short Title: Registrar/Librarians Appointment Policy | |

Background & Purposes:

Section 27(2)(f) of the *University Act*, R.S.B.C. 1996 c. 468 empowers the Board of Governors, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the recommendation and selection of candidates for the *Registrar* and *Librarians*.

For extensions and acting appointments, please refer to the Registrar/Librarians Extension Policy.

1. Definitions and Interpretation Rules

- 1.1 A schedule to this Policy establishes the definitions of terms used in this Policy and any unique rules of interpretation that apply to this Policy.

2. Scope

- 2.1 This Policy applies to all appointments of the **Registrar**, the **University Librarian**, and all other **Librarians**.
- 2.2 **Librarians** other than the **University Librarian** are appointed in accordance with the Collective Agreement between the University and the Faculty Association.

3. Selection of Candidates

- 3.1 For the selection of candidates for the **Registrar** and the **University Librarian**, the President shall convene an **Advisory Committee** as described in the Procedures and will consider the advice of the **Advisory Committee** in making a recommendation to the Board of Governors.
- 3.2 The President's recommendation, which may include recommended terms and conditions of any appointment, will be considered by the Board of Governors, which must approve such appointment and has the authority to establish the terms and conditions for any such appointment.

4. Procedures Not to Conflict

- 4.1 Provided that they are not in conflict with this Policy, the Procedures associated with this Policy may be created and amended in the same way as the Procedures associated with any other Policy passed by the Board of Governors.

Schedule to Registrar/Librarians Appointment Policy

Definitions and Other Interpretation Rules

1. Definitions

In the Registrar/Librarians Appointment Policy, the following terms have the meaning defined below, and shall have the same meaning in any Procedures associated with that Policy:

- a. ***“Advisory Committee”*** means an advisory committee to the President as defined in Article 2 in the Procedures associated with this Policy.
- b. ***“Librarians”*** means the members of UBC’s professional librarian staff.
- c. ***“Registrar”*** means the Associate ~~Vice-Vice~~-President, Enrolment Services and Registrar.
- d. ***“University Librarian”*** means the person who is responsible for UBC’s overall library system across both UBC Okanagan and UBC Vancouver.
- e. ***“Responsible Executive”*** means:
 1. individual(s) assigned by the President, from time to time, to be responsible for this Policy and any associated Procedures; and
 2. any sub-delegate of that assigned responsible individual(s) except to the extent that the power to delegate is specifically excluded in this Policy or in the appointment by the President.



PROCEDURES ASSOCIATED WITH THE REGISTRAR/LIBRARIANS APPOINTMENT POLICY

Pursuant to the Regulatory Framework Policy, the President may approve Procedures or the amendment or repeal of Procedures. Such approvals must be reported at the next meeting of the UBC Board of Governors or as soon thereafter as practicable.

Capitalized terms used in these Procedures that are not otherwise defined herein shall have the meanings given to such terms in the accompanying Policy, being the Registrar/Librarians Appointment Policy.

1. Assignment of **Responsible Executive**

- 1.1 The **Responsible Executive** will be the Provost and ~~Vice-Vice~~ President, Academic (UBC Vancouver) in relation to matters regarding the **University Librarian**.
- 1.2 The **Responsible Executive** will be the Provost and ~~Vice-Vice~~ President, Academic (UBC Vancouver) and the Provost and Vice-~~Principal~~ President, Academic (UBC Okanagan) in relation to matters regarding the **Registrar**.
- 1.3 **Sub-Delegation:** The **Responsible Executives** are not limited in sub-delegation of the duties hereunder but remain responsible for oversight and answerable to the President.

2. Advisory Committee for the **University Librarian**

- 2.1 For the selection of the **University Librarian**, the President will convene an **Advisory Committee** with the following membership:

| For the University Librarian | | | |
|------------------------------|---|---|-------------------|
| Position | # | Source/Composition | Appointed by: |
| Chair | 1 | Responsible Executive | Ex Officio |
| Secretary | * | A member of the administrative staff of the Responsible Executive *(non-voting and not counted in quorum) | Chair |
| Members | 1 | Provost and Vice- Principal President, Academic (UBC Okanagan) | Ex Officio |
| | 4 | Persons, at least two of whom must be faculty members | President |
| | 1 | Librarian elected by and from the Librarians associated with UBC Okanagan, other than the University Librarian | Librarians |
| | 3 | Librarians elected by and from the Librarians associated with UBC Vancouver, other than the University Librarian | Librarians |
| | 1 | Student elected by and from the students registered at UBC Okanagan | Students |
| | 1 | Student elected by and from the students registered at UBC Vancouver | Students |

| For the University Librarian | | | |
|------------------------------|-----|---|-------------------|
| Position | # | Source/Composition | Appointed by: |
| | 1 | Person selected by the UBC Okanagan Senate from the faculty members or students from UBC Okanagan | Senate |
| | 1 | Person selected by the UBC Vancouver Senate from the faculty members or students from UBC Vancouver | Senate |
| Additional Members | N/A | Such other person(s) as the President may choose to appoint | President |
| | N/A | One Librarian elected by and from the Librarians , other than the University Librarian , for each Additional Member appointed by the President | Librarians |
| | N/A | One student elected by and from the students registered at UBC Okanagan for every four Additional Members appointed by the President | Students |
| | N/A | One student elected by and from the students registered at UBC Vancouver for every four Additional Members appointed by the President | Students |
| | N/A | One person selected by the UBC Okanagan Senate from the faculty members from UBC Okanagan for every four Additional Members appointed by the President | Senate |
| | N/A | One person selected by the UBC Vancouver Senate from the faculty members from UBC Vancouver for every four Additional Members appointed by the President | Senate |

- 2.2 **Student Member Elections:** For student members, the nominations and the elections are to be conducted in accordance with procedures satisfactory to the **Registrar**. The **Registrar** may authorize a student society to conduct the nominations and/or elections processes on his or her behalf.
- 2.3 **Senate Selections:** For a Senate selection, the selection process is to be conducted in accordance with procedures satisfactory to the relevant Senate. Without limiting the generality of the foregoing, the Senate may authorize a committee (such as, for example, the Nominating Committee) to conduct the process or to simply make the selection.
- 2.4 The Chair of the **Advisory Committee** must consult with the President before confirming the composition of the **Advisory Committee**.
- 2.5 **Appointment Term:** The **University Librarian** may be appointed for up to 5 years per term.

3. **Advisory Committee for the Registrar**

- 3.1 **Registrar:** For the selection of the **Registrar**, the President will convene an **Advisory Committee** with the following membership:

| For the selection of the Registrar | | | |
|------------------------------------|-----|---|---------------|
| Position | # | Source/Composition | Appointed by: |
| Co- Chairs | 2 | Responsible Executives | Ex Officio |
| Secretary | * | A member of the administrative staff of the Co-Chairs, selected by mutual agreement between the Co-Chairs *(non-voting and not counted in quorum) | Co-Chairs |
| Members | 2 | Persons | President |
| | 2 | Members of the staff of the Registrar's Office elected by and from the members of the staff of the Registrar's Office, other than the Registrar | Staff |
| | 1 | Student elected by and from the students registered at UBC Okanagan | Students |
| | 1 | Student elected by and from the students registered at UBC Vancouver | Students |
| | 1 | Person selected by the UBC Okanagan Senate from the faculty members from UBC Okanagan | Senate |
| | 1 | Person selected by the UBC Vancouver Senate from the faculty members from UBC Vancouver | Senate |
| Additional Members | N/A | Such other person(s) as the President may choose to appoint | President |
| | N/A | One member of the staff of the Registrar's Office elected by and from the members of the staff of the Registrar's Office, other than the Registrar , for each Additional Member appointed by the President | Staff |
| | N/A | One student elected by and from the students registered at UBC Okanagan for every four Additional Members appointed by the President | Students |
| | N/A | One student elected by and from the students registered at UBC Vancouver for every four Additional Members appointed by the President | Students |
| | N/A | One person selected by the UBC Okanagan Senate from the faculty members from UBC Okanagan for every four Additional Members appointed by the President | Senate |
| | N/A | One person selected by the UBC Vancouver Senate from the faculty members from UBC Vancouver for every four Additional Members appointed by the President | Senate |

3.2 The Co-Chairs of the **Advisory Committee** must consult with the President before confirming the composition of the **Advisory Committee**.

3.3 **Student Member Elections:** For student members, the nominations and the elections are to be conducted in accordance with procedures satisfactory to the Co-Chairs. The Co-Chairs may authorize the incumbent **Registrar** or another person or entity, including a student society to conduct the nominations and/or elections processes on their behalf, notwithstanding the fact that the incumbent **Registrar** may be a candidate for appointment.

3.4 **Senate Selections:** For a Senate selection, the selection process is to be conducted in accordance with procedures satisfactory to the relevant Senate. Without limiting the generality of the foregoing, the Senate may authorize a committee (such as, for example, the Nominating Committee) to conduct the process or to simply make the selection.

3.5 **Appointment Term:** The *Registrar* may be appointed for up to 5 years per term.

4. Replacement of Advisory Committee Members

4.1 **Vacancy or Inability to Participate:** If a member of an *Advisory Committee* becomes unwilling or unable to serve as a member of the *Advisory Committee* before it has completed its work, the Chair or Co-Chairs, as applicable, in consultation with the President, may appoint a replacement member. While the replacement member may be any person whose participation is expected to contribute significantly to the *Advisory Committee's* activities, the usual practice is for the replacement member to be from the same stakeholder group as the person being replaced.

4.2 **Student Status:** If a **student** member of an *Advisory Committee* ceases to be a student at the University but remains willing and able to continue to serve as a member of the *Advisory Committee*, the Chair or Co-Chairs, as applicable, in consultation with the President and the relevant student group, may permit the student to continue to serve or may appoint a replacement student member. Any such replacement must meet the same eligibility requirements as the student who is being replaced. For example, if the student being replaced is a student selected from the students registered at UBC Okanagan, the replacement student will be appointed from the students registered at UBC Okanagan.

4.3 If a replacement member is not appointed, the *Advisory Committee* may complete its work notwithstanding the vacancy.

5. Customary Practices

5.1 In making appointments to an *Advisory Committee*, including replacement appointments under Article 4 of these Procedures, the President will endeavour to provide for a diverse and balanced *Advisory Committee*.

6. Procedure for Advisory Committee

6.1 The Chair or Co-Chairs of the *Advisory Committee* will be responsible for calling meetings.

6.2 Meetings may be held face-to-face, via telephone conference, video conference or any means determined by the Chair or Co-Chairs of the *Advisory Committee*, as applicable.

6.3 The quorum required to transact business at meetings will be a majority of the members of the *Advisory Committee* unless otherwise determined by the Chair or Co-Chairs, as applicable.

7. Remuneration

- 7.1 The form and amount of remuneration of the **Registrar** and the **University Librarian** must be established and documented in writing at or before the effective date of the appointment.

8. Administrative Leaves

- 8.1 As part of the terms of an appointment, the **University Librarian** and the **Registrar** may be granted an administrative leave, to be taken at the conclusion of the appointment, provided however that any such grant of administrative leave as well as any remuneration and/or benefits to be received by the **University Librarian** or the **Registrar** during any such administrative leave must be documented in writing at or before the effective date of the appointment. Recognizing that administrative leave is intended to provide for a reasonable period of time for senior administrators who are returning the academic ranks to focus on their scholarly and professional activities and to re-integrate with their disciplines before they resume their regular duties as faculty members or **Librarians**, administrative leave will only be granted to the **University Librarian** and the **Registrar** if he or she holds, in the case of the **University Librarian**, a confirmed appointment, and in the case of the **Registrar**, a tenured appointment, and they actually return to active duty as a faculty member or a **Librarian** for at least one year immediately after the period of the administrative leave.
- 8.2 If an administrative leave is granted, time served as a **Registrar** or **University Librarian** and time taken on administrative leave will not be included in years of service for the purpose of calculating study leave.
- 8.3 During the period of administrative leave, the faculty member continues to be a full-time employee of the University, and is required to comply with the University's policies and procedures.
- 8.4 Any arrangements with respect to administrative leave that that were established and documented in writing prior to February 1, 2008 will not be affected by these Procedures.
- 8.5 Any deviations from the provisions of these Procedures dealing with administrative leave may only be made with the written approval of the President.




EXPLANATORY NOTES REGARDING THE REGISTRAR/LIBRARIANS APPOINTMENT POLICY AND ASSOCIATED PROCEDURES

Issued July 2019 by the Office of the University Counsel

The OUC has prepared these Explanatory Notes to provide context and background regarding the Registrar/Librarian Appointment Policy. These Explanatory Notes do not replace or supersede the content of the Registrar/Librarians Appointment Policy and its Procedures.

| | |
|------------------------------|--|
| Policy Long Title: | Appointment of Registrar and Librarians (Joint Senate and Board Policy) |
| Policy Short Title: | Registrar/Librarians Appointment Policy |
| Policy Number: | AP11 |
| Responsible Executive: | Provost and Vice-President, Academic (UBC Vancouver) Provost and Vice- President <u>Principal</u> , Academic (UBC Okanagan) |
| Responsible Board Committee: | Employee Relations Committee |
| Related Policies: | GA2 - Regulatory Framework Policy AP13 - Registrar/Librarians Extension Policy |
| History: | <ul style="list-style-type: none"> • The Registrar/Librarians Appointment Policy was first approved by the Board of Governors in February 2008; • The Registrar/Librarians Appointment Policy was revised in February 2012; • The Registrar/Librarians Appointment Policy was updated in July 2019 to reflect a new policy identification system; it is currently identified as the Registrar/Librarians Appointment Policy, its long title is Appointment of Registrar and Librarians (Joint Senate and Board Policy), and its number is AP11. The previous identification number for this policy was #17. |
| Related Legislation: | <i>University Act R.S.B.C. 1996, c.468</i> |

| | |
|--|---------------------------------------|
|  The University of British Columbia Board of Governors | Policy No.: AP12 |
| Long Title: Appointment of Designated Senior Academic Administrators (Joint Senate and Board Policy) | |
| Short Title: <p style="text-align: center;">Academic Administrators Appointment Policy</p> | |

Background & Purposes:

Section 27(2)(f) of the *University Act*, R.S.B.C. 1996 c. 468 empowers the Board of Governors, with the approval of the UBC Okanagan Senate and the UBC Vancouver Senate, to establish procedures for the recommendation and selection of candidates for senior academic administrators.

For extensions and acting appointments, please refer to the Academic Administrators Extension Policy.

1. Definitions and Interpretation Rules

- 1.1 A schedule to this Policy establishes the definitions of terms used in this Policy and any unique rules of interpretation that apply to this Policy.

2. Scope

- 2.1 This Policy applies to all appointments of ***Designated Senior Academic Administrators***.
- 2.2 Currently, the President of the University holds the title of Deputy Vice-Chancellor for UBC Vancouver ~~and the Vice-President, Academic and Research (UBC Okanagan) holds the title of Deputy Vice-Chancellor and Principal for UBC Okanagan~~. If at some point in the future, it is determined that the position of Deputy Vice-Chancellor is to be held by a person other than the President in the case of UBC Vancouver ~~or the Vice-President, Academic and Research (UBC Okanagan) in the case of UBC Okanagan~~, the process for dealing with appointments for the ~~Deputy Vice-Chancellor and Principal (UBC Okanagan) or the~~ Deputy Vice-Chancellor (UBC Vancouver) as set out in this Policy and any associated Procedures will apply. However, unless and until such a determination is made, the normal selection process for the President ~~or for the Vice-President, Academic and Research (UBC Okanagan), as applicable~~, will be applied.

3. Selection of Candidates

- 3.1 For the selection of candidates for ***Designated Senior Academic Administrators***, the President shall convene an ***Advisory Committee*** as described in the Procedures and will consider the advice of the ***Advisory Committee*** in making a recommendation to the Board of Governors.

- 3.2 The President's recommendation, which may include recommended terms and conditions of the appointment, will be considered by the Board of Governors which must approve the appointment and has the authority to establish the terms and conditions for any such appointment.

4. Procedures Not to Conflict

- 4.1 Provided that they are not in conflict with this Policy, the Procedures associated with this Policy may be created and amended in the same way as the Procedures associated with any other Policy passed by the Board of Governors.

Schedule to Academic Administrators Appointment Policy

Definitions and Other Interpretation Rules

1. Definitions

In the Academic Administrators Appointment Policy, the following terms have the meaning defined below, and shall have the same meaning in any Procedures associated with that Policy:

- a. ***"Academic Associate Vice-Presidents"*** means the positions designated as such by the President, from time to time, in the Procedures associated with this Policy.
- b. ***"Academic Vice-Presidents"*** means the following:
 1. Provost and Vice-President, Academic (UBC Vancouver); and
 2. ~~Provost and Vice-President, Academic~~Provost and Vice-President, Academic and Research (UBC Okanagan).
- c. ***"Advisory Committee"*** means an advisory committee to the President as defined in Article 2 in the Procedures associated with this Policy.
- d. ***"Deans"*** means:
 1. the Deans of UBC Okanagan Faculties;
 2. the Deans of UBC Vancouver Faculties;
 3. the Deans of Dual-Campus Faculties.
- e. ***"Designated Senior Academic Administrators"*** means the following:
 1. Deputy Vice-Chancellor and Principal (UBC Okanagan);
 2. Deputy Vice-Chancellor (UBC Vancouver);
 3. ***Academic Vice-Presidents***;
 4. Vice-President, Research and Innovation; and
 5. ***Academic Associate Vice-Presidents***.
- f. ***"Dual-Campus Faculty"*** has the same meaning attributed to it in resolutions passed by the Board of Governors on June 3, 2005. [Note: As at July 1, 2005, the sole Dual-Campus Faculty was the Faculty of Applied Science.]
- g. ***"Responsible Executive"*** means:
 1. individual(s) assigned by the President, from time to time, to be responsible for this Policy and any associated Procedures; and
 2. any sub-delegate of that assigned responsible individual(s) except to the extent that the power to delegate is specifically excluded in this Policy or in the appointment by the President.
- h. ~~***"Principals"*** means:~~
 - ~~1. the Principal of the College of Health Disciplines; and~~
 - ~~2. the Principal of the College for Interdisciplinary Studies.~~

i.h. ***“UBC Okanagan Faculty”*** has the same meaning attributed to the term "Faculty of UBC Okanagan" in resolutions passed by the Board of Governors on June 3, 2005. [Note: as at July 1, 2005, the UBC Okanagan Faculties were the Faculty of Arts and Sciences (now known as the Irving K. Barber School of Arts and Sciences), the Faculty of Creative and Critical Studies, the Faculty of Education, the Faculty of Health and Social Development, and the Faculty of Management.]

j.i. ***“UBC Vancouver Faculty”*** has the same meaning attributed to the term "Faculty of UBC Vancouver" in resolutions passed by the Board of Governors on June 3, 2005. [Note: as at July 1, 2005, the UBC Vancouver Faculties were the Faculty of Arts, the Faculty of Commerce and Business Administration (now known as the Sauder School of Business), the Faculty of Dentistry, the Faculty of Education, the Faculty of Forestry, the Faculty of Graduate Studies, the Faculty of Land and Food Systems, the Faculty of Law, the Faculty of Medicine, the Faculty of Pharmaceutical Sciences, and the Faculty of Science].



PROCEDURES ASSOCIATED WITH THE ACADEMIC ADMINISTRATORS APPOINTMENT POLICY

Pursuant to the Regulatory Framework Policy, the President may approve Procedures or the amendment or repeal of Procedures. Such approvals must be reported at the next meeting of the UBC Board of Governors or as soon thereafter as practicable.

Capitalized terms used in these Procedures that are not otherwise defined herein shall have the meanings given to such terms in the accompanying Policy, being the Academic Administrators Appointment Policy.

1. Academic Associate Vice-Presidents

1.1 The following individuals are designated as **Academic Associate Vice-Presidents**:

1.1.1 Associate Vice-President, Research and Innovation;

1.1.2 Vice-Provost, International;

1.1.3 ~~Provost and Vice Principal (Academic) (UBC Okanagan);~~

~~1.1.4 Vice Principal (Research and Innovation) (UBC Okanagan);~~

1.1.~~54~~ Deputy Provost (UBC Vancouver);

1.1.~~65~~ Vice-Provost, Graduate and Postdoctoral Studies (UBC Vancouver);

1.1.~~76~~ Vice-Provost and Associate Vice-President, Academic Affairs (UBC Vancouver);

1.1.~~87~~ Vice-Provost and Associate Vice-President, Enrolment and Academic Facilities (UBC Vancouver); and

1.1.~~98~~ Associate Vice-President, Health.

1.2 Currently, the Dean of the Faculty of Graduate and Postdoctoral Studies holds the title of Vice-Provost Graduate and Postdoctoral Studies (UBC Vancouver). Where a Vice-Provost concurrently holds the position of Dean of a Faculty, the normal selection process for a Dean will be applied. If, at some point in the future, it is determined that the position of Vice-Provost Graduate and Postdoctoral Studies (UBC Vancouver) is to be held by a person other than the Dean of the Faculty of Graduate and Postdoctoral Studies, the appointment process for **Academic Associate Vice-Presidents** will be applied.

2. Advisory Committee for the Appointments

- 2.1 For the **Deputy Vice-Chancellor and Principal (UBC Okanagan)** or the **Deputy Vice-Chancellor (UBC Vancouver)**, the President will convene an **Advisory Committee** with the following membership:

| For the Deputy Vice-Chancellor and Principal for UBC Okanagan or the Deputy Vice-Chancellor for UBC Vancouver | | | |
|---|---------|--|--------------|
| Position | # | Source/Composition | Selected by: |
| Chair | 1 | President | Ex Officio |
| Secretary | * | A member of the administrative staff of the Chair *(non-voting and not counted in quorum) | Chair |
| Members | 3 | Persons appointed by the Chair from the members of the Board of Governors | Chair |
| | 1 | Person selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable | Senate |
| | 3 | Persons selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, at least one of whom must be a faculty member or student from UBC Okanagan or UBC Vancouver, as applicable | Senate |
| | 1 | Student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable | Students |
| | Up to 2 | Associate Vice-Presidents or Directors of units within the portfolio of the Deputy Vice-Chancellor as the Chair may choose to appoint | Chair |
| | 2 | Persons elected by and from the faculty members from UBC Okanagan or UBC Vancouver, as applicable | Faculty |
| Additional Members | N/A | Such other person(s) as the Chair may choose to appoint | Chair |
| | N/A | One person selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable, for every Additional Member appointed by the Chair | Senate |
| | N/A | One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the Chair | Students |

- 2.2 For the selection of an **Academic Vice-President**, the President will convene an **Advisory Committee** with the following membership:

| For the <i>Academic Vice-Presidents</i> | | | |
|---|-----|---|--------------|
| Position | # | Source/Composition | Selected by: |
| Chair | 1 | President | Ex Officio |
| Secretary | * | A member of the administrative staff of the Chair *(non-voting and not counted in quorum) | Chair |
| Members | 4 | Persons appointed by the Chair from the members of the Board of Governors, at least one of whom must be a faculty member | Chair |
| | 1 | Person selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable | Senate |
| | 2 | Persons selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, at least one of whom must be a faculty member or student from UBC Okanagan or UBC Vancouver, as applicable | Senate |
| | 1 | Dean or Principal selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable | Senate |
| | 1 | Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable | Students |
| | 1 | Student elected by and from the undergraduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable | Students |
| | 2 | Persons elected by and from the faculty members from UBC Okanagan or UBC Vancouver, as applicable | Faculty |
| Additional Members | N/A | Such other person(s) as the Chair may choose to appoint | Chair |
| | N/A | One person selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the Chair | Senate |
| | N/A | One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the Chair | Students |

- 2.3 For the selection of the Vice President, Research and Innovation, the President will convene an **Advisory Committee** with the following membership:

| For the Vice-President, Research and Innovation | | | |
|---|---------|---|--|
| Position | # | Source/Composition | Selected by: |
| Chair | 1 | President | Ex Officio |
| Secretary | * | A member of the administrative staff of the Chair *(non-voting and not counted in quorum) | Chair |
| Members | 3 | Persons appointed by the Chair from the members of the Board of Governors | Chair |
| | 1 | Person selected by and from the UBC Okanagan Senate from the faculty members from UBC Okanagan | Senate |
| | 1 | Person selected by and from the UBC Okanagan Senate from the faculty members or students from UBC Okanagan. | Senate |
| | 1 | Person selected by and from the UBC Vancouver Senate from the faculty members from UBC Vancouver | Senate |
| | 1 | Person selected by and from the UBC Vancouver Senate from the faculty members or students from UBC Vancouver | Senate |
| | 1 | Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan | Students |
| | 1 | Student elected by and from the graduate students registered in a degree or diploma program at UBC Vancouver | Students |
| | 1 | Person elected by and from the faculty members from UBC Okanagan | Faculty |
| | 1 | Person elected by and from the faculty members from UBC Vancouver | Faculty |
| | Up to 2 | Associate Vice-Presidents or Directors of units within the portfolio of the Vice-President, Research and Innovation as the Chair may choose to appoint | Chair |
| Additional Members | N/A | Such other person(s) as the Chair may choose to appoint | Chair |
| | N/A | One faculty member selected by the Chair and Members of the Advisory Committee (for clarity, not including the Additional Members) for every two Additional Members appointed by the Chair | Chair and Members of Advisory Committee |
| | N/A | One student elected by and from the graduate students registered in a degree or diploma program at either UBC Okanagan or UBC Vancouver for every two Additional Members appointed by the Chair | Students |

- 2.4 For the selection of an **Academic Associate Vice-President**, the President will convene an **Advisory Committee** with the following membership:

| For the Academic Associate Vice-Presidents other than the Associate Vice-President, Research and Innovation, the Vice-Provost, International, and the Associate Vice-President, Health | | | |
|--|-----|--|--------------|
| Position | # | Source/Composition | Selected by: |
| Chair | 1 | The Academic Vice-President to whom the Academic Associate Vice-President will report | Ex Officio |
| Secretary | * | A member of the administrative staff of the Chair *(non-voting and not counted in quorum) | Chair |
| Members | 3 | Persons appointed by the President, at least one of whom must be a faculty member | President |
| | 1 | Person selected by and from UBC Okanagan Senate or UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable | Senate |
| | 3 | Persons selected by and from UBC Okanagan Senate or UBC Vancouver Senate, as applicable, at least one of whom must be a faculty member or student from UBC Okanagan or UBC Vancouver, as applicable | Senate |
| | 1 | Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable | Students |
| | 1 | Student elected by and from the undergraduate students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable | Students |
| | 2 | Persons elected by and from the faculty members from UBC Okanagan or UBC Vancouver, as applicable | Faculty |
| Additional Members | N/A | Such other person(s) as the President may choose to appoint | President |
| | N/A | One person selected by and from the UBC Okanagan Senate or the UBC Vancouver Senate, as applicable, from the faculty members from UBC Okanagan or UBC Vancouver, as applicable, for every Additional Member appointed by the President | Senate |
| | N/A | One student elected by and from the students registered in a degree or diploma program at UBC Okanagan or UBC Vancouver, as applicable, for every two Additional Members appointed by the President | Students |

| For the Associate Vice-President, Research <u>and Innovation</u> | | | |
|--|-----|--|---|
| Position | # | Source/Composition | Selected by: |
| Chair | 1 | The Vice-President, Research and Innovation | Ex Officio |
| Secretary | * | A member of the administrative staff of the Chair *(non-voting and not counted in quorum) | Chair |
| Members | 3 | Persons appointed by the President, at least 1 of whom is a staff member from within the portfolio of the Vice-President, Research and Innovation | President |
| | 1 | Person selected by and from the UBC Okanagan Senate from the faculty members from UBC Okanagan | Senate |
| | 1 | Person selected by and from the UBC Okanagan Senate from the faculty members or students from UBC Okanagan | Senate |
| | 1 | Person selected by and from the UBC Vancouver Senate from the faculty members from UBC Vancouver | Senate |
| | 1 | Person selected by and from the UBC Vancouver Senate from the faculty members or students from UBC Vancouver | Senate |
| | 1 | Person elected by and from the faculty members from UBC Okanagan | Faculty |
| | 1 | Person elected by and from the faculty members from UBC Vancouver | Faculty |
| | 1 | Student elected by and from the graduate students registered in a degree or diploma program at UBC Okanagan | Students |
| | 1 | Student elected by and from the graduate students registered in a degree or diploma program at UBC Vancouver | Students |
| Additional Members | N/A | Such other person(s) as the President may choose to appoint | President |
| | N/A | One faculty member selected by the Chair and Members of the <i>Advisory Committee</i> (for clarity, not including the Additional Members) for every two Additional Members appointed by the President | Chair and Members of <i>Advisory Committee</i> |
| | N/A | One student elected by and from the graduate students registered in a degree or diploma program at either UBC Okanagan or UBC Vancouver for every two Additional Members appointed by the President | Students |

| For the Vice-Provost, International | | | |
|-------------------------------------|-----|--|--|
| Position | # | Source/Composition | Selected by: |
| Chair | 1 | The Provost and Vice-President, Academic (UBC Vancouver) | Ex Officio |
| Secretary | * | A member of the administrative staff of the Chair *(non-voting and not counted in quorum) | Chair |
| Members | 1 | Provost and Vice- Principal (Academic) President, Academic (UBC Okanagan) | Ex Officio |
| | 3 | Persons appointed by the President, at least 1 of whom is a staff member from within the portfolio of the Provost and Vice-President Academic (UBC Vancouver) | President |
| | 1 | Person selected by and from the UBC Okanagan Senate from the faculty members from UBC Okanagan | Senate |
| | 1 | Person selected by and from the UBC Okanagan Senate from the faculty members or students from UBC Okanagan | Senate |
| | 2 | Persons selected by and from the UBC Vancouver Senate from the faculty members from UBC Vancouver | Senate |
| | 1 | Person selected by and from the UBC Vancouver Senate from the faculty members or students from UBC Vancouver | Senate |
| | 1 | Person elected by and from the faculty members from UBC Okanagan | Faculty |
| | 1 | Person elected by and from the faculty members from UBC Vancouver | Faculty |
| | 1 | Student registered in a degree or diploma program at UBC Okanagan selected by the Board of Directors of the Student Union of UBC Okanagan | UBCSUO Board of Directors |
| | 1 | Student registered in a degree or diploma program at UBC Vancouver selected by the Council of the Alma Mater Society of the University of British Columbia | AMS Council |
| Additional Members | N/A | Such other person(s) as the President may choose to appoint | President |
| | N/A | One faculty member selected by the Chair and Members of the Advisory Committee (for clarity, not including the Additional Members) for every two Additional Members appointed by the President | Chair and Members of Advisory Committee |
| | N/A | One student registered in a degree or diploma program at either UBC Okanagan or UBC Vancouver selected by the Chair and Members of the Advisory Committee (for clarity, not including the Additional Members) for every two Additional Members appointed by the President | Chair and Members of Advisory Committee |

| For the Associate Vice-President, Health | | | |
|--|-----|---|--|
| Position | # | Source/Composition | Selected by: |
| Chair | 1 | The Vice-President, Health | Ex Officio |
| Secretary | * | A member of the administrative staff of the Chair *(non-voting and not counted in quorum) | Chair |
| Members | 1 | Provost and Vice- President, —Principal— (Academic) (UBC Okanagan) | Ex Officio |
| | 3 | Persons appointed by the President, at least 1 of whom is a staff member from within the portfolio of the Vice-President, Health | President |
| | 1 | Person selected by and from the UBC Okanagan Senate from the faculty members from UBC Okanagan | Senate |
| | 1 | Person selected by and from the UBC Okanagan Senate from the faculty members or students from UBC Okanagan | Senate |
| | 2 | Persons selected by and from the UBC Vancouver Senate from the faculty members from UBC Vancouver | Senate |
| | 1 | Person selected by and from the UBC Vancouver Senate from the faculty members or students from UBC Vancouver | Senate |
| | 1 | Person elected by and from the faculty members from UBC Okanagan | Faculty |
| | 1 | Person elected by and from the faculty members from UBC Vancouver | Faculty |
| | 1 | Student registered in a degree or diploma program in a health discipline at UBC Okanagan selected by the Board of Directors of the Student Union of UBC Okanagan | UBCSUO Board of Directors |
| | 1 | Student registered in a degree or diploma program in a health discipline at UBC Vancouver selected by the Council of the Alma Mater Society of the University of British Columbia | AMS Council |
| Additional Members | N/A | Such other person(s) as the President may choose to appoint | President |
| | N/A | One faculty member selected by the Chair and Members of the Advisory Committee (for clarity, not including the Additional Members) for every two Additional Members appointed by the President | Chair and Members of Advisory Committee |
| | N/A | One student registered in a degree or diploma program in a health discipline at either UBC Okanagan or UBC Vancouver selected by the Chair and Members of the Advisory Committee (for clarity, not including the Additional Members) for every two Additional Members appointed by the President | Chair and Members of Advisory Committee |

2.5 The Chair of the **Advisory Committee** for the selection of an **Academic Associate Vice-President** must consult with the President before confirming the composition of the **Advisory Committee**.

2.6 **Student Member Elections:** For student members, the nominations and the elections are to be conducted in accordance with procedures satisfactory to the Registrar. The Registrar may authorize a student society to conduct the nominations and/or elections processes on his or her behalf.

- 2.7 **Senate Selections:** For a Senate selection, the selection process is to be conducted in accordance with procedures satisfactory to the relevant Senate. Without limiting the generality of the foregoing, the Senate may authorize a committee (such as, for example, the Nominating Committee) to conduct the process or to simply make the selections.

3. Replacement of Advisory Committee Members

- 3.1 **Vacancy or Inability to Participate:** If a member of an **Advisory Committee** becomes unwilling or unable to serve as a member of the **Advisory Committee** before it has completed its work, the Chair, in consultation with the President, may appoint a replacement member. While the replacement member may be any person whose participation is expected to contribute significantly to the **Advisory Committee's** activities, the usual practice is for the replacement member to be from the same stakeholder group as the person being replaced.
- 3.2 **Student Status:** If a student member of an **Advisory Committee** ceases to be a student at the University but remains willing and able to continue to serve as a member of the **Advisory Committee**, the Chair, in consultation with the President, may permit the student to continue to serve or may appoint a replacement student member. Any such replacement student must meet the same eligibility requirements as the student who is being replaced. For example, if the student being replaced is a graduate student selected from the graduate students associated with a specific campus, the replacement student will be appointed from the graduate students associated with that campus.
- 3.3 If a replacement member is not appointed, the **Advisory Committee** may complete its work notwithstanding the vacancy.

4. Procedure for Advisory Committee

- 4.1 The Chair of the Advisory Committee will be responsible for calling meetings.
- 4.2 Meetings may be held face-to-face, via telephone conference, video conference or any means determined by the Chair of the Advisory Committee.
- 4.3 The quorum required to transact business at meetings will be a majority of the members of the Advisory Committee unless otherwise determined by the Chair.

5. **Customary Practices:** In making appointments to an **Advisory Committee**, including replacement appointments under Article 3 of these Procedures, the President will endeavour to provide for a diverse and balanced **Advisory Committee**.

6. Term and Remuneration


- 6.1 The form and amount of remuneration of **Designated Senior Academic Administrators** must be established and documented in writing at or before the effective date of the appointment.
- 6.2 Designated Senior Academic Administrators may be appointed for terms of up to five years.

7. Responsible Executive

- 7.1 **Appointment:** The individual responsible for the Academic Administrators Appointment Policy and these associated Procedures is the President.
- 7.2 **Sub-Delegation:** The Responsible Executive is not limited in sub-delegation of the duties hereunder but remains responsible for oversight.

8. Administrative Leaves

- 8.1 As part of the terms of an appointment, a ***Designated Senior Academic Administrator*** may be granted an administrative leave, to be taken at the conclusion of the appointment, provided, however that any such grant of administrative leave as well as any remuneration and/or benefits to be received by the ***Designated Senior Academic Administrator*** during any such administrative leave must be documented in writing at or before the effective date of the appointment.
- 8.2 Recognizing that administrative leave is intended to provide for a reasonable period of time for senior administrators who are returning to the academic ranks to focus on their scholarly and professional activities and to re-integrate with their disciplines before they resume their regular duties as faculty members, administrative leave will only be granted to the ***Designated Senior Academic Administrator*** if he or she holds a tenured appointment and actually returns to active duty as a faculty member for at least one year immediately after the period of the administrative leave.
- 8.3 If an administrative leave is granted, time served as a ***Designated Senior Academic Administrator*** and time taken on administrative leave will not be included in the years of service for the purpose of calculating study leave.
- 8.4 During the period of administrative leave, the faculty member continues to be a full-time employee of the University, and is required to comply with the University's policies and procedures.
- 8.5 Any arrangements with respect to administrative leave for a ***Designated Senior Academic Administrator*** that were established and documented in writing prior to May 1, 2008 will not be affected by these Procedures.
- 8.6 Any deviations from the Articles of these Procedures dealing with administrative leave may only be made with the written approval of the President.

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|  The University of British Columbia Board of Governors | Policy No.: LR7 |
| Long Title: Accommodation for Students with Disabilities (Joint Senate and Board Policy) | |
| Short Title: <p style="text-align: center;">Disability Accommodation Policy</p> | |

Background & Purposes:

The purpose of this Policy is to outline the principles, responsibilities and processes for the provision of Accommodation for Students with Disabilities.

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 *Human Rights Code* 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.

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.

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

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 ~~& and~~ Principal (UBC Okanagan) ~~Campus~~; 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 ASSOCIATED WITH THE DISABILITY ACCOMMODATION POLICY

Pursuant to the Regulatory Framework Policy, the President may approve Procedures or the amendment or repeal of Procedures. Such approvals must be reported at the next meeting of the UBC Board of Governors or as soon thereafter as practicable.

Capitalized terms used in these Procedures that are not otherwise defined herein shall have the meanings given to such terms in the accompanying Policy, being the Disability Accommodation Policy.

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 the Discrimination Policy.
- 5.6 The Student may also have recourse to processes outside of UBC, such as filing a complaint with the BC Human Rights Tribunal.



EXPLANATORY NOTES REGARDING THE DISABILITY ACCOMMODATION POLICY AND ASSOCIATED PROCEDURES

Issued July 2019 by the Office of the University Counsel

The OUC has prepared these Explanatory Notes to provide context and background regarding the Disability Accommodation Policy. These Explanatory Notes do not replace or supersede the content of the Disability Accommodation Policy and its Procedures.

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|-------------------------------------|--|
| Policy Long Title: | Accommodation for Students with Disabilities (Joint Senate and Board Policy) |
| Policy Short Title: | Disability Accommodation Policy |
| Policy Number: | LR7 |
| Responsible Executive: | Vice-President, Students |
| Responsible Board Committee: | Learning & Research Committee |
| Related Policies: | GA2 - Regulatory Framework Policy SC7 - Discrimination Policy |
| History: | <ul style="list-style-type: none"> • The Disability Accommodation Policy was first approved by the Board of Governors in May 1999; • The Disability Accommodation Policy was revised in January 2019; • The Disability Accommodation Policy was updated in July 2019 to reflect a new policy identification system; it is currently identified as the Disability Accommodation Policy, its long title is Accommodation for Students with Disabilities (Joint Senate and Board Policy), and its number is LR7. The previous identification number for this policy was #73. |
| Related Legislation: | BC Human Rights Code R.S.B.C. 1996, c.210 BC Freedom of Information and Protection of Privacy Act |

November 2019

From: Senate Ad Hoc Committee on Academic Diversity and Inclusion

To: Senate

Re: Progress Report, Introduction of Actions set out under the Inclusion Action Plan, and SACADI's plans to engage Senate Committees

a. Background and Terms of Reference

The Senate Ad Hoc Committee on Academic Diversity and Inclusion was established in January 2018 in response to a request for it by UBC student members of Senate.. It was formed with the following terms of reference:

- 1) To examine and report back to the Senate on the academic environment and its impact on academic diversity and inclusivity;*
- 2) To develop a framework for incorporating considerations of diversity and inclusivity into academic decision making;*
- 3) To make recommendations to the standing committees of Senate as appropriate to better support people fulfilling their full academic, professional and personal potential; and*
- 4) To Report back to Senate at least once per term in the Winter Session with the status of the committees work, and to provide a final report to Senate on the work of the Committee by March 2020 at the latest.*

The initial members of the Committee were appointed by Senate the following month, and the Committee had its initial meeting on April 6th, 2018.

For the purposes of the Committee's work, we have proceeded from an understanding of Academic Diversity and Inclusion in the following general terms, based on UBC's [Equity and Inclusion glossary](#)¹:

Diversity: Diversity refers to the wide variety of visible and invisible differences that contribute to the experiences of individuals and groups. These include both individual and group/social differences. Individual differences include, but are not limited to: personality; learning styles; and life experiences. Group/social differences include, but are not limited to the protected grounds defined in the B.C. Human Rights Code, and UBC's Policy 3 on Discrimination and Harassment².

¹ <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/>

² http://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Discrimination-Policy_SC7.pdf

Academic Diversity: Academic diversity refers to the above definition of “diversity,” as well as diversity of views, thought, and expression, and a commitment to [academic freedom](#), defined at UBC as “the freedom to pursue fruitful avenues of inquiry, to teach and learn unhindered” (see the current Senate-approved (1976) [statement on academic freedom](#)).

Inclusion: Inclusion refers to actively, intentionally, and continuously bringing historically and/or currently underrepresented and/or marginalized individuals and/or groups into processes, activities and decision/policy making in a way that shares power. Inclusion seeks to achieve equity, which refers to achieving parity in policy, process and outcomes for historically and/or currently underrepresented and/or marginalized people and groups while accounting for diversity.

Inclusive Excellence: Inclusive Excellence is a strategic framework developed to help campuses:

- Integrate their diversity and excellence efforts;
- Situate this work at the core of institutional functioning; and,
- Realize the educational benefits available to students and to the institution when this integration is done well and is sustained over time.

b. Activities to Date

The following table sets out a record of the Ad Hoc Committee’s meetings to date as well as the major conversations and/or presentation that occurred at each meeting. We have also begun preparing an overall framework for the draft report that will be made to Senate at the end of the triennium.

Student Senator Marium Hamid was the Chair of the Ad Hoc Committee until her term as a student Senator ended in April 2018. Anne Murphy, Professor and Senator for the Joint Faculties had been serving as Vice-Chair until this time and subsequently took up the role of Chair. Student Senator Julia Burnham was elected as Vice-Chair soon thereafter.

| Meeting Date | Presentation(s)/Discussion |
|---------------------|--|
| April 4, 2018 | Reviewing Terms of Reference, Planning, Scheduling |
| May 1, 2018 | Presentation on Equity and Diversity Data – Sara-Jane Finlay |
| June 4, 2018 | Presentation of AMS Academic Experience Survey Data – Max Holmes Tour of Residential School History and Dialogue Centre |
| July 5, 2018 | Defining the Committee’s Scope of Activity for 2018/19 |
| September 20, 2018 | Workplaces Experiences Survey Results Presentation –Catherine Pitman |
| November 2, 2018 | Student Diversity Initiative Update – Sara-Jane Finlay |
| November 23, 2018 | Possible Student Appeals Working Group |
| December 19, 2018 | Possible Student Appeals Working Group Terms of Reference |

| | |
|------------------|---|
| March 1, 2019 | Student Communications Discussion – Duke Indrasigamany |
| April 12, 2019 | Discussion of the Committee’s next steps |
| June 17, 2019 | Definitions and Scope, Developing a Report Framework |
| July 29, 2019 | Inclusion Action Plan – Sara-Jane Finlay |
| August 28, 2019 | Inclusion Action Plan Engagement Session – Louise Griep |
| October 10, 2019 | Inclusive Teaching Award – Hanae Tsukada and Kele Fleming |
| October 29, 2019 | Reviewing Plans for Reporting to Senate in November, Engaging Senate Committees over November to February |

As outlined above, much of the Committee’s work since July 2019 has focused on reviewing and providing detailed feedback on the Inclusion Action Plan that was then under development by the UBC Equity & Inclusion Office and which was presented to Senate at its May 2019 meeting. The Committee’s focus in recent months has been on the detailed actions identified under the broad goals outlined for the plan. A particular focus of our work has been in determining which actions may be of interest to, or under the jurisdiction, of Senate and its Committees, and to provide guidance to the Equity & Inclusion Office in this regard.

c. The Inclusion Action Plan – Presentation by Sara-Jane Finlay

Sara-Jane Finlay is a member of the Committee and the AVP of Equity and Inclusion. The Equity & Inclusion Office has been working with campus partners to develop an Inclusion Action Plan that will identify areas and actions of focus needed to create a more inclusive and welcoming live, work, and learn community. According to the Inclusion Action Plan, inclusion is a commitment to creating a welcoming community where those who are historically, persistently, or systemically marginalized are treated equitably, feel respected, and belong. Inclusion is built by individual and institutional responsibility through continuous engagement with diversity to inspire people, ideas, and actions for a better world.

d. Next Steps: Engaging with Senate Committees

As noted above, the SACADI has identified actions related to the work of the Senate as a whole, and its Standing Committees. The next stage of our work is to engage with Senate Committees directly to determine whether or not the actions identified are appropriate to each Committee, and to evaluate the feasibility of action along these lines. It is our goal, therefore, to engage over the next few months with each of the Committees, on their regular meeting’s agendas where appropriate and as far as possible, to seek feedback on the IAP, to encourage the Committees to identify any possible hindrances on the ability to pursue actions it outlines, and to suggest other further actions that might be taken to further the ideals of diversity and inclusion, including those not identified within the IAP thus far.

To facilitate this phase of the work of SACADI, we will be sending to each committee a letter that sets out the work of our Committee, and asks the following questions, with respect to the IAP:

1. Do the actions identified by SACADI as being related to your Committee's work, appropriately fall within the scope of your Committee?
2. Are there actions identified in the IAP that would be difficult to implement within the scope of your committee? Are there specific resources or strategies that may help to overcome these difficulties?
3. What other opportunities (beyond those identified in the IAP) to promote academic diversity and inclusion can you identify within the scope of your committee's work and purview?

Each letter will be accompanied by an Appendix that lays out the actions associated with the IAP, highlighting those that SACADI has noted as relevant to the Senate and particular Standing Committees within it.

e. Reporting to Senate in 2020

Following this engagement with the Senate Committees, we will be convening to synthesize all that we have learned over the course of the Ad Hoc Committee's tenure, so as to make a final report and recommendations to Senate in April/May of 2020.

Current SACADI Membership:

- Anne Murphy, Joint Faculties Senator (Chair, 2019-20) (Joint Faculties)
- Julia Burnham (Vice-Chair, 2019-20) (Student member of Senate)
- Paola Baca (Enrolment Services Undergraduate Admissions, Ex-Officio)
- Sara-Jane Finlay (Associate Vice-President Equity and Inclusion, Ex-Officio)
- Peter Marshall, Senator, Faculty of Forestry
- Santokh Singh, Joint Faculties Senator
- Mark Thachuk, Senator, Faculty of Science
- Alex Gonzalez (Student member of Senate)
- Paula Littlejohn (Student, non-Senator)
- Kristen Pike* (Associate Director, Strategic Aboriginal Enrolment Initiatives, Ex-Officio)
- Vacancy (Student, non-Senator)

* To be appointed at November 20 Senate meeting



To: Senate

From: Professor Santa J. Ono, President & Vice-Chancellor

A handwritten signature in black ink, appearing to read 'Santa J. Ono'.

Re: Confirmation of Responsible Executive for UBC Health

Date: 1 November 2019

As Senate is aware, the Board of Governors has appointed Dean Dermot Kelleher as Vice-President, Health. In consideration of the organization of the UBC Health Portfolio, it was noted that with the dissolution of the former College for Health Disciplines, the academic administration of UBC Health was assigned to the Office of the Vice-President Academic and Provost as part of an academic re-organization in March 2015. Now that the vice-presidential position has been established, I would recommend that the Senate confirm the transfer of those responsibilities to the Office of the Vice-President, Health. Note that this would not change the reporting relationships of the faculties nor deans in health science areas; the faculties will continue to report to the Senate and Board, and the deans will continue to report to the Vice-President Academic and Provost.

I would recommend that Senate resolve as follows:

That academic responsibility for UBC health, and in particular coordination of joint interprofessional and interdisciplinary learning, research, and community related activities in health and human service disciplines, be transferred from the Office of the Vice-President Academic and Provost to the Office of the Vice-President, Health.



Office of the
Ombudsperson for Students

Annual Report 2018



THE UNIVERSITY OF BRITISH COLUMBIA

Contents

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Introduction

It is my pleasure to present the 2018 Annual Report for the Office of the Ombudsperson for Students, our 10th annual report since the establishment of the Office in 2009.

Like any resource in an institutional setting, our Office has matured since its first few years at UBC. That maturation process has been informed by the university's own evolving strategic priorities, initiatives and leadership and has shaped the way we define and promote fairness. We have continuously honed our practice through research and literature in the ombuds field and in related fields, including the areas of diversity and inclusion, neuroscience and organizational behaviour.

The Ombuds Office has endeavoured to respond to the needs of both individual students and the collective UBC student body. We strive to act in accordance with the foundational characteristics of fairness – to be flexible and context-specific. From our interactions with individual students who share their concerns with us to the systemic influence we have at the policy level, it is our duty as ombuds to put fairness first and foremost and, importantly, fairness that is defined and informed by principles in law and by, in particular, the substantive equality commitments of our legal system.

The university communities in Vancouver and the Okanagan were well served in 2018 by Joy Coben and Michael Jud as Ombuds Officers. They responded to a multitude of case scenarios, layered and interrelated issues, and varied policies and practices with their usual attentiveness to and care for the individual student.

The Ombuds Advisory Committee, President Ono and Deputy Vice-Chancellor Buszard continued to support and champion the ombuds resource on both campuses.

We look forward to continuing our work with students, staff and faculty to advance fairness for students at UBC in the fullest sense that Canadian jurisprudence and Ombuds ethical and practice standards demand.

Respectfully submitted,

Shirley R. Nakata

Ombudsperson for Students

“It is the inherent dignity of the individual that defines our humanity and is our fundamental right. In essence, it is the right to be treated fairly, to be respected as an individual with unique needs, interests, perspectives and circumstances.”¹

¹ Stephen Owen, *The Ombudsman: Essential Elements and Common Challenges*, in Linda Reif, ed. (1999), *The International Ombudsman Anthology: Selected Writings from the International Ombudsman Institute*, The Hague: Kluwer Law International.

What We Do

The UBC Ombuds Office is an independent, impartial and confidential resource to help ensure that students are treated fairly in every aspect of their university life. We listen and we are a non-judgmental sounding board for students who come to us for assistance. We explain university policy, explore options and support effective communications in an impartial and constructive manner.

While we cannot advocate for the individual student or for the university, we are advocates for fairness and advocates for students in general. Any policy, procedure or practice that impact students falls within our purview and in relation to these, the Ombuds Office will actively advocate for fairness for students, as a collective. We will take positions on what a policy should include or how a procedure needs to be changed. Our responsibility as agents for change is to help hold the university accountable to its principles, statements and commitments as these relate to the student experience inside and outside the classroom. It is our duty to speak up and identify fairness gaps and recommend ways in which those gaps might be addressed. While the Ombuds Office has no formal power to dictate change, it is one of the key sources of persuasive accountability that just and fair institutions employ.

“

I appreciate all the work you've done on my behalf and on the behalf of all the future students who might otherwise have run into this situation.”
— student

The difference between *impartiality* and *neutrality* is most critical to understanding the role of the Ombuds. Ombuds are not neutral.



The Office must be impartial and impartiality requires Ombuds to be open to different and opposing perspectives and experiences that are presented to them. In this manner, our processes are akin to those of the judicial system; judges, held to the highest standards and expectations of impartiality are not required to be neutral as to the core commitments of the legal system. The standard of impartiality for Ombuds could not be any higher.



“... there is no human being who is not the product of every social experience, every process of education, and every human contact with those with whom we share the planet. Indeed, even if it were possible, a judge free of this heritage of past experiences would probably lack the very qualities of humanity required of a judge.”²

The Supreme Court of Canada has described a “process of enlargement” as an essential precondition to impartiality.³ Such an understanding is particularly relevant to Ombuds work; Ombuds are tasked with humanizing bureaucracies and assisting individuals who have experienced maladministration. This socially informed and relevant definition of impartiality is key to how Canadian Ombuds must work in our respective environments.

This “process of enlargement” should also inform the way in which decision-making occurs at UBC, at all levels and in all areas. Such an approach complements and is in fact necessary to achieve the strategic commitments and goals articulated by and for this diverse and complex institution. When we are dealing with people from diverse backgrounds, life experiences and perspectives, the Supreme Court of Canada also said:

“decisions demand sensitivity and understanding by those making them. They require a cognition of diversity, an understanding of others, and an openness to difference.”⁴

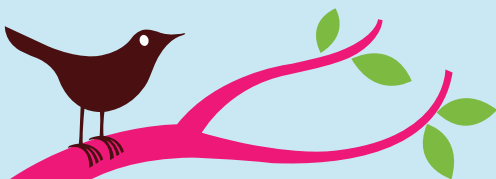
So fairness at UBC – policies, procedures and outcomes that are fair in both substance and process – must be created and implemented with an expectation of and appreciation for difference. Procedural fairness, the legal principle to which administrative bodies like universities are held, defines fairness as flexible and context-specific.

Fairness is a shape-shifter that requires us to not treat everyone the same. Fairness needs to be a foundational principle for all university community members, across all job descriptions, to effect the values and commitments articulated in UBC’s strategic plan. Indeed, the diversity that characterizes our community is to be celebrated and fostered. Such is the ultimate product of true fairness.

² *R v S (RD)* [1997] 3 SCR 484

³ *Ibid*

⁴ *Baker v. Minister of Citizenship and Immigration*, [1999] 2 R.C.S. 817



Reflections & Observations

Institutional Betrayal



A student has concerns that her supervisor is falsifying data in their research project on which she is named as first author. When she consults another faculty member in confidence she is told that this instructor is a “rock star” and brings in huge research grants. When the student asks where she could go for help, she is told that she should start with counseling. After going to a number of offices, she still does not have the supports she feels she needs to understand her ethical obligations and at the same time successfully finish her program. In the meantime, she has learned that she has been removed from mailing lists in her department and some of her colleagues have deleted her from different social media groups.

The theory of Institutional Betrayal was developed by Drs Jennifer Freyd and Carly Parnitzke Smith⁵. At its core it postulates that institutional action and inaction can and do exacerbate the impact of traumatic experiences. Institutional betrayal can occur through intentional or unintentional acts or omissions which are experienced as contrary to the expectations held by the individual who has placed their trust in the institution. Freyd and Smith include the following as indicators of the experience of institutional betrayal:

- Failure to prevent the prohibited behaviour;
- Normalizing the contexts in which such behaviour occurs;
- Difficult reporting procedures and inadequate responses;
- Punishing victims and whistleblowers⁶

The initial experience of the inappropriate behaviour may cause one type of trauma and even a sense of interpersonal betrayal if it has been enacted by a person who is trusted (e.g. manager, supervisor,

professor). The institution’s response or lack of response to the disclosure or report of that incident is where institutional betrayal can arise. The student in the above scenario has placed her trust in the university, in faculty and staff, in the policies and in the various statements and commitments expressed by the university about how they will be treated as members of the university community. When that student then faces acts or omissions that she experiences as breaching that trust, she feels betrayed by the institution, furthering the trauma from the initial experience with her supervisor.

Fairness, when it is interpreted and applied in its fullest sense – as a Charter value and informed by the Charter⁷ – can help to mitigate against the incidence of institutional betrayal. Creating and implementing responsive, accessible policies and procedures can help to ensure that when concerns or complaints of inappropriate behaviour surface and assistance is sought, the university does what it has promised to do and in many situations, is legally required to do.

Whether as complainants or respondents, students hold a legitimate expectation that they will be treated fairly and with respect. They expect that the university will act in the ways it has promised through its established policies, statements and strategic commitments. In particular, where a student is a respondent, the university should ensure that they:

- Receive prompt notification of the complaint and information about the process to follow;
- Be treated with respect and dignity and be updated regularly on the complaint process;
- Have an opportunity to convey their side of the story and be heard in an impartial and non-judgmental way by the decision-maker;
- Interact with university faculty and staff who understand and have competencies in trauma-informed approaches, intercultural difference and Indigenous histories and culture;
- Have access to resources to support them and their wellbeing while they navigate the process;
- Receive reasons for the university decision that demonstrate a careful line of reasoning with reference to the evidence considered that support the decision.

While these steps may appear to be common sense, achieving them in each case amongst other priorities, deadlines and resource limitations can be challenging. The recommendations that follow are made to advance procedural fairness as a means by which we can mitigate the student experience of institutional betrayal.

⁵Institutional Betrayal. Carly Parnitzke Smith and Jennifer J. Freyd. September 2014 - American Psychologist © 2014 American Psychological Association Vol. 69, No. 6, 575-587

⁶Ibid. pp.582-583

⁷Charter Values and Administrative Justice. Lorne Sossin and Mark Friedman. The Supreme Court Law Review: Osgoode’s Annual Constitutional Cases Conference 67. (2014).

Policy 131

UBC has taken important steps to implement its commitments to prevent and respond to sexual misconduct. Sexual Violence Prevention and Response Offices on both campuses and a system-wide Independent Investigations Office have been established in accordance with Policy 131, *Sexual Assault and Other Sexual Misconduct*. This Policy articulates the need to prevent and address sexual misconduct through specialized expertise and training that is trauma-informed and culturally sensitive.



Thanks for hearing me out. I felt heard and more confident about myself.”
— student

The Ombuds Office made submissions during the policy development process that supported the call for stand-alone policy and procedures. Our Office has assisted survivors, complainants, respondents and administrators in working with Policy 131. We have also engaged with the university community in reviewing how the Policy has worked to date and identifying the possible changes and improvements needed.

In support of one such change, the Ombuds Office has identified a procedural gap that exists for student respondents who have been the subject of a Policy 131 investigation. Student respondents are the only participants in the Policy 131 process not to receive a copy of the investigation report before a final decision is made. Under Policy 131 Procedures, faculty and staff respondents are entitled to receive

a copy of the investigation report before a final decision is made (sections 5.1.2 and 5.1.3) however students are not (section 5.1.1).

The disclosure of the report for faculty and staff satisfies a key element of procedural fairness: a person whose rights or interests may be adversely affected by a decision is entitled to hear, understand and respond to the case against them. The employment relationship that exists between the university and faculty and staff, and any relevant collective agreement provisions may be rationale for this differential treatment. However, disciplinary action that could include a suspension or termination of a student’s ability to continue their

education is an equally significant consequence. This is, for students, the most serious outcome in their relationship with the university. Fairness, as well as the university’s commitment to student wellbeing, requires disclosure of the investigation report to students so they have an opportunity to see the information that has been summarized in the report that will be presented to the decision-maker. Students, like faculty and staff, should have an opportunity to provide further relevant information, correct errors or clarify important matters before the report is reviewed by the committee advising the President and then the President himself.



Recommendation to the President, Office of University Counsel, the Vice-President and Associate Vice-President, Students and the Vice-President, Human Resources:

That investigation reports be disclosed to student respondents prior to the decision being made in the same way that they are disclosed to faculty and staff. As the relevant sections fall under the Procedures section of Policy 131, the amendments can be made by the President and reported to the Board of Governors. In the absence of a formal amendment to the Procedures, as such a change would be entirely consistent with procedural fairness, I would recommend that the practice of disclosing the investigation report to students commence immediately.

Adjudication Processes

An international student in his final year of his PhD program has been accused of plagiarizing his dissertation. An undergraduate student with a disability is notified that a Policy 131 investigation has been completed and that she will be suspended from the university for one year. A group of students has been told that their assignments have been found to contain too many similarities and the matter will be referred to a formal discipline process.

Issues that engage the formal processes of the university, whether at the hearing or at appeal levels, have serious, often far-reaching consequences for students. Each student will have unique needs, interests, circumstances and challenges that fairness requires the decision-maker to consider. The processes themselves are anxiety-inducing and impact a broader circle of people beyond the student which can further affect wellbeing. Policies and procedures that meet the requirements of procedural fairness uphold the integrity and credibility of both the process and outcome. In doing so, these policies help students navigate a challenging situation with dignity and in a way that will support their health and wellbeing. The fairness that is required in the UBC context is the kind described by the Supreme Court of Canada above: fairness that anticipates and respects diversity and difference.

The content of fairness required in cases where the decision has a serious impact on the individual, i.e. decisions that could lead to a disciplinary penalty, is greater than when the decision has less of an impact (e.g., parking fine). We need

to be aware of an undeniable power differential that exists between students and the university that might manifest in differences in age, experience, culture, institutional and process knowledge. In addition to the goodwill and genuine care that tribunal members hold for students appearing before them, there must be procedural and structural mechanisms to meet the requirements of procedural fairness that are consistent with UBC's stated commitment to a learning and working environment that values and advances diversity, equity and inclusion, and student mental health and wellbeing.

The Ombuds Office has been in discussions with the Ombuds Advisory Committee (OAC) and various members of the university community including, Chairs of the President's Advisory Committee on Student Discipline (PACSD), Chairs of the Senate Appeal Committees on Discipline and Academic Standing, Office of University Counsel and Student Senators on procedural matters relating to hearings and appeals.

One area of discussion relates broadly to training for adjudicators, in particular trauma-informed approaches and intercultural competency development. It is a weighty responsibility that university decision-makers take on when they accept adjudicator roles. On top of their "day job", they devote many hours and days in addition to the expenditure of emotional and cognitive resources. Once appointed to such roles with the authority and discretion these positions grant to them, adjudicators must maintain currency in the competencies required of them. It is the responsibility of the university to make sure that training and continuing training is available.



It was really a great help that makes me feel secure, supported and confident in my life/work at UBC, and I am extremely glad/grateful that I got to speak with you."

— student



As in any of our roles on campus, continual refreshing, relearning and honing of our knowledge bases and skills are required. Nowhere is this more important than in our interactions with students.

Other issues explored included the scheduling of hearings and appeals; composition of hearing and appeal panels, specifically the inclusion of at least one student adjudicator; and disclosure of the reports of the PACSD to students prior to the President's review and decision.

Recommendation to the Office of University Counsel, the Registrar, the Vice-President and Associate Vice-President, Students:

- All university tribunal members attend discrete training sessions on trauma and trauma-informed decision-making and on intercultural competencies before participating on any hearing or appeal;
- A review and consultation be conducted by the Senate Governance Offices and the Office of University Counsel to explore possible ways of expediting the hearing of discipline cases and Senate appeals that could include consideration of set hearing dates throughout the year, changes to quorum, etc.;
- Every hearing and appeal panel include at least one student tribunal member;
- Student respondents be given the opportunity to review and respond to any report (including Policy 131 investigation reports) before it is presented to the decision-maker.

Access to Appeals

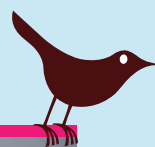
The right to appeal a decision of import is fundamental to a fair process. Not only does it provide the appellant with recourse to review a decision they feel is not correct or fair, it provides the university with an opportunity to address errors in decision-making.

When students are faced with an adverse decision and are considering an appeal, they often feel distressed, anxious and overwhelmed. Preparing for an appeal becomes all the more intimidating when access to information about how to appeal and the resources to help them with such processes are not easy to find. Further, appeal procedures often have strict timelines for filing an appeal and in some cases, set out the specific documents and forms required.

Decisions that can be appealed are wide-ranging at UBC – grades, disability accommodation, discipline, failed year standing, etc. Clarity and accessibility of appeal processes are essential to fairness and students' health and wellbeing. Including a hyperlink in or a one-pager on the appeal procedure and resources available for students with the decision letter would go a long way in helping both students and the university reach closure of a given case. Some decision-makers have remarked that giving a student information about an appeal process may simply encourage them to appeal. To the extent that the university has established appeal procedures, it is the university's duty to ensure that these procedures are accessible.

Recommendation to the Office of University Counsel, the Vice-President and Associate Vice-President, Students the Provosts and Vice-Presidents, Academic, and the Vice-President Human Resources:

That all decisions that are appealable include in the communications to students reference to the appeal procedure and resources for support.



Thank you for meeting with me today and the truly generous time you took to listen to my situation and to help me come up with a plan to approach my discussion with the Associate Dean.”
— student

Retaliation

The fear of retaliation or retribution continues to be a common concern of many students who visit our Office. Whether the fear is real or whether retaliation will occur is not the issue. The fear is sufficient in itself to discourage students from coming forward with a concern or complaint or from participating in a legitimate university process. All the policies that purport to provide a respectful environment, one free from harassment and discrimination, where academic and non-academic misconduct are promptly addressed and responses to allegations of sexual misconduct are trauma-informed, are empty and ineffectual if individuals do not feel that they can engage those policies and processes without fear of retaliation.

Work has begun at an institutional level to consider the issue of retaliation and the potential for a policy framework to clarify what retaliation means, articulate a process to surface concerns about retaliation and confirm the university's responsibility to enforce its zero-tolerance position against retaliation that is already included in policies and statements. Critical to an effective anti-retaliation policy and its implementation will be an intersectional approach that recognizes the role of culture, identity and privilege and their impact on how students identify or experience the spectre of retaliation.

The report and recommendations of the Vice-Presidential Strategic Implementation Committee on Equity and Diversity's (VPSICED) Working Group on Retaliation was submitted to VPSICED in January, 2019. The Ombuds Office has been advised that a policy committee will be struck by the Office of University Counsel in the fall.



You really kept me from freaking out, and helped me be calmer during the meeting. I'm glad UBC has services like these to make situations a lot easier for us students to handle."

— student



Working Across Campus

In 2018, we worked on some continuing initiatives as well as embarked on new projects and committees. Some highlights include:

- *Intercultural Fluency and Excellence in Graduate Supervision Symposium – May 2018*
- *UBC Inclusion Action Plan Working Group*
- *Retaliation Working Group Report and Recommendations*
- *Academic Concessions Policy Working Group*
- *Student Diversity Initiative Steering Committee*
- *Policy 3, Discrimination Review Committee*
- *Policy 73, Accommodation for Students with Disabilities Review Committee*

We continued to work with our campus partners and on various committees:

- AMS and GSS Advocates and AMS Ombudsperson monthly meetings
- Vice-Presidential Strategic Implementation Committee on Equity & Diversity
 - Race & Leadership Working Group
 - Retaliation Working Group
- Asian Canadian Community Engagement Initiative
- Conflict Engagement Framework Working Group
- Sexual Assault Awareness Month Working Group
- Multi-lingual Supports Working Group
- Hot Lunch Steering Committee
- Human Rights Pit Stop
- WinterConnections Planning Committee

We delivered workshops and presentations at:

- Student Senators Caucus
- Student Legal Fund Society
- Sexual Violence Prevention & Response Office
- First Nations House of Learning Lunch
- Collaborative Care Professional Development Session
- Academic Leadership Development Program

We are members of and work with professional associations and conferences:

- Association of Canadian College & University Ombudspersons (ACCUO)
 - ACCUO Western Regional Meeting
- Forum of Canadian Ombudsman (FCO)
- Osgoode Hall Law School/FCO Essentials for Ombuds Certification Course (co-Program Director)
- California Caucus of College & University Ombuds
- International Ombuds Association Conference – presenter
- Continuing Legal Education Society Administrative Law Conference
- NeuroLeadership Institute Diversity & Inclusion Lab

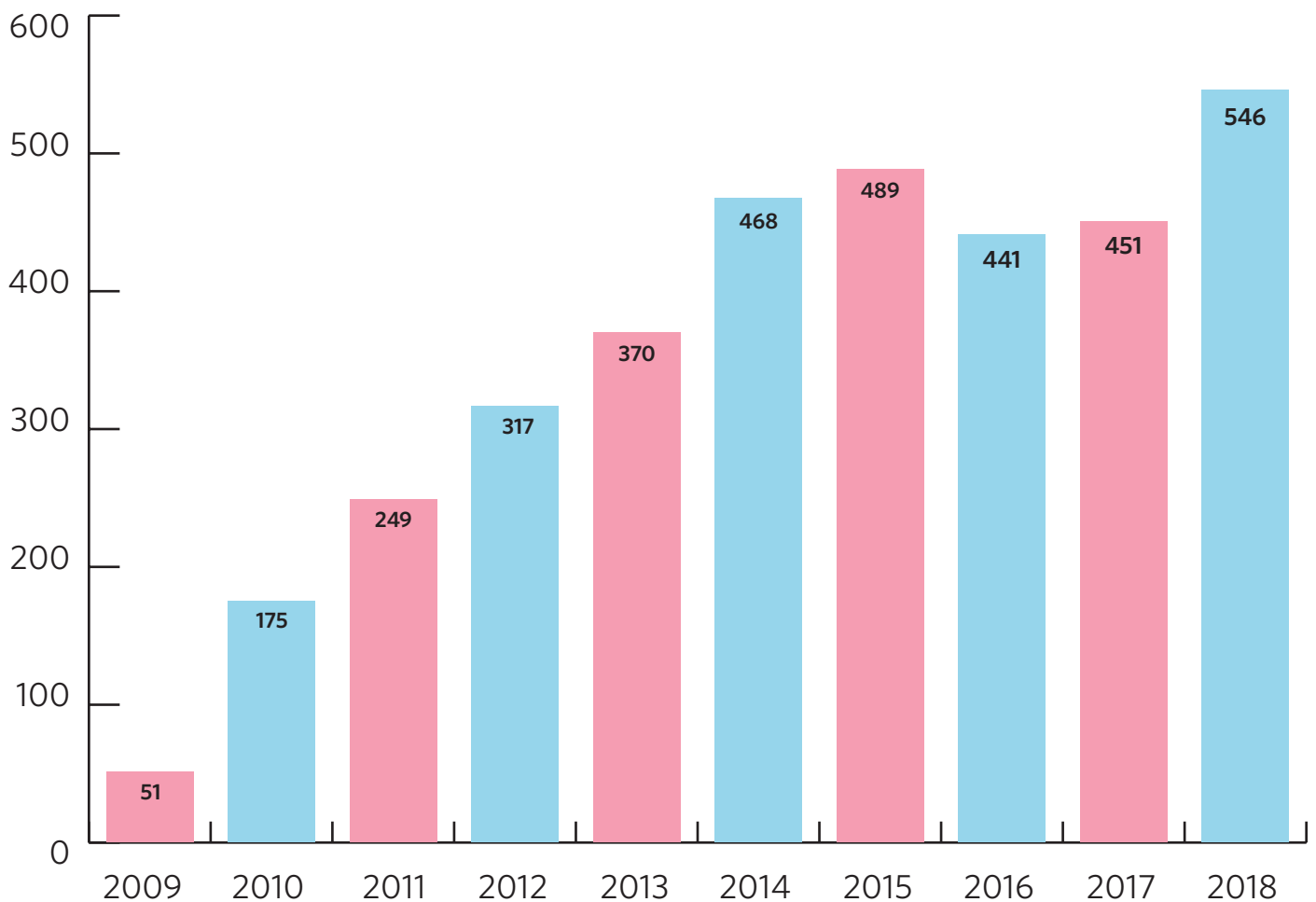
Our thanks and appreciation to the Ombuds Advisory Committee:

Margot Young, Faculty of Law, Chair
 Jakob Gattinger, AMS
 Max Holmes, AMS
 Sara Izadi, GSS
 Brianne Howard, Faculty of Graduate & Post-Doctoral Studies
 Louise Nasmith, Faculty of Medicine
 Janet Teasdale, Student Development & Services



2018 Statistical Information

Caseload Per Year



Visitors

| | |
|------------------|------------|
| Vancouver Campus | 416 |
| Okanagan Campus | 130 |
| Total | 546 |

Note:

The Okanagan Campus Ombuds Office was closed from February 2016 to December 2017. The office re-opened in January 2018.

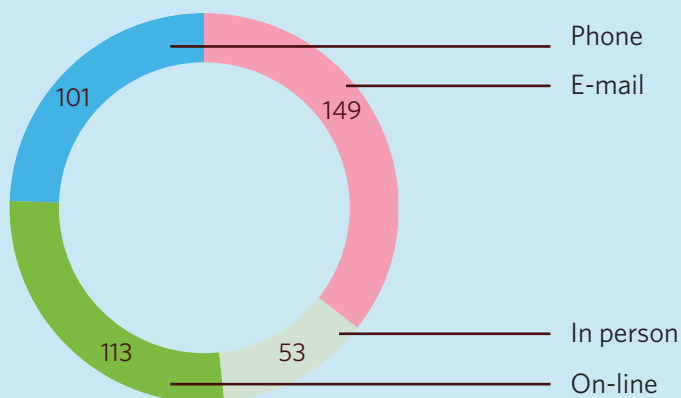
Vancouver Campus Statistics

Types of Visitors

| | |
|---|------------|
| Undergraduate Students | 223 |
| Graduate Students | 119 |
| Post-baccalaureate, Certificate & Diploma | 30 |
| Other Visitors | 44 |
| Total | 416 |

Note:
Other may include prospective and unclassified students, faculty, staff, parents, medical residents, post-doctoral fellows, 3rd party and anonymous visitors.

Initial Method of Contact

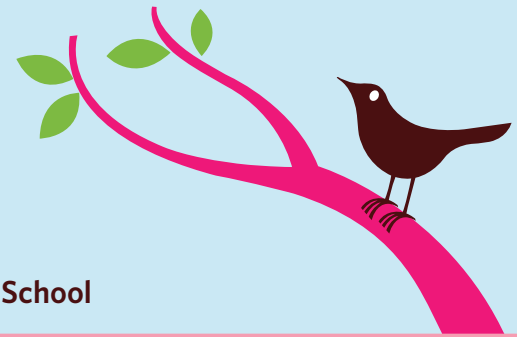


Level of Study

| | |
|---|------------|
| Undergraduate 1 st year | 45 |
| Undergraduate 2 nd year | 40 |
| Undergraduate 3 rd year | 63 |
| Undergraduate 4 th year | 75 |
| Post-baccalaureate, Certificate & Diploma | 30 |
| Master's | 60 |
| PhD | 59 |
| Other Visitors | 44 |
| Total | 416 |

Faculty or School

| | |
|---|------------|
| Arts | 111 |
| Commerce | 17 |
| Dentistry | 5 |
| School of Economics | 3 |
| Education | 31 |
| Engineering | 48 |
| Forestry | 5 |
| Interdisciplinary Graduate Program | 2 |
| School of Kinesiology | 5 |
| Law | 7 |
| Land & Food Systems | 12 |
| Medicine | 40 |
| School of Community and Regional Planning | 4 |
| School of Nursing | 8 |
| Pharmaceutical Sciences | 4 |
| School of Journalism | 2 |
| Science | 61 |
| School of Social Work | 2 |
| School of Population and Public Health | 2 |
| Vantage College | 3 |
| Unknown/Other | 43 |
| Total | 416 |



Nature of Concern - Summary

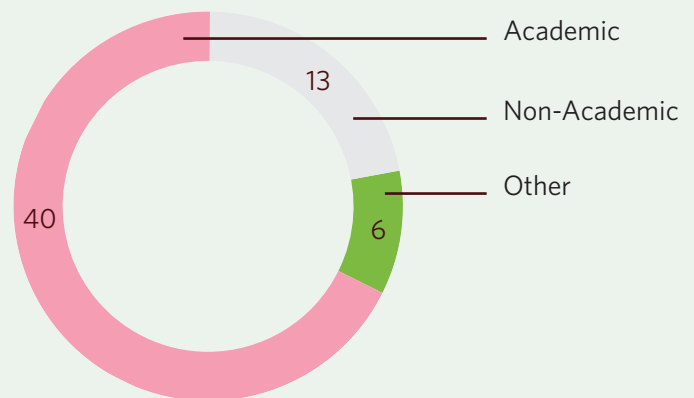
| | |
|------------------------|------------|
| Academic | 234 |
| Interpersonal Conflict | 101 |
| Misconduct | 59 |
| Financial | 38 |
| Employment | 22 |
| Residence | 13 |
| Senate Appeals | 12 |
| Total | 479 |

Note:
Some visitors have more than one concern.

Interpersonal Conflict Concerns

| | |
|--------------------|------------|
| Advisor | 5 |
| Head of Unit | 3 |
| Instructor | 25 |
| Student | 29 |
| Supervisor | 25 |
| Teaching Assistant | 1 |
| Other | 13 |
| Total | 101 |

Misconduct Concerns

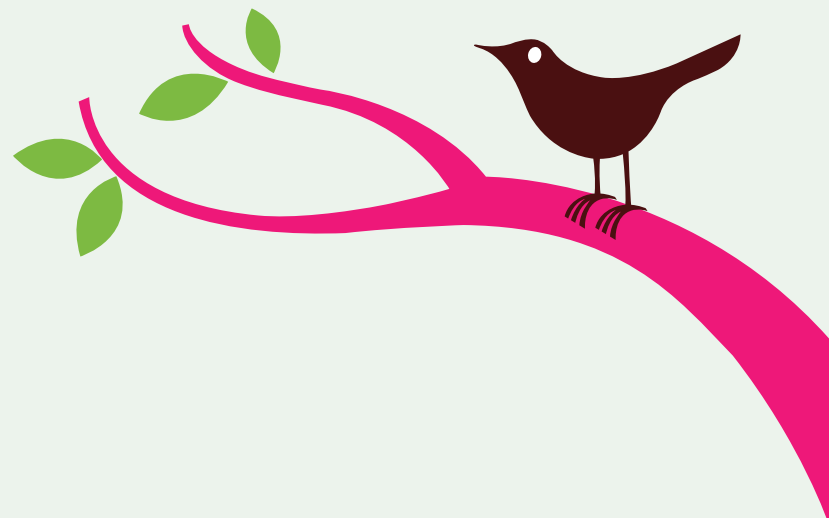
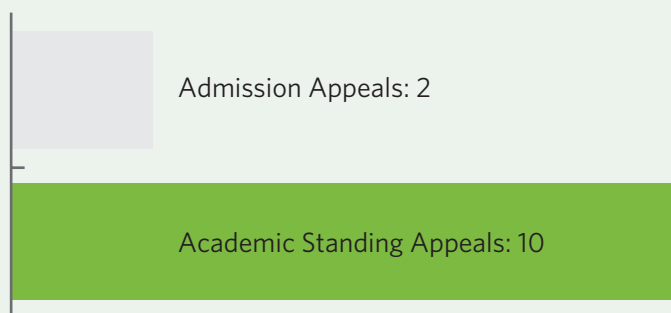


Academic Concerns

| | |
|------------------------------|------------|
| Academic Standing | 41 |
| Admission | 14 |
| Advising | 15 |
| Course or Program | 128 |
| English Language Proficiency | 3 |
| Faculty or School | 7 |
| Practicum or Field Work | 15 |
| Other Academic Concerns | 11 |
| Total | 234 |

Note:
Some visitors have more than one concern.

Senate Appeals

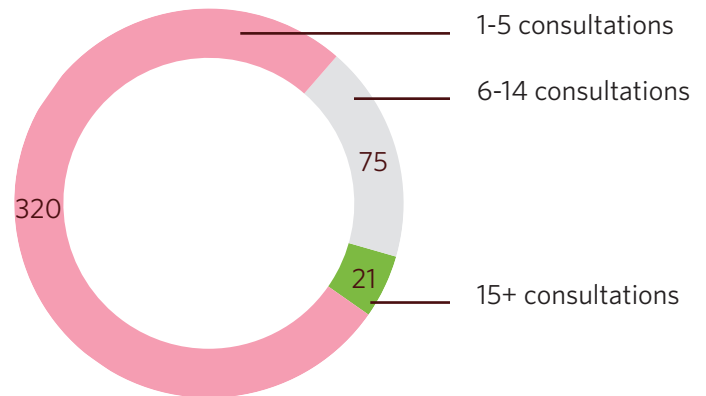


Action Taken

| | |
|--------------------------------|------------|
| Advice & Information | 311 |
| Intervention | 25 |
| Referral Only | 20 |
| Advice, Information & Referral | 45 |
| Other | 15 |
| Total | 416 |

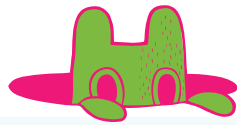
Note: Other - no action or abandoned.

Consultations Per Visitor



Note: Consultations are in-person visits, by email and by phone

Age



| | |
|--------------|------------|
| 60+ | 1 |
| 55-59 | 0 |
| 50-54 | 10 |
| 45-49 | 12 |
| 40-44 | 14 |
| 35-39 | 36 |
| 30-34 | 46 |
| 25-29 | 57 |
| 20-24 | 154 |
| 15-19 | 22 |
| Unknown | 64 |
| Total | 416 |

Status and Level of Study

| | | |
|--------------------|--|------------|
| Canadian | Graduate | 59 |
| Canadian | Post-baccalaureate Certificate & Diploma | 25 |
| Canadian | Undergraduate | 138 |
| Permanent Resident | Graduate | 17 |
| Permanent Resident | Post-baccalaureate Certificate & Diploma | 5 |
| Permanent Resident | Undergraduate | 16 |
| Study Permit | Graduate | 40 |
| Study Permit | Post-baccalaureate Certificate & Diploma | 0 |
| Study Permit | Undergraduate Students | 52 |
| Unknown | | 64 |
| Total | | 416 |

Okanagan Campus Statistics

Types of Visitors

| | |
|-----------------------------|------------|
| Graduate Students | 15 |
| Post-baccalaureate Students | 1 |
| Undergraduate Students | 96 |
| Other Visitors | 18 |
| Total | 130 |

Note:
Other may include prospective, certificate diploma and unclassified students, faculty, staff, parents, medical residents, post-doctoral fellows, 3rd person and anonymous visitors.

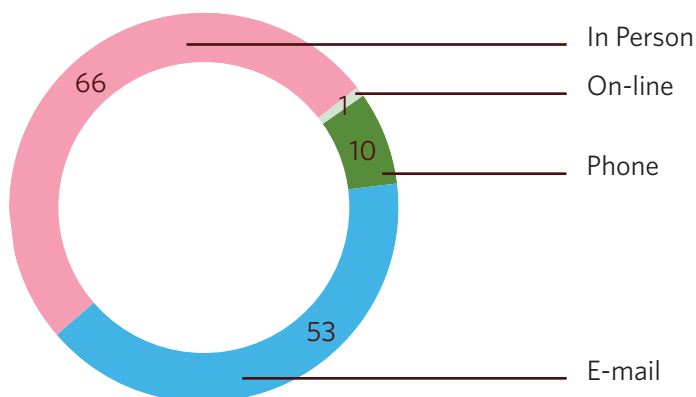
Faculty or School

| | |
|--|------------|
| Arts and Science | 53 |
| School of Education | 1 |
| Creative and Critical Studies | 5 |
| Interdisciplinary Graduate Studies | 2 |
| Management | 14 |
| School of Nursing | 6 |
| School of Engineering | 28 |
| School of Health and Exercise Sciences | 2 |
| Other or Unknown | 19 |
| Total | 130 |

Age

| | |
|--------------|------------|
| 60+ | 2 |
| 55-59 | 1 |
| 50-54 | 0 |
| 45-49 | 3 |
| 40-44 | 3 |
| 35-39 | 1 |
| 30-34 | 8 |
| 25-29 | 28 |
| 20-24 | 60 |
| 15-19 | 12 |
| Unknown | 12 |
| Total | 130 |

Initial Method of Contact



Nature of Concern - Summary

| | |
|------------------------|------------|
| Academic | 77 |
| Senate Appeals | 2 |
| Interpersonal Conflict | 22 |
| Misconduct | 7 |
| Residence | 3 |
| Financial | 6 |
| Employment | 1 |
| Parking | 1 |
| Other | 11 |
| Total | 130 |

Action Taken

| | |
|------------------------|------------|
| Advice and Information | 110 |
| Intervention | 6 |
| Referral Only | 10 |
| Other | 4 |
| Total | 130 |

Note:
Other - no action or abandoned.

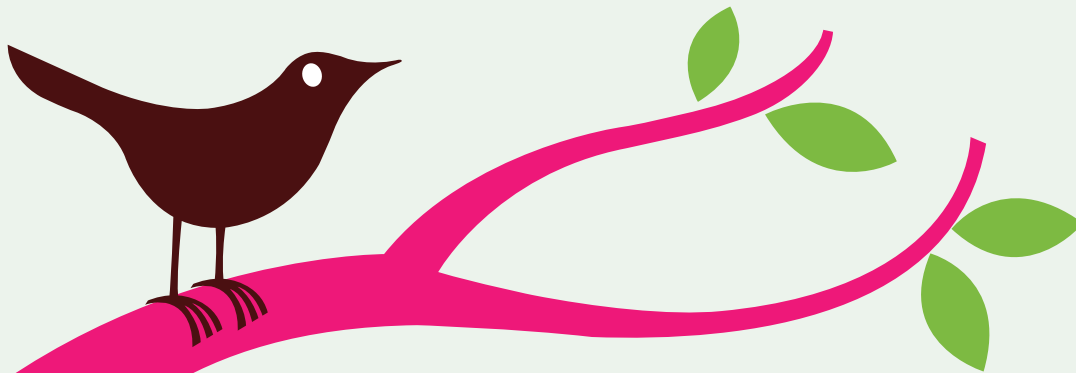


Academic Concerns

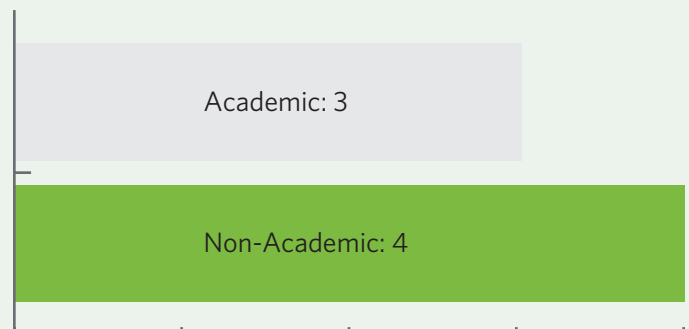
| | |
|-------------------|-----------|
| Academic Standing | 6 |
| Admission | 3 |
| Advising | 3 |
| Course or Program | 58 |
| Faculty or School | 3 |
| Practicum | 1 |
| Other | 3 |
| Total | 77 |

Interpersonal Conflict Concerns

| | |
|--------------|-----------|
| Advisor | 1 |
| Instructor | 6 |
| Student | 1 |
| Supervisor | 3 |
| Other | 11 |
| Total | 22 |

**Financial Concerns**

| | |
|---------------------|----------|
| Financial Aid/Loans | 2 |
| Scholarships/Awards | 1 |
| Tuition Fees | 1 |
| Other | 2 |
| Total | 6 |

Misconduct Concerns

Office of the Ombudsperson for Students

2018 Satisfaction Survey Results (%)

This report contains a statistical analysis of the results to the survey titled *2018 Satisfaction Survey: Office of the Ombudsperson for Students*. The analysis includes answers from 54 respondents who took the survey.

| | % Strongly Agree | % Agree | % Don't Know | % Disagree | % Strongly Disagree | % N/A |
|---|------------------|---------|--------------|------------|---------------------|-------|
| Information about the Ombuds Office was easy to find. | 34.78 | 34.78 | 17.39 | 8.70 | 2.17 | 2.17 |
| The CK Choi Building location is a convenient location for the Ombuds Office. | 32.61 | 26.09 | 17.39 | 13.04 | 0.00 | 10.87 |
| My initial contact with the Ombuds Office was promptly acknowledged. | 78.26 | 21.74 | 0.0 | 0.0 | 0.0 | 0.0 |
| I was able to meet with an Ombuds Office representative quickly. | 80.43 | 19.57 | 0.0 | 0.0 | 0.0 | 0.0 |
| I was treated with respect and courtesy. | 84.44 | 11.11 | 0.00 | 4.44 | 0.0 | 0.0 |
| I was given different options and/or suggestions on how I could proceed. | 55.56 | 28.89 | 8.89 | 4.44 | 2.22 | 0.0 |
| The consultation with the Ombuds Office helped me to pursue my concern constructively. | 68.89 | 20.00 | 2.22 | 2.22 | 0.0 | 0.0 |
| I felt that my issues were treated with sensitivity, concern and confidentiality. | 75.56 | 17.78 | 2.22 | 2.22 | 2.22 | 0.0 |
| The Ombuds Office website is easy to navigate and has helpful information. | 26.67 | 31.11 | 26.67 | 0.0 | 0.0 | 15.56 |
| I feel better prepared to effectively deal with similar situations in the future. | 46.67 | 31.11 | 8.89 | 4.44 | 4.44 | 4.44 |
| I would recommend the Ombuds Office to a friend. | 73.33 | 20.00 | 0.00 | 2.22 | 4.44 | 0.0 |
| Without the assistance of the Ombuds Office, I would possibly have sought legal or other alternatives outside the university. | 15.56 | 17.78 | 22.22 | 26.67 | 11.11 | 6.67 |



Office of the Ombudsperson for Students

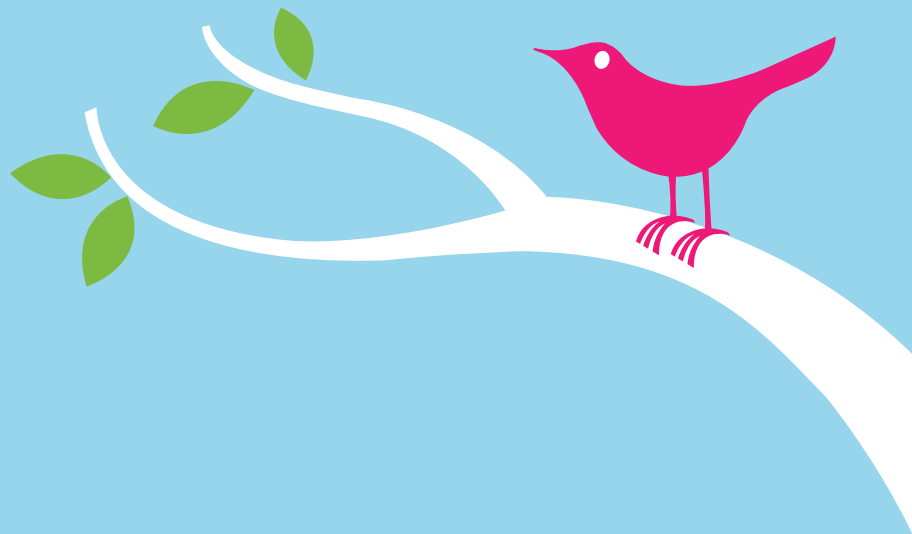
VANCOUVER CAMPUS

C.K. Choi Building
181 – 1855 West Mall
Vancouver, BC Canada V6T 1Z2
Tel: 604.822.6149
Email: ombuds.office@ubc.ca

OKANAGAN CAMPUS

217 University Centre
3272 University Way
Kelowna, BC Canada V1V 1V7
Tel: 250.807.9818
Email: ombuds.office.ok@ubc.ca

Web: ombudsoffice.ubc.ca



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OFFICE OF THE PROVOST AND VICE PRESIDENT ACADEMIC

MEMORANDUM

October 31, 2019

TO: UBC Vancouver Senate,
c/o Christopher Eaton, Director, Senate Office

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

RE: Request approval to establish the **Liber Ero UBC Chair in Conservation, Faculty of Forestry**

The Provost Office, on behalf of the UBC Faculty of Forestry, submits the attached request for the establishment of the Liber Ero UBC Chair in Conservation, in the Faculty of Forestry.

The UBC Faculty of Forestry is partnering with Richard and Valerie Bradshaw to establish the Liber Ero UBC Chair in Conservation. The Chair is intended to help advance vital research in the area of climate and environmental change and its impact on global biodiversity. The Chair holder will take a leadership role in building the Faculty and UBC's reputation in applied conservation science, as it is anticipated that the research and scholarly activity of the Chair holder will play a critical role in reversing the rapid decline in species across Canada.

The donors have made a commitment of \$2,000,000 and the Faculty of Forestry will provide an additional \$2,000,000 in funding to create a \$4,000,000 endowment. The funding will be used to support academic activities of the Chair holder, such as research, teaching, and educational leadership activities. The funds will assist with recruitment of highly qualified personnel, such as post-doctoral fellows and graduate students, to advance research and train the next generation of conservation scientists. The funding will also enable fieldwork and partnerships with communities and various organizations.



Memorandum

| | |
|----------|--|
| Date: | October 23, 2019 |
| To: | Dr. Andrew Szeri, Provost and Vice President Academic, UBC |
| cc: | Jill Yu, Senior Manager, Finance and Operations, Forestry Emma Tully, Assistant Dean, Development and Alumni Engagement, Forestry Kirsten Nicholson, Executive Director, Development and Alumni Engagement Hillary Gosselin, AVP, Development |
| From: | Dr. John Innes, Dean, Faculty of Forestry |
| Subject: | Liber Ero UBC Chair in Conservation |

Dear Dr. Szeri,

Enclosed please find the Faculty of Forestry's draft submission to the Vancouver Senate for your consideration requesting approval to establish the **Liber Ero UBC Chair in Conservation**.

Background and Rationale:

The UBC Faculty of Forestry is partnering with Richard and Valerie Bradshaw to establish the Liber Ero UBC Chair in Conservation.

We are now in a new geologic period called the Anthropocene where our actions are driving changes in the climate and the environment leading to mass extinction of biodiversity globally. Some refer to it as the "sixth mass extinction". Currently it is estimated that 25% of mammals; 13% of birds and 42% of amphibians are at risk globally and over 1,800 species are in decline in BC alone, with 278 at risk of extinction. There are over 600 species of plant and animal officially listed on the Federal Species at Risk Act.

In light of this, the donors have made a commitment of \$2,000,000 to establish a new Chair in Conservation in the Faculty of Forestry. The Chair is intended to help advance this vital area of research by providing much needed funding to increase research activity in this area. The Faculty of Forestry will provide an additional \$2,000,000 in funding to create a \$4,000,000 endowment.

The Chair holder will take a leadership role in building the Faculty and UBC's reputation in applied conservation science. It is anticipated that the research and scholarly activity of the Chair holder will play a critical role in reversing the rapid decline in species across Canada.

Financial Plan

The funding will be used for to support academic activities of the Chair holder, such as research, teaching and educational leadership activities. The funds will assist with recruitment of highly qualified personnel (HQP's) such as post-doctoral fellows and graduate students to advance research and train the next generation of conservation scientists. The funding will also enable field work and partnerships with communities and organizations.

As agreed with the Donors, the Faculty of Forestry will provide the base salary and benefits for the Chair holder therefore a financial sustainability plan has not been included in this submission. The Faculty may appoint a current professor as the Chair holder. As noted in the Endowment Trust Agreement, Schedule A, a portion of the annual spending amount from the Fund may be used to augment the salary of the Chair holder in the form of an honorarium. This will be determined at the discretion of the Dean, Faculty of Forestry and Department Head, Forest and Conservation Sciences.

Background on Richard and Valerie Bradshaw

The Bradshaws are very philanthropically active, especially in the area of environmental research and conservation. Under the name of their foundation, Liber Ero, they have endowed chairs at:

- McGill University (\$1.5 million to endow the Liber Ero Chair in Environment),
- University of Victoria (Liber Ero Chair in Fisheries Research);
- and Simon Fraser University (\$1.5 million to endow the Liber Ero Chair in Coastal Management).

The Bradshaws also founded the independent Liber Ero Fellowship Program to support early-career scientists conducting research that informs conservation and management issues relevant to Canada, and funded the Liber Ero BC Leadership Chair in Prostate Cancer Research at Vancouver General Hospital.

In 2018 the Bradshaw's gave their first gift (\$500,000) to the Faculty of Forestry to support the recruitment of Dr. Tara Martin to the Faculty as a professor in Conservation Decision Science. The Bradshaw's are now building on this support through endowing a Chair in Conservation in the Faculty of Forestry. The Bradshaw's are also active donors in the Faculty of Science and the Faculty of Medicine.

Richard is the former President, CEO and Chairman of Phillips, Hager and North. Valerie has been involved in a board or volunteer capacity with numerous non-profits such as the Vancouver Aquarium, Arthritis Society, and Sunny Hill Hospital.

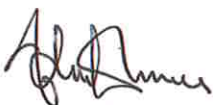
Richard (Dick) Bradshaw was awarded the Order of Canada in 2016 for his contributions as a philanthropist, notably to fisheries conservation and medical research. Richard Bradshaw is one of British Columbia's most generous philanthropists and community leaders. The former president of Phillips, Hager & North, he played an important role in building the organization into one of Canada's pre-eminent investment management firms. After being diagnosed with prostate cancer, he went public with his experience to raise awareness of the disease and funds for medical research. An avid fisherman and former chair of the Vancouver Aquarium, he also supports coastal studies and fisheries research, particularly in salmon conservation.

Attachments Included:

- Gift agreement;

Thank you for your prompt attention to this request.

Sincerely,



Dr. John L. Innes
Dean, Faculty of Forestry
The University of British Columbia



GIFT AGREEMENT

Between

The University of British Columbia
(the “**University**”)

and

Richard and Valerie Bradshaw
(the “**Donors**”)

This Gift Agreement sets forth the terms agreed to between the Donors and the University concerning a gift to be made by the Donors.

The University and the Donors agree as follows:

1. The Donors wish to demonstrate their support of the University by donating \$2,000,000 to the University (the “**Gift**”) to establish the Liber Ero UBC Chair in Conservation Endowment Fund (the “**Fund**”).
2. The Donors and the University agree that the creation, administration, use and variation of the Fund will be governed solely by the Endowment Trust Agreement establishing the Fund, a copy of which is attached as Schedule A.
3. The schedule for receipt of the Gift will be on or before the dates as follows:

| Date | Amount |
|--------------------------------|--------------------|
| December 31 st 2019 | \$1,000,000 |
| December 31 st 2020 | \$1,000,000 |
| TOTAL | \$2,000,000 |


4. The University will issue receipts reflecting the market value of the Gift as and when Gift payments are received. The University is a registered charity with Canada Revenue Agency business number 10816 1779 RR0001 and, in circumstances where the Gift is eligible, will issue charitable tax receipts in accordance with the *Income Tax Act* of Canada.
5. The University will provide the Donors with information regarding the impact and performance of the Gift.
6. The University is honoured to receive the Gift and will recognize the Gift by acknowledging the Donors' generous donation in a manner acceptable to the Donors

and in accordance with University procedures. The Donors wish to be recognized as Val and Dick Bradshaw.


7. This Agreement may be executed in counterparts and delivered by facsimile or by electronic transmission in portable document format (pdf) and such delivery is as effective as delivery of an originally executed agreement.
8. The terms of this Agreement may be revised, but only by the mutual written agreement of the Donors and the University.

DATED effective this 14 day of September, 2019.

Donors:


Name: Richard F. Bradshaw

Sept 14, 2019
Date


Name: Valerie Bradshaw

Sept 14, 2019
Date

**The University of British Columbia
by its Authorized Signatories:**



Name: Hubert Lai, Q.C.
Title: University Counsel

October 22, 2019
Date


Name: Karamjeet Heer, Comptroller
Title: The University of British Columbia

October 29, 2019
Date

Acknowledged by Head of Unit responsible for administering the Gift Agreement:


Dr. John Innes
Dean, Faculty of Forestry

22 Oct 2019
Date

Schedule A

See attached copy of Endowment Trust Agreement.



LIBER ERO UBC CHAIR IN CONSERVATION ENDOWMENT TRUST AGREEMENT

1. Fund

Richard and Valerie Bradshaw (the "**Donors**") have pledged to donate **\$2,000,000** (the "**Gift**") to establish the Liber Ero UBC Chair in Conservation Endowment Fund (the "**Fund**") at the University of British Columbia (the "**University**"). The University will establish the Fund upon receipt of the first **\$1,000,000** payment.

2. Purpose of the Fund

The purpose of the Fund is to support a **chair in the field of conservation** at the University (the "**Chair**") as set out in greater detail in Schedule A of this Endowment Trust Agreement (the "**Purpose**").

The University will hold the Fund in trust, use the Fund to support the Purpose and manage the Fund in accordance with the University's policies, including the Endowment Management Policy and its associated procedures, as amended from time to time (the "**Policies**"). Without limiting the generality of the foregoing, the University will:

- (a) make an annual allocation based on the spending rate established under the Endowment Management Policy and credit the annual allocation to the Fund's spending account; and
- (b) use the funds in the spending account to support the Purpose.

3. The Endowment Pools

The University manages a large number of endowment funds in its main endowment pool (the "**Endowment Pool**"), of which the Fund will be one. All of the endowment funds that make up the Endowment Pool are governed by the Policies.

4. Investment of the Fund

The University may:

- (a) invest and reinvest the Fund in such investments as the University decides and in making those investments the University is not limited to the investments authorized by the *Trustee Act* of British Columbia or any other law relating to trust funds; and
- (b) invest and maintain the Fund as part of the Endowment Pool.

5. Additional Contributions

The University may accept or make further contributions to the Fund, from any source, whether by gift, Will or otherwise, provided that any further contributions will be governed by the trust terms established in this Endowment Trust Agreement.

The University, through its Faculty of Forestry, will contribute matching funds up to \$2,000,000 as and when the Gift payments are received by the University.

6. Encroachment on the Fund

Although very uncommon, circumstances may arise where it is advisable for the University to encroach on the Fund. The University may encroach on the Fund in such circumstances but only if that encroachment is recommended by the President to the Board of Governors and is approved by the Board of Governors.

7. University Policy

Decisions, financial and otherwise, with respect to the selection of the holder of the Chair and his or her continuing relationship with the University as well as any matters relating to the investment, management, use and administration of the Fund will be made in accordance with the Policies.

8. Variation of Terms

If, as a result of the Donors' wishes or other circumstances, the Board of Governors is of the opinion that it would be advisable to vary one or more terms of this Endowment Trust Agreement, keeping in mind the spirit of the original Purpose, the Board of Governors may vary the term(s).

9. General

- (a) **Headings.** The use of headings is for convenient reference only and will not affect how this Endowment Trust Agreement is interpreted.
- (b) **Counterparts.** This Endowment Trust Agreement may be signed by original or by facsimile and executed in any number of counterparts, and each counterpart will be considered to be an original. All executed counterparts taken together will constitute one agreement.

- (c) **Entire Agreement.** This Agreement constitutes the entire agreement between the parties with respect to the matters set out herein and the Donors acknowledges that there are no terms or conditions governing the University's use of the Fund other than as expressly set out in this Agreement.

TO EVIDENCE THEIR AGREEMENT the Donors and the University have executed this Endowment Trust Agreement on the dates appearing below.

SIGNED by the Donor in the presence of:

100

Richard F. Bradshaw

SIGNED by the Donor in the presence of:

100

Valerie Bradshaw

The University of British Columbia
by its Authorized Signatory

Approved as to form by the Office of the
University Counsel

Santa J. Ono
President and Vice-Chancellor

Date

Date

The Fund will be used to support the academic activities of the Chair holder, including research, teaching and educational leadership activities. The annual salary and benefits of the Chair holder shall be the responsibility of the University. A portion of the annual spending amount from the Fund may be used to augment the salary of the Chair holder in the form of an honorarium.