



Vancouver Senate

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

WEDNESDAY, 18 DECEMBER 2019

6:00 P.M.

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

1. **Call to Order and Territorial Acknowledgement – Mr J. Maximillian Holmes**
(information)
2. **Minutes of the Meeting of 20 November 2019 – Mr J. Maximillian Holmes** (approval)
(docket pages 3-19)
3. **Business Arising from the Minutes – Mr J. Maximillian Holmes** (information)
4. **Correspondence - Mr J. Maximillian Holmes**
Referral of Letters Regarding UBCC350 to the Teaching & Learning and Research &
Scholarship Committees (approval) (docket pages 20-22)
5. **Academic Policy Committee – Dr Paul Harrison**
Amendments to the Academic Calendar for the Faculty of Graduate and Postdoctoral
Studies – Removal of On-Leave Fee (approval) (docket pages 23-35)
6. **Admissions Committee – Prof. Carol Jaeger**
 - a) Revision to Program Start Date – Master of Fine Arts (approval) (docket page
36-38)
 - b) Revision to Admission Requirement – Entry-to-Practice Doctor of Pharmacy
(approval) (docket pages 36, 39-44)
7. **Awards Committee – Dr Lawrence Burr**
New and Revised Awards (approval) (docket pages 45-50)
8. **Curriculum Committee – Prof. Carol Jaeger**
Curriculum Materials from the Faculties of Arts and Graduate & Postdoctoral Studies
(approval) (docket pages 51-104)



9. Nominating Committee – Dr Richard Tees

Ad Hoc Labour Disruption Preparedness Committee (approval) (docket pages 105)

10. Tributes Committee – Dr Sally Thorne

Candidates for Emeritus Status (approval) (docket pages 106-108)

11. Report from the President – Dr Andrew Szeri

Endorsement of President's Declaration of a Climate Emergency (approval) (docket pages 109-111)

12. Report from the Registrar

Results of 2020-2023 Triennial Elections (information) (docket pages 112-113)

13. Other Business



VANCOUVER SENATE

MINUTES OF 21 NOVEMBER 2018

DRAFT

Attendance

Present: S. Ono (Chair), K. Ross (Secretary), D. Agosti-Moro, S. Bates, L. Burr, J. Chai, C. Dauvergne, A. Dulay, A. Fisher, S. Forwell, I. Frigaard, J. H. V. Gilbert, A. Gonzalez, J. L. Gordon, S. Grayston, C. Hakim, P. Harrison, J. M. Holmes, M. Isaacson, A. Ivanov, C. Jaeger, D. Kelleher, P. Keown, A. Kindler, M. Koehoorn, C. Koenig, C. Krebs, P. Loewen, D. MacDonald, M. MacDougall, C. W. Marshall, P. Marshall, S. Matsui, W. McKee, B. McNulty, L. Milroy, A. Murphy, J. Olson, T. Onifade, N. Pang, S. Parker, S. Porter, N. Rygnestad-Stahl, J. Shepherd, A. Sheppard, S. Singh, L. Stothers, C. Surniawan, A. Szeri, A. Tanner, R. Tees, M. Thachuk, S. Thorne, R. Topping, G. Tsiakos, R. Ty, E. Zusman.

Regrets: T. Ahmed, M. Aronson, G. Averill, R. Boushel, V. Bungay, P. Choi, A. Collier, M. Coughtrie, R. Djavanmardi, G. Faulkner, B. Fischer, B. Frank, C. Gilby, C. Godwin, V. Griess, R. Helsley, J. Innes, M. Kuus, H. Leong, K. Lo, P. Meehan, S. Ngo, C. Nislow, T. Rogers, M. Stewart, V. Tsang, R. Yada.

Clerk: Mr C. Eaton

Call to Order

The Chair of Senate, Dr Santa J. Ono, called the third regular meeting of the Vancouver Senate for the 2019/2020 Academic Year to order at 6:01 pm.

Minutes of 16 October 2019

Richard Tees	}	<i>That the Minutes of the Meeting of 16 October 2018 be adopted as corrected:</i>
Claudia Krebs		

Corrections: Senators Haffey, Dauvergne, Ty, Kelleher, Tsiakos, and Rygnestad-Stahl were present.

The Clerk, Mr Christopher Eaton, advised Senate that one of the two attendance sheets was not returned after the previous meeting and asked Senators to ensure their attendance was properly noted in the draft minutes.

Approved

Remarks from the Chair

The President, Dr Santa J. Ono advised Senate that he had appointed a series of senior advisors to his office: Senior Instructor Kathryn Gretsinger, Professor Walter Mérida, Associate Professor Karen Ragoonaden, and Professor John Klironomos. He noted that each advisor would work on projects that advance our strategic plan and will advise me on topics and issues that are important to faculty across both campuses, with an overarching goal to bring our UBC community closer together.

Dr Ono noted that last month he signed a Statement of Strategic Cooperation with Professor Shojiro Nishio, the President of Osaka University. The Statement calls upon our two universities to strengthen research collaboration in selected fields related to our mutual strengths in Physics and Medicine. Osaka was one of UBC's earliest partner institutions in Japan, with the original academic exchange agreement signed in 1984.

The President advised that he was recently elected to the international executive steering committee of the U7+ alliance, along with the presidents of other major universities, including Ecole Polytechnique, the London School of Economics, Columbia University and others. The committee will be meeting shortly to start the implementation of the U7+ commitments.

Dr Ono welcomed Dr Sophia Frangou as professor and UBC President's Excellence Chair in Brain Health to UBC from the Icahn School of Medicine at Mount Sinai in New York.

Finally, The President informed Senate that he just came back from u15 meeting in Ottawa; at those meeting it was clear that there is an appreciation for the post-secondary sector in the federal government. He noted that investments in work-integrated learning were discussed and how to align that with the research supercluster strategy.

Senator Haffey asked if the President could address the issue of the Allard naming controversy before the courts.

The President said that he was not able to comment on matters before the courts other than to say that UBC stood behind the decision. The Senate did not approve any change to the graduate parchments in the study of law.

Dean Dauvergne clarified that the matter was before the courts as Mr Allard is seeking leave to appeal an arbitrator's decision.

Candidates for Degrees



Philip Loewen
Claudia Krebs

}

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.

Approved

Academic Policy Committee

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

ADDITION OF ASSOCIATE AND ASSISTANT PROFESSORS OF TEACHING TO THE RANKS OF FACULTY MEMBERS UNDER THE UNIVERSITY ACT

Paul Harrison
Christopher Marshall

}

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.

Dr Harrison noted that when approved the rank of professor of teaching, we left instructor and senior instructor as is. The educational leadership stream has evolved since then and the University and faculty association would like to recognize that with new titles. Senate's approval is needed to declare a new rank to be equivalent to those set out in the *University Act* for faculty members, which is a defined term.

Senator Singh said that the educational leadership stream wanted these titles for some time. He asked if this would change anything beyond the titles?

Senator Harrison replied that no, this would not change any other aspects of appointments.

NB: Senator Holmes abstained.

Approved

STRIKE POLICY



The Chair reminded senators that has this proposal delegated powers to the Senate Nominating Committee, the proposed ad hoc committee, and the academic arbiter, two-thirds approval was required.

Prior to moving the motion, Senator Harrison substituted the following for Section 1 in place of the proposal distributed before the meeting:

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. **This policy should be read in conjunction with the Board Strike Policy (HR7).***

Paul Harrison	}	That Senate approve the amendments to the Strike
Christopher Marshall		Policy (Labour Disruption Policy) and guidelines
		as amended; 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.”

Senator Zusman asked if we would wait 3 months for this to take effect?

Senator Harrison said that it would take effect right away but would be reviewed within 3 months.

Seator Zusman asked what would happen if students missed exams due to the bus strike?

Senator Harrison said that the guidelines were designed to address this and the arbiter was there to adjudicate if disputes arose.

Senator Isaacson asked if teaching assistance were considered staff or students under the policy.



Senator Harrison replied that they were both.

Senator Haffey asked for clarification on faculty and staff being covered by HR7

Senator Harrison said yes for picket lines.

NB: Senators Holmes and Murphy abstained.

Approved

Awards Committee

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

AWARDS REPORT

See Appendix A: Awards Report

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

Approved

Admissions Committee

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

MASTER OF OCCUPATIONAL THERAPY – ADMISSION

MASTER OF PHYSICAL THERAPY – ADMISSION

Carol Jaeger	}	<i>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; and</i>
Susan Forwell		

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.



Dr Joseph Anthony, Interim Associate Dean, Spoke to the proposal. This distributed program would have students trained at UNBC for the Master of Occupational Therapy, and in northern BC for the Master of Physical Therapy.

Approved

Curriculum Committee

NOVEMBER CURRICULUM MATERIALS

See Appendix B: Curriculum Report

Peter Marshall	}	<i>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."</i>
Anne Murphy		

Dr Marshall noted that the last graduates from the MSC and PHD in physiology was in 2013.

Approved

Joint Report of the Admissions and Curriculum Committees

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

REVISIONS TO THE MASTER OF MANAGEMENT

Peter Marshall	}	<i>That the revised Master of Management degree program be approved.</i>
Carol Jaeger		

Dr Marshall advised that some more specificity added for both admission and program requirements.

Approved

NOMINATING COMMITTEE



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

BOARD POLICIES

Richard Tees Lynn Stothers	}	<i>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.</i>
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Approved

CHANGE IN NAME OF RESEARCH COMMITTEE TO RESEARCH AND SCHOLARSHIP COMMITTEE

Richard Tees Michael Isaacson	}	<i>That the name of the Senate Research Committee be changed to be the Senate Research and Scholarship Committee; and</i>
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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 **and scholarship** 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.*



Senator Singh asked if we could review the name of the teaching and learning committee to consider scholarship as well

Senator Tees said that we could consider that as part of the triennial review process.

NB: Ian Frigaard opposed.

Approved

APPOINTMENT TO COMMITTEE OF SENATE

Richard Tees	}	<i>That Ms Kristen Pike be appointed to the Senate Ad Hoc Committee on Academic Diversity and Inclusion to replace Ms Debra Martell.</i>
Anthony Sheppard		

Approved

Ad Hoc Committee on Academic Diversity and Inclusion

Senators Anne Murphy and Julia Burnham, and Dr Sara-Jane Finlay, Associate Vice-President Equity and Inclusion, presented.

PROGRESS REPORT

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:

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 Harassment.

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.

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.

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, 20018	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

Senator Harrison asked when the actions and goals would be ready for committees to review.

Ms Burnham said in the next few weeks.

The President asked what resources would be need to implement this plan and suggested that it was likely that UBC as a whole will need to devote resources.

Dr Finlay said that with the long timely we recognize that this will take time. Secondly, her office is working to develop resources and supports for the deans and vice presidents. We are hoping for some strategic funding as well.

The President said that he would do what he could to be supportive with the resources available to him. He encouraged a robust communications plan.

Senator Holmes said that we have seen similar reports in the past and have learned lessons from them. He asked what we had considered to ensure that this was a success.

Senator Murphey said that they hoped to have this work in tandem with the triennial review and have looked at past models.

Senator Dulay asked how the action plan was developed.

Dr Finlay said that the initial goals were set by a large working/advisory group. In the first round of public consultations we asked if those were set correctly, and in the second we asked what actions would achieve these goals.

Reports from the President

CONFIRMATION OF RESPONSIBLE EXECUTIVE FOR UBC HEALTH

Santa Ono	}	<i>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.</i>
Andrew Szeri		



Dr Gilbert said that he was first appointed in 1966 to UBC and there was a remarkable Dean of Medicine at the time, Jack McCreery, who wrote an article in the Canadian Medical Journal in 1964 where he was the first to use the word interprofessional. There was a committee established chaired by George Statis who was a family doctor. Dr McCreery suggested that there be a VP Health at UB; however, this proposal was not found favorable by the President of UBC at that time, Walter Gage. Instead, Dr McCreery was given the title Coordinator of Health Sciences. Dr Gilbert noted that he himself was the last Coordinator, and that he was pleased to support this proposal today.

Approved

ANNUAL REPORT FROM THE OMBUDSPERSON FOR STUDENTS

The University Ombudsperson for students, Ms Shirley Nakata, presented her office's annual report.

Ms Nakata outlined three key areas of her work: fairness, institutional betrayal, and procedural fairness. She made recommendations around disclosures issues for Policy 131, training for adjudicative panels, and student participation.

The Chancellor asked if there were particular concerns or activities that lead to the increased caseload. And was this good because of more knowledge, or bad because of more concerns.

Ms Nakata said it could be good or bad, but she felt that they were still underutilized and under promoted. There aren't any new trends or patterns noticeable this year.

Senator Holmes said that it could be complicated to always ensure having students present yet still having prompt appeals.

Ms Nakata suggested that we be creative to expedite matters but ensure diversity.

Senator Singh said that international undergraduate students weren't using the office as much as graduate students. He asked if this was an awareness issue and how they could be engaged.

Senator Hakim thanked the ombudsperson for their presentation. He noted what was going on in the AMS and they are receiving procedural fairness training but we can add on more.

Ms Nakata said that procedural fairness can encompass trauma and cultural understanding.



Senator Ty noted that 25 involved intervention with the rest being focused on advice. He asked when does the office intercede?

Ms Nakata said some significant decisions don't have appeals, or sometimes we notice systemic issues.

Senator Burr noted that the Faculty of Medicine has 2.5% of UBC's population but 10% of the Ombudsperson's business.

Ms Nakata said that it was wide ranging and across all units in medicine. The professional programs, especially when there are career issues involved, come as a sounding board.

Report from the Provost

LIBER ERO UBC CHAIR IN CONSERVATION IN FACULTY OF FORESTRY

Andrew Szeri	}	<i>That Senate approve and recommend to the Board of Governors the establishment of the Liber Ero Chair in Conservation, in the Faculty of Forestry.</i>
Anthony Sheppard		

Senator Tees asked if the funding was to support the individual or their activities.

Senator Szeri said both.

Senator Krebs asked what liber ero means.

A senator replied "I will be free" in Latin.

IN CAMERA – Tributes Committee

Adjournment

Seeing no other business, the meeting was adjourned at 7:50 pm.



Appendix A: Awards Report

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.



Appendix B: Curriculum Report

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



November 6, 2019

Senate Executive Committee
c/o Dr. Paul Harrison
Room 2047, Earth Sciences Building
2207 Main Mall
Vancouver, BC V6T 1Z4

Sent via email to paul.harrison@ubc.ca

Dear Paul:

As you may know, I was recently presented with a letter from UBCc350 and other campus groups regarding climate change. In the letter, which I have attached, they note that we are in the midst of a climate crisis, one that will require action from all of us to solve.

I share their concerns and their belief that UBC needs to do whatever it can in the current climate crisis. The letter asks for four commitments from the university, and I am actively investigating how the university can respond to these commitments.

I note that one of the requested commitments is for UBC to commit to “expanding opportunity, resources, and support for faculty, students and staff to research, learn about and take action on climate change and climate justice within their departments and units” and to develop and administer a plan to achieve such outcomes.

As some elements of this particular commitment fall under the purview of UBC’s Senates, I was wondering if the relevant Senate committees could review these requests and consider what actions we can jointly take to help address one of the most important issues affecting our world today.

Thank you for considering this matter. I look forward to hearing from you.

Sincerely,

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

Santa J. Ono
President and Vice-Chancellor

To President Santa Ono, the UBC Administration, the Council of Senates, and the Board of Governors:

On September 27th, we — the students, faculty, and staff of UBC — will join the Global Climate Strike (1) by walking out of our classrooms and offices in solidarity with millions around the world.

We strike because we are in the midst of a crisis - one that threatens to destroy our collective future. Scientists have said we must take drastic action within the next decade to prevent catastrophic and irreversible warming (2). This requires undergoing massive and rapid transformations across all sectors of the economy. Our leaders have failed to recognize climate change as the emergency it is and we no longer accept their promises of incremental change.

We strike because marginalized communities — especially Indigenous communities, Black communities, people of colour, queer and trans communities, migrants, the poor, and the disabled — are bearing the brunt of fossil fuel extraction and climate destruction. We strike because those who have done the least to cause the climate crisis, especially members of the Global South, are paying the greatest price. We recognize that the countries who have profited from climate change — including Canada — must bear the cost of solving it.

We also strike because we are hopeful. We have been inspired by the clear-eyed urgency of youth around the world who are organizing for a just and livable world, and by the resilience of Indigenous people who continue to resist resource extraction on their lands and in their communities. We stand with them, because we know that a better future is possible.

As a public institution dedicated to higher research and education and with a purpose towards “foster[ing] global citizenship and advanc[ing] a sustainable and just society across British Columbia, Canada and the world,” (3) UBC has a responsibility to stand with us in taking bold action. It is far time for UBC to act on its repeated commitments to climate action (4) and sustainability (5) in a way that matches the scale of this crisis.

As such, we call on UBC to declare a Climate Emergency, while recognizing that a state of emergency has been experienced for decades by Indigenous communities around the world. In doing so, UBC should commit to:

1. Reassessing divestment of the University’s financial holdings from fossil fuels through an open, transparent and evidence-based process.
2. Expanding opportunities, resources and support for faculty, students and staff to research, learn about and take action on climate change and climate justice within their departments and units.
3. Accounting for scope 3 emissions, including those from commuting and aviation-related travel, and land use change emissions in UBC’s future emission reduction targets and enacting measures to reduce them.
4. Initiating a process to develop specific actions the University will take to implement commitments 2-3, including plans to allocate additional resources and funding to carry out the actions, and report back within 120 days. The process should be overseen by an advisory group representing students, staff and faculty - with invitation extended to Musqueam - and involve consultation with the relevant campus units, as well as opportunities for wider community input.

Our futures are at stake, and we — the UBC community — are calling on you to act like it.

In unity, the undersigned,

UBCc350
 The UBC Social Justice Centre
 UBC Climate Hub
 UBC Alma Mater Society
 UBC Women's Centre
 Melt Collective
 Ignite Undergraduate Journal
 The Gender, Race, Sexuality & Social Justice
 Undergrad Association
 UBC Environmental Policy Association
 UBC Green Party Club
 UBC Science Undergraduate Society
 UBC Forestry Undergraduate Society
 UBC Land & Food Systems Undergraduate
 Society
 UBC Arts Undergraduate Society
 UBC Vancouver School of Economics
 Undergraduate Society
 Vegans of UBC
 UBC Student Environment Centre
 Agora Cafe
 UBC Sprouts
 Mexican Students Association
 UBC Ski & Board Club
 RES Student Society
 Centre for Sustainable Food Systems @ UBC
 Farm
 Roots on the Roof
 Anthropology Students Association
 UBC Graduate Student Society
 AMS Refugee Relief at UBC
 The Calendar
 UBC PATHS
 Law Students for Decriminalization & Harm
 Reduction
 UBC Environmental Law Group
 Students for Mining Justice UBC
 Project Imagine UBC
 Amnesty International UBC
 The Bike Kitchen
 UBC Pottery Club

Intergenerational Landed Learning Project
 UBC Pre-Vet and Animal Welfare Club
 UBC Law and Society Chats
 UBC Pilates Club
 UBC Sustaingineering
 UBC Parks Canada Club
 First Nations Studies Student Association
 Residence Hall Association
 Orchard Commons Residence Association
 Totem Park Residence Association
 Ponderosa Commons Residence Association
 Place Vanier Residence Association
 Young Women in Business UBC
 Spanish for Community (FHIS)
 Social Enterprise Club
 UBC Canadian Society for Civil Engineering
 Student Chapter
 Thunderbird Marching Band
 Sponsor a Child's Education UBC
 Sikh Student's Association
 Equal Voice
 UBC Canadian Liver Foundation
 Bangladesh Students' Association
 Hempology 101 UBC
 Ecuadorian Students Association
 AMS Italian Student Association
 Los Cerritos Wetland Protectors
 UBC School of Music
 The Society
 Korea-UBC House
 Seri Malaysia Club UBC
 UBC Mental Health Network
 UBC Heart and Stroke Foundation Club
 UBC WasteNauts
 UBC Slam Poetry
 UBC Thai Aiyara
 AMS French Club of UBC
 UBC Biological Sciences Society
 CUPE 2278
 and Students, Staff, & Faculty of UBC

1: <https://globalclimatestrike.net/>

2: <https://www.ipcc.ch/2018/10/08/summary-for-policymakers-of-ipcc-special-report-on-global-warming-of-1-5c-approved-by-governments/>

3: <https://strategicplan.ubc.ca/>

4: https://planning.ubc.ca/sites/planning.ubc.ca/files/documents/planning-services/policies-plans/CAP_Report1.pdf

5: https://sustain.ubc.ca/sites/sustain.ubc.ca/files/uploads/CampusSustainability/CS_PDFs/PlansReports/Plans/20-Year-Sustainability-Strategy-UBC.pdf

25 November 2019

To: Senate

Re: **Recommendation to discontinue charging an “On Leave” fee for Graduate Students on Leave**

The following is recommended to Senate:

Motion: *“That the reference to the requirement that graduate students pay a fee while on leave be removed from the Academic Calendar, as set out in the attached two column form; and, from policy V-302.2 - Graduate Student Leaves of Absence as set out in the attached.”*

In September 2019 representatives from the Provost’s Office, Enrolment Services, the Faculty of Graduate and Postdoctoral Studies, the Senate Secretariat, and the Equity and Diversity Office met to discuss whether it is consistent with the University’s current equity, diversity and inclusion goals to charge graduate students fees when they are on parental or medical leave. The group researched both current practices at peer institutions and the financial impact of the on-leave fees and recommended the removal of the fees. The attached briefing note was prepared as a result.

The Academic Policy Committee of the Faculty of Graduate and Postdoctoral Studies and the Graduate Council have reviewed and approved the attached two-column form that set out the revisions to policy. The suggested amendment to Policy V-302.2 is in line with these changes; the enumeration of the clauses of the policy will be updated should the proposed motion be approved.

As the charging and setting of fees is in the purview of the Board of Governors, a proposal to the Board to discontinue the fee will be going forward in early 2020.

Respectfully submitted,

Dr. Paul G. Harrison, Chair
Senate Academic Policy Committee

Recommendation to discontinue charging “on-leave” fees

In September 2019 representatives from the Provost’s Office, Enrolment Services, the Faculty of Graduate and Postdoctoral Studies, the Senate Secretariat, and the Equity and Diversity Office met to discuss whether it is consistent with the University’s current equity, diversity and inclusion goals to charge graduate students fees when they are on parental or medical leave. The group researched both current practices at peer institutions and the financial impact of the on-leave fees.

The on-leave fees have been in place for a many years. In 2015, the Graduate Academic Policy Committee reviewed the On-Leave policy and clarified for students exactly what services are and are not available to them while they are on leave. Most UBC services are available to on-leave students, though some may be limited at the discretion of the unit offering the service. (The list is on the G+PS website: [Policies & Procedures / Student Status / On Leave Status.](#))

Five Canadian peer institutions (U of T, McGill, SFU, UVic) were researched about their current on-leave policies and practices (see below for details). Some allow students to “opt-in” and pay a fee in order to have access to specific resources. Neither UBC’s systems nor its working capacity can support this. We are recommending that the on-leave fee be removed, but that current access to services be maintained.

University of Toronto:

- Graduate students are allowed to apply for one-session to three-session leaves
- Types of leave: serious health or personal problems; or parental leave
- Has a “Temporary Stop-Out” option for up to 12 months. The stop-out period is included in the time period for completion of the degree.
- No fees are assessed, but students may opt-in and pay “non-academic incidental fees” in order to receive university services
 - If so, fees are as follows:
 - One session: \$416.17 FT, \$83.15 PT
 - Two sessions: \$832.34 FT, \$166.30 PT
 - Three sessions: \$1,248.51 FT, \$249.45 PT
- If a student doesn’t opt in, university services are restricted as follows:

“In general, unless a request is made to opt-in to access services while on leave, students on leave may not make demands upon the resources of the university, attend courses, or expect advice from their supervisor. As an exception, students on leave for parental or serious health reasons who wish to consult with their supervisor or other faculty are advised to make special arrangements through their department. Students on leave may request continued access to U of T library services by sending an email to graduate.information@utoronto.ca. The School of Graduate Studies will review the request and contact the library to allow access to library services if the request is approved.”

McGill University:

- Leaves are approved on a term by term basis; maximum is 52 weeks and must be requested on a term-by-term basis.

- Types of leave include maternity or parenting, personal or family health, professional development, required military service.
- No tuition or on-leave fees are charged.
- University services are restricted as follows. The restrictions are lighter for parental or familial reasons:
 - During a leave of absence for parental or familial reasons, a student will not be eligible to take courses but he/she may request and expect guidance on thesis and research work. Students and postdocs will have free access to the University's academic facilities. Library services will continue to be available....
 - During a leave of absence for personal health reasons, a student will not be eligible to request guidance on thesis and research work or to take courses. Students and postdocs will not have access to the University's academic facilities but library services will normally continue to be available....

Simon Fraser University:

- Maximum three terms: may apply for an extended leave of absence beyond that.
- Types of leave include personal leave, parental leave, medical/compassionate leave/academic break.
- No tuition or on-leave fees are charged .
- University services are restricted as follows: “During a leave of absence graduate students are not enrolled and normally should not use any of the University's facilities or resources, or undertake academic or research work related to the program from which they have taken a leave of absence.”

University of Victoria:

- Leaves are granted in 4-month blocks.
- Types of leave include personal, parental, medical, compassionate, and leave with permission of the Dean.
- Says “Normally, tuition fees are not assessed during leaves. No evidence of an on-leave fee.
- University services are restricted as follows: “While students are on a leave, all supervisory processes are suspended as students are normally expected, and may be required, not to be involved in any academic or research work during the period of the leave. Additionally, students may not use any of the University’s facilities during the period of the leave.”
- Time taken for personal leave is counted towards maximum time for degree completion. Time taken for parental, medical, and compassionate leave, and leave with permission of the Dean, is not included in the time period for completion of the degree.

University of Alberta:

Their form is very informative:

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=2ahUKEwjwotCv4IPIAhVKpZ4KHQSODFcQFjADegQIBRAC&url=https%3A%2F%2Fcloudfront.ualberta.ca%2F%2Fmedia%2Fgradstudies%2Fforms-cabinet%2Frecords%2Fregistration%2F20181217_leave-of-absence.pdf&usq=AOvVaw2vBS9zFVCtKE2eEmGNTavW

Graduate program manual: <https://www.ualberta.ca/graduate-studies/about/graduate-program-manual/section-7-administration-of-graduate-programs/7-11-approved-leave-of-absence>

Students can opt-in to services, and if they do, there are fees. These services are offered, and students can select combinations of services:

1. Student Academic Support
2. Student Health and Wellness
3. GSA Dental Plan [Fees assessed in Fall term only]
4. GSA Health Plan [Fees assessed in Fall term only]
5. Graduate Student Assistance Plan
6. UPass
7. Athletics and Recreation

The amounts of the fees are not mentioned on the form.

**UBC Policy Proposal Form
Change to Calendar**

Faculty: Faculty of Graduate and Postdoctoral Studies Department: N/A Faculty Approval Date: not applicable Effective Session (W or S): Effective Academic Year: January 2020	Date: October 4 2019 Contact Person: Max Read Phone: 604-822-0283 Email: max.read@ubc.ca
<p>Present Calendar Entry:</p> <p><i>On-Leave Status</i></p> <p>...</p> <p>Graduate Student Leaves of Absence</p> <p>This policy, V-302: Graduate Student Leaves of Absence, applies to students currently registered in graduate programs at the University of British Columbia, including those administered by faculties other than the Faculty of Graduate and Postdoctoral Studies.</p> <p>This policy does not apply to students enrolled in the Pharm.D. program or students in undergraduate programs including the M.D., J.D., and D.M.D. programs.</p> <p>Students in dual degree programs (e.g., M.D./Ph.D.) may be eligible, through discussion with both programs.</p> <p>A graduate student who finds it necessary for parental, health, personal, professional, or academic reasons, as outlined below, to</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,341,191</p> <p>Homepage Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies Classification of Students On-Leave Status</p> <p>Full policy: V-302: Graduate Student Leaves of Absence</p> <p>Present Calendar Entry:</p> <p><i>On-Leave Status</i></p> <p>...</p> <p>Graduate Student Leaves of Absence</p> <p>This policy, V-302: Graduate Student Leaves of Absence, applies to students currently registered in graduate programs at the University of British Columbia, including those administered by faculties other than the Faculty of Graduate and Postdoctoral Studies.</p> <p>This policy does not apply to students enrolled in the Pharm.D. program or students in undergraduate programs including the M.D., J.D., and D.M.D. programs.</p> <p>Students in dual degree programs (e.g., M.D./Ph.D.) may be eligible, through discussion with both programs.</p> <p>A graduate student who finds it necessary for parental, health, personal, professional, or academic reasons, as outlined below, to</p>

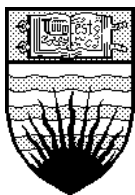


<p>interrupt his or her studies may apply for a leave of absence. Responsibility for approving a leave of absence rests with the Dean of the Faculty of Graduate and Postdoctoral Studies; or, in the case of programs not administered by the Faculty of Graduate and Postdoctoral Studies, with their respective Deans.</p> <p>A leave of absence will normally begin on the first day of September, January, or May.</p> <p>Leaves of absence will be granted for periods of four, eight, or twelve months.</p> <p>The total duration of all leaves of absence granted in a graduate program is normally limited to 24 months for a doctoral student and to 12 months for a master's student, except Leave to Pursue a Second Program of Study.</p> <p>While on a leave of absence, graduate students are expected to not undertake any academic or research work related to the program for which they have taken a leave of absence. Access to the University's facilities and resources, including faculty supervision, while on a <i>leave of absence</i> may be limited. Consult the Faculty of Graduate and Postdoctoral Studies website for current information in that regard.</p> <p>[Link in above paragraph: https://www.grad.ubc.ca/faculty-staff/policies-procedures/leave-status]</p> <p>Graduate students must inform their program of their intent to return from a leave of absence prior to recommencing their studies.</p> <p>Time spent on leave of absence is not counted as part of the allowed time to complete a degree.</p>	<p>interrupt his or her studies may apply for a leave of absence. Responsibility for approving a leave of absence rests with the Dean of the Faculty of Graduate and Postdoctoral Studies; or, in the case of programs not administered by the Faculty of Graduate and Postdoctoral Studies, with their respective Deans.</p> <p>A leave of absence will normally begin on the first day of September, January, or May.</p> <p>Leaves of absence will be granted for periods of four, eight, or twelve months.</p> <p>The total duration of all leaves of absence granted in a graduate program is normally limited to 24 months for a doctoral student and to 12 months for a master's student, except Leave to Pursue a Second Program of Study.</p> <p>While on a leave of absence, graduate students must pay an on-leave fee.</p> <p>While on a leave of absence, graduate students are expected to not undertake any academic or research work related to the program for which they have taken a leave of absence. Access to the University's facilities and resources, including faculty supervision, while on a <i>leave of absence</i> may be limited. Consult the Faculty of Graduate and Postdoctoral Studies website for current information in that regard.</p> <p>Graduate students must inform their program of their intent to return from a leave of absence prior to recommencing their studies.</p> <p>Time spent on leave of absence is not counted as part of the allowed time to complete a degree.</p> <p>....</p> <p>Type of Action: Remove reference to on-leave fee. Add link to on-</p>
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	<p>leave information on G+PS website.</p> <p>Rationale for Proposed Change: See attached "Policy_Committee_Removal_of_on-leave_fees.pdf".</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY:
V-302.2

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

Number & Title

V-302.3: *Graduate Student Leaves of Absence*

Effective Date:

2 January 2013

Approval Date:

October 2012

Amended December 2019 (anticipated)

Review Date:

This policy shall be reviewed two (2) years after approval and thereafter as deemed necessary by the *responsible committee*.

Responsible Committee:

Vancouver Senate Academic Policy Committee

Authority:

University Act, S. 37(1)

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

...(p) to deal with all matters reported by the faculties, affecting their respective departments or divisions;...”
and,

S. 40

“A faculty has the following powers and duties:

...(g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;

(h) generally, to deal with all matters assigned to it by the board or the senate...”

Purpose and Goals:

This policy provides a mechanism for graduate students to temporarily interrupt their *course of study* and remain registered in the program for reasons including: parental responsibilities; health reasons; professional and employment reasons; personal reasons; or, to pursue a second *course of study*. The goal is to support students as they balance their academic pursuits and the other demands of life, as well as to ensure consistency of approach.

Applicability:

This policy applies to students currently registered in graduate programs at the University of British Columbia, including those administered by faculties other than the Faculty of Graduate and Postdoctoral Studies.

Exclusions:

This policy does not apply to:

- 1) Students enrolled in the Pharm.D. program; and,
- 2) Students in undergraduate programs including the M.D., J.D. and D.M.D. programs. N.B. – Students in dual degree programs (e.g., M.D./Ph.D.) may be eligible, through discussion with both programs.

Definitions:

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

- *Clinician* shall mean a physician, psychologist, or a registered clinical counselor.
- *Course of study* shall mean the academic program in which the student is registered.
- *Leave of Absence* shall mean a period of time during which a student has received permission to suspend his or her *course of study*.
- *On-leave* shall mean the registration status of students while on an approved *leave of absence*.

Policy:

- 1) A graduate student who finds it necessary for parental, health, personal, professional or academic reasons, as outlined later in this policy, to interrupt his or her studies may apply for a *leave of absence*. Responsibility for approving a *leave of absence* rests with the Dean of the Faculty of Graduate and Postdoctoral Studies; or, in the case of programs not administered by the Faculty of Graduate and Postdoctoral Studies, with their respective Deans.
- 2) A *leave of absence* will normally begin on the first day of September, January, or May.
- 3) *Leaves of absence* will be granted for periods of four (4), eight (8), or twelve (12) months.
- 4) The total duration of all *leaves of absence* granted in a graduate program is normally limited to 24 months for a doctoral student and to 12 months for a master's student, except for Leave to Pursue a Second Program of Study.
- 5) ~~While on a leave of absence, graduate students must pay an on-leave fee.~~
- 6) While on a *leave of absence*, graduate students are expected to not undertake any academic or research work related to the program for which they have taken a *leave of absence*. Access to the University's facilities and resources, including faculty supervision, while on a *leave of absence* may be limited. Consult the Faculty of Graduate and Postdoctoral Studies website for current information in that regard.
- 7) Graduate students must inform their program of their intent to return from a *leave of absence* prior to recommencing their studies.
- 8) Time spent on *leave of absence* is not counted as part of the allowed time to complete a degree.

Awards and Fellowships for Students with On-Leave Status

- 9) A graduate student granted a *leave of absence* retains the full value of any fellowship or other award for which the terms and conditions are established by the Faculty of Graduate and Postdoctoral Studies; award payments will be suspended at the onset of the *leave of absence* and will resume at the termination of

the leave period, provided that the student returns to full-time study at that time.

- 10) Awards for which the terms and conditions are not established by the Faculty of Graduate and Postdoctoral Studies will be paid according to the terms and conditions established by the donor or granting agency.

Categories of Leaves of Absence

11) Parental Leave

- a. A graduate student who is bearing a child or who has primary responsibility for the care of an infant or young child is eligible for parental leave. Appropriate supporting documentation may be required.
- b. Parental leave is normally limited to 12 months per childbirth or adoption (including multiples).
- c. Where possible, a student enrolled in coursework should coordinate his or her *leave of absence* to coincide with the first day of September, January, or May.

12) Leave for Health Reasons

- a. A graduate student who encounters a health problem that significantly interferes with the ability to pursue his or her *course of study* is eligible for a leave for health reasons.
- b. Requests for a leave for health reasons must be accompanied by appropriate supporting documentation from the *clinician* providing primary care for the health problem.
- c. A leave for health reasons is normally limited to 12 months.
- d. Prior to being allowed to return to his or her studies, a student returning to study after a leave for health reasons may be required to produce specific documentation from his or her *clinician* confirming that he or she has recovered sufficiently to return from leave and resume his or her *course of study*.

13) Professional Leave

- a. A graduate student who wishes to suspend his or her *course of study* in order to take a relevant work or professional development experience may be eligible for professional leave. Appropriate

supporting documentation may be required.

- b. Professional leave is normally limited to 12 months.

14) *Personal Leave*

- a. A graduate student who encounters personal circumstances that significantly interfere with the ability to pursue his or her *course of study* may be eligible for personal leave.
- b. Requests for a leave for personal reasons must be accompanied by appropriate supporting documentation.
- c. Personal leave is normally limited to 12 months.

15) *Leave to Pursue a Second Program of Study*

- a. Following consultation with his or her program advisor and graduate supervisor, a graduate student may apply for a *leave of absence* from one program to pursue a second *course of study*.
- b. While on a leave to pursue a second *course of study*, the graduate student is responsible for the on-leave fees as well as any tuition or other fees associated with the second program.
- c. Leave to pursue a second *course of study* may exceed 12 months.

Calendar Statement:

As per the Applicability, Exclusions and Policy Sections above.

Consultations

The following groups have been consulted during the development of this policy:

Access & Diversity, Counseling Services, Enrolment Services, Faculties, Legal Counsel, Office of the Ombudsperson for Students, Office of the Vice-President, Academic

History:

The policy on graduate student On-Leave Status has been subject to amendments from time to time as exhibited in the archive of Academic Calendars. At the 11 September 1991 meeting of the Vancouver Senate parental leave was added as a special leave category for graduate students and regular leave for doctoral students

was reduced from two years to one. The policy was again revised in 2012 to clarify the types of leave available and add information about the total duration of leaves granted in a graduate program. At this point, it was also renamed “Graduate Student Leaves of Absence.” In 2015, the policy was revised in order to clarify the denial of access to University facilities and resources while on a leave of absence in order to be in line with current practice and intent. Notation was added to indicate that appropriate supporting documentation may be required for all types of leave. The definition of a professional leave was expanded and clarified.

Related Policies:

Academic Concession

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0>

Academic Leave

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,289,0,0>

Letter of Permission to Study at another Institution

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,47,0,0>

Graduate Student Parental Accommodation Policy

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,342,1510>

Senate Appeals on Academic Standing

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,53,0,0>

Appendix:

There is no appendix to this policy.



6 December 2019

To: Vancouver Senate

From: Senate Admissions Committee

Re: a) Master of Fine Arts in Creative Writing– Clarification regarding entrance dates for different streams of the program (approval)
b) Revisions to Admissions Requirements for the Entry-to-Practice Doctor of Pharmacy (approval)

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

a) (approval)

Motion: *“That Senate approve the clarification regarding entrance dates for the different streams of the Master of Fine Arts in Creative Writing as set out in the attached two-column form.”*

Students in the Master of Fine Arts in Creative Writing are able to undertake two streams; the first is a two-year resident program. The second is an online distance program with part-time and residency options. This additional language clarifies that a July entrance date is available for the online residency.

b) (approval)

Motion: *“That Senate approve revisions to the admission requirements for the Entry-to-Practice Doctor of Pharmacy as set out in the attached two-column form.”*

To better align with the average requirements of other schools of pharmacy across Canada, clarify that no pre-requisite courses could be taken for P/F or Cr/D/F grading, and clarify that equivalent transfer credit also satisfies the admissions requirements, the attached proposal does the following:

- 1) Higher admission average on most recent 30 credits (from 65% to 70%)
- 2) Strike reference to excluding Cr/D/F or P/F courses
- 3) Clarify non-UBC equivalencies

Respectfully submitted,

Prof. Carol Jaeger, Chair
Senate Admissions Committee



UBC Admission Proposal Form Change to Course or Program

Category: 2 Faculty: Arts Department: Creative Writing Faculty Approval Date: October 17, 2019 Effective Session (W or S): S Effective Academic Year: 2020	Date: September 24, 2019 Contact Person: Alix Ohlin Phone: (604) 822-3058 Email: alix.ohlin@ubc.ca
<p>Proposed Calendar Entry:</p> <p>Creative Writing</p> <p>[...]</p> <p>Master of Fine Arts</p> <p>Admission Requirements</p> <p>Applicants must satisfy the general requirements set by the Faculty of Graduate and Postdoctoral Studies and should submit work in two or more of the genres listed in the Creative Writing handbook on our website, specifying which is their major area of interest. Short and long fiction are considered one genre. Applicants who intend to focus on translation should submit translated material in any of the above genres and a sample of their own original creative writing. Consult the Creative Writing Program website or email for more information.</p> <p>The deadline for receiving manuscripts for both MFA programs is in January, whether this be for the following July entrance date for students in the optional residency online stream, or for the following September entrance date for students in the on-campus stream. Length of the manuscripts accompanying the application depends on choice of</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1141</p> <p>Present Calendar Entry:</p> <p>Creative Writing</p> <p>[...]</p> <p>Master of Fine Arts</p> <p>Admission Requirements</p> <p>Applicants must satisfy the general requirements set by the Faculty of Graduate and Postdoctoral Studies and should submit work in two or more of the genres listed in the Creative Writing handbook on our website, specifying which is their major area of interest. Short and long fiction are considered one genre. Applicants who intend to focus on translation should submit translated material in any of the above genres and a sample of their own original creative writing. Consult the Creative Writing Program website or email for more information.</p> <p>The deadline for receiving manuscripts for both MFA programs is in January for the following September entrance date. Late manuscripts will not be considered. Length of the manuscripts accompanying the application depends on choice of genres. Guidelines are available from <u>Creative Writing</u>.</p>



genres. Guidelines are available from Creative Writing.

[...]

[...]

Type of Action: Clarification regarding entrance dates for different streams of the program.

Rationale: Students whose formal program start date is July 1 are eligible to attend the summer residency (a series of intensive classes at the beginning of July). It is particularly valuable for optional residency MFA students to have the residency as their first exposure to their MFA studies, prior to moving to their online classes in September, because it gives them the opportunity to meet with fellow students and instructors and learn about program and classroom protocols in person.

We permitted July entry for optional residency students until a couple of years ago. When we harmonized the application periods for both on-campus and online students, we pushed the program start date back to September. We've since experienced a significant drop in attendance at the summer residency, and new optional residency MFA students are less prepared for online workshopping. Hence we see a strong pedagogical rationale for this change.

This proposal does not represent a change in policy or process in regards to admission to the MFA in Creative Writing. Students may continue to choose to begin their program in September if they can't attend the optional residency.



UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Pharmaceutical Sciences Department: n/a Faculty Approval Date: 28 Aug 2019 Effective Session (W or S): Summer Effective Academic Year: 2020/21 (for the 2021W intake)</p>	<p>Date: 20 June 2019 Contact Person: Kerry Wilbur Phone: 70198 Email: kerry.wilbur@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Entry-to-Practice Doctor of Pharmacy > Admission</p> <p>Admission</p> <p>The requirements below apply to students entering the E2P PharmD program in the 2021W Session.</p> <p>For information regarding undergraduate admissions in 2020 please see the archived version of the 2019/20 Academic Calendar.</p> <p>The Faculty will select for admission those students who not only demonstrate academic potential, but who also most aptly display a motivation to study pharmaceutical sciences and who demonstrate the qualities and skills most necessary to be a caring and competent pharmacist.</p> <p>To be considered for admission to the four-year program, applicants must:</p> <ul style="list-style-type: none"> • Have completed 60 transferable credits of post-secondary coursework; and • Meet a minimum overall average of 70% calculated on the last 30 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,956,1563</p> <p>Present Calendar Entry:</p> <p>Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Entry-to-Practice Doctor of Pharmacy > Admission</p> <p>Admission</p> <p>The requirements below apply to students entering the E2P PharmD program in the 2020W Session.</p> <p>For information regarding undergraduate admissions in 2019, please see the archived version of the 2018/19 Academic Calendar.</p> <p>The Faculty will select for admission those students who not only demonstrate academic potential, but who also most aptly display a motivation to study pharmaceutical sciences and who demonstrate the qualities and skills most necessary to be a caring and competent pharmacist.</p> <p>To be considered for admission to the four-year program, applicants must:</p> <ul style="list-style-type: none"> • Have completed 60 transferable credits of post-secondary coursework; and • Meet a minimum overall average of 65% calculated on the last 30



<p>credits of coursework and a minimum core average of 65%. For more information on the core average criterion, please visit the Faculty website.</p> <ul style="list-style-type: none"> • Have completed all prerequisite courses, with the exception of Humanities or Social Science and Elective credits, within the last 10 years at an approved college or university. • Have completed all prerequisite courses for graded credit. <p>Note: Because enrolment in the program is limited and competitive, applicants should be aware that satisfying the minimum entrance requirements does not guarantee admission. Applicants with a competitive average will be invited for an interview. In the selection of applicants, preference is given to well-qualified residents of BC who are Canadian citizens or permanent residents of Canada. Special consideration may be given to Indigenous applicants and applicants from under-represented areas of BC.</p> <p>Applications received with incomplete documentation or without the correct fees will not be processed. Late applications will not be considered.</p> <p>Students are not admissible to the program directly from a high school or secondary school program (BC Grade 12 or equivalent obtained in any province). Admission to the Entry-to-Practice Pharm.D. is to the first year of a four-year program following at least two (2) post-secondary years. Students must complete at least 60 credits of coursework, including the prerequisites, by the end of the academic year in which the application is made.</p>	<p>credits of coursework and a minimum core average of 65%. For more information on the core average criterion, please visit the Faculty website.</p> <ul style="list-style-type: none"> • Have completed all prerequisite courses, with the exception of Humanities or Social Science and Elective credits, within the last 10 years at an approved college or university. • Have completed all prerequisite courses for graded credit (excluding pass/fail or Credit/D/Fail credit). <p>Note: Because enrolment in the program is limited and competitive, applicants should be aware that satisfying the minimum entrance requirements does not guarantee admission. Applicants with a competitive average will be invited for an interview. In the selection of applicants, preference is given to well-qualified residents of BC who are Canadian citizens or permanent residents of Canada. Special consideration may be given to Indigenous applicants and applicants from under-represented areas of BC.</p> <p>Applications received with incomplete documentation or without the correct fees will not be processed. Late applications will not be considered.</p> <p>Students are not admissible to the program directly from a high school or secondary school program (BC Grade 12 or equivalent obtained in any province). Admission to the Entry-to-Practice Pharm.D. is to the first year of a four-year program following at least two (2) post-secondary years. Students must complete at least 60 credits of coursework, including the prerequisites, by the end of the academic year in which the application is made.</p>
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<p>The required (core) courses¹ are:</p> <p>Biology BIOL 112 or MICB 201, plus BIOL 121 and BIOL 140</p> <p>Chemistry CHEM 111 & 113 or CHEM 121 & 123</p> <p>English ENGL 112 or an equivalent 3 credit 1st year English composition course, plus 3 credits of ENGL at any year level²</p> <p>Mathematics MATH 102 (recommended) or MATH 100, 104, 110, 120, 180 or 184, plus MATH 103 (recommended) or MATH 101, 105 or 121</p> <p>Students must also present the following prerequisite courses:</p> <p>Cell Biology BIOL 200</p> <p>Biochemistry BIOL 201 or BIOOC 202</p> <p>Organic Chemistry CHEM 233 & 235 or CHEM 203</p> <p>Microbiology MICB 202</p> <p>Statistics STAT 200 or 203, or BIOL 300</p> <p>Humanities or Social Sciences 6 credits of humanities or social sciences courses³.</p> <p>Elective(s) Sufficient credits to bring total to at least 60.</p> <p>¹ Acceptable in lieu of first year (1xx) requirements is the UBC Science One Program (plus 6 credits of English and BIOL 140). There may be additional alternate courses that satisfy the requirements listed in this table. Consult</p>	<p>The required (core) courses¹ are:</p> <p>Biology BIOL 112 or MICB 201, plus BIOL 121 and BIOL 140</p> <p>Chemistry CHEM 111 & 113 or CHEM 121 & 123</p> <p>English ENGL 112 or an equivalent 3 credit 1st year English composition course, plus 3 credits of ENGL at any year level²</p> <p>Mathematics MATH 102 (recommended) or MATH 100, 104, 110, 120, 180 or 184, plus MATH 103 (recommended) or MATH 101, 105 or 121</p> <p>Students must also present the following prerequisite courses:</p> <p>Cell Biology BIOL 200</p> <p>Biochemistry BIOL 201 or BIOOC 202</p> <p>Organic Chemistry CHEM 233 & 235 or CHEM 203</p> <p>Microbiology MICB 202</p> <p>Statistics STAT 200 or 203, or BIOL 300</p> <p>Humanities or Social Sciences 6 credits of humanities or social sciences courses³.</p> <p>Elective(s) Sufficient credits to bring total to at least 60.</p> <p>¹ Acceptable in lieu of first year (1xx) requirements is the UBC Science One Program (plus 6 credits of English and BIOL 140). There may be additional alternate courses that satisfy the requirements listed in this table. Consult</p>
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the Science Credit Exclusion List for a complete list.

² SCIE 113 or WRDS 150 or WRDS 350 will be accepted in lieu of 3 credits of English. For more information on the English requirements, please consult the [Faculty website](#).

³ Most courses offered by the Faculty of Arts at any year level. ENGL courses used to satisfy the 6-credits of English requirement cannot count towards satisfying the Humanities or Social Sciences requirement.

Applicants without these specific UBC courses (**or their equivalents from other institutions**) need to present:

- two semesters of first-year university biology with a lab
- two semesters of first-year university chemistry with a lab
- two semesters of first-year university calculus
- one semester of first-year university English Composition (for which UBC gives first-year ENGL transfer credit)
- one semester of English at any year level (for which UBC gives ENGL transfer credit)
- one semester of second-year cell biology or genetics
- two semesters of second-year organic chemistry with a lab
- one semester of second-year microbiology
- one semester of introductory statistics
- one semester of introductory second-year biochemistry
- two semesters of humanities or social sciences coursework at any year level

Additional Requirements:

the Science Credit Exclusion List for a complete list.

² SCIE 113 or WRDS 150 or WRDS 350 will be accepted in lieu of 3 credits of English. For more information on the English requirements, please consult the [Faculty website](#).

³ Most courses offered by the Faculty of Arts at any year level. ENGL courses used to satisfy the 6-credits of English requirement cannot count towards satisfying the Humanities or Social Sciences requirement.

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- one semester of first-year university English Composition (for which UBC gives first-year ENGL transfer credit)
- one semester of English at any year level (for which UBC gives ENGL transfer credit)
- one semester of second-year cell biology or genetics
- two semesters of second-year organic chemistry with a lab
- one semester of second-year microbiology
- one semester of introductory statistics
- one semester of introductory second-year biochemistry
- two semesters of humanities or social sciences coursework at any year level

Additional Requirements:



<ul style="list-style-type: none"> • Interview for selected applicants <p>Detailed information on admission requirements for all applicants is available from the Faculty.</p>	<ul style="list-style-type: none"> • Interview for selected applicants <p>Detailed information on admission requirements for all applicants is available from the Faculty.</p> <p>Type of Action:</p> <ol style="list-style-type: none"> 1) Higher admission average on most recent 30 credits (from 65% to 70%) 2) Strike reference to excluding Cr/D/F or P/F courses 3) Clarify non-UBC equivalencies <p>Rationale for Proposed Change:</p> <ol style="list-style-type: none"> 1) The goal of raising and publishing this higher average on the last 30 credits is to provide applicants with a realistic understanding of the minimum average requirements for the program. The change also better aligns the program with the average requirements of other schools of pharmacy across Canada. 2) The statement “(excluding pass/fail or Credit/D/Fail credit)” was meant to clarify that no pre-requisite courses could be taken for P/F or Cr/D/F grading, but instead conveys the opposite (that these types of courses are excluded from the requirement). Removing this statement clarifies the intent of this requirement as described in the original, approved proposal for this change (Cat 2, Feb 2019): <i>When applicants complete prerequisite coursework on a Pass/Fail or Credit/D/Fail basis, their academic performance in these key courses cannot be considered in the academic evaluation. By requiring applicants to present grades on the prerequisite courses, these grades will be taken into account where applicable and gives the admissions committee a better reflection of the applicant’s academic</i>
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qualifications. Implementing this requirement will also standardize the requirement for all applicants ensuring that all applicants receive a fair evaluation.

- 3) Clarify that students with transfer credit equivalent to the UBC core courses listed in the table of admissions requirements are not required to also present with the subject matters as listed. Transfer credit satisfies the admission requirements.

6 December 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 these to the Board of Governors for approval, and that letters of thanks be sent to the donors.”

NEW AWARDS – ENDOWED

Azita Darabian Memorial Bursary in Pharmaceutical Sciences

Bursaries totalling \$4,000 have been made available through an endowment established by the Darabian family, along with matching funds from the University of British Columbia, in memory of Azita Darabian (1963-2014) for undergraduate students in the Faculty of Pharmaceutical Sciences. Azita graduated from UBC in 1988 with a Bachelor of Science in Pharmacy, and soon became the Manager of Pharmacy at Safeway Parkgate in North Vancouver. One of Azita's passions was running and in October 2012 she successfully completed a full marathon in Victoria. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Randle and Kathryn Iredale Scholarship in Architecture

Scholarships totalling \$5,000 have been made available through an endowment established by Kathryn Iredale (1930-2009) in memory of her husband Randle Iredale (1929-2000) for Master of Architecture students in their graduating year. Preference will be given to students whose graduate project has a focus on heritage conservation and/or green buildings. Randle Iredale (B.Arch. 1955) practiced as an architect for forty years. He was instrumental in the redevelopment of False Creek North in downtown Vancouver, and his concept study of the area was used by the provincial government in their bid to host Expo 86. Randle served as a mentor to many accomplished architects and was a pioneer of heritage preservation in British Columbia. The scholarships are made on the recommendation of the School of Architecture and Landscape Architecture in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

NEW AWARDS – ANNUAL

Bandali Family Indigenous Bursary in Arts

Bursaries totalling \$3,000 have been made available annually through a gift from Aleem Bandali (B.A. 1999, M.B.A., J.D.), Alia Bandali (B.Com. 2002, M.Pacc., CPA, CA), Karim Bandali (B.Sc. 2007, M.B.A., CPA, CMA), and Alifa Bandali (B.A., M.A. 2011, Ph.D.) in honour of their parents Anvarali and Naseem Bandali, for First Nations, Inuit or Métis students of Canada enrolled in undergraduate and graduate studies in the Faculty of Arts. Anvarali and Naseem arrived in Canada in 1972. They entered the poultry industry in the late 1970s, and have continued to grow their family business over the past forty years. Each of their four children earned at least one degree at UBC. The Bandali family established this bursary to recognize and support Indigenous students to successfully earn their degrees and further contribute to their communities. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Go Global Pathfinder Award

Awards of up to \$5,000 each have been made available annually for students from any faculty who face barriers to participating in Go Global programming. Students who receive the Go Global Pathfinder Award will not be eligible to receive other Go Global awards toward the same exchange opportunity. The awards are made on the recommendation of Go Global. (First award available for the 2019/2020 winter session).

Gord Gulbranson Memorial Scholarship in Forestry

Scholarships totalling \$2,000 have been made available annually through a gift from Leslie Forest Products Ltd. in memory of Gord Gulbranson (1936-2019) for outstanding students in the Bachelor of Science in Wood Products Processing program. Gord was a member of the Board for the National Education Initiative for Furniture and Wood Products Industries. He played an influential role in assessing the need for a wood manufacturing program in Canada, which led to the creation of UBC's Centre for Advanced Wood Processing (CAWP) and Wood Products Processing program. This scholarship was established in recognition of Gord's contributions to the wood industry through his work with advisory boards and promotion of wood products education. The scholarships are made on the recommendation of the Faculty of Forestry. (First award available for the 2020/2021 winter session).

Jonathan Page Fellowship in Botany

A \$25,000 fellowship has been made available annually through a gift from the Ngan Page Family Fund, a charitable fund established by Jonathan Page (B.Sc. 1991, Ph.D. 1998), for an outstanding graduate student in the Department of Botany. Preference will be given to a student whose research focuses on plant biochemistry or metabolism. Jonathan studied under the eminent UBC Botany Professor Neil Towers, which influenced his career path. He has focused

his research on the biochemistry of medicinal plants and is internationally recognized for his work on the cannabis plant. Jonathan co-founded Anandia Labs, a leading cannabis science company that was acquired by Aurora Cannabis in 2018. The fellowship is made on the recommendation of the Department of Botany, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Peterson-Wesbrook Scholars Student Mobility Award

Awards of \$1,000 each have been made available annually for students participating in exchange at McGill University. The number of awards available annually will be based on the available space at McGill for exchange. The awards are made on the recommendation of Go Global. (First award available for the 2020/2021 winter session).

Western Canada Dental Society Award in Dentistry

An award of \$1,500 has been made available annually through a gift from the Western Canada Dental Society for a student who has completed their third year of the Doctor of Dental Medicine and demonstrated professionalism, leadership and camaraderie. The Western Canada Dental Society was established in the early 1900s to support the education of future dentists by providing scholarships and bursaries to dental students in British Columbia, Alberta, Saskatchewan and Manitoba. The award is made on the recommendation of the Faculty of Dentistry. (First award available for the 2019/2020 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE**Endowed Awards****2933 – Ronald Jobe Children's Literature Scholarship****Rationale for Proposed Changes**

The School of Library, Archival and Information Studies and the donor would like to remove the restriction that each student cannot receive more than \$1,000 to allow recipients to receive more money.

Current Award Description

Scholarships totalling \$3,550, with no one student receiving more than \$1,000, have been made available through an endowment established in honour of Dr. Ronald Jobe, a Professor in the Department of Language and Literacy Education since 1978. He has created a stimulating atmosphere for scholarship in children's literature at the university through his dynamic teaching style and involved supervision of graduate theses, as well as his advocacy for the subject both

nationally and internationally. The award is made to students in the Master of Arts Program in Children's Literature on the recommendation of the School of Library, Archival and Information Studies, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

Scholarships totalling \$3,550, with no one student receiving more than \$1,000, have been made available through an endowment established in honour of Dr. Ronald Jobe, for students in the Master of Arts Program in Children's Literature. Dr. Jobe has been a Professor in the Department of Language and Literacy Education since 1978. He has created a stimulating atmosphere for scholarship in children's literature at the university through his dynamic teaching style and involved supervision of graduate theses, as well as his advocacy for the subject both nationally and internationally. The award is scholarships are made to students in the Master of Arts Program in Children's Literature on the recommendation of the School of Library, Archival and Information (iSchool) Studies, in consultation with the Faculty of Graduate and Postdoctoral Studies.

1370 – Russ Patrick Arts Undergraduate Student Research Award

Rationale for Proposed Changes

The endowment's spend has grown large enough to support multiple awards. The Faculty of Arts and the donor would like to increase the number of awards available to benefit more students.

Current Award Description

A \$3750 award has been endowed by Russ Patrick to recognize outstanding achievement in research writing by an Arts undergraduate student. The donors' contribution to the endowment principal has been matched by the Faculty of Arts. Candidates who are interested in this award should contact the Dean of Arts' office for information. Submissions are judged by professional standards and assessed by their ability to communicate the research and its significance to a non-specialist audience. The award is made on the recommendation of a selection committee in the Faculty of Arts, including the Dean of Arts in its membership.

Proposed Award Description

A Awards totalling \$3,750 award has have been made available through an endowment established endowed by Russ Patrick, along with matching funds from the Faculty of Arts, to recognize outstanding achievement in research writing by an Arts undergraduate students in the Faculty of Arts. The donors' contribution to the endowment principal has been matched by the Faculty of Arts. Candidates who are interested in this award should contact the Dean of Arts' office for information. Submissions are judged by professional standards and assessed by their ability to communicate the research and its significance to a non-specialist audience. The awards

are is made on the recommendation of a selection committee in the Faculty of Arts, including the Dean of Arts in its membership.

Annual Awards

6760 – Master of Data Science Domestic Scholarship

Rationale for Proposed Changes

The Master of Data Science program is increasing the amount of entrance scholarships offered to students through the following department-funded award.

Current Award Description

A \$5,000 entrance scholarship is offered annually to a domestic student in the Master of Data Science program. The scholarship recognizes a student who has demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award is made on the recommendation of the Master of Data Science Admissions Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

Entrance scholarships of up to \$25,000 each are A \$5,000 entrance scholarship is offered annually to a domestic students in the Master of Data Science program. The scholarships recognizes a students who has have demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award scholarships are is made on the recommendation of the Master of Data Science Admissions Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies.

6759 – Master of Data Science International Scholarship

Rationale for Proposed Changes

The Master of Data Science program is increasing the amount of entrance scholarships offered to international students through the following department-funded award.

Current Award Description

A \$5,000 entrane scholarship is offered annually to an international student in the Master of Data Science program. The scholarship recognizes a student who has demostrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The award is made on the recommendation of the Master of Data Science Admissions Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

Entrance scholarships of up to \$25,000 each are ~~A \$5,000 entrance scholarship is offered annually for to an international students~~ in the Master of Data Science program. The scholarships recognizes a students who ~~has~~ have demonstrated academic and leadership achievements in their undergraduate or graduate program, field or industry. The ~~award~~ scholarships are is made on the recommendation of the Master of Data Science Admissions Committee, in consultation with the Faculty of Graduate and Postdoctoral Studies.

SSR Women in Mining Engineering Award**Rationale for Proposed Changes**

The donor would like to amend the title to include the full name of their corporation.

Current Name: SSR Women in Mining Engineering Award

Proposed Name: SSR Mining Award for Women in Mining Engineering Award

Proposed Award Description

No change.



18 December 2019

To: Vancouver Senate

From: Senate Curriculum Committee

Re: December Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the new certificate, new course codes, new courses, revision of programs and deletion of program be brought forward by the faculties of Arts and Graduate and Postdoctoral Studies (Applied Science, Arts, Education, Medicine, and Science) be approved.”*

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee

**FACULTY OF ARTS***New certificate*

General Arts Studies: Experiential Learning through Social Justice

Revised program

Program in the Study of Religion

New course code

RGST: Study of Religion

*New courses***RGST 200 (3)** Introduction to the Study of Religion; **RGST 300 (3)** Theory and Method in the Study of Religion; **RGST 400 (3)** Advanced Seminar in the Study of Religion**FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES****Applied Science***New courses***BMEG 580 (3)** Biomedical Engineering Topics at the Interface; **BMEG 581 (3)** Professional and Academic Development**Arts***Deletion of program*

Master of Arts in European Studies

Revised program

Master of Public Policy and Global Affairs

New course code

PPGA: Public Policy and Global Affairs

*New courses***PPGA 500 (6)** Economics for Policy; **PPGA 510 (1.5)** Professional Practice in Public Policy and Global Affairs; **PPGA 511 (1.5)** Leadership for Policy Professionals; **PPGA 514 (2)** Research Design and Qualitative Methods**Education***New course***EPSE 557 (3)** Social and Emotional Interventions with Children and Youth**Medicine***New course***SURG 517 (3)** Clinical Research Methods for Surgical Procedures with Global Surgical Comparisons**Science***New course***RES 504 (3)** Survey Design in Interdisciplinary Environmental Social Science

UNDERGRADUATE PROGRAMS

Certificate in General Arts Studies: Experiential Learning through Social Justice *Proposal for Certificate Program*

Proposed Name of Certificate Program:

Certificate in General Arts: Experiential Learning Through Social Justice
July 15, 2019

Sponsoring Faculty/Department/School:

Faculty of Arts

Contact Person:

Name: Dr. Rumea Ahmed

Title: Associate Dean, Communications and Innovation, Faculty of Arts

Telephone: 604-822-1286

Email: rumea.ahmed@ubc.ca

Supporting UBC Partners or External Partners:

Walls to Bridges (W2B) program, Fraser Valley Institute (FVI, Corrections Canada)

Program Description (maximum 250 words):

This certificate program is being created to enable potential FVI students (hereafter: 'inside students') and students enrolled at UBC (hereafter: 'outside students') to learn together in existing UBC courses. 'Outside' students are not in the class to 'help' incarcerated students but will be attending university classes with those who are incarcerated, as peers. This collaborative scholarly inquiry offers opportunities to learn the material of the course as well as understanding the complexities of criminalization and punishment through lived experiences and intersectional analyses. This is a transformational educational experience which draws upon lived experience as a source of theorizing as well as challenges the artificial boundaries between people experiencing imprisonment and those who are not.

All courses towards this certificate will be delivered in a classroom at FVI. Classes will be composed of a maximum of 10 UBC and 10 FVI students, optimally an equal number of each. The certificate program is modelled on the Walls to Bridges (W2B) program, which was founded at Wilfred Laurier University in 2011. As of January 2019, ten Canadian universities, including the University of Toronto, have established partnerships with correctional facilities and are [offering W2B classes](#) and the programme was recommended by the Office of the Correctional Investigator in their 2017/18 Annual Report. Inside and outside students attend weekly classes together within the prison setting.

The certificate will be achieved by completing 9 credits from any 1st, 2nd, 3rd, or 4th year UBC offered at FVI. A complete list of UBC course offerings can be found here:

<http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&institution=3>.

Rationale for the Program (maximum 250 words):

This certificate is strongly aligned with the goals of the university's Strategic Plan. In particular, it resonates with UBC's commitment to community engagement by providing opportunities for inside students to earn university credit. Not only does W2B dismantle educational barriers, but by creating a community of learners from both the prison and the outside community, walls are transcended and inclusive networks are created. It carries the potential to assist with people's post-prison return to their communities. Access to education is one of the most significant barriers to re-integration of criminalized people and there is at present extremely limited access to

post-secondary education at FVI. The certificate also meets the university's goal of providing UBC students with experiential learning opportunities. A 2016 report (Pollock 2016) on the impact of the W2B program on students indicates that -- beyond allowing prisoners access to postsecondary education -- the program dispels negative stereotypes, increases students' commitments to social justice and has transformative impact on self-esteem, relationships and other behaviour, for inside and outside students alike.

Wilfrid Laurier University in partnership with Grand Valley Institution for Women offers an annual W2B Instructor Training Institute. A small and expanding number of UBC faculty have taken the W2B training and all faculty teaching courses in the proposed certificate program will have received the requisite training.

The proposed UBC program has been piloted through a non-credit course offered in winter 2018. Although the UBC students received course credit, the FVI students were unable to gain university credit for their participation. The certificate is being put in place to allow FVI 'inside' students to gain university credit for their participation in university accredited courses, advancing UBC's commitments to equity across diversity.

Proposed Length/Duration:

A certificate requires the satisfactory completion of nine credits earned from UBC credit courses offered at any level (100, 200, 300, or 400). The rationale for the number of courses is this: the certificate does not deliver a specific curriculum and foundational knowledge, and instead certifies students in their ability to successfully complete university-level courses that require creative and sustained engagement with theory and method. The credit threshold reflects the judgment that successful completion of nine credits demonstrates this capacity and achievement. Added to this pedagogical rationale is intention that the certificate dismantle educational barriers, assist with post-prison return to society, and nurture a sense of accomplishment and personal fulfillment for criminalized people. There is no time limit to completing the number of courses towards the certificate. There is no limit on the number of courses that can be taken towards the certificate.

Proposed Curriculum Topics (list by brief descriptive titles only):

In line with this being a Certificate in General Arts: Experiential Learning Through Social Justice, a wide range of topics will be offered. The name of the certificate does not reference prisons or prisoners because of concerns about stigmatization. At the moment, faculty from Geography, Theatre, Math and the Institute of Gender, Race, Sexuality and Social Justice are committed to teaching courses towards this certificate; three have already received requisite training. The course to be offered in math (Math 335 'Introduction to Mathematics') is suitable because it is an introductory course intended for Arts students and requires no prerequisites that would prevent FVI students from taking the course. Also, this Math course along with all of the certificate courses (in Math, Geography, and potentially Creative Writing, and Theatre and Film) will be taught by an instructor who has completed the Walls to Bridges pedagogical training.

The focus in designing the curriculum for the certificate is less on the courses being connected through subject matter, but rather through a shared approach in pedagogy and to teaching and learning, which involves theorizing from life experiences and deep reflection on academic scholarship in relation to everyday life. UBC will be a leader within the W2B program in offering courses in Geography, Math and Theatre. The courses are dependent on the particular faculty members who are interested in teaching in the program and who have taken the W2B training. A maximum of one course will be offered each semester. The breadth of courses is an asset as they offer incarcerated persons multiple points of entry to post-secondary education, and simultaneously extend the opportunity for UBC students from across the entire Faculty to have the experience of participating in the program.

Target Learners:

There are two types of target learners for the *courses* offered towards this *certificate*: those incarcerated at FVI and UBC students.

The *certificates* are open to those currently incarcerated at FVI and UBC students who take courses in FVI. The target “inside” learner is a prisoner at FVI who is motivated to take a series of post-secondary education courses and has been selected by the instructor of each course through an interview process. All *courses* offered at FVI will be available to an equal number of UBC students.

Student Admission Criteria and Process:

The Certificate in General Arts: Experiential Learning Through Social Justice welcomes a diverse range of applicants from a range of disciplines. The admission process for the UBC outside students is to apply to the instructor to take the course, providing a brief description of their interest and preparedness for taking the course. They will be interviewed by the course instructor in the term preceding the term in which the course will be offered to address student questions and concerns, and to ensure their suitability for this innovative method of course instruction, including their willingness to engage with inside students as peers. Admission decision will be made by the instructor.

Inside students will also apply for the course and be interviewed by the instructor to ensure readiness for the course. Instructors will determine whether a GED is a course requirement for the course they are teaching (and/or whether a university course prerequisite is relevant). On the advice of W2B alumni, high school equivalency is strongly recommended. In all cases it is required that the student has a good capacity as reader and writer. Criteria for readiness for both inside and outside students include a level of maturity, an openness to breaking down stereotypes about “us” and “them” and an interest in non-traditional and collaborative learning.

Inside students will be enrolled through UBC's Access designation. Once the student is accepted by the instructor, they will need to apply for admission through Access studies. Given lack of access to the internet, an amended paper Access application form will be created and delivered at FVI. The completed forms will be entered into the UBC online system. Unable to access most UBC services (including the library), inside students will not be charged AMS or UPass fees. Students will receive paper notification of admission.

The Certificate coordinator will track credits of inside students. When students have completed 9 credits the coordinator will notify the Educational Assistant at FVI to discuss with the student if they wish to receive the Certificate or to continue taking more courses. The Certificate coordinator will contact the Faculty of Arts to ask for the Certificate.

Student Assessment/Grading Methods:

Specific assessment/grading will vary by course as appropriate and will be determined by the instructor. Participation is key to W2B pedagogy and so a participation grade is typical, as is a critical reflection journal with a number of graded entries. Short (e.g., 2000 word) critical assessments of course readings are also typical, as is an essay integrating a range of class readings. (Given inside students' lack of access to the internet or UBC library resources assigned readings are the primary reference resource.) An ungraded collaborative class project designed to reflect the class content and experience is typically presented at the closing ceremony, to which family members, university faculty and administrators and incarcerated friends are invited. The class project may take any number of forms, e.g., an anthology, theatre performance, research report.

Upon successful completion of this certificate students will be able to: read and write at a university level; critically assess scholarly literature; plan and execute a group project; critically reflect on their experience and learning in a university-level course; and develop the confidence and competence to continue with further postsecondary education.

Academic Concession:

The class pedagogy emphasises the collective nature of the class, reinforces the need for all students to commit to attendance and builds the conditions for students to support each other through the learning process.

Circumstances may nonetheless arise for both outside and inside students that prevent their participation in the short and long term. (For inside students, many of these circumstances may be entirely out of their control and

may include: segregation, arbitrary denial by a guard, lockdown in their unit.) Years of experience of the W2B model indicate that lack of commitment is rarely an issue for inside students. Every effort will be made to support students to complete the course.

The process of academic concession will be outlined on the course syllabus as follows:

If problems arise that prevent you from attending class or completing assignments, you will need to contact the instructor. Of necessity the procedures are going to differ for inside and outside students.

Outside *students* will need to contact the instructor via email as soon as you are aware that you may need what UBC calls an [in-term concession](#). The instructor will work with you to determine the best way of moving forward to achieve your goals and the goals of the course. If you require a second concession, UBC requires that you contact your Faculty Advising Office (for Arts: [Arts Advising website](#)).

Inside students will need to let the educational assistant for the course, the instructor and/or Barbara Thurman (or current high school teacher at FVI) know as soon as you are aware that you will not be able to attend class or complete assignments. The instructor will work with you to determine the best way to move forward to achieve your goals and the goals of the course.

Program Delivery Format:

All courses are delivered face to face at FVI. The textbooks and other readings are provided free of charge to inside students at the beginning of term. The pedagogy embodies collaborative and experiential learning, including small group break-out discussions, instructor framings, and class discussion. The class will meet for three hours of in-class time once a week (typically in late afternoon or early evening) for thirteen weeks. Instructors will hold two hours of office hours at UBC once a week for outside students. Arrangements will be made with FVI to hold weekly office hours with inside students to ensure parity across all students and because all students benefit from support between sessions.

All students will sign a privacy agreement, and will agree to go by first names only and not exchange contact information. Inside and outside students will not be in touch between class sessions. This ensures privacy and that the class complies with Correctional Services Canada regulations. Campus-enrolled students must agree not to google their classmates or otherwise investigate their classmates' conviction histories.

Each course will be evaluated by students at the end. Given inside students' lack of access to computers, these will be paper and pencil evaluations, administered by the educational assistant.

The W2B model is to hire incarcerated alumni of W2B courses to facilitate the course as TAs or educational assistants. There is at present one very competent alumnus of W2B at FVI (transferred from Ontario where they had extensive experience with the program and as a TA at GVI in Ontario). They are a member of the current advisory board. There are numerous advantages to working with an inside TA or educational assistant: apart from expected skills as a TA or educational assistant, they provide continuity for the inside students between classes, and have a clear understanding of ongoing issues within the prison.

Marketing / Promotion Strategy:

These certificates are only available to FVI students enrolled through the Access designation at UBC. It is anticipated that only one course will be offered each term. The courses will be advertised on posters within FVI.

The FVI-based courses will be advertised to UBC students through department websites, listservs and flyers posted in the departments through which the course is being offered. Two formerly incarcerated alumni of W2B courses will likely be able to get passes to speak at UBC at a presentation advertised to all Faculty of Arts

students. The outside students from UBC who took the piloted course in Winter 2018 will be asked to join this session.

Assessment of Impact on Departmental and University Resources:

There are some anticipated impacts on departmental or university resources.

Certificate courses are regular undergraduate courses with a limited number of spots reserved for FVI students. They will count towards a regular faculty teaching load. Departments will receive credit for all UBC students enrolled in the courses. Recognising that departments will not get credit for the FVI Access students, and that these are relatively small courses (20 students maximum), the Faculty of Arts will provide a 'buyout' for the instructor and ensure that these courses are exempted from the calculation of the department's 'K Factor'. These measures have been put in place to ensure that departments are not penalised for their participation in this program. Until donor funding is secured, for the FVI students departments will pay for the photocopying or purchase of the learning materials required for the course (i.e., texts or readings) and will be asked to absorb the costs of the TA or educational assistant. UBC students will absorb the costs of transportation to FVI.

The Faculty of Arts will subsidize the cost of the FVI student fees.

Assessment of Financial Viability:

UBC students will pay their fees for these courses as per usual. UBC will waive the fees for inmates of FVI taking UBC courses at FVI.

Current Program Advisory Committee Members:

UBC Faculty of Arts, Dr. John Paul Catungal, Social Justice Institute

UBC Faculty of Arts, Professor Geraldine Pratt, Geography, graduate W2B training

UBC Faculty of Law, Dr. Debra Parkes, Chair Feminist Legal Studies

UBC Faculty of Arts, Tom Scholte, Theatre and Film

UBC Faculty of Science, Dr. Elyse Yeager, Math, graduate W2B training.

UBC Faculty of Arts, Kirsten McIlveen, Ph.D. student, Geography, UBC and Instructor Capilano University, graduate W2B training

Nyki Kish-Field, W2B Alumnus, Educational Assistant at FVI

Wilfred Laurier, Social Work, Shoshana Pollack, Director of Walls-to-Bridges Canada

Deans/Department Heads Expected to Approve Proposal:

UBC Faculty of Arts, Associate Dean, Rume Ahmed

UBC Faculty of Arts, Associate Dean, Stefania Burk

Proposal for Calendar Entry of Certificate

Category: 1 Faculty: Arts Department: Dean's Office Faculty Approval Date: October 17, 2019 Session (W or S): W Effective Academic Year: 2020	Dated: July 15, 2019 Contact Person: Rume Ahmed (Arts Dean's Office) and Geraldine Pratt (Geography) Email: rume.ahmed@ubc.ca and gpratt@geog.ubc.ca
Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Certificate in General Arts: Experiential Learning Through Social Justice	URL: Please create a new page for this Certificate. Please include the link on all appropriate Calendar pages. Present Calendar Entry: None

<p>Proposed Calendar Entry</p> <p>Certificate in General Arts: Experiential Learning Through Social Justice</p> <p>Proposed Calendar Entry This certificate is part of an innovative partnership between UBC and Fraser Valley Institute (FVI). It offers UBC students and prisoners incarcerated at FVI the opportunity to take courses and learn together as peers in classrooms at FVI. Classes will be a mix of half UBC and half incarcerated students. FVI students are admitted through the UBC Access registration process.</p> <p>The courses offered towards this certificate come from a variety of departments across the university, with approximately one course offered each year. The certificate offers students an experiential and intensive way of learning that is based in the Walls to Bridges program model. Students will be immersed in courses that integrate academic instruction with small group discussion and deep reflection on the course content in relation to everyday experiences.</p> <p>The certificate is available only to FVI students. (UBC students will get academic credit for the course taken towards their degree.) Courses offered at FVI are listed on the Geography department webpage. For information on the application process students can visit https://www.geog.ubc.ca/undergraduate/learning-opportunities/fraser-valley-institute</p> <p>Both UBC and FVI students apply to the course instructor for course admission. Admission is based on readiness to respectfully engage everyone in the class as equals, level of maturity, an openness to breaking down stereotypes about “us” and “them” and an openness to non-traditional and collaborative learning.</p> <p>Certificate Requirements</p> <p>To complete the certificate FVI students must complete at least 9 UBC course credits at FVI.</p>	<p>Type of Action: Create new certificate</p> <p>Rationale for Proposed Change: This certificate program is being created to enable potential Fraser Valley Institute (FVI) students and students enrolled at UBC to learn together in existing UBC courses. UBC students are not in the class to ‘help’ incarcerated students but will be attending university class with those who are incarcerated, as peers. The certificate is designed to be mutually beneficial to UBC and FVI students. The collaborative scholarly inquiry offers opportunities to learn the material of the course as well as understanding the complexities of criminalization and punishment through lived experiences and intersectional analyses. This is a transformational educational experience which draws upon lived experience as a source of theorizing as well as challenges the artificial boundaries between people experiencing imprisonment and those who are not.</p> <p>This certificate is targeted towards FVI students who have a drive to take university courses which are otherwise unavailable to them. The certificate is strongly aligned with the goals of the university’s Strategic Plan. In particular, it resonates with UBC’s commitment to community engagement by providing opportunities for incarcerated students to earn university credit. It carries the potential to assist with people’s post-prison return to their communities, given that access to education is one of the most significant barriers to re-integration of criminalized people and there is at present virtually no access to post-secondary education at FVI. The certificate also meets the university’s goal of providing UBC students with experiential learning opportunities. Further, given the large proportion of the prison population that is Indigenous, it advances UBC’s Aboriginal Strategic Plan by fostering intercultural understanding and a deeper appreciation of the ways that histories of colonization manifest, as well as opening opportunities for post-secondary education among Indigenous prisoners.</p>
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Faculty of Arts > Table of Contents – Edit to add Certificate

Category: 1 Faculty: Arts Department: Arts Dean's Office Faculty Approval Date: October 17, 2019 Session (W or S): W Effective Academic Year: 2020	Dated: July 15, 2019 Contact Person: Rume Ahmed (Arts Dean's Office) and Geraldine Pratt (Geography) Email: rume.ahmed@ubc.ca and gpratt@geog.ubc.ca
Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Proposed Calendar Entry: . . . Diploma in Linguistics Certificate in Dechinta Community and Land-Based Research Certificate in General Arts Studies: Experiential Learning Through Social Justice Certificates in Theatre Design, Technology Institutes . . .	URL: http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=12,197,0,0 Present Calendar Entry: . . . Diploma in Linguistics Certificate in Dechinta Community and Land-Based Research Certificates in Theatre Design, Technology Institutes . . . Type of Action: Edit Faculty of Arts, Table of Contents, to add new Certificate in General Arts Studies: Experiential Learning Through Social Justice Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new Certificate in General Arts Studies: Experiential Learning Through Social Justice.</i>

RGLA: Religion, Literature and the Arts*Program update and name change to Program in the Study of Religion (RGST)*

Category: 1 Faculty: Arts Department: Arts Dean's Office Faculty Approval Date: October 17, 2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: August 23, 2019 Contact Person: Sabina Magliocco and Stefania Burk Phone: 604-822-6798 Email: smaglioc@mail.ubc.ca and stefania.burk@ubc.ca
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Calendar Navigation: [Homepage](#) [Faculties, Colleges, and Schools](#) [The Faculty of Arts](#) [Bachelor of Arts](#) Religion Literature and the Arts

Proposed Calendar Entry:

Program in the Study of Religion

The Program in the Study of Religion is an interdisciplinary undergraduate program that includes a major and minor. It offers students an opportunity to study a variety of religions from a number of disciplinary perspectives, incorporating different regions and historical periods, while allowing students to specialize in religious traditions of their choice.

The Program consists of five core courses (three lower-level and two upper-level), supplemented by courses distributed between different areas of study. Students must take three core RGST courses, one RELG course in the Department of Classical, Near Eastern and Religious Studies and one ASIA course in the Department of Asian Studies, and a number of courses from the broader list of other departments (Art History, Visual Art and Theory, Anthropology, etc.) which you can find on our program website. {link 'program website' to <https://rgst.arts.ubc.ca>}

Major in the Study of Religion

Students select their courses with the help of a program advisor.

Lower-level Requirements

Students must complete 12 credits at the lower level:

- RELG 101 (3) and ASIA 204 (3)
- RGST 200 (3) Introduction to the Study of Religion
- One additional 3-credit course from list of approved 100-200 level courses which may include relevant languages.¹ Please see program website for details.

¹Students are encouraged to pursue language study appropriate and necessary to their area of interest, in conversation with their academic advisor.

URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,103>

Present Calendar Entry:

Religion, ~~Literature and the Arts~~

~~To integrate many aspects of diverse religious traditions and the literary and artistic cultures in which they have functioned, the Major in Religion, Literature and the Arts is structured around a single core course but employs wide resources within the Faculty of Arts.~~

~~The student must take one core RGLA course, a selection from a list of religion related classes, and a number of courses from the broader list in the program brochure (revised annually). The disciplines contributing to this extensive list each year could include Art History, Visual Art and Theory; Asian Studies; Central, Eastern and Northern European Studies; Classical, Near Eastern and Religious Studies; English; First Nations Studies; French, Hispanic and Italian Studies; Theatre and Film; and Creative Writing.~~

Major in Religion, ~~Literature and the Arts~~

Students select their courses with the help of a program advisor.

Lower-level Requirements

~~The lower-level requirements of the program require that students complete:~~

- ~~• 6 credits from 100 and/or 200 level RELG, and/or ASIA 211, 250, 258~~
- ~~• 6 credits from AFST 250; ANTH 100, 200, 202, 213, 217, 220, 221; ARTH 101, 102, 226, 251, 253, 261, 262; ASIA 100, 101, 200, 208, 209; CENS 201, 202; CLST 110, 111, 204, 211, 212; ENGL 210, 220, 221; ITST 110, 231, 232; MDVL 210; RMST 221, 222; RUSS 206, 207; THTR 120, 210, 211, 230, 245; VISA 110, 180, 183 or others with permission~~

Upper-level requirements

Students **must** complete 30 credits **at the** upper level:

- **RGST 300 (3) Theory and Method in the Study of Religion**
- **RGST 400 (3) Advanced Seminar in the Study of Religion**
- **6 credits in Area A (Religion in the Contemporary World)**
- **6 credits in Area B (Religious Cultures and Expressions)**
- **6 credits in Area C (Religious Histories)**
- **3 credits in Area D (Theory and Method)**
- **3 additional credits in any of the four Areas**

For a list of approved courses in each of the four program Areas, please see the Program in the Study of Religion website. {link 'Program in the Study of Religion' to <https://rgst.arts.ubc.ca>}

Minor in the Study of Religion**Lower-level Requirements**

Students **must** complete 12 credits **at the lower level:**

- **RELG 101 (3) and ASIA 204 (3)**
- **RGST 200 (3) Introduction to the Study of Religion**
- **One additional 3-credit course from list of approved 100-200 level courses which may include relevant languages.¹ Please see program website for details.**

¹Students are encouraged to pursue language study appropriate and necessary to their area of interest, in conversation with their academic advisor.

Upper-level Requirements

Students must **complete** 18 credits at the upper level:

- **RGST 300 (3) Theory and Method in the Study of Religion**
- **RGST 400 (3) Advanced Seminar in the Study of Religion**
- **12 credits chosen from Areas A-D**

For a list of approved courses in each of the four program Areas, please see the Program in the

Upper-level requirements

~~The upper-level requirements of the program require that students complete 30 credits, which must include:~~

- ~~• At least one of RGLA 371 or 372 (3 credits)~~
- ~~• 12 credits from 300 and/or 400 level RELG, 300 and/or 400 level RGLA, and/or ASIA 301, 302, 303, 306, 330, 331, 332, 358, 376, 381, 382, 383, 385, 387, 388, 405, 450, 468, 477, 478, 485~~
- ~~• 15 credits selected in consultation with a program advisor from the courses listed in the program brochure~~

Minor in Religion, Literature and the Arts**Lower-level Requirements**

Students ~~take the following courses:~~

- ~~• 6 credits from 100 and/or 200 level RELG, and/or ASIA 211, 250, 258~~
- ~~• 6 credits from AFST 250; ANTH 100, 200, 202, 213, 217, 220, 221; ARTH 101, 102, 226, 251, 253, 261, 262; ASIA 100, 101, 200, 208, 209; CENS 201, 202; CLST 110, 111, 204, 211, 212; ENGL 210, 220, 221; ITST 110, 231, 232; MDVL 210; RMST 221, 222; RUSS 206, 207; THTR 120, 210, 211, 230, 245; VISA 110, 180, 183 or others with permission~~

Upper-level Requirements

Students must ~~also take~~ 18 credits ~~numbered 300 or above, which must include:~~

- ~~• At least one of RGLA 371 or 372 (3 credits)~~
- ~~• 9 credits from 300 and/or 400 level RELG, 300 and/or 400 level RGLA, and/or ASIA 301, 302, 303, 306, 330, 331, 332, 358, 376, 381, 382, 383, 385, 387, 388, 405, 450, 468, 477, 478, 485~~

<p>Study of Religion website. {link 'Program in the Study of Religion' to https://rgst.arts.ubc.ca}</p>	<p>— 6 credits selected in consultation with a program advisor from the courses listed in the program brochure</p> <p>Type of Action: Update program language and requirements</p> <p>Rationale for Proposed Change: The original intention of the RGLA program, developed in 2004, was to create an opportunity for students to engage in the study of religion from an interdisciplinary perspective. With the current proposal, we are aligning this degree program even more clearly with this goal, while integrating even more relevant scholarly expertise from across our diverse Faculty.</p> <p>This modification of the existing Program in Religion, Literature, and the Arts (RGLA) is designed to update and develop the program to better reflect current scholarship in the study of religion, and how it is situated across the Faculty of Arts. Importantly, “Literature and the Arts” is not being dropped from the curriculum, but is now being repackaged and embedded differently in the specialization. “The Arts” has often been used (incorrectly) to include the social sciences here at UBC, and indeed the term “The Arts” was used to encompass the social science discipline of Anthropology in the former manifestation of this program. Scholarly expertise in Religious Studies across the diverse Faculty of Arts can now be united thoughtfully under this new way of organizing the program.</p> <p>This update is long overdue, as there have been no substantial modifications made to the program since its inception in 2004 in spite of the advancement of the discipline and influx of scholarly expertise across the Faculty of Arts over the intervening time. These changes are intended not only to bring our program into better alignment with modern scholarship, but also to better reflect student interests and concerns in a globalizing world in which religion plays a critical role.</p> <p>Several external reviews of the Faculty of Arts (in 2015), the Asian Studies Department (in 2016), and the Classical, Near Eastern, and Religious Studies Department (in 2019) identified the need to re-</p>
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	<p>evaluate how the Faculty of Arts organizes the study of religion, to better reflect current scholarship and a more inclusive view of religion. They also noted that such change would be easily supported by the current faculty complement and expertise in the Faculty of Arts. These changes would make UBC congruent with other R-1 universities of similar sizes in North America, such as the University of North Carolina at Chapel Hill, the University of Texas at Austin, and The Ohio State University.</p> <p>The update includes perspectives from both social science as well as humanistic disciplines in the Faculty of Arts. These perspectives are also embedded in the newly developed RGST core courses, RGST 200, RGST 300, and RGST 400. The renewed program serves a need in the University's curriculum by allowing undergraduate students to pursue a major in the broad, interdisciplinary study of religion under a single programmatic rubric, something the current outdated and limited RGLA program cannot adequately provide.</p> <p>We are proposing curriculum changes that align with the successful interdisciplinary programs at the above-mentioned institutions. The programs at the University of North Carolina and the University of Texas require students to take core courses in theory/method as well as courses in different pre-selected areas of study. This structure requires students to study more than one religious tradition in some depth while still allowing them to specialize. Our proposed program attempts to do the same, by building on existing course offerings and areas of strength as well as by creating a core curriculum.</p> <p>The Program in the Study of Religion builds from the existing RGLA program to provide greater structure and coherence by requiring a core of 3 classes that expose students to a scaffolded knowledge set on approaches to religion and theory and methods in the study of religion. The culminating experience, to be taken in the majors' senior year, is a variable-topic seminar taught by a specialist in the study of religion, which presents students with an opportunity to pursue independent research on a topic in the study of religion under the</p>
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	<p>guidance of an expert. However, it continues to allow students maximum independence in crafting a major according to their interests under the guidance of the RGST chair and advisors. Here are two of the main changes and updates to the program requirements:</p> <ol style="list-style-type: none"> 1) Students are required to take three newly created RGST core courses (RGST 200, 300 and 400) that will provide an interdisciplinary foundation in the study of religion (methods, religious diversity, research). This replaces the previous requirement of RGLA 371/372. 2) Courses from different areas of study and disciplines are grouped into the main categories (Religion in the Contemporary World, Religious Cultures and Expressions, Religious Histories, Theory and Method) to facilitate student course selection and ensure they are exposed to a variety of perspectives, consistent with the design of interdisciplinary programs. See attached Appendix for list of courses in the four Program areas. This list will be kept up to date on the program website, which is linked to the UBC Calendar page. <p>A renewed interdisciplinary program, building on RGLA's original promise of an opportunity to study religion in societal, cultural, historical, and artistic contexts, will expose students to multiple theories and approaches to religion, guide them through religious logics, and enable them to study religious traditions from different geographical regions and historical periods while allowing them to specialize in religious traditions of their choice. It builds on UBC's strengths by leveraging faculty engaged in modern scholarship on religion in a variety of disciplines, both humanistic and scientific.</p>
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Appendix – List of Courses in the Four Program Areas

APPENDIX

**List of Approved Courses at the 100- and 200-level that will be Made Available
on the *Program in the Study of Religion* Website**

***to compare with the current list of approved 100 and 200-level courses please see**

<https://rgla.arts.ubc.ca/courses/>

Please note: This is a DRAFT document, and course inclusion is based on drafters' surface judgements based on course titles. Inclusion may change after consultation with departments and instructors. New courses which are now in the approval process may be added in the future.

AFST 250 (3/6) Introduction to African Studies
 ANTH 206 (3) Anthropology of the Supernatural: Vampires, Witches and Zombies
 ANTH 220 (3) First Nations of British Columbia
 ASIA 100 (3) Introduction to Traditional Asia
 ASIA 110 (3) Introduction to the Major Eastern Religions
 ASIA 250 (3) Introduction to Buddhism
 ASIA 258 (3) Religion in South Asia
 CENS 201 (3) Contrasts and Conflicts: The Cultures of Central, Eastern and Northern Europe
 CLST 105 (3) Greek and Roman Mythology
 HIST 101 (6) World History to Oceanic Contact
 HIST 102 (6) World History from 1500 to the Twentieth Century
 HIST 103 (6) World History Since 1900
 HIST 107 (3) Global Indigenous Histories
 HIST 202 (3/6) Gateway to the Middle Ages
 HIST 220 (3/6) History of Europe
 HIST 256 (3) History of Africa
 HIST 271 (3) Japan and Global History, 1550 – 1900
 HIST 273 (3) History of India
 HIST 280 (3) Islamic World History
 MDVL 210 (3) Introduction to Medieval Studies
 RELG 201 (3) Near Eastern and Biblical Mythology
 RELG 203 (3) Scriptures of the Near East
 RELG 207 (3) Classical Islam
 RELG 208 (3) Modern Islam
 RELG 209 (3) Eden to Exile: Introduction to the Hebrew Bible
 SOCI 220 (3) Sociology of Indigenous Peoples

Language Courses that are Based in Religious Literatures

***to compare with the current list of approved 100 and 200-level courses please see**

<https://rgla.arts.ubc.ca/courses/>

Please note: This is a DRAFT document. Other 100-200 language courses may be added to this list with the advisor's approval if they are linked to religious literatures.

ARBC 101 (3) Beginning Classic Arabic I
 ARBC 102 (3) Beginning Classic Arabic II
 ARBC 201 (3) Intermediate Classical Arabic I
 ARBC 202 (3) Intermediate Classical Arabic II
 GREK 101 (3) Beginning Ancient Greek I
 GREK 102 (3) Beginning Ancient Greek II
 GREK 201 (3) Intermediate Ancient Greek I
 GREK 202 (3) Intermediate Ancient Greek II

HEBR 101 (3) Beginning Biblical Hebrew Part I
 HEBR 102 (3) Beginning Biblical Hebrew Part II
 HEBR 201 (3) Intermediate Biblical Hebrew I
 HEBR 202 (3) Intermediate Biblical Hebrew II
 LATN 101 (3) Beginning Latin I
 LATN 102 (3) Beginning Latin II
 LATN 201 (3) Intermediate Latin I
 LATN 202 (3) Intermediate Latin II

**List of Approved Courses at the 300- and 400-level that will be Made Available
 on the *Program in the Study of Religion* Website:**

*to compare with the current list of approved 100 and 200-level courses please see
<https://rgla.arts.ubc.ca/courses/>

Areas of Study:

Please note: This is a DRAFT document, and course categorization is based on drafters' surface judgements based on course titles. Categorization may change after consultation with departments and instructors. New courses which are now in the approval process may be added to the categories below in future drafts.

Area A: Religion in the Contemporary World

ARTH 342 (3) Latin American Art: Modern and Contemporary
 ARTH 350 (3) Grounding the Islamic Image
 ARTH 376 (3) Arts of the Northwest Coast Peoples: The North
 ARTH 377 (3) Arts of the Northwest Coast Peoples: The South
 ASIA 301 (3) Buddhism in the Modern Era
 ASIA 311 (3) Tibetan Buddhism
 ASIA 332 (3) Confucianism in China and Beyond: Reinventions of Tradition
 ASIA 382 (3) Buddhism in China (equiv. to RELG 365)
 ASIA 383 (3) Common Religious Traditions in China
 ASIA 385 (3) Chan/Zen Buddhism: Doctrine and Practice
 ASIA 387 (3) Japanese Religions
 ASIA 388 (3) Buddhist, Brahmanical and Jain Philosophers in Interaction (equiv. to PHIL 388)
 ASIA 488 (3) Religion, Society and the State in Modern India
 CENS 303 (3/6) Representations of the Holocaust (in English)
 PHIL 388 (3) Buddhist, Brahmanical and Jain Philosophers in Interaction (equiv. to ASIA 388)
 RELG 310 (3) Jewish Responses to Catastrophe
 RELG 311 (3) Jewish Literature in Translation
 RELG 312 (3) Jews and Judaism in Canada
 RELG 323 (3) Christianity in the Modern World
 RELG 332 (3) Modern Jewish History
 RELG 409 (3) Topics in Modern Judaism
 RELG 420 (3) Religion in Canada

Area B: Religious Cultures and Expressions

ANTH 329 (3/6) Contemporary First Nations Issues
ANTH 332 (3/6) Oral Tradition
ARTH 311 (3) Art in the Early Medieval West
ARTH 312 (3) Medieval Art in the Age of Monasticism
ARTH 321 (3) Early Modern Italian Art and Culture
ARTH 332 (3) Roman Art and Architecture (equiv. to CLST 332)
ARTH 351 (3/6) Art and Architecture in the Islamic World
ARTH 352 (3) Historic India: Images, Temples, and the Construction of Indian Art History
ARTH 353 (3) Nepal and Tibet: Art, Ritual and Performance
ARTH 358 (3) Chinese Art for the Afterlife
ARTH 364 (3) Sacred Art of Japan: Prehistory to the Twelfth Century
ARTH 370 (3) Arts of Mexico's Early Peoples
ARTH 371 (3) Arts of the Aztec Period in Mexico
ARTH 372 (3) Maya Public Ritual Arts
ARTH 373 (3) Maya Objects of Identity, Wealth and Status
ASIA 308 (3) Myth, Ritual, and Epic in Ancient India
ASIA 341 (3) Classical Chinese Literature in Translation
ASIA 347 (3) Traditional Korean Literature in Translation
ASIA 348 (3) Great Literary Works of Classical India in Translation
ASIA 358 (3) Literature of Medieval India in Translation
ASIA 378 (3) Philosophical Wisdom of Early India
ASIA 398 (3) Narrative Literature in Premodern India
CENS 303 (3/6) Representations of the Holocaust (in English)
CLST 311 (3) Women in the Bronze Age, Classical Greek and Hellenistic Cultures
CLST 312 (3) Women in the Roman World of Republican and Imperial Times
CLST 313 (3) Greek Epic
CLST 314 (3) Latin Epic
CLST 317 (3) Classical Tragedy
CLST 318 (3) Classical Comedy
CLST 331 (3) Greek Art and Architecture (equiv. to ARTH 331)
CLST 332 (3) Roman Art and Architecture (equiv. to ARTH 332)
ENGL 344 (3-6) Middle English Literature
ENGL 346 (3-6) Chaucer
ENGL 347 (3-6) Renaissance Literature
LAST 303 (3) Indigenous Peoples of Latin America
MDVL 301 (3) European Literature from the 5th to the 14th Century
MDVL 302 (3) European Literature from the 14th to the 16th Century
MUSC 328 (3/6) World Music Cultures
MUSC 330 (3) Music in Vancouver's Ethnic Communities
MUSC 352 (3) History of Medieval Music
MUSC 353 (3) History of Renaissance Music

NEST 301 (3) Early Empires of the Middle East
NEST 304 (3) Ancient Egypt: Archaeology of the Land of the Pharaohs (equiv. to ARTH 325)
NEST 310 (3) History of Women in Early to Late Medieval Muslim Societies
PHIL 313 (3) Medieval Philosophy (equiv. to RELG 328)
PHIL 314 (3/4) Philosophy in the 17th Century
PHIL 315 (3/4) Philosophy in the 18th Century
PHIL 410 (3/4) Topics in Ancient Philosophy
PHIL 412 (3/4) Topics in Medieval Philosophy
RELG 328 (3) Medieval Philosophy (equiv. to PHIL 313)

Area C: Religious Histories

ASIA 302 (3) Theravada Buddhism
ASIA 303 (3) Mahayana Buddhism
ASIA 308 (3) Myth, Ritual, and Epic in Ancient India
ARTH 310 (3) Art and Christian Transformation in the Roman Empire
ASIA 371 (3) Foundations of Chinese Thought (equiv. to PHIL 371)
ASIA 372 (3) Development of Traditional Chinese Thought
ASIA 376 (3) The Sikhs: Formations, Contexts, and Historical Development
ASIA 377 (3) History of Korean Thought
ASIA 381 (3) Daoist (Taoist) Religion and Its Philosophical Background (equiv. to RELG 365)
ASIA 384 (3) The Zhuangzi (Chuang-Tzu)
ASIA 418 (3) Social History of India
ASIA 428 (3) Mughal India
ASIA 466 (3) The History of Christianity in Asia
CLST 333 (3) Greek Religion
CLST 334 (3) Roman Religion
GERM 404 (3) Religion and German Literature (in English)
HEBR 479 (3-12) Supervised Study in Classical Hebrew
HIST 341 (3) Medieval Jewish History
HIST 342 (3) Modern Jewish History
HIST 366 (3) Europe During the Reformation
HIST 441 (3) History of the Holocaust
NEST 312 (3) Religion in Ancient Egypt
RELG 302 (3) Death and the Afterlife in Western Religious Tradition
RELG 305 (3) The Prophetic Personality in Ancient Israel
RELG 307 (3) Sex, Lies, and Violence in the Hebrew Bible
RELG 308 (3) Talmud, Midrash, and the Rabbinical Imagination
RELG 315 (3) History of Christian Thought
RELG 316 (3) The Origins of Christianity: Literary Contexts
RELG 317 (3) The Origins of Christianity: Social, Religious, and Political Milieux
RELG 321 (3/6) Prophetic Figures in the Christian Tradition
RELG 330 (3) The Origins of Judaism
RELG 331 (3) Medieval Jewish History
RELG 335 (3) Jewish Law
RELG 341 (3/6) Art and Architecture in the Islamic World (equiv. to ARTH 351)

RELG 385 (3) Mystical Traditions: Jewish and Christian
 RELG 407 (3) Topics in Early Judaism
 RELG 408 (3) Topics in Medieval Judaism
 RELG 414 (3) The Gospels and the Historical Jesus
 RELG 415 (3) The Life and Thought of Paul of Tarsus
 RELG 448 (3) Seminar in the History of the Religion of Islam
 RELG 452 (6) Readings in Hindu Religious Texts
 RELG 475 (3/6) Topics in Religion
 RELG 485 (3) Images of Eve

Area D: Theory and Method

ANTH 415/505 (2-6) Religion and Society
 ASIA 468 (3) Approaches to the Study of Asian Religions
 ASIA 470 (3) Comparative Conceptions of the Self (equiv. to PHIL 470)
 CNRS 370 (3) Theories of Myth
 ECON 482 (3) The Economic Consequences of Religion
 GRSJ 410 (3) Religious Feminism
 PHIL 347 (3/4) Philosophy of Religion
 PSYC 404 (3) Psychology of Religion
 RELG 306 (3) Archaeology and the Bible
 RELG 335 (3) Jewish Law
 RELG 480 (3/6) Women and Religion

RGST – Create new course code, Study of Religion

<p>Proposed Calendar Entry:</p> <p>RGST – Study of Religion</p>	<p>URL: Create a new page for RGST courses. Please include the link on all appropriate Calendar pages (see Category 2 proposals submitted at the same time as this Category 1 proposal).</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new subject code – RGST – for all courses offered in the Program in the Study of Religion.</p> <p>Rationale for Proposed Change: The Faculty of Arts seeks to update the Religion, Literature, and the Arts (RGLA) program to the Program in the Study of Religion (RGST). This change includes the request to launch new Study of Religion courses, as well as designate future Study of Religion courses, with a distinct subject code.</p> <p>Rather than continue to use the RGLA code for these proposed new courses, the Faculty wants a new subject code that better aligns with modern</p>
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	<p>scholarship in the study of religion, which is not limited to literature and the arts. The code needs to be more inclusive of the contexts in which religion may be studied.</p> <p><i>Note: This Category 1 proposal for a new subject code is submitted at the same time as Category 1 proposals for new courses that use this subject code (RGST 200, 300 and 400)</i></p>
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UNDERGRADUATE COURSES

RGST: Program in the Study of Religion

RGST 200 (3) Introduction to the Study of Religion

<p>Category: 1 Faculty: Arts Department: Dean's Office Faculty Approval Date: October 17, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: May 26, 2019 Contact Person: Sabina Magliocco Phone: (604) 822-6798 Email: sabina.magliocco@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RGST 200 (3) Introduction to the Study of Religion</p> <p>Study of religion through a comparative, cross-cultural, and interdisciplinary approach to humans' engagement with the sacred. Examines religions as complex systems that share certain fundamental common features.</p>	<p>URL: A separate Category 1 request has been submitted alongside this proposal for a new URL to be created for the subject code RGST.</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: This course is the first of three core courses in the proposed Program in the Study of Religion (RGST). It has a twofold purpose:</p> <ol style="list-style-type: none"> 1) To provide RGST majors and minors with an introductory level of knowledge regarding religious diversity and comparative approaches to the study of religion on which the remaining courses in the program will build; and 2) To provide students in general with an introduction to the comparative study of religion that will help them understand the nature of religion, and engage respectfully with others from a variety of religious backgrounds. <p>There is no other course like RGST 200 in the existing calendar. Along with RGST 300 and RGST 400, it will take the place of RGLA 371/372 in</p>

	<p>providing a more robust set of shared competencies for RGST majors and minors.</p> <p>In addition to serving RGST majors and minors, this course is designed to appeal to students interested in learning about religion more broadly. In the twenty-first century, religion is an important index of identity. It is both a source of unity and conflict on the world stage, and provides powerful motivations for behaviour. Yet in North America and other Western nations, the fastest-growing segment of religious identity is the “nones,” those who do not identify with any religious tradition. Students are often curious about the role of religion in the global scene, but may lack understanding of the nature and diversity of religions.</p> <p>Canada’s diverse society includes not only racial, ethnic, and cultural diversity, but also religious diversity. Students are also likely to encounter religious diversity in a global context when they travel outside of Canada for study tours, internships, service learning, and employment. A course such as RGST 200 provides knowledge and skills that can help students from a variety of majors and minors understand others’ religious practices and make sense of the role of religion in a range of global contexts. This course would be of special interest to students from across the Faculty of Arts.</p>
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RGST 300 (3) Theory and Method in the Study of Religion

<p>Category: 1 Faculty: Arts Department: Dean’s Office Faculty Approval Date: October 17, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: May 26, 2019 Contact Person: Anthony Keddie and Sabina Magliocco Phone: (604) 822-6798 Email: Anthony.keddie@ubc.ca and sabina.magliocco@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RGST 300 (3) Theory and Method in the Study of Religion</p> <p>Theories and methods for the critical study of religion as believed and practiced in different times and places. Explores methodologies for studying dimensions of religion such as space, bodily practices, cognition, and material culture.</p> <p><i>Prerequisite:</i> RGST 200</p>	<p>URL: A separate Category 1 request has been submitted alongside this proposal for a new url to be created for a proposed subject area RGST</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: RGST 300 is the second core course in Program in the Study of Religion. It is designed to give students a grounding in the methods used in the academic</p>

	<p>study of religion.</p> <p>This course is a regular requirement of students of religion at peer universities but has not been offered in any form at UBC in recent years. It will be the only UBC course in which students will have the opportunity to investigate a wide selection of methods deployed by scholars of religion from the origins of the modern discipline to the present day. It provides valuable training not only in the field of religion but also, more generally, in the development and application of critical, interdisciplinary research methods.</p> <p>It will prepare RGST majors for additional courses in methodology (6 additional credits in Theory and Methods are required). It will also be of interest to students from allied disciplines, such as Anthropology, History, Asian Studies, CNERS, GRSJ, Sociology, and Psychology, who are looking for a broadly-based overview of religious studies methods.</p>
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RGST 400 (3) Advanced Seminar in the Study of Religion

<p>Category: 1 Faculty: Arts Department: Dean's Office Faculty Approval Date: October 17, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: May 29, 2019 Contact Person: Sabina Magliocco Phone: (604) 822-6798 Email: sabina.magliocco@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RGST 400 (3) Advanced Seminar in the Study of Religion</p> <p>Seminar focused on a special theme in the interdisciplinary study of religion (e.g., religious violence, religion and the secular, religious space). Analysis of the theme's contemporary manifestations and implications, through discussion of recent scholarship, both theoretical and case studies.</p> <p><i>Prerequisite:</i> RGST 300.</p>	<p>URL: A separate Category 1 request has been submitted alongside this proposal for a new url to be created for a proposed subject area RGST</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: Advanced seminar for the proposed Program in the Study of Religion (RGST). The purpose of this course is to have students bring together skills acquired during their course of study in the Program in the Study of Religion, building their capacity to synthesize, analyze, and critically assess works in a specialized area in the interdisciplinary study of religion. Students also build basic professional skills, including presentation skills, discussing and debating, conducting independent research, and</p>

	writing an independent research paper on a topic related to the course.
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Applied Science and Medicine Department: Biomedical Engineering Faculty Approval Date: Feb 28, 2019 - APSC May 13, 2019 - MEDI Effective Session (W or S): W Effective Academic Year: 2019</p>	<p>Date: 27 September 2019 Contact Person: Tegan Stusiak Phone: 22216 Email: tegan.stusiak@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BMEG 580 (3) Biomedical Engineering Topics at the Interface of Medicine and Engineering <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=BMEG</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: BMEG 580 has been piloted as BMEG 591A for 2018W and 2019W. Due to the diversity of our graduate (MEng, MAsC, PhD) students, we wanted them to have a singular course as part of their required courses. BMEG 580 will have four modules each year, taught by 8 faculty members in the School of Biomedical Engineering. While the 4 core deliverables (biomechanics & biomaterials, bioinformatics, cellular bioengineering, biomedical systems & signals) will remain constant, the individual topics may vary year to year dependent on the faculty members delivering the course. Each core theme will be taught by a team of 2 faculty members – one from each side of Biomedical Engineering: one from the Medicine side and one from the Engineering side. At the end of this course the students will be able to appreciate the different scales of</p>



	<p>biological and medical systems, from the cellular to tissue to patient levels. At the end of this course the students will be able to appreciate the breadth of biomedical engineering research and more specifically the areas of research strength at the UBC School of Biomedical Engineering. While students will enter the graduate programs with diverse backgrounds such as Mechanical Engineering, Biochemistry, or Electrical Engineering, as a cohort all the students will gain experience in solving biomedical engineering problems that arise at the interface of engineering and medicine. Through this core required course, all the incoming students will gain this breadth of perspective.</p> <p>This course is mainly intended for BMEG graduate students, but is available to graduate students from other programs on a case by case basis with permission of the instructor. Because our Faculty Members have appointments in other departments, they may want their non-BMEG graduate students to take this course.</p>
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Category: (1)

<p>Faculty: Applied Science and Medicine Department: School of Biomedical Engineering Faculty Approval Date: Feb 28, 2019 – APSC May 13, 2019 - MEDI Effective Session (W or S): W Effective Academic Year: 2019</p>	<p>Date: December 19, 2018 Contact Person: Karen Cheung Phone: 74114 Email: kcheung@ece.ubc.ca</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=BMEG</p> <p>Present Calendar Entry: N/A</p>



BMEG 581 (3) Professional and Academic Development

This course is not eligible for Credit/D/Fail grading.

Type of Action:

New Course

Rationale:

BMEG 581 has been piloted as BMEG 591B for 2018W and 2019W. This course is a core component of BME PhD and MASC student's course requirements and is intended to teach students the skills necessary for research careers.

This course will be offered in term 2 of the winter session, giving students the opportunity to spend a term with their supervisor prior to taking it. BMEG 591 is a process course focusing on the design, implementation and evaluation of hypothesis driven research, through a series of lectures, class presentations and instructor-led evaluation of literature. Students are guided through writing a rigorous research proposal outlining their own proposed graduate work.

Old and new requirements for the BME program are maintained on the webpage for different entry years both on our course page (<https://www.bme.ubc.ca/graduate/current-students/courses/>) and on our progress tracking page where students can download program requirement checklists that correspond to their program and entry year (<https://www.bme.ubc.ca/graduate/current-students/policies-procedures/progress-tracking/>). After consultations with the Graduate Curriculum Committee, it was determined that a process course to teach students the fundamentals of being a research students would bridge the gap between their undergraduate program to their graduate program. These discussions and proposed changes are reflected in our Curriculum Committee minutes that are



	maintained by the unit. The proposed changes were then discussed in department meetings and approved by all Faculty Members officially.
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EUST: Institute for European Studies*Delete program > MA in European Studies*

Category: 1 Faculty: Arts Department: European Studies Faculty Approval Date: Sept. 19, 2019 Effective Session (W or S): S Effective Academic Year: 2020	Date: May 21, 2019 Contact Person: Kurt Huebner / Heidi May Phone: 604-822-9439 / 604-827-0724 Email: kurt.huebner@ubc.ca / heidi.may@ubc.ca
Proposed Calendar Entry:	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1158 Present Calendar Entry: European Studies Degree Offered: M.A. Members Professors C. Friedrichs, K. Hübner, B. Mellroy, P. Petro, P. Resnick. Associate Professors L. Biukovic, J. Dierkes, C. Friedrichs, S. Godfrey, M. Kuus, G. Pailer, Y. Tiberghien. Assistant Professors A. Ellermann, G. Feldman, M. Hallensleben, A. Jacobs, A. O'Mahoney. Note: The Program is not currently accepting applications for admission. Program Overview The Institute for European Studies offers a Master of Arts program in European Studies. The M.A. program in European Studies is a two-year, full-time, interdisciplinary course of study that addresses the need for students to meet and understand the complex and changing realities of European politics, economics,

	<p>and culture in the twenty-first century. With the enlargement of the European Community, Europe represents a major political and cultural force as well as a major trading partner for Canadians. Students trained in the M.A. program will be well-equipped to go on to academic research interests centring on Europe or professional career opportunities with a European focus.</p> <p>Master of Arts</p> <p>Admission Requirements</p> <p>Students admitted to the M.A. degree program normally possess a B.A. degree in a related area, and must meet the general admission requirements for master's degree programs set by the Faculty of Graduate and Postdoctoral Studies. Applicants who have not taken a history course on Europe in the twentieth-century as a prerequisite must take it as a co-requisite once admitted into the program.</p> <p>Program Requirements</p> <ul style="list-style-type: none">• The M.A. in European Studies is awarded on the completion of 30 credits of coursework or 21 credits of coursework plus a 9-credit thesis.• Students who have not taken a history course on Europe in the twentieth-century as a prerequisite must take it as a co-requisite while in the program.• Students' programs must include five core courses.• First-year students in the M.A. program will be expected to take a non-credit pro-seminar in European Studies. The seminar is designed to ensure a sense of community among European Studies students by bringing them together as a group on a regular basis.
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	<p>● Elective courses will be selected in consultation with the program's graduate advisor to support the interdisciplinary nature of the program. Electives should constitute a coherent field of study and should include at least one humanities course.</p> <p>Contact Information Institute for European Studies C.K. Choi Building 323-1855 West Mall Vancouver, BC, Canada V6T 1Z2 Tel: 604.822.1452 Fax: 604.822.3433 Email: europe@interchange.ubc.ca Web: www.ies.ubc.ca</p> <p>Type of Action: Delete program</p> <p>Rationale for Proposed Change: The MA in European Studies was created in 2000. It was supported with external funding from the German Academic Exchange Service, DAAD, funding that ceased in 2008. The program admitted its last students in 2008 and all students have now either graduated or withdrawn.</p>
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Category: 1

<p>Faculty: Arts Department: School of Public Policy and Global Affairs Faculty Approval Date: October 17, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: July 15, 2019 Contact Person: Andrea Reynolds Phone: 604-822-0830 Email: andrea.reynolds@ubc.ca</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies Degree Programs Public Policy and Global Affairs</p> <p>Proposed Calendar Entry: Public Policy and Global Affairs</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1557#21631</p> <p>Present Calendar Entry:</p>

<p>Degree offered: M.P.P.G.A.</p> <p>Members</p> <p>Professors T. Cheek, P. Evans, G. Hoberg, M. Kandlikar, P. Le Billon, M. Quayle, M.V. Ramana, N. Ramankutty, R. Sumaila.</p> <p>Associate Professors E. Baines, D. Boyd, J. Dierkes, S. Lightfoot, K.-A. Park, T. Shakya, S. Shneiderman.</p> <p>Assistant Professors N. Kunz, K. Ostwald.</p> <p>Program Overview</p> <p>The Master of Public Policy and Global Affairs (M.P.P.G.A.) is a professional degree program in global public policy that provides students the inter-disciplinary skills and substantive knowledge necessary to deal with complex problems of the 21st century across local, national, and global contexts. The program typically takes 20 months to complete. Students who apply and are accepted for the accelerated option of the program can complete in 16 months. The accelerated option is not offered for every intake. Students are not permitted to switch between the accelerated and regular tuition schedules after starting the program.</p> <p>The MPPGA program offers the acquisition of multi-disciplinary policy analysis skills through a sequence of core courses, plus concentrated study in one of three streams: Development and Social Change; Resources, Energy, and Sustainability; and Global Governance and Security. The program takes advantage of UBC's strengths in these areas and its substantial faculty and program resources concerning contemporary Asia.</p>	<p>Public Policy and Global Affairs</p> <p>Degree offered: M.P.P.G.A.</p> <p>Members</p> <p>Professors T. Cheek, P. Evans, G. Hoberg, M. Kandlikar, P. Le Billon, M. Quayle, M.V. Ramana, N. Ramankutty, R. Sumaila.</p> <p>Associate Professors E. Baines, D. Boyd, J. Dierkes, K.-A. Park, T. Shakya, S. Shneiderman.</p> <p>Assistant Professors N. Kunz, K. Ostwald.</p> <p>Program Overview</p> <p>The Master of Public Policy and Global Affairs (M.P.P.G.A.) is a professional degree program in global public policy that provides students the inter-disciplinary skills and substantive knowledge necessary to deal with complex problems of the 21st century across local, national, and global contexts. The program can take 20 to 24 months to complete. It offers the acquisition of multi-disciplinary policy analysis skills through a sequence of core courses, plus concentrated study in one of three streams: Development and Social Change; Resources, Energy, and Sustainability; and Global Governance and Security. The program takes advantage of UBC's strengths in these areas and its substantial faculty and program resources concerning contemporary Asia. Students will have opportunities for field-based learning and a client-based policy project. The program is delivered by the UBC School of Public Policy and Global Affairs (SPPGA).</p>
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<p>Students will have opportunities for field-based learning and a client-based policy project. The program is delivered by the UBC School of Public Policy and Global Affairs (SPPGA).</p> <p>Admission Requirements</p> <p>All applicants must meet the <u>admission requirements</u> of the Faculty of Graduate and Postdoctoral Studies. Normally, applicants for a master's degree program must hold the academic equivalent of a four-year bachelor's degree from UBC with one of the following:</p> <ul style="list-style-type: none"> • A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses. • Academic standing with at least 12 credits of third- or fourth-year level courses in the A grade range (80% or higher at UBC). • Alternatively, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in the M.P.P.G.A. program, may be granted admission on the recommendation of the M.P.P.G.A. Director and approval of the Dean of the Faculty of Graduate and Postdoctoral Studies. <p>All applicants offered admission to the M.P.P.G.A. program must demonstrate knowledge of microeconomics, macroeconomics, and statistics prior to the commencement of studies. See the <u>program website</u> for additional information and applicable deadlines.</p> <p>Applicants with a degree from a university outside Canada in which English is not the language of instruction must present evidence</p>	<p>Admission Requirements</p> <p>All applicants must meet the <u>admission requirements</u> of the Faculty of Graduate and Postdoctoral Studies. Normally, applicants for a master's degree program must hold the academic equivalent of a four-year bachelor's degree from UBC with one of the following:</p> <ul style="list-style-type: none"> • A minimum overall average in the B+ range (76% at UBC) in third- and fourth-year level courses. • Academic standing with at least 12 credits of third- or fourth-year level courses in the A grade range (80% or higher at UBC). • Alternatively, applicants who do not meet the requirements stated above, but who have had significant formal training and relevant professional experience, and/or otherwise possess demonstrable knowledge or expertise that would prepare them adequately for successful study in the M.P.P.G.A. program, may be granted admission on the recommendation of the M.P.P.G.A. Director and approval of the Dean of the Faculty of Graduate and Postdoctoral Studies. <p>All applicants offered admission to the M.P.P.G.A. program must demonstrate knowledge of microeconomics, macroeconomics, and statistics prior to the commencement of studies. See the <u>program website</u> for additional information and applicable deadlines.</p>
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<p>of competency prior to an offer of admission. Test scores within 24 months of application must meet the following standards:</p> <ul style="list-style-type: none"> • TOEFL: 600 (paper version), 100 (internet version) - with no component score lower than 22, or • IELTS: minimum overall band score of 7.0 with no other component lower than 7.0, or • MELAB: minimum overall score 81. <p>Applicants will be evaluated on the following components of their applications:</p> <ul style="list-style-type: none"> • academic transcripts • application statements • three required letters of reference • an acceptable English test score, where applicable <p>Relevant professional experience (approximately two years or more) and proficiency in a second or third language relevant to the student's planned program of study will be considered.</p> <p>Applicants wishing to complete the accelerated version of the program must demonstrate additional years of professional experience as outlined on the MPPGA website.</p> <p>Applicants may be invited for an interview at the discretion of the selection committee. Meeting the minimum academic requirements does not guarantee admission in the event that the number of applicants exceeds the number of available spaces.</p> <p>Transfer Credit</p> <p>Transfer credit cannot be applied towards the 24 core curriculum credits. Up to 6 credits may be applied towards the 15 elective credits. In order to be eligible for transfer, the credits:</p>	<p>Applicants with a degree from a university outside Canada in which English is not the language of instruction must present evidence of competency prior to an offer of admission. Test scores within 24 months of application must meet the following standards:</p> <ul style="list-style-type: none"> • TOEFL: 600 (paper version), 100 (internet version) - with no component score lower than 22, or • IELTS: minimum overall band score of 7.0 with no other component lower than 7.0, or • MELAB: minimum overall score 81. <p>Applicants will be evaluated on the following components of their applications:</p> <ul style="list-style-type: none"> • academic transcripts • application statements • three required letters of reference • an acceptable English test score, where applicable <p>Relevant professional experience (one to two years or more) and proficiency in a second or third language relevant to the student's planned program of study will be considered.</p> <p>Applicants may be invited for an interview at the discretion of the selection committee. Meeting the minimum academic requirements does not guarantee admission in the event that the number of applicants exceeds the number of available spaces.</p> <p>Transfer Credit</p> <p>Transfer credit cannot be applied towards the 24 core curriculum credits. Up to 6 credits may be applied towards the 15 elective</p>
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- must be completed with a minimum B+ standing (76% UBC-equivalency)
- must be graduate courses (500–600 level UBC equivalent)
- must not have been counted toward the completion of another degree or program
- must have been completed no more than five years prior to the time the student commences the M.P.P.G.A. program
- cannot be used as a basis for admission to the M.P.P.G.A. program.

Students participating in MPPGA approved exchanges can apply up to 12 credits from exchange towards their MPPGA elective requirements provided they meet the [Transfer Credit Requirements](#) of the Faculty of Graduate and Postdoctoral Studies and with approval of the MPPGA Graduate Director.

Decisions concerning transfer credit are made by the M.P.P.G.A. Graduate Director **and the Faculty of Graduate and Postdoctoral Studies.**

Program Requirements

The M.P.P.G.A. program requires completion of **48.5** credits including a minimum of **27.5** 500-level core required course credits from within the program, 15 elective credits across three streams, **and** a 6-credit global policy project. With permission, three elective credits may be taken outside the program. Language courses do not count for credit towards the M.P.P.G.A. degree. With permission, only three credits of senior-level undergraduate courses may be taken for credit towards the M.P.P.G.A. degree.

Stream 1: Development and Social Change

credits. In order to be eligible for transfer, the credits:

- must be completed with a minimum B+ standing (76% UBC-equivalency)
- must be graduate courses (500–600 level UBC equivalent)
- must not have been counted toward the completion of another degree or program
- must have been completed no more than five years prior to the time the student commences the M.P.P.G.A. program
- cannot be used as a basis for admission to the M.P.P.G.A. program.

Decisions concerning transfer credit are made by the M.P.P.G.A. Graduate Director.

Program Requirements

The M.P.P.G.A. program requires completion of ~~45~~ credits including a minimum of ~~24~~ 500-level core required course credits from within the program (~~8 courses~~), 15 elective credits across three streams (~~5 courses~~), a 6-credit global policy project, ~~and a digital policy portfolio (completed within GPP 509)~~. With permission, three elective credits may be taken outside the program. Language courses do not count for credit towards the M.P.P.G.A. degree. With permission, only three credits of senior-level undergraduate courses may be taken for credit towards the M.P.P.G.A. degree.

Stream 1: Development and Social Change

This stream focuses on the economics and institutions of development. It focuses on

<p>This stream focuses on the economics and institutions of development. It focuses on how policy making can enable countries and communities to grow and to manage social change in an inclusive manner.</p> <p>Stream 2: Resources, Energy, and Sustainability This stream addresses global and regional sustainability with a focus on policy making related to energy and natural resources. It bridges scientific understanding with the needs of policy making on energy and resource use, urbanization and the global environment.</p> <p>Stream 3: Global Governance and Security This stream uses the lens of governance to address human security. It examines how human rights and international relations play a key role in policy making at the national and global scale.</p> <p>Contact Information</p> <p>MPPGA Program C.K. Choi Building 1855 Main Mall, UBC Vancouver, BC, Canada V6T 1Z2 Tel: 604.822.3801 Email: mppga.program@ubc.ca Web: sppga.ubc.ca/ Twitter: twitter.com/ubcMPPGA</p>	<p>how policy making can enable countries and communities to grow and to manage social change in an inclusive manner.</p> <p>Stream 2: Resources, Energy, and Sustainability This stream addresses global and regional sustainability with a focus on policy making related to energy and natural resources. It bridges scientific understanding with the needs of policy making on energy and resource use, urbanization and the global environment.</p> <p>Stream 3: Global Governance and Security This stream uses the lens of governance to address human security. It examines how human rights and international relations play a key role in policy making at the national and global scale.</p> <p>Contact Information</p> <p>Moura Quayle, Director, pro tem, School of Public Policy and Global Affairs (SPPGA) C.K. Choi Building 1855 Main Mall, UBC Vancouver, BC, Canada V6T 1Z2 Tel: 604.822.3801 Email: mppga.program@ubc.ca Web: sppga.ubc.ca/ Twitter: twitter.com/ubcMPPGA</p> <p>Type of Action: Updating main calendar entry page for MPPGA</p> <p>Rationale for Proposed Change: Sheryl Lightfoot was recently jointly appointed to the SPPGA so we wanted to add her to the list.</p> <p>The MPPGA program has recently conducted a curriculum review consisting of a curriculum mapping exercise, surveys with</p>
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	<p>employers, students, and alumni, as well as a comparator analysis. Based on the feedback we received we are updating the programs as follows:</p> <p><i>Original Core Courses:</i></p> <table border="1"> <thead> <tr> <th colspan="2">Year 1</th></tr> <tr> <th>Term 1</th><th>Term 2</th></tr> </thead> <tbody> <tr> <td>501 - Microeconomic Analysis for Public Policy (3)</td><td>502 - International Macroeconomics (3)</td></tr> <tr> <td>503 - Measurement and Data Analysis A (3)</td><td>504 - Policy Analysis and Evaluation (3)</td></tr> <tr> <td>506 - Public Management (3)</td><td>505 - Domestic and Global Policy Process (3)</td></tr> <tr> <td>509 - Communicating Policy (3)</td><td>508 - Policy in Context (3)</td></tr> </tbody> </table> <p>Year 2</p> <p>590 - Global Policy Project (6) - Over one or two semesters</p> <p><i>New Core Courses:</i></p> <table border="1"> <thead> <tr> <th colspan="2">Year 1</th></tr> <tr> <th>Term 1</th><th>Term 2</th></tr> </thead> <tbody> <tr> <td colspan="2">500 - Economics for Policy (6)</td></tr> <tr> <td>503 - Measurement and Data Analysis A (3)</td><td>504 - Policy Analysis and Evaluation (3)</td></tr> <tr> <td>506 - Public Management (3)</td><td>514 - Research Design and Qualitative Methods (2)</td></tr> <tr> <td>508 - Policy in Context (3)</td><td>505 - Domestic and Global Policy Processes (3)</td></tr> <tr> <td colspan="2">509 - Communicating Policy (1.5)</td></tr> <tr> <td colspan="2">510 - Professional Practice in Public Policy and Global Affairs (1.5)</td></tr> </tbody> </table> <p>Year 2</p> <p>511 – Leadership for Policy Professionals (1.5)</p> <p>590 - Global Policy Project (GP²) (6) - Over one or two semesters.</p> <p><i>*Note: Category 1 proposals for the new courses (in bold) have been submitted at the same time as this Category 1 proposal.</i></p> <p>One of the recommendations stemming from the review was the need for more flexible</p>	Year 1		Term 1	Term 2	501 - Microeconomic Analysis for Public Policy (3)	502 - International Macroeconomics (3)	503 - Measurement and Data Analysis A (3)	504 - Policy Analysis and Evaluation (3)	506 - Public Management (3)	505 - Domestic and Global Policy Process (3)	509 - Communicating Policy (3)	508 - Policy in Context (3)	Year 1		Term 1	Term 2	500 - Economics for Policy (6)		503 - Measurement and Data Analysis A (3)	504 - Policy Analysis and Evaluation (3)	506 - Public Management (3)	514 - Research Design and Qualitative Methods (2)	508 - Policy in Context (3)	505 - Domestic and Global Policy Processes (3)	509 - Communicating Policy (1.5)		510 - Professional Practice in Public Policy and Global Affairs (1.5)	
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	<p>options to complete the program. In particular, there was a need for an option to complete in a shorter timeframe for those with more professional experience. There are some new competitors who are offering 12-month programs. Additionally, the opportunity cost for a professional to leave their job is high. Our employer survey also identified that professional leaves are not long enough to sustain a 20-month program. By creating an option for those with more professional experience to complete in 16 months instead of 20, there will be savings for these professionals in terms of cost of living and opportunity cost. They will be able to return to their employer after 12 months if they complete an online version of GP² or after 16 months if they complete a condensed in-person GP². A fully online version of PPGA 511 will be developed for accelerated-option students who need it.</p> <p>The requirements of the program would be the same for the accelerated option as for the 20 month option. Students in the accelerated option would take some of their electives during the summer term to speed up completion of the program. SPPGA faculty are on board with offering some MPPGA electives in the summer. We will be submitting a request to have an accelerated tuition schedule for students who take this option. The tuition will remain the same but will be spread out over fewer payments. As students will not be completing work experience as part of the program, we have indicated that applicants wishing to choose this option will need more work experience to be allowed to complete the accelerated version. Students who wish to complete the program in 16 months must have a minimum of 5 years' work experience. Students who wish to return to work after 12 months must have a minimum of 7 years' work experience, AND they must be able to complete an online GP² with their employer or another client as</p>
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	<p>approved by the program in their remaining 4 months in the program. As this is a new option, we would like to be able to adjust the number of years of professional experience required for the accelerated options, based on the feedback and experience of the students.</p> <p>The 20 month program is still desirable for students with fewer years of work experience or international students who are interested in Canadian work experience as it allows them to complete a Co-op or other type of work experience as part of the program. For these reasons, we would like to have both the accelerated and standard options.</p> <p>For years of professional experience required for admission, “one to two years or more” is not a grammatically sound expression as “two years” can be capture by “or more”. We would like to change this to “approximately two years or more” since the aim is for at least two years but we do accept students with less.</p> <p>The proposed curriculum changes have resulted in an increase to the overall credits for the program (but not an increase to the tuition, because graduate students do not pay per credit). While the overall credits have increased by 4.5, the overall workload change is minimal. In response to student and employer feedback, professional practice development that formerly occurred extra-curricularly is now being folded into the curriculum (see proposals for PPGA 510 and 511) . Individual course forms are being submitted for all of the above changes.</p> <p>Although the overall goals of GPP 509 are not changing, the e-portfolio project has been removed from GPP 509 and folded into PPGA 510 and 511, to ensure that it will be delivered effectively across both years of the program. As technologies advance, we may decide to switch from an e-portfolio to a</p>
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	<p>different type of technology. For this reason, we would like to not have this as a formal requirement of the program and will use PPGA 510 and 511 to ensure that students leave the program with the necessary professional skills.</p> <p>GPP 509 will remain a required course for the program at reduced credits – an updated (Cat 2) course entry is being submitted, which will also change its code to PPGA 509. As none of the other core courses for the program are listed in the calendar entry, we feel that 509 should be removed as well for consistency.</p> <p>With regards to transfer credit, we would like to clarify our policy around transfer credit taken while on an approved academic exchange. As our partnerships have been pre-approved by the program and the university and we encourage our students to participate in them, we would like to formalize the practice of allowing additional transfer credit for students who participate in a pre-approved exchange. The 12 credit limit is in line with the Faculty of Graduate and Postdoctoral Studies limit for exchange transfer credit.</p> <p>Lastly, the current Director of SPPGA is leaving. We've updated our contact information to be general so that it does not require changing on a regular basis.</p>
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Category: 1

Faculty: Arts Department: School of Public Policy and Global Affairs Faculty Approval Date: October 17, 2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: July 15, 2019 Contact Person: Andrea Reynolds Phone: 604-822-0830 Email: andrea.reynolds@ubc.ca
	URL: Please create a new program page for PPGA, Public Policy and Global Affairs. Please include the link on all appropriate Calendar pages.

<p>Proposed Calendar Entry: PPGA – Public Policy and Global Affairs</p>	<p>Present Calendar Entry: GPP – Global Public Policy</p> <p>Type of Action: Create new subject code – PPGA – to be used for all new and current courses offered by the School of Public Policy and Global Affairs (SPPGA).</p> <p><i>Note: This Category 1 proposal for a new subject code is submitted at the same time as Category 1 proposals for new courses that use this subject code. A Category 2 request has been submitted at the same time to change all existing GPP coded courses to PPGA.</i></p> <p>Rationale for Proposed Change: The SPPGA seeks to replace the current GPP subject code (currently used for all of the School's courses) with the code PPGA. As the School continues to grow and expand, GPP (Global Public Policy) no longer fully captures everything covered in the courses. The proposed code PPGA also aligns more closely with the name of the School (SPPGA).</p>
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Category: 1

<p>Faculty: Arts Department: School of Public Policy and Global Affairs Faculty Approval Date: October 17, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: Jun 27th, 2019 Contact Person: Andrea Reynolds and Marina Adshade Phone: 604-822-0830 Email: andrea.reynolds@ubc.ca and marina.adshade@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PPGA 500 (6) Economics for Policy Fundamental principles of economics applied to public policy and global affairs. Credit will be granted for only one of PPGA 500 or</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=GPP</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: The MPPGA program has recently conducted a curriculum review consisting</p>

<p>both PPGA 501, PPGA 502 or both GPP 501, GPP 502.</p>	<p>of a curriculum mapping exercise, surveys with employers, students, and alumni, as well as a comparator analysis.</p> <p>PPGA 500 Economics for Policy is intended to replace GPP 501 Microeconomic Analysis for Public Policy and 502 International Macroeconomics. After four years of teaching 501 and 502, faculty felt that the traditional micro and macro split between the two topics was not the best approach for policy students. When working in public policy, both micro and macro issues are at play along with the nuances of political economy. In order for our program to best prepare students for working in policy, we felt an integrated approach to micro and macro with the addition of political economy would better prepare them.</p> <p>A combined course also ensures that it will be taught by one instructor. This will allow the instructor to build more easily on previous concepts throughout the year. This integrated method of delivery is also consistent with other top level policy programs such as Sciences Po and the National University of Singapore.</p> <p>Additionally, in our program we have students with very little economics background and others who completed their undergrad in economics. By moving to one six credit course focused on econ for policy, we are taking an approach that will be new for both types of students. We will also be adding self-directed, non-credit refresher modules for all students to take prior to entry into the course so that there is a more consistent base of knowledge to start with.</p> <p>Lastly, we understand that a year-long course can pose some challenges for students who need to withdraw part way</p>
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	<p>through the year, in particular after they have completed a full-term of work. In the four years of the program, this has only occurred once. Given this low incidence, we plan to work one-on-one with students in order to best accommodate their needs should this issue arise.</p> <p><i>Note: This Category 1 proposal is submitted at the same time as a Category 2 proposal to change all courses with the existing GPP subject code to PPGA.</i></p>
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Category: 1

<p>Faculty: Arts Department: School of Public Policy and Global Affairs Faculty Approval Date: October 17, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: June 27th, 2019 Contact Person: Andrea Reynolds and Moura Quayle Phone: 604-822-0830 Email: andrea.reynolds@ubc.ca and moura.quayle@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PPGA 510 (1.5) Professional Practice in Public Policy and Global Affairs Analysis of professional practice in policy and global affairs, including potential alignment with personal values, strengths, and education. Development of essential professional skills including teamwork and project management.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=GPP</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: The MPPGA program has recently conducted a curriculum review consisting of a curriculum mapping exercise, surveys with employers, students, and alumni, as well as a comparator analysis. Based on the feedback we received we are updating the programs as follows:</p> <p>Our curriculum mapping showed gaps in meeting learning outcomes around teamwork, leadership, and project management. Employer feedback highlighted the importance of these and other professional skills. Prospective students are highly driven to join the program based on their career motivations</p>

	<p>and current students were consistently requesting further skills development in these areas.</p> <p>By incorporating career development and professional skills into a for-credit course, we are ensuring that students will be meeting our program learning outcomes and that they will devote time and energy to developing these skills. We have offered many of these topics as required or optional workshops (many by request) throughout the year but students have not prioritized them given other course commitments. By folding these into this course, the program is highlighting the value of building these skills. We believe this will translate into the students dedicating more time and effort for better results.</p> <p>As a professional program, it is very important for our graduates to have the professional skills necessary to find and secure a job and to maintain their careers after they leave the program. This course is aiming to fill this gap in our curriculum by giving students the opportunity to reflect on their skills, strengths, and the field to determine which direction they should head in, to critically evaluate different opportunities, and to adjust to a changing job market.</p> <p>The course runs throughout the year to complement the 1.5 year-long PPGA 509 course and so that topics can be linked to the different stages of the career cycle that the students are at. For example, the beginning of the course focuses more on personal values and strengths. As the students move closer to applying for summer work positions, the focus changes to skills needed for this process. Project management comes at the end in preparation for the GP² work (capstone project) in year 2. Students will also need</p>
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	<p>to select from a number of optional workshops throughout the year to meet course requirements. Having the course spread out over the year will allow students to choose from a wider variety of workshops.</p> <p>We will use SPPGA space to host these sessions so will not need to access general classroom space. This allows a more flexible schedule to accommodate the different timing requirements of each activity. All first year MPPGA students are in the same classes so sessions will be planned so as not to conflict with their timetable and the specific dates and timing of each session will be given in a detailed schedule at the beginning of the semester with the aim of them occurring on the same day of the week with similar start times each time.</p> <p>We understand that a year-long course can pose some challenges for students who need to withdraw part way through the year, in particular after they have completed a full-term of work. In the four years of the program, this has only occurred once. Given this low incidence, we plan to work one-on-one with students in order to best accommodate their needs should this issue arise.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) Not applicable to graduate-level courses.</p> <p>Rationale for not being available for Cr/D/F: n/a <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p> <p>This is a pass/fail course. Students must complete <i>each component</i> of the course at the pass level (60% for Master's students as per UBC guidelines). While in principle</p>
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	<p>conventional letter grades might be used for a course of this kind, a pass/fail approach is more conducive to the goals of (i) developing a professional skill set and individualized roadmaps that are based around filling in knowledge and experience gaps and experimenting with approaches to policy design through the Policy Practice Studio and (ii) developing an ethos of openness and constructive criticism (including self-criticism) around what are, in effect, developmental “inputs” to the professionalization of students as developing global policy professionals. In this context, it would be counterproductive if the doubts, concerns, or anticipated problems faced by individual students were to be concealed for the purposes of achieving a specific letter grade. The pass/fail approach recognizes that developing professional policy skills and strategies is an inherently difficult learning process, better shared than “individualized,” in which candor and openness to constructive critique are virtues. There is rigorous assessment in the Masters of Public Policy and Global Affairs, and this is the appropriate moment for more discriminating forms of assessment for a course of this nature.</p> <p>The pass/fail approach is premised on (i) an expectation of active participation in class discussions, (ii) the timely completion of the range of learning activities in the course, and (iii) the online portfolio which will house a curated selection of student work from PPGA 510 and other MPPGA courses in Year 1. Students must receive passing grades for each of these three components (60% for Master’s students), indicating that work has been completed to a satisfactory level, in order to pass the course.</p>
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	<i>Note: This Category 1 proposal is submitted at the same time as a Category 2 proposal to change all courses with the existing GPP subject code to PPGA</i>
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Category: 1

Faculty: Arts Department: School of Public Policy and Global Affairs Faculty Approval Date: October 17, 2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: June 27 th , 2019 Contact Person: Andrea Reynolds Phone: 604-822-0830 Email: andrea.reynolds@ubc.ca
Proposed Calendar Entry: PPGA 511 (1.5) Leadership for Policy Professionals Practical leadership skills and competencies for policy professionals bridging theory to principles and practices in an interactive studio setting.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=GPP Present Calendar Entry: None Type of Action: New Course Rationale for Proposed Change: The MPPGA program has recently conducted a curriculum review consisting of a curriculum mapping exercise, surveys with employers, students, and alumni, as well as a comparator analysis. Based on the feedback we received we are updating the programs as follows: Our curriculum mapping showed gaps in meeting certain program learning outcomes. This new course addresses the gap identified on leadership skills. Employer feedback highlighted the importance of this skill and prospective students ranked it highly as a skill they would like to gain from the program. By dedicating a 1.5 credit course to this topic and building on work done in our new PPGA 510 course, students will leave the program much better equipped to lead others and take leadership in their own careers and decision-making.

	<p>The course runs throughout the year in year 2. Having the course spread out over the year distributes the workload across terms and allows students to choose from a wider variety of pd sessions for their journal assignment.</p> <p>We understand that a year-long course can pose some challenges for students who need to withdraw part way through the year, in particular after they have completed a full-term of work. In the four years of the program, this has only occurred once. Given this low incidence, we plan to work one-on-one with students in order to best accommodate their needs should this issue arise.</p> <p><i>Note: This Category 1 proposal is submitted at the same time as a Category 2 proposal to change all courses with the existing GPP subject code to PPGA.</i></p>
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Category: 1

<p>Faculty: Arts Department: School of Public Policy and Global Affairs Faculty Approval Date: October 17, 2019 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: June 27th, 2019 Contact Person: Andrea Reynolds and Sara Shneiderman Phone: 604-822-0830 Email: andrea.reynolds@ubc.ca and sara.shneiderman@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PPGA 514 (2) Research Design and Qualitative Methods Research design principles and ethics. Methods for qualitative data collection and analysis to inform policy decision making. Focus on participant-observation, interviewing, focus groups, content and gender-based analysis.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=GPP</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: The MPPGA program has recently conducted a curriculum review consisting of a curriculum mapping exercise, surveys with employers, students, and alumni, as well as a comparator analysis.</p>

	<p>Our curriculum mapping showed gaps in meeting certain program learning outcomes. This new course addresses the gap identified on research design, research ethics, and qualitative methods and analysis. Students in the program also highlighted this as a significant gap which hindered their performance in GP² (Global Policy Project).</p> <p>In addition to research design and methods, a more detailed introduction to research ethics is critical for creating conscientious policy makers and is included here. Similarly, we wanted a course that had a dedicated section on gender-based approaches for analysis so have also included this here. Lastly, many policy analysis tasks require the analysis of text and content and this was not previously taught in the program. This new course will complement the analysis tools the students gain in our GPP 500, 503, and 504 classes and will provided a more well-rounded skill-set.</p> <p>The course is designed as a two-credit course (two hour session each week) in order to reduce the workload impact of adding a new course to the program. In the program, we are creating options for modular elective courses and teaching credit opportunities so instructors who teach this course would still be able to meet their teaching course load requirements.</p> <p><i>Note: This Category 1 proposal is submitted at the same time as a Category 2 proposal to change all courses with the existing GPP subject code to PPGA.</i></p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Education Department: ECPS Faculty Approval Date: Sept 17, 2019 Effective Session (W or S): W Effective Academic Year: 2019-2020	Date: May 10, 2019 Contact Person: Laurie Ford Phone: 2-0091 Email: laurie.ford@ubc.ca.
Proposed Calendar Entry: EPSE 557 (3) Social and Emotional Interventions with Children and Youth Prerequisite: All of CNPS 362, EPSE 552 and one of EPSE 506, CNPS 535.	URL: None at present- new course Present Calendar Entry: None at present- new course Type of Action: Create new course, EPSE 557 (3) Social and Emotional Interventions with Children and Youth Rationale for Proposed Change: Syllabus for new course, EPSE 557 (3) (attached) The proposed course curriculum change results from a systematic review of the MEd, MA, and PhD graduate programs in School and Applied Child Psychology. The curriculum changes that result from this revision of the research-stream curriculum of the MA and PhD programs have also allowed the program faculty to revise the goals and content of the MA program, and shift the direction of the MA program as the foundation for the PhD. The current proposal is one of the reorganized and refocused changes that we propose. We have taught a version of Social and Emotional Interventions with Children and Youth as an EPSE 565 Special Topics course in the past and it was very well received. Feedback from our current students, recent graduates, and our recent CPA accreditation site visit is that there is a great need for a course in this area in our program.

	<p>The course focus is on foundational training and introductory skills in using approaches to social and emotional interventions with school age children and youth. The material covered in the course builds upon foundations in prior required course work. It lays the foundation for future supervised practicum experiences conducting social and emotional interventions with children and youth.</p> <p>X Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: N/A</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading N/A</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Schools: Surgery Faculty Approval Date: Sep 17, 2019 Effective Session: Winter Year: 2019</p>	<p>Date: April 4, 2019 Contact Person: Dr. Brian D. Westerberg Phone: 604-875-5372 Email: BWesterberg@providencehealth.bc.ca surgery.international@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SURG 517 (3) Clinical Research Methods for Surgical Procedures with Global Surgical Comparisons</p> <p>Clinical research methods, research process, systematic reviews, quality improvement and assurance, and technology evaluation with an emphasis on research in global surgical care. Credit will be granted for only one of SURG 517 or SPPH 517.</p> <p><i>This course is not eligible for Credit/D/Fail grading.</i></p> <p><i>Prerequisite: SURG 510</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=SURG</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: ‘Global Surgery 2030’, the recent publication of the Lancet Commission on Global Surgery emphasizes the need to strengthen the national health systems that provide surgical services and the need for international partners to support local leaders in provision of equitable surgical care. There is a need for design and implementation of contextual and effective surgical care research initiatives with long term impacts in partnership with leaders, health systems and communities in low resources settings. As such, there is a need for Global Surgical Care professionals to have an understanding of appropriate research methods. The Branch for International Surgical Care recognized the need for students to develop an understanding in global surgical care research methods, and in 2016, formed a partnership with SPPH to run SPPH 517 online for MGSC students. The need, however, for a course tailored to the needs of surgical care students, taking into account specific low and high resource surgical care case study examples, research process, systematic reviews, quality</p>

	<p>improvement and assurance, as well as technology has been recognized. There are no courses specific to this topic to date, and this represents an opportunity to provide the background knowledge, discussion format and opportunity to build research methods skills with real world surgical care programs and scenarios. The course will equip students to engage effectively and ethically in surgical services and systems, becoming leaders in developing research initiatives in low resource settings both internationally and in Canada.</p>
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[illegible]

	<p>known as: environmental values, biodiversity and ecosystem benefit and value, environmental attitudes and beliefs; perceived environmental risks; landscape and place value; relational values; and indices of social-ecological and cultural-ecological well-being. Theory and practice for developing scales or indices where none exist or where the design involves 'difficult to measure' phenomena will also be examined. Students will also become literate in practices pertaining to research ethics, including sensitivity to local norms, gender, power, data sharing and ownership. The course will be workshop intensive and thus is most suited for students who already have a particular field-relevant research objective or topic in mind, broadly stated. One key end goal for the seminar is a fully theorized and realized survey instrument that is largely ready for data collection or piloting. None of the content covered is expressly the topic of any single discipline in the natural or social sciences.</p>
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5 December 2019

To: Senate

From: Senate Nominating Committee

Re: At Hoc Labour Disruption Preparedness Committee

Under the powers delegated to the Committee at the 20 November 2019, the Senate Nominating Committee formed at Ad Hoc Labour Disruption Preparedness Committee with the following members:

Dr Eric Eich (Chair)
Dr Ainsley Carry
Dean Meigan Aronson
Dean Dermot Kelleher
Dean James Olson
Dr Paul Harrison
Ms Akexa Tanner
Ns Natasha Rygnestad-Stahl
Ms Cristina Ilnitshi
Dr Kate Ross

That Committee met on 25 November 2019 to prepare for a disruption to public transportation services to and from the campus. Included in its preparation was the designation of an operational committee led by Dr Pamela Ratner; the establishment of guidelines for faculty, students, and administrators; and the appointment of an academic arbiter, Dr Angela Redish. As the risk of transit disruption has now passed, the Nomination Committee is proposing its discharge and that the Senate issue its formal thanks to those involved in preparing UBC for this potential exigency. The Nominating Committee would remind the Senate of the obligation to the Senate Academic Policy Committee to review the Labour Disruption policy by April 2020. The Nominating committee would recommend that Senate resolve as follows:

That the Ad Hoc Labour Disruption Preparedness Committee be discharged; and

That Senate express its thanks to the members of the Ad Hoc Labour Disruption Preparedness Committee, the Labour Disruption Operations Committee, and the designated academic arbiter.



6 December 2019

To: Vancouver Senate

From: Tributes Committee

Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

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

Respectfully submitted,

Dr. Sally Thorne
Chair, Tributes Committee

Last Name	First Name	Rank	Faculty	Emeritus Title
Plessis	Judith	Director	Continuing Studies/Extended Learning	Director Emeritus of Continuing Studies
MacLeod	Kathleen	Professor	Fac. of Pharmaceutical Sciences	Professor Emeritus of Pharmaceutical Sciences
Miller	Penelope	Professor of Teaching	Fac. of Pharmaceutical Sciences	Professor of Teaching Emeritus of Pharmaceutical Sciences
Fernlund	Goran	Associate Professor	Faculty of Applied Science	Associate Professor Emeritus of Materials Engineering
Hutton	Thomas A.	Professor	Faculty of Applied Science	Professor Emeritus of Community and Regional Planning
Hodgson	Richard G.	Professor	Faculty of Arts	Professor Emeritus of French, Hispanic, and Italian Studies
Kroller	Eva-Marie	Professor	Faculty of Arts	Professor Emeritus of English Language and Literatures
Malloy	Stephen	Associate Professor	Faculty of Arts	Associate Professor Emeritus of Theatre and Film
Manchon	Enrique	Senior Instructor	Faculty of Arts	Senior Instructor Emeritus of French, Hispanic, and Italian Studies
Ryan	Maureen P.	Associate Professor	Faculty of Arts	Associate Professor Emeritus of Art History, Visual Art, and Theory
Daniluk	Judith C.	Professor	Faculty of Education	Professor Emeritus of Educational and Counselling Psychology and Special Education
Tierney	Robert	Professor	Faculty of Education	Dean Emeritus of Education/Professor Emeritus of Language and Literacy Education
Bressler	Bernard H.	Professor	Faculty of Medicine	Professor Emeritus of Cellular and Physiological Sciences
Gilks	Cyril Blake	Professor	Faculty of Medicine	Professor Emeritus of Pathology
Hammond	Geoffrey Lewis	Professor	Faculty of Medicine	Professor Emeritus of Cellular and Physiological Sciences
Humphries	Karin	Associate Professor	Faculty of Medicine	Associate Professor Emeritus of Cardiology
Kwok	Yin Nam Kenny	Associate Professor	Faculty of Medicine	Associate Professor Emeritus of Cellular and Physiological Sciences
MacKay	Alexander	Professor	Faculty of Medicine	Professor Emeritus of Radiology
McManus	Bruce	Professor	Faculty of Medicine	Professor Emeritus of Pathology
Rowe	Timothy C.	Associate Professor	Faculty of Medicine	Associate Professor Emeritus of Obstetrics and Gynaecology
Vincent	Steven R.	Professor	Faculty of Medicine	Professor Emeritus of Psychiatry

Last Name	First Name	Rank	Faculty	Emeritus Title
Thomson	Thomas	Clinical Associate Professor	Faculty of Medicine	Clinical Associate Professor Emeritus of Pathology
Wright	James M.	Professor	Faculty of Medicine	Professor Emeritus of Anesthesia, Pharmacology, and Therapeutics
Sung	Henry Min-Lsiang	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Anesthesia, Pharmacology, and Therapeutics
Seear	Michael	Clinical Associate Professor	Faculty of Medicine	Clinical Associate Professor Emeritus of Paediatrics
Sanders	Barry	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Obstetrics
Kinney	Gary E. J.	Clinical Associate Professor	Faculty of Medicine	Clinical Associate Professor Emeritus of Obstetrics
Fluker	Margo Rae	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Obstetrics
Berean	Kenneth Wayne	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Pathology
Brock	Hugh W.	Professor	Faculty of Science	Principal Emeritus of the College of Interdisciplinary Studies/ Professor Emeritus of Zoology
Moerman	Donald G.	Professor	Faculty of Science	Professor Emeritus of Zoology
Oldenburg	Douglas W.	Professor	Faculty of Science	Professor Emeritus of Earth, Atmospheric and Ocean Sciences
Burton	Melody	Deputy University Librarian	Library - Administration	Deputy University Librarian Emeritus

The University of British Columbia President's Declaration on the Climate Emergency

In declaring a climate emergency, the University recognizes:

- That the climate crisis is posing and will continue to pose extensive and disastrous threats to peoples' lives and livelihoods both locally and globally, contributing to famine, migration, and disease worldwide, including impact on individual physical and mental well-being.
- The need for drastic emissions reductions and a decisive shift away from fossil fuels toward alternative energy sources, as laid out by the science of the [Intergovernmental Panel on Climate Change \(IPCC\)](#), the [UN Production Gap Report](#) and the [Paris Agreement](#), to be achieved via rapid and far-reaching transformations across all economic sectors.
- That UBC as a public institution is a recognized leader in taking action to combat climate change and has a mandate to effect change beyond our institutional boundaries, with a fundamental responsibility, as outlined by our purpose statement, to advance a sustainable and just society across British Columbia, Canada and the world.
- That addressing the climate crisis is critical to the University's key functions of research, learning and engagement as UBC strives to prepare students for their futures and conduct leading research on pressing societal issues.
- That UBC as a Living Laboratory has incorporated sustainability into many aspects of its operations through construction, procurement, and service delivery, and as an early adopter of low-carbon solutions, new technologies and systems into city-scale solutions.
- That UBC's education, research, and innovation capacity in sustainability is creating breakthrough solutions for the most pressing challenges of the climate emergency and transition to a fossil fuel free economy.
- That meaningful climate action must take active steps to support and amplify Indigenous Peoples' human rights. This includes respecting Indigenous self-determination and implementing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). British Columbia has become the first province to adopt and commit to implementing UNDRIP, which outlines the minimum standards for the survival, dignity, and well-being of Indigenous Peoples. As an institution located within BC on the traditional, ancestral, and unceded territory of the xwməθkwəy̓ əm (Musqueam) and Syilx (Okanagan) Peoples, the University has a responsibility to align its policies, actions, and investments with UNDRIP and the BC Declaration on the Rights of Indigenous Peoples Act.
- That Indigenous and marginalized communities bear the harmful impacts of fossil fuel extraction and climate destruction while being least responsible for the global acceleration of the climate crisis.
- That strong support for climate justice has been demonstrated by the UBC community, with over 5,000 members of the campus community participating in the September 27th Climate Strike and over 1,600 signing onto the open letter calling on UBC to declare a climate emergency, in addition to decisive student and faculty referendums in support of fossil fuel divestment.
- That the UBC Board of Governors' new Sustainability Committee, to be formed on December 5, 2019, includes in its terms of reference the commitment to fully explore divestment from fossil fuels and support for sustainable investment. The University administration is committed to engaging with the Board of Governors on this and areas that encompass sustainability and a response to the climate emergency.

Therefore, we join with other universities and communities in declaring a climate emergency, while recognizing that this emergency has been experienced for decades by communities around the world, in particular by Indigenous Peoples. UBC acknowledges the urgency of the climate crisis and will directly face its challenges. At this pivotal moment, the decisions and actions we take today will reverberate beyond our own borders and lifetimes.

To move UBC to further action, with this declaration I am establishing a climate emergency community engagement process. The purpose of this consultation will be to provide the UBC community with opportunities to come together to consider the full scope of our impact and align UBC's emissions reductions plans with 1.5°C; to embrace the need for a managed decline of fossil fuel use and a rapid and just transition to a sustainable economy that also aligns with UNDRIP; to infuse climate justice throughout our activities, priorities, and decision-making frameworks; and to support community coping and adaptation in the face of climate crisis.

In the new year, the President's Office will launch a community engagement process to inform our collective response to the climate emergency. The process must exemplify dignity, justice, and equity. In doing so, we will create intentional spaces for UBC's marginalized communities on campus and centre their voices in the development of recommendations.

It is essential that this process engenders transparency and accountability, connects to our Indigenous Strategic Plan and Inclusion Action Plan, and commits to charting a globally ambitious future for climate action on campus. This process will offer three modes by which the community can provide input and initiate action:

1. Conversations within and across academic departments, campus communities, and staff units.
2. Larger campus-wide town hall events to gather input and encourage dialogue across communities.
3. A resource website for community members to submit input and ideas. It will also house updates, highlights, and further information on the climate emergency engagement process.

To oversee this process, I will establish a Climate Emergency Advisory Committee that is both intergenerational and representative of the diversity of UBC's community, as called for in the [UBC Climate Strike Open Letter](#). I will announce publicly the membership of the Advisory Committee once it has been assembled. This Committee will oversee the community consultation process to ensure that it is broadly engaging; adopts a wide scope; incorporates the latest research in science of climate change and adaptation, and the engineering of practical solutions; embeds climate justice; and is inclusive of all members of the community, particularly the most marginalized.

By late spring 2020, the Climate Emergency Advisory Committee will consolidate input from both in-person and online consultations into a public report that defines the pillars of climate emergency and outlines recommended actions. The report will be submitted to the new Sustainability Committee of the UBC Board of Governors for consideration. Recommendations will include but not limited to:

- I. Increasing ambition and materially accelerating timelines for existing actions under the UBC Strategic Plan and Climate Action Plan, including adding new actions to help reduce GHG emissions beyond UBC's current climate targets, such as emissions from travel and food.
- II. Improving sustainability criteria for investments and asset management by UBC, including concrete commitments to move towards full divestment from fossil fuels within UBC's controlled endowments.
- III. Embedding climate justice into other UBC wide policies and plans that have not previously used a climate justice lens, such as policies related to health and wellbeing and investments.
- IV. Enacting climate solutions that reflect our commitment to UNDRIP and the human rights of Indigenous Peoples.

- V. Identifying the funding and resources required to support departments and campus communities to implement their own actions to address the climate emergency.
- VI. Building just and inclusive climate solutions that work towards dismantling historic and existing barriers faced by marginalized communities.
- VII. Incorporating further actions stemming from the community engagement process and ensuring that reporting on progress is easily accessible, transparent, and accountable.



5 December 2019

To: Vancouver Senate

From: Dr Kate Ross, Registrar

Re: 2020-2023 Triennial Election Results

Set out below are the first in a series of triennial election results. Convocation, faculty-specific, and librarian elections will be held in the spring.

A) Board of Governors

Subsequent to the call for nominations issued on 24 October 2019, elections were held for representatives of faculty members and staff from the Vancouver campus to the Board of Governors from 21 November to 5 December 2019. Pursuant to Section 16 of the *University Act*, the results are formally reported to the Senate for information.

Faculty Members:

Three (3) nominations were received by the deadline of 7 November 2019 at 4 pm. Subsequently, one candidate withdrew. A further nomination was received after the deadline; however, it was not accepted by the Registrar due to not meeting the deadline and this decision was confirmed upon appeal to the Council Elections Committee.

Drs Anna Kindler and Mark MacLean have been acclaimed as elected; their terms of office are from 1 March 2020 until 28 February 2023 and thereafter until successors are elected.

Staff Member:

Nine (9) nominations were received by the deadline of 7 November 2019 at 4 pm. An election occurred from 21 November to 5 December 2019.

Kavie Toor	337 votes
Alex Etesami	207 votes
Andrea Han	190 votes
Jody Swift	108 votes
Lauren Casey	91 votes
Tribesty Nguyen	58 votes
Cathy Kline	32 votes



Suzanne Scott	31 votes
Katherine Rhodes	26 votes
Spoiled Ballot	1

Total	1081 votes (4.81% of eligible voters)
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Mr Kavie Toor has been elected; his term of office is from 1 March 2020 to 29 February 2023 and thereafter until a successor is elected.

B) Representatives of the Joint Faculties to Senate

Further to the call for nominations for faculty members of the Vancouver Campus to fill the twelve (12) positions for representatives of the Joint Faculties on the Vancouver Senate issued first on 24 October 2019 nine (9) valid nominations have been received. Therefore pursuant to Section 15 of the *University Act* the following faculty members are acclaimed as elected as representatives of the Joint Faculties on the Vancouver Senate for terms beginning on 1 September, 2020 and ending 31 August 2023 and thereafter until successors are elected:

- **Dr Peter Choi, Professor, Faculty of Medicine**
- **Dr Joanne Fox, Professor of Teaching, Faculty of Science**
- **Dr Alison Greig, Senior Instructor, Faculty of Medicine**
- **Dr André Ivanov, Professor Faculty of Applied Science**
- **Prof. Carol Jaeger, Professor of Teaching, Faculty of Applied Science**
- **Dr Charles Menzies, Professor, Faculty of Arts**
- **Dr Pamela Rogalski, Lecturer, Faculty of Applied Science**
- **Dr Santokh Singh, Professor of Teaching, Faculty of Science**
- **Dr Sally Thorne, Professor, School of Nursing**

A second call for nominations for the remaining three (3) seats was issued on 21 November 2019. Four (4) nominations were received by the deadline of 5 December 2019. Assuming all four continue to stand for election, voting will occur in January.