

Vancouver Senate

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

WEDNESDAY, 27 MAY 2020

6:00 P.M.

Via Remote Attendance

1. Senate Membership

New Members:

Justin Zheng, Student, Faculty of Arts (To 31 March 2021)

Diane Nguyen, Student, Faculty of Dentistry (To 31 March 2021)

The Registrar has been informed that the election of a student from the Faculty of Land and Food Systems has resulted in a tie. In accordance with Section 16(3)(a) of the *University Act* the Senate must cast a deciding vote. Preparations are underway for such an election in the upcoming week.

Nominating Committee

As a result of the call for nominations issued last month, Mr J. Maximillian Holmes and Ms Natasha Rygnestad-Stahl are acclaimed as elected to the Senate Nominating Committee until 31 March 2021 and thereafter until replaced. (information)

2. Minutes of the Meetings of 8 and 15 April 2020 – Dr Santa Ono (approval) (docket pages 5-30)

3. Business Arising from the Minutes – Dr Santa Ono

4. Remarks from the Chair – Dr Santa Ono

5. Candidates for Degrees – Dr Santa Ono

The list as approved by the faculties is available for advance inspection by contacting the Senate office.

The Chair of Senate calls for the following motion:

That the candidates for degrees and diplomas, as recommended by the faculties, be granted the degrees for which they were recommended, effective May 2020, and that a committee comprised of the Registrar, the dean of the relevant faculty,

and the Chair of Senate be empowered to make any necessary adjustments
(approval) (2/3 majority required).

6. From the Council of Senates Budget Committee – Mr Chris Hakim

Annual Report of the Vancouver Sub-Committee (information) (docket pages 31-35)

7. Academic Building Needs Committee – Dr Michael Isaacson

Annual Report (information) (docket pages 36-41)

8. Academic Policy Committee – Dr Paul Harrison

- a. Revisions to V-125 – Term and Formal Examination Scheduling (approval)
(docket pages 42-49)
- b. Revisions to the Affiliation of St. Marks College (approval) (docket pages 50-58)

9. Admissions Committee – Prof. Carol Jaeger

- a. Revisions to Admission Requirements to the Doctor of Philosophy in
Experimental Medicine (approval) (docket pages 59-61)
- b. Revisions to Admission Requirements of the Master of science and Doctor of
Philosophy in Medical Genetics (approval) (docket pages 62-65)
- c. Revisions to Test of English as a Foreign Language and Graduate Records
Examination Requirements (approval) (docket pages 66-71)
- d. Revisions to Admission Requirements in Graduate Programs in Chemical and
Biological Engineering, Engineering Leadership, and Health Leadership and
Policy (approval) (docket pages 72-117)

10. Awards Committee – Dr Lawrence Burr

- a. New and Revised Awards (approval) (docket pages 118-123)
- b. Annual Report (information) (docket page 124)

11. Curriculum Committee – Dr Peter Marshall

- a. Transcript Notation Due to COVID-19 (approval) (docket pages 125-129)
- b. Curriculum Proposals from the Faculties of Applied Science, Arts, and Graduate
& Postdoctoral Studies. (approval) (docket pages 130-167)
- c. Annual Report (information) (docket page 168)

12. Library Committee – Dr Lawrence Burr

Annual Report (information) (docket pages 169-170)

13. Nominating Committee – Dr Richard Tees

Appointment of Student Senators to Committees of Senate and Committees of the
Council of Senates (approval) (docket pages 171-173)

14. Student Appeals on Academic Discipline – Mr Tariq Ahmed

Annual Report (information) (docket pages 174-177)

15. Teaching & Learning Committee – Dr Andre Ivanov

- a. Report on Student Evaluations of Teaching (approval) (docket pages 178-265)
- b. Annual Report (information) (docket pages 266-267)

16. Tributes Committee – Dr Sally Thorne

Emeritus Appointments (approval) (docket pages 268-269)

17. Ad Hoc Committee on Academic Diversity and Inclusion – Mr Julia Burnham

Final Report (information) (docket pages 270-316)

18. Report from the Provost

- a. Update on Indigenous Strategic Plan – with Drs Sheryl Lightfoot and Margaret Moss (information) (docket pages 317-356)
- b. Annual Report on the Emeritus College (Information)

19. Report from the Faculty of Commerce & Business Administration – Dr Robert Helsley

Dual Degree (Bachelor of Commerce and Bachelor of Business Administration) program option with the University of Hong Kong. (approval) (docket pages 357-370)

20. Report from the Registrar – Dr Kate Ross

- a. 2020-2023 Triennial Election Results (information) (docket pages 371-372)
- b. Revisions to the Examination Disruption Procedures (information) (docket page 373)
- c. Notice of Email Approval of Changes to Rules of the Convocation (information) (docket page 374)

21. Other Business

Section 16 (b) of the *Rules and Procedures of the Vancouver Senate* states that meetings will adjourn no later than 8:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

Convocation

THE ONE HUNDRED AND FIFTH SPRING MEETING OF THE CONVOCATION

WEDNESDAY, 27 MAY 2020

Directly following the adjournment of the Senate

Via Remote Attendance

- 1. Call to Order – The Vice-Chancellor**
- 2. Conferral of Degrees and Awarding of Diplomas and Certificates in Absentia – The Chancellor**
- 3. Adjournment – The Vice-Chancellor**

VANCOUVER SENATE

MINUTES OF THE SPECIAL MEETING OF 8 APRIL 2020

DRAFT

Present: S. Ono (Chair), K. Ross (Secretary) A. Szeri, S. Parker, S. Bates, J. Olson, G. Averill, R. Helsley, M. MacDougall, B. Frank, J. Innes, S. Porter, R. Yada, C Dauvergne, M. Coughtrie, M. Aronson, M. Isaacson, V. Bungay, C. Marshall, M. Kuus, A. Fisher, K. Lo, D. MacDonald, H. Von Bergmann, R. Boushel, P. Marshall, V. Griess, I. Frigaard, T. Rogers, S. Grayston, S. Matsui, A. Sheppard, C. Krebs, M. Koehoord, A. Collier, P Loewen, M. Thachuk G. Tsiakos, P. Choi, S Forwell, P. Harrison, Ivanov, C. Jaeger, P. Keown, A. Kindler, W. McKee, A. Murphy, S. Singh L. Stothers, S. Thorne, R. Topping, C. Godwin, T. Ahmed, L. Burr, A. Dulay, B. Fisher, S. Haffey, H. Leong, W. McNulty, J. Shepherd, M. Stewart, R. Tees, A. Gonzalez, C. Gilby, C. Koenig, D. Agosti-Moro, C. Moonias, A. Alemzadeh Mehrizi, N. Pang, N. Rygnestad-Stahl, T. Yan, D. Liu, J. Burnham, C. Evans, C. Hakin, M. Holmes

Regrets: L. Gordon, D. Kelleher, M. Isaacson, G. Faulkner, C. Nislow, J. Gilbert, S. Ngo

Call to Order

The Chair of Senate, Dr Santa J. Ono, called the special meeting of the Senate to order at 5:08 pm. He noted that this was the first time this Senate had met remotely, and that this was a trying time for our university, our communities, and our world. He thanked everyone present for their efforts during this extraordinary and rapidly evolving situation, and their commitment to UBC, to each other and to their families.

Reports from the Provost

The Vice-President Academic and Provost outlined the University's response to date to the COVID-19 pandemic, in particular its effects on the University's enrolment.

Associate Provost Simon Bates spoke to teaching and learning changes necessitated due to various Public Health Orders and in concession to extraordinary circumstances.

The Registrar, Dr Kate Ross, spoke to student financial assistance and registration for summer and Winter Sessions. She noted that for the Winter Session, she expected registration would be delayed.

Dean of the Faculty of Graduate and Postdoctoral Studies spoke to the unique difficulties faced by graduate student, including issues with continuous registration and ceasing or slowing research.

University Librarian, Dr Susan Parker, spoke to the library's online resources.

Chief Information Officer Jennifer Burns spoke to IT infrastructure needed to support both online learning and faculty and staff working remotely.

Vice-Provost, International Murali Chandrashekar spoke to the challenges faced by international students at UBC and those UBC students who were or are abroad.

Vice-President Research and International Gail Murphy spoke to research curtailments at UBC and across the country due to social distancing requirements.

The President said that it was obvious that we are not clear on the timeline of this disease locally nationally and globally. That will have a huge impact on UBC and the world. This is a universal set of challenges. He warned that there could be a significant financial impact on UBC, with low estimates around \$50 million and high in the several hundreds of millions. He suggested that there may be impact on domestic and will be an impact of international enrolment. One outstanding question is 2nd and 3rd waves of diseases.

Dr Ono noted that the U15 presidents were speaking with the Tricouncils on research funding. We are also having direct conversations with the government. He noted that in the United States, as part of their \$3 trillion financial plan there was significant support for post-secondary education and Canada would need similar support. UBC has been working at every governmental level and are in weekly conversations with both the ministries of Advanced Education and Health provincially, but that. our competitiveness as a sector requires federal support.

Senator Holmes thanked everyone who updated the senate, and everyone at UBC who has been working on responses and students who have to work through things. He asked how we were involving community stakeholders in decisions given that this was a time where people were losing agency. Secondly, he asked how the senate would be involved in decision making.

President said that we don't have free agency as various levels of government were making decisions that affect us and dictate our decisions. Moving forward we will ramp up our involvement of key stakeholders, the senate, faculty and students. We will have to rely on virtual mechanisms to do so.

The Provost said that in terms of community interaction we are relying strongly on institutional links that we have.

Registrar said that to date we have been reactive and we now have more room to be proactive.

The Clerk to Senate, Mr Christopher Eaton, advised that he had advised the administration to make what decisions it needed to make in states of exigency, but that he expected the University's governance and consultative structures to be involved decisions going forward.

Senator Singh said that he felt for the students and he had questions regarding learning experience. He asked about textbook availability for summer courses. He found out that textbooks may not be available for instance for his own courses. Senator Singh talked about lab components of courses and lost.

The President said the lab issue was universal as were supply chain issues.

Dr Bates said that for laboratory work we can bring people together in thematic discussions

Dr Ono said that we are in a better situation compared to many. As an Institution we will have to be conservative; we may have unusual costs such as online transitions. We have insufficient data for a solid budget for next year. We need to support our students and also our faculty.

Senator C. Marshall said that in the material were three pages of letters of Student Evaluations of Teaching (SEOT). He said that he feels strongly that SEOT should not have been done this term and the data collected should not be used to measure teaching effectiveness for either promotion or tenure or the success of online transitions. Secondly, he spoke to the challenges of international graduate students, either in housing or laid off, or with childcare challenges; noting that they were not eligible for a lot of government or university support. The senator said he felt strongly that the university needs decisive action to support these students. At a minimum we need to offer matching rent relief. We needed to make emergency bursary funding more open and make it open for more than a month.

The President said that he had heard from graduate students and they had discussions with the provost and graduate studies. The current state of affairs may not be permanent and we are actively discussing what else we can do. In some nations they can provide much more decisive levels of support due to government contributions, we hope to have the same but we know that their needs are now.

Dean Porter said that it was a challenging time for so many people and we are trying to come up with what we can do more.

Dr Ross said that if they had some income we are helping people navigate the federal CERF program. Secondly, we are working on a recommendation for rent relief equivalent to the province for those students who cannot access it. We are also looking and allowing students to pay tuition over a whole term and paying what they can when they can.

Senator Forwell asked if we could form a thinktank on how to address in the mid to long-term future on practicum-based requirements. Simulations and other virtual resources only go so far. Many programs simply will not work if only taught theoretically.

Dr Bates said that a working group along these lines was being planned.

The Provost spoke to teaching evaluations. He noted that there were several important constituencies, first and foremost the students. He said that he felt they deserved a chance to have their voices heard. Further, he noted that there were faculty who want their evaluations used. The only way we could consider all approaches was to continue with them but allow faculty to opt out to that data being used.

Senator Hakim said that people have been doing amazing work. He asked what our enrolment projections are for the upcoming year and what can we do to mitigate that. He asked if we would make offers to students who normally wouldn't be competitive.

The Provost referenced his earlier statistics. We are a little down but it is still early. Transfer applications are much higher.

Dr Ross said that we have a very deep pool. What this means is that we would just make more offers than we normally would to get closer to targets. We have already started that with transfer students.

Senator Moonias asked how award policy would be amended given the 75% minimum average requirement.

Dr Ross said that we are looking at this in a working group; we also have a transitional bursary for anyone who loses an award where they get the money for 4 months when they try to regain their scholarships.

By general consent, the time to adjourn was extended by 30 minutes.

Senator Benbow thanked faculty and UBC for working to address. He specifically thanked the Faculty of Graduate and Postdoctoral Studies for moving to address grad student issues. He asked what could be done for university funding as this normally expired after 4 years.

Dr Porter said that they were looking at this.

Senator T. Yan asked about professional programs and consistency in concessions.

Dr Bates said that each were unique but we could work to have overarching principles expressed.

Senator Alemzedeh said that she was happy to hear that UBC was extended deadlines but expressed a concern for research assistants.. She asked what other resources were available especially for international students.

Vice-President Murphy said that it was different in the tricouncils. NCERC has been the most open. We are working with them all to see what is possible and to extend scholarships where they are able.

Senator Kindler asked about the transition to online courses. There is opportunity given to us in this crisis in us being able to recognize the tremendously good work being done by faculty with IT and learning support. We are looking at new teaching and learning possibilities. She said that we should perhaps not look to going back to the status quo ante when we can, and think about if we want to make ongoing beneficial changes.

Senator Gonzalez asked if we could look at allowing deferring acceptance for a year, given that, for example, travel restrictions may not be lifted by September.

Dr Ross said that we already had a process in place to request a 1-year deferral and that plans for January needed to be discussed still.

Senator Gilby asked how we are communicating what is being done to the broader community. She asked if we could put a consolidation on our home page of what UBC's full response has been.

Senator Hakim said that as a student he empathized with faculty around evaluations and we didn't view them as useful for teaching evaluations, but he wanted to know what the impact would be on Faculty Renewal and hiring.

The President said that we have delayed submission of the budget because we have too many unanswered questions.

Senator Holmes asked Senator Bates about the different programs used for exams, for instance, Proctorio. He asked how we balance trust in our students with academic integrity.

Dr Bates said we had already been using Proctorio for a year and so it went through a privacy assessment; ways it can be used do not need to be how it is used. Individual faculty members can decide what assessments fit their course content and how to enact it. Many instructors are giving students choices; UBC is not pushing any particular tools.

Correspondence

The President, noting that the content of the correspondence had largely been discussed at the meeting, asked for relevant Senate committees and the Provost's office to review them for further action and replies if needed.

Adjournment

Seeing no further business, the meeting was adjourned at 7:27pm.

VANCOUVER SENATE

MINUTES OF 15 APRIL 2020

DRAFT

Attendance

Present: S. Ono (Chair), K. Ross (Secretary), A. Szeri, S. Parker, S. Bates, J. Olson, G. Averill, R. Helsley, M. MacDougall, B. Frank, J. Innes, S. Porter, R. Yada, C. Dauvergne, D. Kelleher, M. Coughtrie, M. Aronson, M. Isaacson, V. Bungay, C. Marshall, M. Kuus, A. Fisher, K. Lo, D. MacDonald, H. Von Bergmann, R. Boushel, P. Marshall, V. Griess, I. Frigaard, T. Rogers, S. Grayston, S. Matsui, A. Sheppard, C. Krebs, M. Koehoord, A. Collier, P. Loewen, M. Thachuk, G. Tsiakos, P. Choi, S. Forwell, P. Harrison, C. Jaeger, P. Keown, A. Kindler, W. McKee, A. Murphy, S. Singh, L. Stothers, S. Thorne, T. Ahmed, L. Burr, A. Dulay, B. Fisher, J. Gilbert, S. Haffey, H. Leong, W. McNulty, S. Ngo, J. Shepherd, M. Stewart, R. Tees, A. Gonzalez, C. Gilby, C. Koenig, D. Agosti-Moro, C. Moonias, A. Alemzadeh Mehrizi, N. Pang, N. Rygnestad-Stahl, T. Yan, D. Liu, J. Burnham, C. Evans, C. Hakin, M. Holmes

Regrets: L. Gordon, G. Faulkner, C. Nislow, A. Ivanov, R. Topping, C. Godwin, T. Benbow, E. Bhangu

Call to Order

The Chair of Senate, Dr Santa J. Ono, called the eighth regular meeting of the Senate to order at 6:02 pm.

NEW MEMBERS:

HsingChi Von Bergmann, Faculty Member, Faculty of Dentistry (to 31 August 2020).
Alex Gonzalez (Continuing), Student, Faculty of Applied Science (to 31 March 2021)
Dante Agosti-Moro (Continuing) Student, Faculty of Commerce & Business Administration (to 31 March 2021)
Tarique Benbow Student, Faculty of Graduate & Postdoctoral Studies (to 31 March 2021)
Arezo Alemzadeh Mehrizi, Student, Faculty of Graduate & Postdoctoral Studies (to 31 March 2021)
Natasha Rygnestad-Stahl (Continuing), Student, Peter A. Allard School of Law (to 31 March 2021)
Tyler Yan Student, Faculty of Medicine (to 31 March 2021)
Nick Pang (Continuing) Student, Faculty of Pharmaceutical Sciences (to 31 March 2021)
Danny Liu Student, Faculty of Science (to 31 March 2021)
Eshana Bhangu, Student At-Large (to 31 March 2021)
Julia Burnham (Continuing) (to 31 March 2021)
Cole Evans (to 31 March 2021)
Christopher Hakim (Continuing) (to 31 March 2021)

J. Maximillian Holmes (Continuing) (to 31 March 2021)

NOMINATING COMMITTEE

The Registrar, Dr Kathleen Ross, issued a call for nominations for two (2) student members of Senate to serve on the Senate Nominating Committee until 31 March 2021 and thereafter until replaced. Nominations were due by 4 pm on Thursday 30 April 2020

VICE CHAIR

The Registrar announced that in response to the call for nominations made with the agenda of this meeting, Mr J. Maximillian Holmes was acclaimed as elected vice-chair of Senate for a term of no more than one (1) year.

Minutes of the Previous Meetings

Richard Tees	}	<i>That the minutes of 12 February 2020 and 18 March 2020 be adopted as presented.</i>
Mary McDougall		

Approved

Remarks from the Chair

The President thanked students, senior administration and board members have been working hard to adapt to this new reality and for their patience, hard work and empathy to each other. He noted his pride in the UBC community as faculty and students adopted to online classes, worked on COVID-19 related research, and worked along with staff to keep the campus running. He also thanked the federal and provincial governments for their support of higher education at this time, through emergency student support, student loan repayment moratoriums, through research funding and other means, noting the efforts of the U15 universities and the Research Universities Council of British Columbia (RUCBC)

Dean Averill thanked the president for describing the efforts of the U15 and RUCBC. He asked if we would be linking our fall decision making with other universities.

The President said that there wasn't complete alignment due to the different sectors of the post-secondary system in BC. The research universities were thinking similarly.

Senator Holmes asked if we were still committed to more stakeholder driven processes when making decisions, understanding the provincial context. He also asked if responses had been sent in connection with the correspondences considered at the special meeting earlier in the month.

The President said that we will continue to reach out, and senators are free to email or call him as needed if they have concerns with how we are addressing matters. He suggested that as we move out of a crisis situation we will have more time to have more inclusive conversations. With respect to the correspondence, he understood that responses were being prepared.

Senator Singh asked about undergraduate and graduate research, noting that it was something strongly affected by the COVID situation. He asked if we had done any strategy/planning with other universities.

The President replied yes, but that many solutions will require the ingenuity of our faculty members.

Tributes Committee

The Chair of the Senate Tributes Committee, Dr Sally Thorne, presented.

Sally Thorne	}	<i>That Senate approve the Memorial Minute for Dr. Robert Horne Lee, CM, OBC, that it be entered into the Minutes of Senate, and that copies be sent to the family of the deceased.</i>
Peter Choi		

The President added his own remarks of thanks

Approved

Academic Building Needs Committee

The Chair of the Senate Academic Building Needs Committee, Dr Michael Isaacson, introduced the presenters, Mr John Metras and Ms Jennifer Sanguinetti who presented to capital project planning and development.

The president thanked Mr Metras for the presentation. He said that as we assessed the magnitude of COVID on our finances there are many potential impacts on our capital planning, be that with regards to government support or the health of the endowment. We need to see what will happen here, and the course of the disease.

Senator Singh asked what sustainability or green aspects have been integrated into our capital planning.

Mr Metras replied that this is something UBC is well known for.

Ms Sanguinetti said that we are looking at impacts of carbon and opportunities to reduce it so we can raise the bar again given the climate change imperative. We are looking at

options for a net-zero carbon certification. We also want to ensure that we are holistic of all aspects of sustainability.

Senator Evans said that in the presentation there were comments about the South Campus and the UBC Farm, and asked how conversations were going with the Musqueam on a memorandum of understanding.

Mr Metras said it was important to partner with the local first nation, and we have had many discussions with the Land and Food System's dean on the UBC Farm.

The President said that he met monthly with the Musqueam and we are making progress towards a memorandum but cannot announce anything yet.

Academic Policy Committee

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

Policy J-136

Paul Harrison	}	<i>That the Okanagan and Vancouver Senates approve Policy J-136 – Academic Accommodation for all Students' Religious Observances and for the Cultural Observances of First Nations, Métis, and Inuit Students, as set out in the attached</i>
Christopher Marshall		

Dr Harrison noted that the previous policy on religious holidays, despite dealing with student academic matters, was a board policy for unknown reasons. During the review of the board policy, it was agreed that this was an academic matter that the Senates should address. From the start of that process we took into consideration the calls to action of the Truth and Reconciliation Commission and United Nations Declaration on the Rights of Indigenous Peoples. He noted that the same proposal is before the Okanagan Senate as this was a joint policy proposal.

Senator Holmes asked why the Committee decided not to include other indigenous peoples outside of Canada to the cultural observances, he asked why 14 days was selected as a notice period, and the consultations.

Senator Harrison said that the requirement, normally, for 14 days was selected because normally such observances should be well known to students well in advance. If something comes up unexpectedly that doesn't mean that. Request cannot be made, but it was felt important to give guidance as to what timeframe was expected for known events. As for expanding religious observances to cultural observances was a major step forward. UBC has a diversity of cultures represented; to open it up to every cultural observance was not considered wise at this time.

Approved

NB: Senator Alemzadeh Mehrizi abstained

Policy V-135

Paul Harrison	}	<i>That Senate approve revisions to Policy V-135 – Academic Concession as set out in the attached.</i>
Philip Loewen		

By general consent, the proposal was amended to remove “and harassment” from board policy title and correct the “or” on page 37.

Approved as
Amended

Awards Committee

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

MARCH AWARDS

See Appendix A: March 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>
David MacDonald		

Approved

APRIL AWARDS

See Appendix B: April Awards Report

Lawrence Burr	}	<i>That Senate accept the awards as listed and forward them to the Board of Governors for</i>
John Shepherd		

approval, and that letters of thanks be sent to the donors

Approved

Curriculum Committee

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

MARCH CURRICULUM

See Appendix C: March Curriculum Report

Peter Marshall	}	<i>That the new courses, revision of degree requirements, and revision of parchment, be brought forward by the faculties of Arts, Commerce and Business Administration, Graduate and Postdoctoral Studies (Applied Science), Land and Food Systems, and Allard Law be approved</i>
John Gilbert		

Approved

APRIL CURRICULUM

See Appendix D: April Curriculum Report

Peter Marshall	}	<i>That the new courses, new course codes, revision of degree requirements, new minor, revised courses, revised course code, and revised programs brought forward by the faculties of Arts, Allard Law, Graduate and Postdoctoral Studies, and Science be approved</i>
Susan Forwell		

Senator Haffey asked what the intentions may be to expand forms of sign language taught to beyond American Sign Language.

Dr Marshall replied that he wasn't aware of any at this time.

Approved

Certificates

For the information of Senate, Dr Marshall advised that the Senate Curriculum Committee had approved the following new certificates:

- Graduate Certificate in Genomic Counselling and Variant Interpretation
- Graduate Certificate in Primary Health Care

Research and Scholarship Committee

The Chair of the Senate Research and Scholarship Committee, Dr Paul Keown, presented.

BIOPRODUCTS INSTITUTE

Paul Keown	}	<i>That Senate approve and recommend to the Board of Governors the establishment of the BioProducts Institute within the faculties of Applied Science, Forestry, Land & Food Systems, and Science.</i>
John Shepherd		

Dr Keown spoke to the proposal. He noted that the Senate Research and Scholarship Committee¹ had reviewed the attached proposal from the faculties of Applied Science, Forestry, Land & Food Systems, and Science to establish a new institute for BioProducts. The Committee's review of the proposal has focused on the academic subject matter, the financial viability and sustainability of the proposed institute, and the proposed governance structure. The proposal has also been reviewed by the Committee of Deans and the Research and Innovation Council. The Committee unanimously supported the proposed institute.

The Provost asked Senate to recognize Orlando Rojas: a Canada Excellence Research Chair in Bioproducts, a Professor of Applied Science, and the the proposed Director of the Institute.

Dr Rojas spoke the proposal, noting that this was an area where UBC conducted excellent research and with the new institute, could rise to greater prominence

Approved

Nominating Committee

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

AD HOC COMMITTEE TO CONSIDER THE RESCINDING OF THE GRANT OF A DEGREE

Dr Tees informed Senate that pursuant to the powers delegated to the Nominating committee in May 2019, the following persons have been appointed to an Ad Hoc Committee to Consider the Rescinding of the Grant of a Degree: Mr Tariq Ahmed, Convocation Dr Victoria Bungay, School of Nursing Dr Abby Collier, Faculty of Pharmaceutical Sciences Dr Susan Parker, University Librarian Mr Temitope Onifade, PhD Student. He further advised that the Registrar has received a formal request from the Dean of the Faculty of Graduate and Postdoctoral studies to rescind the grant of a degree to a graduate of UBC. For reasons of confidentiality a further report on this matter is not expected be presented to Senate until such time as the Ad Hoc Committee has completed its work.

Report from Provost

BIOPRODUCTS INSTITUTE AS A GLOBAL RESEARCH EXCELLENCE INSTITUTE

Andrew Szeri	}	<i>That Senate designate the Bio Products Institute</i>
Gage Averill		<i>as a Global Research Excellence Institute,</i>
		<i>effective May 1, 2020.</i>

Senator Haffey asked what the criteria is for Global Research Excellence Institute

Dr Gail Murphy, Vice-President Research and Innovation, said that we currently only have one GREX: the Quantum Matter Institute. The structure was approved by Senate two years ago as a means of recognizing and supporting research area where UBC could rise to global prominence.

Senator Thachuk asked what it meant for an institute to have the GREX designation.

Dr Murphy said that we are working on reporting requirements; the criteria is “world leading” as recommended by the Research and Innovation Council.

Approved

Adjournment

Seeing no other business, the meeting was adjourned at 7:51 pm.

Appendix A: March Awards Report

NEW AWARDS – ENDOWED

Dr. Wilma Ethel Elias Scholarship in Chemistry

Scholarships totalling \$7,200 have been made available through an endowment established by an estate gift from Dr. Wilma Ethel Elias (1925-2018) for female graduate students studying chemistry. Dr. Elias was the first woman to obtain a Ph.D. at UBC. The scholarships are made on the recommendation of the Department of Chemistry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Kim-Bautista Award in Law

Awards totalling \$1,200 have been made available through an endowment established by Nicco Bautista (B.A. 2010, M.A. 2013, J.D. 2013) and Maria Kim-Bautista (B.A. 2010, J.D. 2013) for students in the J.D. program who are the first in their family to attend law school and have demonstrated academic excellence and community service. Preference will be given to students who identify as Black, or as a person of colour. Financial need may be considered. Nicco Bautista and Maria Kim-Bautista immigrated to Vancouver as children, were both the first in their families to attend law school, and are now lawyers practicing in Vancouver. Nicco and Maria were actively involved in student leadership and community service during their time at UBC. They established this award to support law students with similar backgrounds to their own. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2020/2021 winter session).

Dr. Miguel A. Romero Sánchez Memorial Fellowship in Chemistry

A \$15,000 fellowship has been made available through an endowment established by Dr. Miguel Angel Romero (Ph.D. 1990) in memory of his father Dr. Miguel Antonio Romero Sánchez (1925–1997) for an outstanding Ph.D. student in the Department of Chemistry. Preference will be given to a student with Mexican citizenship. Conditional on the recipient's continued satisfactory academic progress the fellowship may be renewed for an additional year of study. Dr. Romero Sánchez was a prominent organic chemist in Mexico. He completed his undergraduate degree at the National Autonomous University of Mexico, his M.S. and Ph.D. in organic chemistry at Harvard University and a postdoctoral fellowship at Imperial College London. Dr. Romero Sánchez was the founder and first President of the Mexican Mineralogical Society and was awarded the Carnegie Museum of Natural History Mineralogical Award in 1992. The fellowships are made on the recommendation of the Department of Chemistry in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

NEW AWARDS – ANNUAL

Go Global International Education Community Field Experience Award

Awards valued up to \$1,000 each have been made available for international Bachelor of Education students participating in recognized student activities through international practicum placements arranged by Go Global. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services. (First award available for the 2020/2021 winter session).

Go Global International Self-Initiated Research Award

Awards valued up to \$2,000 each have been made available annually for international undergraduate or graduate students participating in recognized student activities through self-initiated international research placements arranged by Go Global. The awards are made on the

recommendation of the Go Global International Learning Programs in consultation with Enrolment Services. (First award available for the 2020 summer session).

Go Global International Structured Undergraduate Research Program Award

Awards valued up to \$2,000 each have been made available annually for international undergraduate students participating in recognized student activities through structured international research placements arranged by Go Global. The awards are made on the recommendation of Go Global International Learning Programs in consultation with Enrolment Services. (First award available for the 2020 summer session).

Liu Scholars Award

Awards of \$2,000 each have been made available annually by the School of Public Policy and Global Affairs for Ph.D. students who have successfully completed a project with the Liu Scholars program. The awards are made on the recommendation of the School of Public Policy and Global Affairs, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Wayne Robertson, Q.C. Access to Justice Award

A \$2,000 award has been made available annually through a gift from the Governors of the Law Foundation of British Columbia and the benchers of the Law Society of British Columbia in honour of Wayne Robertson, Q.C. for a second or third year J.D. student in good academic standing who through coursework or volunteerism has contributed significantly to increasing access to justice. Financial need may be considered. Wayne Robertson, Q.C., served as Executive Director of the Law Foundation of British Columbia from 2002 to 2019. He has devoted many volunteer hours to various community and non-profit organizations, serving as a board member for both the Canadian Crossroads International and Community Legal Assistance Society. This award was created in recognition of Wayne's work to increase access to justice. The award is made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2019/2020 winter session).

Ian Townsend-Gault Memorial Graduate Research Award in Law

A \$2,000 award has been made available annually through a gift from friends and family in memory of Ian Townsend-Gault (1952-2016) for outstanding students in research-based graduate programs in the Peter A. Allard School of Law. Preference will be given to students conducting research in Asian law or international law. Ian Townsend-Gault was the Founding Director for the Centre for Asian Legal Studies at the Peter A. Allard School of Law, where he served as an Associate Professor. This academic award is made on the recommendation of the Peter A. Allard School of Law in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

UBC Emeritus College Award for Excellence in the Innovative and Creative Endeavors of Emeriti

One or more awards of \$1,000 are offered annually by the UBC Emeritus College to celebrate excellence in the innovative and creative endeavors of Emeriti since attaining Emeritus status. Nominations for the award may be made by any Emeritus to the UBC Emeritus College Office. The first Award will be in 2020-2021.

Eligibility: All persons listed under 'Emeritus Status' in the UBC Vancouver Academic Calendar.

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

Endowed Awards

1795 – Dental Undergraduate Society Award

Rationale for Proposed Changes

As approved at the Board of Governors meeting in February, the Terms of Reference for the Dental Undergraduate Society Award Endowment Fund was amended to include Dental Hygiene Students in the purpose of the fund, so that the award will now support both Doctor of Dental Medicine and Dental Hygiene students. When the award was established in 2003, the Dental Hygiene program had not been created. The faculty has requested that the award description be amended to include Dental Hygiene students, and that the word “externship” be removed from the description as it made the award difficult to adjudicate.

Current Award Description

Awards totaling \$1,500 have been endowed by the Dental Undergraduate Society to recognize undergraduate D.M.D. students participating in an externship focused on volunteer dentistry in an underprivileged and underserved area. The award is made on the recommendation of the Faculty of Dentistry.

Proposed Award Description

Awards totaling \$1,500 have been endowed made available through an endowment established by the Dental Undergraduate Society to recognize for undergraduate D.M.D. or D.H.D.P. students who have participating participated in an externship focused on volunteer dentistry program in an underprivileged and underserved area. The awards are is made on the recommendation of the Faculty of Dentistry.

Annual Awards

5141 – Go Global International Community Field Experience Award

Rationale for Proposed Changes

As awards for international students who go on exchange are funded by International Student Initiative, to streamline the adjudication and administration of the their awards, Go Global has created separate, identical awards for international students and is revising their existing awards to be for domestic students.

Current Award Description

Awards valued up to \$1,000 each are offered to domestic and international UBC Teacher Education students participating in recognized student activities through international practicum placements arranged by Go Global. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

Proposed Award Name: Go Global International Education Community Field Experience Award

Proposed Award Description

Awards valued up to \$1,000 each are offered to have been made available annually for domestic and international UBC Teacher Bachelor of Education students participating in recognized student activities through international practicum placements arranged by Go Global. The awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

5143 – Go Global Self-Initiated Research Award

Rationale for Proposed Changes

As awards for international students who go on exchange are funded by International Student Initiative, to streamline the adjudication and administration of the their awards, Go Global has created separate, identical awards for international students and is revising their existing awards to be for domestic students.

Current Award Description

Awards valued up to \$2,000 each are offered to domestic and international UBC students participating in recognized student activities through self-initiated international research placements arranged by Go Global. Awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

Proposed Award Description

Awards valued up to \$2,000 each are offered to have been made available annually for domestic and international UBC undergraduate and graduate students participating in recognized student activities through self-initiated international research placements arranged by Go Global. The Awards are made on the recommendation of the Go Global International Learning Programs in consultation with Enrolment Services.

6521 – Robert and Averil Kennedy Forestry Graduate Scholarship

Rationale for Proposed Changes

The award will now be funded through an endowment. The description has been updated to reflect the change in funding source and to follow current award description stylistic conventions.

Current Description:

A \$6,000 scholarship is offered annually by Dr. Robert (Bob) and Averil Kennedy. The scholarship is awarded to a graduate student enrolled in a thesis based Master's program in the Faculty of Forestry and whose area of study is wood science. The scholarship may be given to the same recipient for a maximum of two years. Dr. Kennedy received his undergraduate degree from the State University of New York, a Master's degree from UBC and his PhD from Yale University. He dedicated his career to the advancement of wood behaviour through wood science research and teaching. Dr. Kennedy was Dean of the Faculty of Forestry from 1983 until his retirement in 1991 when he became Emeritus Professor. The award is made on the recommendation of the Faculty of Forestry in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Name: Robert and Averil Kennedy Family Forestry Graduate Scholarship in Forestry

Proposed Description:

A \$6,000 scholarship is offered annually by Dr. Robert (Bob) and Averil Kennedy. Scholarships totalling \$4,000 have been made available through an endowment established by the Kennedy family, friends and colleagues, along with matching funds from the Faculty of Forestry, in memory of Dr. Robert (Bob) Kennedy (1931-2019). The scholarship is awarded to for a graduate students enrolled in a thesis-based Master's program in the Faculty of Forestry and whose area of study is wood science. The scholarship may be given to the same recipient for a maximum of two years. Dr. Kennedy received his undergraduate degree from the State University of New York, a Master's degree from UBC and his Ph.D. from Yale University. He dedicated his career to the advancement of wood behaviour through wood science research and teaching. Dr. Kennedy was Dean of the Faculty of Forestry from 1983 until his retirement in 1991 when he became an Emeritus Professor. The award scholarships are is made on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Postdoctoral Studies.

President's Award for Distinguished Service by a UBC Emeritus

Rationale for Proposed Changes

The award will now be funded by the UBC Emeritus College. The description has been updated to reflect this.

Current Award Description

One or more awards of \$1,000 are offered annually by the UBC Association of Professors Emeriti to UBC Emeriti who have, since attaining Emeritus status, displayed exceptional leadership or initiative in volunteer community service that benefits others in Canada or abroad. It is anticipated that the recipient will direct the Award to an organization, charity, or fund of their choosing. Nominations for the award may be made by any Emeritus to the Vice Provost's Office, UBC.

Eligibility: All persons listed under ‘Emeritus Status’ in The UBC Vancouver Academic Calendar.

Proposed Award Description

One or more awards of \$1,000 are offered annually by the UBC Association of Professors Emeriti UBC Emeritus College to UBC Emeriti who have, since attaining Emeritus status, displayed exceptional leadership or initiative in volunteer community service that benefits others in Canada or abroad. It is anticipated that the recipient will direct the Award to an organization, charity, or fund of their choosing. Nominations for the award may be made by any Emeritus to the Vice Provost’s Office, UBC.

Eligibility: All persons listed under ‘Emeritus Status’ in The UBC Vancouver Academic Calendar.

4501 – BC Association of Social Workers Prize

Rationale for Proposed Changes

Students enter the Bachelor of Social Work program in third-year rather than first-year. The award description is being updated to reflect this. The adjudication body is being revised to reflect that the student selection is made by the School and not the Director. The funding language has been updated to follow current award language conventions.

Current Award Description

A \$250 prize is offered by the British Columbia Association of Social Workers to an outstanding first year student in the School of Social Work, UBC Vancouver Campus. The award is made on the recommendation of the Director of the School.

Proposed Award Description

A \$250 prize is offered has been made available annually through a gift from by the British Columbia Association of Social Workers to for an outstanding first third year student in the School of Social Work, UBC Vancouver Campus. The award prize is made on the recommendation of the Director of the School of Social Work.

4481 – Art Soregaroli Memorial Award

Rationale for Proposed Changes

This award will now be funded through an endowment. The award description has been revised to reflect the change in funding source.

Current Award Description

A \$1,000 award is offered annually by family, friends and former students in memory of Dr. Art Soregaroli to a top-performing undergraduate student in Earth, Ocean and Atmospheric Sciences, with preference to a student enrolled in a 3rd or 4th-year mineral-deposit geology course. Art was a UBC alumnus and professor of Economic Geology. He would later go on to join the Geological Survey of Canada in the early 1970’s, serve as the Vice President at Westmin Resources, and end his career as the chief geoscientist for Teck Corporation. Art’s love of mineral collecting and travel took him and wife Rosalie to many exotic destinations in the years that followed. The award is made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences.

Proposed Award Description

Awards totalling \$4,000 A \$1,000 award is offered annually have been made available through an endowment established by family, friends and former students in memory of Dr. Art Soregaroli (1933-2017) for to a top-performing undergraduate students in the Department of Earth, Ocean and Atmospheric Sciences, with preference to a student enrolled in a 3rd or 4th-third or fourth year mineral-deposit geology courses. Art was a UBC alumnus and professor of Economic Geology. He would later go on to join the Geological Survey of Canada in the early 1970’s, serve as the Vice President at Westmin Resources, and end his career as the chief geoscientist for Teck Corporation. Art’s love of mineral collecting and travel took him and wife Rosalie to many exotic destinations in the years that followed. The awards is are made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences.

Appendix B: April Awards Report

NEW AWARDS – ENDOWED

Carl Trygve Carlsen Remembrance Scholarship in Athletics

One or more scholarships, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, without exceeding \$2500 per student. The scholarships have been made available through an endowment established by an estate gift from Carl Trygve Carlsen for student athletes. Scholarships are made on the recommendation of the Athletics Awards Committee. (First award available for the 2020/2021 winter session).

NITEP Student Bursary in Education

Bursaries totalling \$1,200 have been made available through an endowment established by alumni and friends of the Faculty of Education for UBC students enrolled in the NITEP – Indigenous Teacher Education Program in Faculty of Education. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

James O'Rourke Scholarship in Mining Engineering

Scholarships totalling \$4,000 have been made available through an endowment established in honour of James (Jim) O'Rourke (B.A.Sc. 1964), P.Eng., OBC, and supported by friends, family and colleagues, for outstanding Bachelor of Applied Science students specializing in Mining Engineering. Preference will be given to students studying Mineral Processing. Mr. O'Rourke is the founder of Copper Mountain Mining Corp and played a vital role in many prominent global mining projects in his fifty-year career. He served as president and director of numerous public and private companies and his contributions to mining and business have been recognized with honors including a Lifetime Achievement Award from the Mining Association of B.C. and induction into the Canadian Mining Hall of Fame. Jim received the Order of British Columbia (OBC) in 2011 for his contributions to mine building in B.C. The scholarships are made on the recommendation of Norman B. Keevil Institute of Mining Engineering. (First award available for the 2020/2021 winter session).

Judah Shumiatcher Memorial Award in Architecture

Awards totalling \$2,000 have been made available through an endowment established by the Shumiatcher Family in memory of Judah Shumiatcher (1928-2019) for outstanding students in the Master of Architecture program. Preference will be given to students whose designs encourage and inspire human action, experience and exchange. Judah (B.A. 1964, B.Arch. 1966) learned the art of hat making as a child in his father's shop, and originally pursued a career as a building contractor, but decided to become an architect after meeting Frank Lloyd Wright in New York City. Judah designed a custom home in Vancouver for his family, where they lived for thirty-eight years. Judah's work reflected his view that the most important element of architecture is the relationship between designed spaces and the people living, working and playing within them. The awards 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).

Peter Winterburn Memorial Award

Awards totalling \$2,000 have been made available through an endowment established by Vale Canada Limited, in memory of Dr. Peter Winterburn (1962 – 2019). The awards are available for graduate students affiliated with MDRU-Mineral Deposit Research Unit whose research focuses on mineral exploration geochemistry. Recipients are selected based upon academic excellence. Dr. Winterburn served as the NSERC/ACME Labs/Bureau Veritas Minerals Executive Industrial Research Chair in Exploration Geochemistry in the MDRU at UBC from 2013 to 2018. This award was established in recognition of Dr. Winterburn's contributions to exploration geochemistry and his legacy as a valued colleague, a respected geochemist and an inspiring mentor. The awards are made

on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

NEW AWARDS – ANNUAL

Ansari-Cook Foundation Bursary in Engineering for Indigenous Students

Bursaries totalling \$5,000 have been made available annually through a gift from the Ansari-Cook Foundation for First Nations, Métis, and Inuit students of Canada enrolled in the Bachelor of Applied Science program. Preference will be given to students specializing in Mechanical Engineering. The Ansari-Cook Foundation was established in 2018 with the goal of enhancing the quality of life in the community. One of its mandates is to advance education by providing financial assistance to students enrolled in post-secondary education. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Ausenco Scholarship in Mining Engineering

Scholarships totalling \$2,000 have been made available annually through a gift from Ausenco for outstanding Bachelor of Applied Science students specializing in Mining Engineering. Ausenco is a global engineering and project management company providing services in minerals and metals, process infrastructure, program management, environment and sustainability, and energy. Scholarships are made on the recommendation of the Norman B. Keevil Institute of Mining Engineering. (First award available for the 2020/2021 winter session).

Ausenco Scholarship for Women in Engineering

Scholarships totalling \$2,000 have been made available annually through a gift from Ausenco for outstanding female students in the Bachelor of Applied Science program specializing in Civil, Electrical, Engineering Physics, Environmental, Mechanical or Mining Engineering. Ausenco is a global engineering and project management company providing services in minerals and metals, process infrastructure, program management, environment and sustainability, and energy. Scholarships are made on the recommendation of the Faculty of Applied Science. (First award available for the 2020/2021 winter session).

Gentai Financial Group Scholarship in Finance

Scholarships totalling \$10,000, no less than \$2,000 each, have been made available annually through a gift from Gentai Financial Group for outstanding Bachelor of Commerce students specializing in finance at the Sauder School of Business. Gentai Financial Group is the umbrella company for Genesis Mortgage Investment Corporation, Gentai Capital Corporation and Gentai Asset Management Corporation. Gentai invests in mortgages across Canada with a long-term focus to provide investors with capital protection and income generation. The company is excited to build a meaningful relationship with the University and wants to help reduce financial barriers for students who wish to pursue higher education. The scholarships are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2020/2021 winter session).

Drew Green Thunderbird Award

Awards totalling \$5,000, which may range from a minimum value of \$500 to the maximum allowable under athletic association regulations, are offered annually by Drew Green for members of the UBC Thunderbirds Football team, Men's Basketball team, and Women's Basketball team in any year of study. Preference will be given to students from Scarborough, Ontario. Drew Green is a football and basketball enthusiast and established this award to support athletes from his hometown of Scarborough Ontario. The awards are made on the recommendation of the Athletics Awards Committee. (First award available for the 2020/2021 winter session).

Dr. Cecilia Y. S. Lee Bursary in Dentistry

Bursaries totalling \$3,500 have been made available annually through a gift from Dr. Cecilia Y. S. Lee (B.Sc. 1982, D.M.D. 1989) for students in the Doctor of Dental Medicine degree program. Cecilia was a recipient of student awards during her time at UBC and distinctly remembers how happy it made her to receive the support. Through this gift, she hopes to pay it forward and ensure current students have similar opportunities. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Joseph Perdue Memorial Bursary in Electrical Engineering

Bursaries totalling \$1,000 are offered annually by friends and family in memory of Joseph Perdue (1952-2017) for Bachelor of Applied Science students specializing in electrical engineering. Joseph Perdue (B.A.Sc. 1952) enrolled at UBC after serving in the Canadian Navy in World War II. After graduation, he moved to Toronto with his wife Teresa, where they raised their five children. In 2016, Joseph saw his grandson graduate from the UBC Faculty of Applied Science just as he had sixty-four years before. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Barbara Peat Memorial Scholarship in Chemical and Biological Engineering

Scholarships totalling \$25,000 have been made available annually through a gift from George Peat (B.A.Sc 1976), friends and family in memory of Barbara Peat (B.A.Sc 1980) for outstanding female chemical and biological engineering students in any year of study. Preference is given to students who are actively involved in a student team or club. Financial need may be considered. As one of two women in her graduating class in bioresource engineering, Barbara Peat (née Hislop) was always eager to support women studying engineering. She was a member of the UBC's Women's squash and fencing teams, was a linguist, and practiced in ten countries during her career. The scholarships are made on the recommendation of the Department of Chemical and Biological Engineering. (First award available for the 2020/2021 winter session).

Stikeman Elliott Entrance Scholarship

Scholarships totaling \$8,000 are offered annually by Stikeman Elliott LLP to a student entering first year of the JD program who has demonstrated academic excellence. Preference will be given to a student with 1) an undergraduate degree and/or MA in Business and/or 2) a background and/or work experience in the business field. The scholarship is made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2020/2021 winter season)

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Annual Awards

818 – BC Food Processors Association Award in Food Science

Rationale for Proposed Changes

The association has changed its name from BC Food Processors Association to BC Food and Beverage. The award description has been updated to reflect this.

Current Award Description

A \$2,500 award is offered annually by the British Columbia Food Processors Association (BCFPA) to a student in Food Science. In addition to the award, the selected student will receive a one-year membership to the BCFPA. Preference is given to students who have volunteered or are currently volunteering for the BCFPA. Volunteering with the Association enables the student to give back to the food processing community. The award is made on the recommendation of the Faculty of Land and Food Systems, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Name: BC Food and Beverage Processors Association Award in Food Science

Proposed Award Description

A \$2,500 award is offered annually by the British Columbia Food and Beverage Processors Association (BCFPA) to a student in Food Science. In addition to the award, the selected student will receive a one-year membership to the BCFPA BC Food and Beverage. Preference is given to students who have volunteered or are currently volunteering for the BCFPA BC Food and Beverage. Volunteering with the Association enables the student to give back to the food processing community. The award is made on the recommendation of the Faculty of Land and Food Systems, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.



Appendix C: March Curriculum Report

FACULTY OF ARTS

Parchment change Inclusion of Majors to the Bachelor of Arts/Fine Arts/Music parchment

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

New course **COMM 470 (3)** Venture Capital

FACULTY OF LAND AND FOOD SYSTEMS *New course* **APBI 462 (3)** Conservation Agriculture and Biodiversity Monitoring

PETER A ALLARD SCHOOL OF LAW *Revised degree requirements* Juris Doctor>Peter A. Allard School of Law

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science *New courses* **MECH 500 (1-12) d** Emerging Topics in Mechanical Engineering;

MECH 515 (1-12) d Emerging Topics in Applied Mechanics; **MECH 530 (1-12) d** Emerging Topics in Applied Mechanics; **MECH 540 (1-12) d** Emerging Topics in Mechatronics, Manufacturing, Controls, & Automation; **MECH 570 (1-12) d** Emerging Topics in Thermofluids; **NAME 500 (1-12) d** Special Topics in Naval Architecture and Marine Engineering

Appendix D: April Curriculum Report

FACULTY OF ARTS

New Minor

Middle East Studies

New course codes

ARBM: Modern Standard Arabic

ASL: American Sign Language

THFL: Theatre and Film

Revised course code

ARBC: Classical Arabic

New courses

ASIA 334 (3) Writing Women in Premodern East Asia; **ASIA 465 (3)** Japanese Horror; **ASL 100 (3)** American Sign Language and Deaf Culture I; **ASL 101 (3)** American Sign Language and Deaf Culture II; **GERM 206 (3)** Exile, Flight and Migration (in English); **THFL 100 (3)** The Art of Storytelling for Stage and Screen; **AFST 309 (3)** Arts of Africa and the African Diasporas; **AFST 370 (3-6) d** Literatures and Cultures of Africa and/or the Middle East; **AFST 410 (3)** Seminar in African Art; **ARBM 101 (3)** Introductory Modern Standard Arabic I; **ARBM 102 (3)** Introductory Modern Standard Arabic II; **ASIA 331 (3)** Islam in South Asia (750 – 1750); **ASIA 380 (3)** Modern Arabic Literature from the Middle East and North Africa in Translation; **ASIA 491 (3)** India and the Persianate World; **ASTU 460 (3)** No Knowledge is Neutral; **GEOG 346 (3-6) d** Topics in Geography.

PETER A. ALLARD SCHOOL OF LAW

New course

LAW 446 (3) Corporate Solicitors' Workshop.

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Arts

New courses

ENGL 565 (3-6) d Studies in Environmental Humanities; **PPGA 555 (1-3) d** Asia Policy Practice.

Land and Food Systems

New courses

FRE 500 (3) MSc Seminar; **FRE 600 (3)** PhD Seminar.

Peter A. Allard School of Law

Revised program

Master of Laws in Taxation

Medicine

New course code

PRHC: Primary Health Care

New courses

MEDG 580 (3) Genomic Testing and Clinical Bioinformatics; **MEDG 585 (3)** Applied Variant Interpretation; **MEDG 590 (3)** Evidenced-Based Genomic Counselling; **MEDG 595 (3)** Emerging Genomic Topics; **PRHC 501 (3)** Foundations in Primary Health Care I; **PRHC 503 (3)** Foundations in Primary Health Care II; **PRHC 505 (3)** Integrating the Principles of Collaborative, Team-Based Primary Health Care into Practice; **PRHC 507 (1.5)** Primary Health Care in Rural and Remote Communities; **PRHC 509 (1.5)** Special Topics in Primary Health Care.

FACULTY OF SCIENCE

New courses

ATSC 313 (3) Renewable Energy Meteorology; **BIOL 403 (3)** Microbial Ecology; **CHEM 355 (1)** Chemistry Integrated Laboratory; **CHEM 488 (3/6) d** Topics in Chemistry; **CPSC 440 (3)** Advanced Machine Learning; **GEOB 415 (3)** River Restoration: Science and Society; **STAT 201 (3)** Statistical Inference for Data Science;

*Revised courses*

CPSC 310 (4) Introduction to Software Engineering; **ENPH 479(6)** Engineering Physics Project III;
MATH 256 (3) Differential Equations; **STAT 460 (3)** Statistical Inference I; **STAT 461 (3)** Statistical Inference II.

Revised programs

Double Major in Science and Fine Arts

Major in Environmental Sciences

Honours in Environmental Sciences



27 May 2020

To: Vancouver Senate

From: Council of Senates Budget Committee -Vancouver Sub-Committee

Re: **Annual Report** (information)

Please find attached the 2019-20 Annual Report summarizing the activities of the Council of Senates Budget Committee - Vancouver Sub-Committee.

If you have any questions, please contact Christopher Eaton at christopher.eaton@ubc.ca.

Respectfully submitted,

Chris Hakim, Chair

Council of Senates Budget Committee -Vancouver Sub-Committee



Council of Senates Budget Committee – Vancouver Sub-Committee

Report to Senate – May 27, 2020

Terms of Reference (abridged)

The Committee shall meet with the President and assist in the preparation of the University budget; and make recommendations to the President and report to the Okanagan and Vancouver Senates at least annually concerning academic planning and priorities as they relate to the preparation of the University budget. In advising the President on the University budget, the Budget Committee may request information on any of the University's fund accounts.

Background

Officially, the Council of Senates Budget Committee includes representation from both UBC Vancouver and UBC Okanagan. Separate subcommittees have been formed on each campus and these committees meet regularly to discuss budgetary issues affecting the specific campus. This report is from the Vancouver Sub-Committee.

Membership

The Vancouver Sub-Committee's membership for 2019-2020 is as follows:

- Mr. Chris Hakim, Chair, Student Representative (Arts)
- Dr. Peter Choi, Elected by the Joint Faculties (Medicine)
- Dr. Adlai Fisher, Faculty of Commerce and Business Administration
- Dr. Susan Forwell, Elected by the Joint Faculties (Medicine)
- Mr. Séan Haffey, Convocation member of Senate
- Dr. Anna Kindler, Elected by the Joint Faculties (Education)
- Dr. Peter Marshall, Faculty of Forestry
- Dr. Mark Thachuk, Faculty of Science
- Ms. Vivian Tsang, Medicine

Report on Activities

The Committee met regularly over the course of the 2019-20 academic year with the Provost and Vice-President Academic, the Vice-President Finance and Operations, the Vice-Provost and Associate Vice-President, Enrolment and Academic Facilities, the Comptroller, and the Executive Director of Academic Initiatives from the Office of the Provost and Vice-President Academic. In addition, other guests attended individual meetings in order to deliver presentations or provide input on specific issues.

The Committee met six times in 2019-20. Meetings are held immediately prior to the main Senate meetings. Meetings typically begin with a 30-minute meeting of Senators alone, followed by presentations and discussions with representatives of the administration, and other guests. The agendas for the meetings of the Vancouver Sub-Committee are developed in collaboration with the Office of the Provost and Vice-President Academic and the Office of the Vice-President Finance and Operations.

The topics addressed by the Committee during the 2019-20 academic year include the following:

1. Portfolio Priorities for the Office of the Provost and Vice-President, Academic

Presenter: Andrew Szeri, Provost

Summary: Overview of the responsibilities of the Office of the Provost and VP Academic, and portfolio priorities for the next several years, such as: (i) Support the strategic aspirations of the faculties by developing and implementing a multi-year academic renewal plan, recruiting and retaining faculty, staff and students, and deploying the Academic Capital Fund and Revenue Sharing Fund; (ii) Advance key initiatives by implementing strategic plans (e.g. Indigenous Strategic Plan, International Strategic Plan, Shaping UBC'S Next Century); (iii) Coordinate strategic academic and operational activities by working with the VPFO on multi-year planning for enrolment, budgets and tuition, implementing initiatives that respond to the Workplace Experiences Survey, and supporting the IRP and Application Ecosystem Program; (v) Promote academic and research excellence by enhancing quality assurance by improving guidelines for external reviews of departments, identifying opportunities in interdisciplinary education, online learning and concurrent micro-credentials, supporting collective bargaining with the Faculty Association and realigning the allocation of Canada Research Chairs.

2. Key Priorities for the Office of the Vice-President, Finance and Operations

Presenter: Peter Smailes, Vice-President, Finance and Operations

Summary: Overview of the structure and strategic priorities of the VP Finance and Operations Portfolio, which include (i) Inspiring great people by committing to performance development, retention strategies, team member engagement, diversity and inclusion and safe working environments; (ii) Delivering on systems renewal (e.g. IRP - Workday, Planon – facility management software, AEP – Application Ecosystem Program) by providing training and support both in advance of systems going live, and in the future, to ensure long term success; (iii) Providing inspiring spaces by focusing on what can be done to increase much needed space, improving existing spaces to be more engaging and efficient, seismic upgrades and improving the Facility Condition Index; (iv) Leading operational excellence by evaluating why and how things are done and identifying areas to increase efficiencies and streamline operations.

3. Budget Process Overview

Presenter: Karamjeet Heer, Comptroller

Summary: The 2020-21 budget process is similar to last year and will continue to include consultations with deans and the UBC community. This year, more in depth consultation with indigenous leadership, deans and broader student consultation is planned. Discussion focused on sources of UBC's operating budget revenue, faculty budgets, and Tuition Allocation Model.

4. Divestment from Fossil Fuels

Presenters: Peter Smailes, Vice-President, Finance and Operations

Summary: Overview of the primary functions of UBC Investment Management Trust (IMANT), current asset mix of the Endowment Main Pool, steps involved in the investment process, pros and cons of alternative asset classes and the steps that would need to occur to transfer funds from one pool to another. Discussion focused on the December 2019 directive from the Board of Governors for UBC to divest from fossil fuels, definition of a fossil fuel company, and criteria being used to identify sustainable funds.

5. 2020/21 Operating Budget Outlook

Presenter: Karamjeet Heer, Comptroller

Summary: Overview of funds available for allocation in the 2020/21 fiscal year and budget ask review process. Discussion focused on the tuition allocation model, pre-committed funding allocations, and tuition levels at UBC compared to other large Universities in Canada.

6. Integrated Renewal Program (IRP) Updates

Presenter: Kate Ross, Associate Vice-President, Enrolment Services & Registrar and Chris Mercer, Program Director, Integrated Renewal Plan

Summary: Overview of IRP, program readiness assessment and deployment of HR and Finance application, and Student application timeline. Discussion focused on the finance strategy and impact of the project.

7. Budget 2020/2021

Presenters: Andrew Szeri, Provost and Vice-President Academic and Peter Smailes, Vice-President, Finance and Operations

Summary: overview of the overall operating budget was presented. Budget requests were categorized as follows: Prior Commitments – initiatives that were given prior approval through previous budget processes or fiscal 2019/20 mid-year review; (A's) – Initiatives that are recommended to be funded in fiscal 2020/21 without the need for further consultation; (B's) – Initiatives that are recommended for consultation with the University community; (C's) – Initiatives that may be deferred or funded from other sources but subject to consultation with University community; (D's) – Initiatives that may be deferred or funded from current operating or accumulated reserves. Committee members provided feedback as to which Category B and C requests they felt should receive funding.

8. Capital Planning and Prioritization Process – Joint Meeting with Senate Academic Building Needs Committee

Presenters: John Metras, Associate Vice-President, Campus Facilities and Jennifer Sanguinetti, Managing Director, Infrastructure Development

Summary: Overview of capital planning objectives and process. Project prioritization criteria include University Strategic Priorities (support for Academic renewal and the four core areas of UBC's Strategic Plan: People & Places, Research Excellence, Transformative Learning, and Local & Global Engagement) and Operational Performance and Risk Mitigation (health and safety, performance and reliability, legal/regulatory/reputation, and business case). Projects proposed for the 5-year Capital Plan and/or Academic Building Fund were highlighted

9. Budget Update

Presenters: Andrew Szeri, Provost and Vice-President Academic and Peter Smailes, Vice-President, Finance and Operations

Summary: Due to COVID-19, the 2020-21 Operating Budget originally scheduled for presentation at the April Senate meeting was withdrawn as new information on the impacts was being received. An updated budget projection will be reviewed by the committee on May 27th and therefore a summary cannot be provided on the May 27th report to Senate. It is anticipated the revised budget will be presented to both Senate and the Board in July 2020.

Concluding Remarks

Working collaboratively with the Office of the Provost and Vice-President Academic, and the Office of the Vice-President Finance and Operations, the Vancouver Sub-Committee of the Council of Senates Budget Committee has had a productive year in which many important issues were openly discussed, debated and



investigated, including: the President's Academic Excellence Initiative (PAEI), fossil fuel divestment, the Integrated Renewal Program, capital planning, the UBC Budget 2020/21, and COVID-19's impact on the University's finances. The student, convocation and faculty Senators on the Committee provided the president's office and guest presenters with feedback on potential challenges and opportunities that stemmed from topics of importance to the Committee. The Committee appreciates the level of consultation and collaboration with senior administration and the opportunity to provide an important academic perspective on behalf of the Vancouver Senate.



May 13, 2020

To: Vancouver Senate

From: Senate Academic Building Needs Committee

Re: **Annual Report 2019-2020**

Attached please find for your information the 2019-20 Annual Report of the activities of the Senate Academic Building Needs Committee.

Respectfully submitted,

Dr. Michael Isaacson, Chair
Senate Academic Building Needs Committee

**The University of British Columbia
Senate Academic Building Needs Committee
Annual Report to Senate, 2019 – 2020**

Members: Dante Agosti-Moro (Student), Peter Choi (Joint Faculties), Adlai Fisher (Commerce and Business Administration), Séan Haffey (Convocation), Michael Isaacson (Applied Science), André Ivanov (Joint Faculties), Philip Loewen (Science), Sarah Ngo (Convocation), Nick Pang (Student), Pam Ratner (Vice-Provost and Associate Vice-President, Enrolment and Academic Facilities), Kate Ross (Associate Vice-President, Enrolment Services and Registrar), Mike Stewart (Convocation), and Riley Ty (Student)

Committee Activities

The Senate Academic Building Needs Committee (SABNC) undertakes a significant portion of its activities through it being consulted on a range of relevant plans, projects, and topics. Such consultations occur in three ways:

1. Through presentations to the SABNC.
2. Through presentations to the Property and Planning Advisory Committee (PPAC). (All SABNC members are members of PPAC; the SABNC Chair is Vice-Chair of PPAC.)
3. Through meetings of the Capital Planning Working Group (CPWG). (The SABNC chair is a member of CPWG.)

Beyond the Committee's roles in being consulted in these ways, the Committee undertook the following activities:

- The Committee arranged for presentations to the committee on several topics of interest: an update regarding the UBCV Scheduling Project, Major Renovations and Deferred Maintenance, and Academic Building Needs – Assessing Need.
- Upon a request by the Senate Ad Hoc Committee on Academic Diversity and Inclusion (SACADI), the SABNC held a discussion on matters of interest to SACADI and responded to a request for a submission to SACADI.
- The Committee facilitated a presentation to the Senate at its April 2020 meeting: "Capital Projects Update" presented by Mr. John Metras, Associate Vice President Facilities.

It is noted that the Committee did not hold a joint meeting during 2019/20 with the Vancouver Sub-Committee of the Council of Senates Budget Committee due to unforeseen circumstances (a snow day, COVID-19 impacts, and scheduling conflicts).

As an implicit contribution, the SABNC Chair supported the UBCV Scheduling Project thorough his roles as chair of the Project's Steering Committee and member of the Project's Sponsor's Committee.

A list of presentations heard by the Committee is provided in Appendix I of this report.

Committee's Role in the Capital Project Prioritization and Approval Process

Prioritization Process. Each year, the University updates a scoring of all potential building project priorities with respect to both strategic priorities and operational priorities; in turn this scoring is taken into account in the development of an updated Five-Year Capital Plan, which lists the highest priority projects for government funding. The Committee normally participates in this process through its responses to related presentations at Committee and PPAC meetings. As well, the Committee Chair is a member of the Capital Planning Working Group and thereby provides, on behalf of the Committee, additional input to this prioritization process.

Approval Process. For projects valued at over \$5M, the capital project approval process formally requires three levels of Executive approval and three levels of Board approval (see Board Policy 126, Capital Projects, Capital Purchases and Internal Loans). The Committee's approval via PPAC represents an additional step in this process.

Building Projects and Routine Capital Program

Appendix II provides summary information relating to the building projects that have been recently completed or are in progress, and to UBC's Routine Capital Program. These are extracted from the April 2020 presentation to Senate: "Capital Projects Update".

Appendix I – Presentations to the Committee

The following presentations were made to the Committee since its last annual report to Senate in May 2019

SABNC Meetings:

17 September 2019 – Priority Setting of Capital Projects (John Metras, AVP Facilities)

15 October 2019 – Scheduling Project Update (Annie Yim, Associate Registrar, Scheduling, Records & Systems Management & HR Director)

21 January 2020 – Major Renovations and Deferred Maintenance at UBC (Jennifer Sanguinetti, Managing Director, Infrastructure Development)

18 February 2020 – Academic Building Needs – Assessing Need (Pamela Ratner, Vice-Provost & AVP Enrolment & Academic Facilities; John Metras, AVP Facilities)

Property and Planning Advisory Committee (PPAC) Meetings - Items for Recommendation:

18 June 2019 – Arts Student Centre (Jennifer Sanguinetti, Managing Director, Infrastructure Development)

16 July 2019 – Technology Enterprise Facility 4 (TEF4) (Jennifer Sanguinetti, Managing Director, Infrastructure Development)

15 October 2019 – Nursing & Kinesiology (Jennifer Sanguinetti, Managing Director, Infrastructure Development)

18 Feb 2020 – School of Biomedical Engineering Building (Jennifer Sanguinetti, Managing Director, Infrastructure Development)

18 Feb 2020 New Recreation Centre (Jennifer Sanguinetti, Managing Director, Infrastructure Development)

Property and Planning Advisory Committee (PPAC) Meetings - Item for Information:

18 February 2019 – Wesbrook Neighbourhood Plan Amendments (Grant Miller, Director of Planning: Development Services)

Appendix II – Selected Slides Re. Capital Projects Update

PROJECTS CURRENTLY IN PROGRESS



- 10 major building projects currently in design or construction, \$720M total investment
- \$6m in IIC projects (utilities, public realm) underway
- \$196m in routine capital projects (<\$5m) currently underway or completed in 2018/19



3

PROJECTS COMPLETED IN 2019

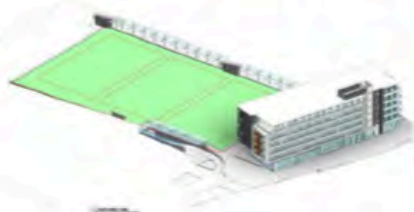
Undergraduate Life Sciences Teaching Labs (2019)



UBCO Teaching & Learning Centre (2018)



MacInnes Field Underground Parkade (2019)



Exchange Residence with UBC Exchange (2019)



4

PROJECTS IN CONSTRUCTION OR DESIGN

UBCO Housing Commons (2021)



UBCO Skeena Residence (2020)



Bioenergy Facility Expansion (2020)



Arts Student Centre (2021)



5

ROUTINE CAPITAL PROGRAM

- Provincial government (AEST) Routine Capital funding to UBC over 4 year period:
 - 2016/17: \$34.98m (received)
 - 2017/18: \$39.49m (received)
 - 2018/19: \$39.5m (AEST confirmed that their 2018/19 contribution was shifted down from previously communicated amount of \$44.13m)
 - 2019/20: \$39.5m (planned)
- Funding directed toward major maintenance & rehabilitation to improve Facility Condition Index (FCI) and reduce deferred maintenance
- Jointly funded by the Ministry of Advanced Education & Skills Training (AEST) for capital maintenance of core academic facilities.
- Annual costs must be shared (AEST 75%, UBC 25%)
- 10% allowance for upgrades & renovations (classrooms, seismic, accessibility)



6

27 May 2020

From: Senate Academic Policy Committee

To: Vancouver Senate

Re: Revisions to V-125 – Term and Formal Examination Scheduling

The Senate Academic Policy Committee has considered revisions to *Policy V-125 – Term and Formal Examination Scheduling* as they relate to two issues: 1) the feasibility and desirability of adjusting the winter-session schedule in order to add a fall-term break and also to extend the break between first and second terms; and 2) the desirability of extending the time within which students may withdraw from registered courses.

The first issue has been considered off and on for many years but most recently the Committee established the Academic Year Working Group in spring of 2019. The working group had the benefit of studies done by the AMS in 2018 and 2019 including a student survey and town hall; input from student-service staff in Enrolment Services, the VP Students' group and in academic units; and modeling of exam-schedule scenarios provided by Enrolment Services. Starting in the summer of 2019, the group looked at possible options for scheduling the start and end dates of terms and formal examination periods, as well as mid-term breaks. While the idea of a break in first term of winter session was supported, the best method of achieving the goal was less obvious. Earlier this year the group launched an online survey designed to gather the opinions of faculty and students on questions that aligned with a number of different scenarios for how terms and examinations are scheduled. Based on those results, the group ultimately recommended to the Senate Academic Policy Committee a half-week break enabled by a compression of the final exam period to 12 consecutive days, including Sundays. The proposal has six advantages: it retains the current minimum and normal numbers of teaching days, it does not require winter term one to begin before Labour Day, it retains the three-day study break between the end of classes and the start of examinations, it introduces a break of five days with a consistent timing by aligning it with the Remembrance Day holiday, it does not introduce yet another short week, and it eliminates the need to begin winter term two in the first few days of January as currently happens in some years. The Committee supported the recommendation. The proposed changes to term date scheduling will take effect from the 2021 Winter Session and thereafter.

For senators who were hoping for the introduction of a full-week break in winter term one, the vagaries of the calendar are such that there are more days to assign to different purposes in second term than in first. Few of you will remember that the current break in term two was introduced stepwise. In the mid-1960's a break four days long was introduced—Thursday to Sunday—at a time when classes were scheduled on Saturdays. February 1996 was the first time the current full-week break occurred.

The second issue arises from the expressed desire among students and academic advisors to provide a means of reducing student stress by allowing more time for students to decide to withdraw from courses. For example, the current rule sets the withdrawal deadline for one-term courses in the first term of winter session around Thanksgiving, at a time when many students have not yet received feedback on their learning. Universities across Canada have set varying deadlines, but most are later than ours. The proposal is to extend the withdrawal period, for example by two weeks in a winter term and one week in a summer term for one-term courses. The proposed changes to add-drop and withdrawal dates will take effect 1 September 2020.

Other proposed changes will formalize and define other important term dates such as the add-drop and withdrawal deadlines. The absence of formal definitions has led to differing interpretations and confusion, to the detriment of students.

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

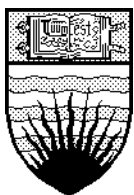
Motion:

“That Senate approve revisions to Policy V-125 – Term and Formal Examination Scheduling as set out in the attached.”

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

THE UNIVERSITY OF BRITISH COLUMBIA



SENATE POLICY: V-125.1

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

Number & Title

V-125: *Term and Formal Examination Scheduling*

Effective Date:

Changes to term date scheduling will take effect from the 2021 Winter Session and thereafter.

Changes to add-drop and withdrawal dates, as set out in sections 5, 6, 16 and 17 of this policy, will take effect 1 September 2020.

Approval Date:

May 2020 (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:

...(d) to determine the conditions under which candidates must be received for examination, to appoint examiners and to determine the conduct and results of all examinations;...

...(f) to consider, approve and recommend to the board the revision of courses of study, instruction and education in all faculties and departments of the university;...

(n) to provide for the preparation and publication of a university calendar; ...”

Purpose and Goals:

This policy is designed to ensure consistent scheduling of the *Winter and Summer Sessions*, their constituent terms, and *formal examination periods*.

Applicability:

This policy is applicable to direct-entry undergraduate programs.

Exclusions:

Graduate and professional programs do not necessarily follow the pattern of term and *formal examination* scheduling described herein.

Definitions:

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

- *Academic Year* shall mean the section in the Academic Calendar that indicates important dates and events throughout the period between September 1st and August 31st each year, as scheduled by the Registrar.
- *Formal examination* shall mean an oral, written, or practical assessment that contributes toward the determination of an examination candidate's final grade or standing in the respective course, and that is scheduled by the Registrar and time-limited, with invigilation provided.
- *Formal examination period* shall mean the period when *formal examinations* are scheduled (normally, in December, April, June, and August) as delineated in the *Academic Year* as scheduled by the Registrar.
- *Teaching day* shall mean a weekday on which instruction can be provided.
- *Teaching week* shall mean a week (Monday through Friday) during which instruction can be provided. **The end of a teaching week shall mean 11:59pm on the Friday of that week.**
- *University-recognized holidays* shall mean any day listed under “Statutory Holidays at UBC” on the University of British Columbia's Human Resources website.
- *Summer Session* shall mean the period of study that begins in May and ends in August.
- *Winter Session* shall mean the period of study that begins in September and ends in April.

Policy:

Winter Session

Term Length and Teaching Days

- 1) Each term contains a minimum of 60 *teaching days*; 63 *teaching days* are considered optimal. **A four-year running average of at least 122 teaching days is maintained, where possible.** Term 1 and Term 2 are equal in length, where possible;
- 2) ~~Each term spans a minimum of 11 *teaching weeks*.~~—The observance of *university-recognized holidays*, **a mid-term break** and a pre-examination break can result in some of the ~~11 weeks~~ *teaching weeks* containing fewer than five (5) *teaching days*.

Term Start Dates

- 3) Term 1 may begin prior to Labour Day, although not earlier than September 1. The Tuesday following Labour Day is ~~the~~ **typically the first *teaching day* of Term 1 start date.** **However, on that Tuesday, all classes are replaced by academic orientation programming (*Imagine UBC Day*) with the single exception of those classes that start at or after 5:00 p.m. and meet only once per week.**
- 4) Term 2 may begin with a partial week following the New Year's Day holiday, **but no earlier than January 5.** ~~The preferred start date is the Monday following January 1.~~

Add-Drop and Withdrawal Dates

- 5) **A one-term course may be added to a student's program only within the first ten *teaching days* of the term, and a two-term course within the first fifteen *teaching days* of the term. If a course is dropped during these periods, no record of the registration in the course will appear on the student's academic record.**
- 6) **Students may withdraw (with a "W" on their record) from Winter Session courses in which they are registered at any time up to the end of the eighth *teaching week* of classes for courses that are offered in a single term, and of the twelfth *teaching week* of classes for courses that span two terms.**

Examination Periods

- 7) There are at least three (3) days between the last day of classes in a *Winter Session* term and the beginning of *formal examinations*,

where possible. ~~Enrolment Services schedules each Academic Year to provide at least three (3) days, between the last day of classes and the first day of examinations in each of *Winter Session* Terms 1 and 2, where possible.~~

- 8) The lengths of the Term 1 and Term 2 *formal examination periods* are equal, **where** ~~when~~ possible. Up to **12 consecutive** ~~14~~ examinable days may be scheduled including Saturdays **and** ~~but not on~~ Sundays.
- 9) Term 1 *formal examinations* conclude not later than December 22; Term 2 *formal examinations* conclude not later than April 30.

~~Term 2~~ Mid-term Breaks

- 10) **A mid-term break is scheduled during Term 1, adding two weekdays to the day for observance of Remembrance Day (November 11). The break is scheduled so as to create only one short week, where possible.**
- 11) A one-week mid-term break is scheduled during Term 2, normally during the week of February 20.

Summer Session

Term Length and Teaching Days

- 12) Each term contains a minimum of 27 *teaching days*; 28 days are considered optimal. Term 1 and Term 2 are equal in length, where *possible*.
- 13) Each term spans a minimum of 6 *teaching weeks*. The observance of *university-recognized holidays* and the provision of a weekday free of classes at the end of each term before *formal examinations* can result in some of the 6 weeks containing fewer than five (5) teaching days.

Term Start Dates

- 14) Term 1 begins on the last Monday in May occurring before May 17.
- 15) Term 2 begins early in July after the Canada Day holiday and no later than July 6. The first week of Term 2 will be no shorter than three (3) days.

Add-Drop and Withdrawal Dates

- 16) A one-term course may be added to a student's program only before the end of the first five *teaching days* of the term, and a two-term course before the end of the first ten *teaching days*. If a course is dropped during this period, no record of the registration in the course will appear on the student's academic record.
- 17) Students may withdraw (with a "W" on their record) from courses in which they are registered at any time up to the end of the fourth *teaching week* of classes for courses that are offered in a single term, and of the eighth *teaching week* of classes for courses that span two terms.

Examination Periods

- 18) There are three (3) days including weekends and *university-recognized holidays* between the last day of classes in a *Summer Session* term and the beginning of *formal examinations*.
- 19) The length of the Term 1 and Term 2 *formal examination periods* are equal, ~~where~~ when possible. *Formal examinations* run for five (5) days including, if necessary, a Saturday.
- 20) Term 1 *formal examinations* conclude not later than June 30; Term 2 *formal examinations* conclude not later than August 22.

Calendar Statement:

When effective, changes will need to be reflected in the Academic Calendar under **Dates and Deadlines** and the **Academic Year**.

Consultations

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

AMS, AUS, SUS, Timetable Representatives Committee, Enrolment Services (scheduling, Student Financial Assistance and Awards), Strategic and Decision Support, Committee of Deans, Student Housing & Hospitality Services, VP Academic & Provost.

The 2020 revisions were based, in part, on the results of an academic year survey circulated to all faculty and staff.

History:

The term and examination dates have been subject to amendments from time to time as exhibited in the archive of Academic Calendars. In May 2004, Senate approved a number of recommendations that included the minimum provisions for each of Winter Session Terms 1 and 2 and the last day of examinations in the Winter Session Terms. Up until this current version of the policy, Summer Session scheduling has been based on current practice as Senate had not defined a schedule for the Summer Session. This policy formalizes the recommendations approved at the May 2004 meeting of the Senate and proposes a defined Summer Session schedule.

The 2020 revisions are motivated, in part, by the 2019 Academic Year Working Group's examination of the academic year with a focus on studying the feasibility and desirability of adding a fall break. The group recommended a half-week break enabled by a compression of the final exam period to 12 consecutive days, including Sundays. Separate from this initiative, the revisions seek to formalize and define other important term dates such as the add-drop and withdrawal deadline, and to extend the withdrawal period by two weeks in a winter term and one week in a summer term.

Related Policies:

Academic Year

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

Appendix:

There is no appendix to this policy.

27 May 2020

From: Senate Academic Policy Committee

To: Vancouver Senate

Re: Amendments to UBC's Affiliation Agreement with St. Mark's College

The Senate Academic Policy Committee has considered amendments to the University's affiliation agreement with St. Mark's College resulting from the proposed amalgamation of St. Mark's College (the Roman Catholic theological college currently affiliated with UBC) and Corpus Christi College (the liberal arts college operated by St. Mark's but currently a separate legal entity). These amendments repeal the terms of the original 1956 affiliation and re-affiliate St. Mark's College with the University pursuant to the terms of the Statute of the Senate of 18 January 1978 on Affiliation of Theological Colleges. This re-affiliation comes with additional requirements as they pertain to the benefits of the affiliation for students of St. Mark's College studying towards degrees in theology and those studying towards other degrees or programs. In the revised affiliation, St. Mark's will retain the privileges of affiliation for its theological students—including, on an exceptional basis, its undergraduate theological students—but not automatically have such privileges extended to the non-theological students that were previously registered with Corpus Christi College. The Committee notes that the 1978 Statute did not foresee the possibility of undergraduate degrees in theology, and understands that this is still a matter of some discussion within the theological education community; however, as the Province of British Columbia has authorized such a degree for St. Mark's, the Committee supports their inclusion within the revised affiliation.

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

Motion:

"That Senate approve amendments to the affiliation between The University of British Columbia and St. Mark's College as set out in the attached."

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee

27 May 2020

From: Senate Academic Policy Committee

To: Vancouver Senate

Re: Amendments to UBC's Affiliation Agreement with St. Mark's College

This proposal seeks to amend the University's affiliation agreement with St. Mark's College resulting from the amalgamation of St. Mark's College and Corpus Christi College.

Background

In 1956 the University affiliated with St. Mark's College, the Roman Catholic theological college located on campus. In 1990, Corpus Christi College, a liberal arts transfer institution co-located with St. Mark's, was created. Since that time, the colleges have existed as separate legal entities but with many shared resources, including administrative approaches, faculty appointments, students and programs. The two institutions are now in the process of formally amalgamating into one institution to be known collectively as St. Mark's College. As part of that process, the University's existing affiliation agreement with St. Mark's from 1956 would need to be amended to reflect the nature of the new, singular institution. Additionally, theological students with whom the University has an affiliated relationship with and the transfer students with whom it does not should be differentiated and treated accordingly in order to ensure equity within both the theological college and transfer college communities.

UBC has four affiliated theological colleges, all of which grant their students affiliated status at the University and extend access to a variety of resources. Corpus Christi students, while physically located on the campus, are not afforded the same kind of affiliated relationship; however, over the years they have gained student-like status through a variety of arrangements, both formal and informal. The University is enabled by Section 66 of the *University Act* to have special relations with theological colleges. Part of the change sought herein will make St. Mark's more than a theological college, yet the obligation to treat transfer students similarly across the BC Transfer System remains.

Though St. Mark's and Corpus Christi have agreed to formally amalgamate, doing so requires both changes to provincial legislation and the support of the University.

St. Mark's College was affiliated on the same terms as those on which the Anglican College and Union College were affiliated (Appendix A), per the Statute of Senate dated February 18, 1920 (Appendix B). In 1978 the Vancouver Senate established a Statute of the Senate on the Affiliation of Theological Colleges that repealed and replaced the 1920 statute and a 1958 resolution of Senate (Appendix C, pages 3-4).

This proposal seeks to amend the University's affiliation agreement with St. Mark's College under the following terms:

Amendment to Affiliation Agreement

The Academic Policy Committee recommends to the Senate that:

The affiliation between The University of British Columbia (hereafter the University) and St. Mark's College be amended as follows:

- 1) That the terms of the previous affiliation—as agreed to by the Board and Senate of UBC on 27 and 24 August 1956—be repealed; and
- 2) St. Mark's College be affiliated with the University pursuant to the terms of the Statute of the Senate of 18 January 1978 on Affiliation of Theological Colleges with the following additional requirements:
 - a. The benefits of affiliation with the University shall be accorded to those students of St. Mark's College studying towards degrees in theology. Those students of St. Mark's College studying towards other degrees—or studying for any other reason—may only be accorded benefits at the University not customarily available to the general public through other agreements that may be agreed to between the University and St. Mark's College from time to time.
 - b. St. Mark's College shall ensure that a university degree is normally a prerequisite for admission to its academic programs leading to graduate-level theological degrees. St. Mark's retains the right to admit to its graduate-level theological degree programs some students without prior university degrees as required above; however, these students should not constitute more than one-fifth of the total number of students studying towards any graduate-level theological degree.
 - c. St. Mark's College shall ensure that secondary school graduation or an appropriate level of university transferable course work is normally a prerequisite for admission to its academic programs leading to undergraduate-level theological degrees. St. Mark's retains the right to admit to its undergraduate-level theological degree programs some students without secondary school graduation or an appropriate level of university transferable course work as required above; however, these students should not constitute more than one-fifth of the total number of students studying towards any undergraduate-level theological degree.
 - d. The normal requirements of the Statute of Affiliation notwithstanding, St. Mark's College may admit students without prior university degrees to programs other than theological degrees in excess of one-fifth of their total number of students.

Friday, August 24th, 1956 2329

a letter from Mr. Osborne in connection with revision of the Evergreen Conference basketball schedule and rescinding of the regulation in regard to colleges or universities not entering teams in at least four major sports.

St. Mark's College

The Secretary read the following letter from Father H. Carr, Principal of St. Mark's College, applying for affiliation of that College with the University of British Columbia:

" St. Mark's College was incorporated as a Catholic College by the Legislature of British Columbia on Mar. of this present year. The College is now in a position to petition formally the Senate of the University for affiliation as a theological college of the University on the same terms as those on which the Anglican College and Union College are affiliated.

" As principal of St. Mark's College I do now humbly petition the Senate of the University to admit the college as an affiliated on the above-mentioned terms."

Dean Curtis)
Dr. Taylor)

That the Senate approve, and recommend to the Board of Governors, the affiliation of St. Mark's College as a theological college of the University, on the same terms as those on which the Anglican Theological College and Union College are affiliated.

Carried.

Senate of McGill University

The Secretary read a minute of the Senate of McGill University commemorating the late Professor Lemuel Robertson which had been received from the Secretary.

410

Affiliation of Theological Colleges.

Statute of University Senate under Sec.96 of Acts of 1916.

(a) Any incorporated Theological College in this Province having a Staff of Instructing Officers, such as by the Senate may be deemed sufficient, may be admitted as an Affiliated College, in connection with the University.

(b) Any such College desiring affiliation in connection with the University shall make application therefor and shall furnish with its application a copy of its Calendar.

(c) No such College shall be admitted to the affiliation, unless by a two-thirds vote of the members of Senate present at a Regular Meeting thereof, (and also by a two-thirds vote of the Governors present at the Meeting of Governors specially called to consider thereof). Nor shall the question of such admission be put to vote at such Meeting of the Senate until after opportunity given to the several Faculties to make such representations in the premises as they may see fit; nor yet, unless by unanimous consent of the members of Senate present at such Meeting until after three months' notice first given.

(d) Any Affiliated Theological College may at any time by duly notifying the Senate to that effect withdraw from its connection with the University.

(e) The Senate may also at any time by the like vote and under the like restrictions as are above prescribed for the admission of a College to affiliation terminate the connection of any Affiliated Theological College with the University.

Judge Howay)
Bishop de Pencier) That the report be adopted.

Mr. Gordon)
Mr. Boving) In amendment that the report be received and considered seriatim.

Carried.

Judge Howay)
Dr. Ashton) That Clause (a) be adopted.

Carried.

Judge Howay)
Dr. Ashton) That Clause (b) be adopted.

Carried.

Judge Howay)
Dr. Ashton) That Clause (c) be adopted.

Statute passed

THE UNIVERSITY OF BRITISH COLUMBIA



Enrolment Services | Senate & Curriculum Services
 Brock Hall 2016 – 1874 East Mall
 Vancouver BC V6T 1Z1
 Tel : (604) 822-5239 | Fax : (604) 822-5945

Vancouver Senate Policy Abstract on Affiliation of Theological Colleges

Prepared by Senate & Curriculum Services, August 2010. This abstract is intended as a helpful summary and reference. It does not purport to include all references to the affiliation of theological colleges that exist in the records of Senate. Where discrepancies exist between this document and the Minutes of Senate or the University Act, the official and current versions of those documents will govern.

Affiliation of theological colleges with universities in British Columbia is described in s. 66 of the *University Act*, R.S.B.C. 1996, c. 468, as follows:

- (1) A university must be non-sectarian and non-political in principle.
- (2) Despite subsection (1), a theological college incorporated in British Columbia may be affiliated with a university under a resolution or order made by the senate and approved by the board.
- (3) An incorporated theological college affiliated with a university may, despite that affiliation, have power to confer and grant degrees in theology, including honorary degrees.
- (4) Despite any other provisions of this Act, an affiliated college may
 - (a) make provisions it considers proper in regard to religious instruction and religious worship for its own students, and
 - (b) require religious observance as part of its discipline.

The Vancouver Senate has established a Statute of the Senate on the Affiliation of Theological Colleges, January 18, 1978 (full text reproduced below).

The following four theological colleges are currently affiliated with the University of British Columbia:

St. Mark's College: affiliated by resolution of the Senate dated August 24, 1956; approved by the Board of Governors August 27, 1956.

Vancouver School of Theology: affiliated under the name of "Ecumenical Theological Centre" by resolution of the Senate dated November 18, 1970. The Ecumenical Centre represented a merger between previously-affiliated Union College and the Anglican Theological College. The Ecumenical Theological Centre was renamed the Vancouver School of Theology in 1971.

Regent College: affiliated for a three-year period by resolution of the Senate dated November 14, 1973. Continuing affiliation granted by resolution of the Senate dated February 16, 1977, subsequently approved by the Board of Governors.

Carey Theological College (incorporated as Carey Hall): affiliated by resolution of the Senate dated September 15, 1999, subsequently approved by the Board of Governors.

In 1996, an ad hoc committee established by the Faculty of Graduate Studies prepared a "Report of the ad hoc Committee to Study Possible Involvement of the Theological Colleges in Graduate Education." The report was submitted to the Vancouver Senate and recommendations from the report were approved by the Senate at its meeting of April 17, 1996 (see https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/va_minutes_april1996.pdf, pp. 11412-5 and pp. 11428-33, for the full text of the report and the Senate discussion).

STATUTE OF THE SENATE
OF
THE UNIVERSITY OF BRITISH COLUMBIA
AFFILIATION OF THEOLOGICAL COLLEGES
JANUARY 18, 1978

The Senate of The University of British Columbia, under the powers conferred by the *Universities Act*, 1974, enacts as follows:

- (a) Any incorporated theological college in this province desiring affiliation with The University of British Columbia shall make application therefore to the Secretary of the Senate and the Secretary of the Board of Governors of the University and shall furnish with its application a copy of its calendar.
- (b) No such college shall be admitted to affiliation unless by a two-thirds vote of the members of Senate present at a regular meeting thereof, and also by a two-thirds vote of the governors present at a meeting of the Board of Governors. Nor shall the question of such admission be put to vote at such meeting of the Senate until after opportunity has been given to the several Faculties to make such representation as they may see fit; nor yet, unless by unanimous consent of the members of Senate present at such meeting until the expiration of three months' notice.
- (c) Any affiliated theological college may at any time, by duly notifying the Senate to that effect, withdraw from affiliation with the University provided that one year's notice of withdrawal has been given.
- (d) The Senate may also at any time, by the like vote and under the like restrictions as are above prescribed for the admission of a college to affiliation, terminate the affiliation of any theological college with the University provided that a one year notice of withdrawal of the affiliation has been given by the University.
- (e) An affiliated college must agree, as a condition of affiliation, to provide the following statement in all of its publications that indicate affiliation with the University including students' transcripts of records:
"The granting of affiliation means that the college meets the criteria for affiliation established by the Senate of The University of British Columbia but does not imply any scrutiny or approval of the course offerings of the affiliate by the University Senate."
- (f) The criteria for affiliation of theological colleges are as follows :
 - (i) A college shall be incorporated in the Province of British Columbia with power to confer and grant degrees in theology.
 - (ii) A college shall be, and shall remain in good standing with a recognized religious community or with other theological colleges affiliated with The University of British Columbia, or both.
 - (iii) A college shall have a physical presence on, or juxtaposed to, the campus of the University.
 - (iv) A college shall appoint to its regular teaching staff only people who have the equivalent standard of training normally required in university work, preferably an advanced degree in theology or a related discipline.
 - (v) A college must maintain an academic program, either
 - (a) leading to a degree, in which case it shall maintain at least four full-time properly qualified faculty in residence, or
 - (b) not leading to a degree, in which case it shall maintain at least two full-time properly qualified faculty in residence.

- (vi) A college shall normally require university graduation as a prerequisite for admission to its academic programs leading to a degree. Though a college would have the right to admit to its degree programs some students without previous university training, these should not ordinarily constitute more than one-fifth of the total number of students registered in such programs. University matriculation should be required as a minimum.
- (vii) A college offering courses in theology shall do so at an academic standard acceptable to the appropriate recognized theological accrediting agency associated with the religious community of that college.
- (viii) A college shall maintain, or otherwise supply, library resources adequate to the academic programs which it offers. These resources shall be made available to the university community.
- (ix) A college shall have a sufficient degree of separateness and independence from any other institution:
 - (a) to identify its assets and its expenditures
 - (b) to mark its specific functions as a theological college, and
 - (c) to give it a governing body of its own.
- (x) A college shall submit a resume of its academic operations to the Secretary of Senate annually and shall be prepared to respond to a request from the Senate from time to time for a review of its conformity to the criteria for affiliation.
- (xi) A college shall allow the Senate of the University to have a representative on the academic planning body of the college.
- (g) The Statute of Senate dated February 18, 1920 and the resolution of Senate dated May 14, 1958 are hereby repealed and replaced by sections (a) to (f) above.

27 May 2020

To: Senate (Vancouver)

From: Senate Admissions Committee

Re: EXPERIMENTAL MEDICINE - Doctor of Philosophy

Motion: To approve changes to admission requirements to the Doctor of Philosophy, Experimental program in the Department of Medicine, effective Summer 2020.



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

<p>Faculty: Medicine Department: Department of Medicine Faculty Approval Date: 02/18/220 Effective Session (W or S): S Effective Academic Year: 2020</p>	<p>Date: October 23, 2019 Contact Person: Kelly Xu Phone: 604-875-4111 (ext. 63140) Email: kelly.xu@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Experimental Medicine</p> <p>Doctor of Philosophy</p> <p>Admission Requirements</p> <p>Students admitted to the Ph.D. degree program normally possess an M.Sc. degree in life sciences, biology, zoology, biochemistry, or a related area, with clear evidence of research ability or potential. Transfer from the M.Sc. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate and Postdoctoral Studies.</p> <p>Program Requirements</p> <p>In most cases, students entering the program with a master's degree in a relevant field, or transferring from another program, are exempt from any coursework requirement. If appropriate, some coursework may be recommended by the student's supervisor, in consultation with the student's supervisory committee.</p> <p>All doctoral students are required to complete a comprehensive examination successfully by the end of the second year. The major requirement for the Ph.D. is completion of a research dissertation</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1159</p> <p>Present Calendar Entry:</p> <p>Experimental Medicine</p> <p>Doctor of Philosophy</p> <p>Admission Requirements</p> <p>Students admitted to the Ph.D. degree program normally possess an M.Sc. degree in life sciences, biology, zoology, biochemistry, or a related area, with clear evidence of research ability or potential. Transfer from the M.Sc. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate and Postdoctoral Studies.</p> <p>Program Requirements</p> <p>In most cases, students entering the program with a master's degree in a relevant field, or transferring from another program, are exempt from any coursework requirement. If appropriate, some coursework may be recommended by the student's supervisor, in consultation with the student's supervisory committee. Direct entry to the Ph.D. program from the B.Sc. is possible in exceptional circumstances, in particular requiring a first class standing and evidence of prior research ability. Direct entry students are required to take 12 credits of coursework, identical to M.Sc.</p>



meeting the Faculty of Graduate and Postdoctoral Studies requirements.

~~students, as described below.~~

All doctoral students are required to complete a comprehensive examination successfully by the end of the second year. The major requirement for the Ph.D. is completion of a research dissertation meeting the Faculty of Graduate and Postdoctoral Studies requirements.

Type of Action:

Delete information about direct entry to the PhD

Rationale for the Proposed Change:

It has been noticed that some PhD students through direct entry have experienced academic difficulties in their first and second years of study. ExMed program believes that taking grad level coursework in the first year as a master's student gives students more time to adjust to grad school life and may better prepare students for the PhD program. In case that a student does not meet his/her supervisor's expectations for a PhD student, the student still has the choice of staying in the MSc program and obtaining an MSc degree. Therefore, in the program executive committee meeting on October 4th, 2019, the executive committee had a discussion about this issue. Dr. Dirk Lange made a motion that the direct entry option be replaced by the fast track option. Dr. Tricia Tang seconded the motion and all committee members were in favor.



27 May 2020

To: Senate (Vancouver)

From: Senate Admissions Committee

Re: MEDICAL GENETICS – MSc/PHD Admission Requirements

Motion: *To approve and recommend the approval of changes to admission requirements to the Doctor of Philosophy, Medical Genetics and Master of Science, Medical Genetics programs in the Department of Medical Genetics effective Winter 2020-2021.*



IUBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Medicine Department: Medical Genetics Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2020	Date: January 29, 2020 Contact Person: Cheryl Bishop Phone: 604-822-5312 Email: medical.genetics@ubc.ca
Proposed Calendar Entry: Medical Genetics Program Overview The Department of Medical Genetics offers Master's and PhD degree programs, attracting students from across Canada and around the world. Trainees conduct research in laboratories affiliated with the University of British Columbia, an institution that consistently ranks among the world's best universities. UBC is located in Vancouver, British Columbia, one of the world's most livable cities. Faculty members in the Department of Medical Genetics are at the forefront of their fields, employing cutting edge genetic, epigenetic, genomic and bioinformatic methodologies to gain insight into diseases such as cancer, diabetes, obesity, neurodegenerative and neurological disorders, and other genetic diseases. Researchers in the Department are highly interactive and collaborate with local, national, and international colleagues, which further enriches the research experience for trainees. Areas of Research <ul style="list-style-type: none"> • Cancer Genetics & Genomics • Clinical Genetics, Genetic Counselling, Ethics & Policy 	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1198 Present Calendar Entry: Medical Genetics Program Overview The Department of Medical Genetics offers Master's and PhD degree programs, attracting students from across Canada and around the world. Trainees conduct research in laboratories affiliated with the University of British Columbia, an institution that consistently ranks among the world's best universities. UBC is located in Vancouver, British Columbia, one of the world's most livable cities. Faculty members in the Department of Medical Genetics are at the forefront of their fields, employing cutting edge genetic, epigenetic, genomic and bioinformatic methodologies to gain insight into diseases such as cancer, diabetes, obesity, neurodegenerative and neurological disorders, and other genetic diseases. Researchers in the Department are highly interactive and collaborate with local, national, and international colleagues, which further enriches the research experience. Areas of Research <ul style="list-style-type: none"> • Cancer Genetics & Genomics • Clinical Genetics, Genetic Counselling, Ethics & Policy



- Developmental Genetics and Birth Defects
- DNA Repair & Genome Stability
- Epigenetics, Epigenomics & Gene Regulation
- Genetic Epidemiology & Population Genetics
- Genomics & Bioinformatics
- Immunogenetics
- Neuroscience & Neurodegenerative Disease Genetics
- Pharmacogenomics
- Proteomics
- Stem Cells & Gene Therapy

Individual labs conduct clinical and/or translational research and basic experimental research engaging a wide variety of approaches including the use of model organisms such as mice, flies (*D. melanogaster*), worms (*C. elegans*), and yeast (*S. cerevisiae*). Research facilities are located at the UBC Vancouver campus as well as additional affiliated sites.

Doctor of Philosophy

Admission Requirements

Students applying to Ph.D. studies in Medical Genetics normally hold a M.Sc. degree in genetics or a related field. In exceptional cases, high-ranking applicants may be eligible for admittance to Ph.D. studies directly from an honours Bachelor's degree.

Applicants must have a strong overall grade point average and a first class standing in upper-level courses in genetics and/or genomics; and in one or more of the following: biochemistry, molecular biology, biostatistics (statistics) and bioinformatics.

- Developmental Genetics and Birth Defects
- DNA Repair & Genome Stability
- Epigenetics, Epigenomics & Gene Regulation
- Genetic Epidemiology & Population Genetics
- Genomics & Bioinformatics
- Immunogenetics
- Neuroscience & Neurodegenerative Disease Genetics
- Pharmacogenomics
- Proteomics
- ~~Clinical genetics, genetic counselling, ethics and policy~~

Individual labs conduct clinical and/or translational research and basic experimental research engaging a wide variety of approaches including the use of model organisms such as mice, flies (*D. melanogaster*), worms (*C. elegans*), and yeast (*S. cerevisiae*). Research facilities are located at the UBC Vancouver campus as well as additional affiliated sites.

Doctor of Philosophy

Admission Requirements

Students applying to ~~the~~ Ph.D. ~~program~~ in Medical Genetics ~~should normally have a background in upper-level genetics, biochemistry, molecular biology and biostatistics with a~~ first class standing in ~~their previous degree~~. Eligibility is based on academic background and achievement, research experience, and letters of recommendation. Academically admissible applicants must also obtain the commitment of a ~~Medical Genetics~~ research supervisor before receiving ~~final acceptance~~ from the Program and the Faculty of Graduate and Postdoctoral Studies. In exceptional cases, high ranking applicants may be eligible for admittance to



<p>Eligibility is based on academic background and achievement, relevant laboratory research experience, and letters of recommendation. Academically admissible applicants must also obtain the commitment of a research supervisor in the Department of Medical Genetics before receiving an admission offer from the Program and the Faculty of Graduate and Postdoctoral Studies.</p> <p>[...]</p> <p>Master of Science</p> <p>Admission Requirements Students applying to MSc. studies in Medical Genetics must have a strong overall grade point average and a first class standing in upper-level courses in genetics and/or genomics; and in one or more of the following: biochemistry, molecular biology, biostatistics (statistics) and bioinformatics.</p> <p>Eligibility is based on academic background and achievement, relevant laboratory research experience and letters of recommendation. Academically admissible applicants must also obtain the commitment of a research supervisor in the Department of Medical Genetics before receiving an admission offer from the Program and the Faculty of Graduate and Postdoctoral Studies.</p>	<p>Ph.D. studies directly from an honours Bachelor's degree.</p> <p>[...]</p> <p>Master of Science</p> <p>Admission Requirements Students applying to M.Sc. studies in Medical Genetics should normally have a background in upper-level genetics; biochemistry, molecular biology and biostatistics with a first class standing in their previous degree. Eligibility is based on academic background and achievement, research experience and letters of recommendation. Academically admissible applicants must also obtain the commitment of a Medical Genetics research supervisor before receiving final acceptance from the Program and the Faculty of Graduate and Postdoctoral Studies.</p> <p>Type of Action: Update areas of research and PhD and MSc admission requirements</p> <p>Rationale for Proposed Change: Request calendar changes to match updated information on MEDG Admissions web pages.</p> <p>When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed.</p>
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27 May 2020

To: Senate (Vancouver)

From: Senate Admissions Committee

Re: TOEFL & GRE REQUIREMENTS

Motion: To approve changes to English language proficiency standards and Graduate Record Examination Requirements for admission to the Faculty of Graduate and Postdoctoral Studies.



UBC Curriculum Proposal Form Change to Course or Program

Category: 2

Faculty: Graduate and Postdoctoral Studies Department: N/A Faculty Approval Date: January 17, 2020 Effective Session (W or S): W Effective Academic Year: 2020	Date: January 17, 2020 Contact Person: Jens Locher Phone: 604-827-5057 Email: jens.locher@ubc.ca																																				
Proposed Calendar Entry: English Language Proficiency Standards and GRE Requirements ... <i>Table represented below:</i> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Program</th> <th style="width: 25%;">Reading/ Writing/ Listening/ Speaking Component Scores for internet-based TOEFL</th> <th style="width: 25%;">Internet-based TOEFL Overall</th> <th style="width: 25%;">GRE</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Biochemistry and Molecular Biology (Ph.D., M.Sc.)</td> <td>27/29/27/24</td> <td>106</td> <td>Yes¹</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Program	Reading/ Writing/ Listening/ Speaking Component Scores for internet-based TOEFL	Internet-based TOEFL Overall	GRE					Biochemistry and Molecular Biology (Ph.D., M.Sc.)	27/29/27/24	106	Yes ¹					URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,345,0 Present Calendar Entry: English Language Proficiency Standards and GRE Requirements ... <i>Table represented below:</i> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Program</th> <th style="width: 25%;">Reading/ Writing/ Listening/ Speaking Component Scores for internet-based TOEFL</th> <th style="width: 25%;">Internet-based TOEFL Overall</th> <th style="width: 25%;">GRE</th> </tr> </thead> <tbody> <tr> <td>Accounting</td> <td> </td> <td>100</td> <td> </td> </tr> <tr> <td>Biochemistry and Molecular Biology (Ph.D., M.Sc.)</td> <td>27/29/27/24</td> <td>106</td> <td>Yes</td> </tr> <tr> <td>Business Administration (Ph.D., M.Sc.B.)</td> <td> </td> <td>100</td> <td>Yes²</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Program	Reading/ Writing/ Listening/ Speaking Component Scores for internet-based TOEFL	Internet-based TOEFL Overall	GRE	Accounting		100		Biochemistry and Molecular Biology (Ph.D., M.Sc.)	27/29/27/24	106	Yes	Business Administration (Ph.D., M.Sc.B.)		100	Yes²				
Program	Reading/ Writing/ Listening/ Speaking Component Scores for internet-based TOEFL	Internet-based TOEFL Overall	GRE																																		
Biochemistry and Molecular Biology (Ph.D., M.Sc.)	27/29/27/24	106	Yes ¹																																		
Program	Reading/ Writing/ Listening/ Speaking Component Scores for internet-based TOEFL	Internet-based TOEFL Overall	GRE																																		
Accounting		100																																			
Biochemistry and Molecular Biology (Ph.D., M.Sc.)	27/29/27/24	106	Yes																																		
Business Administration (Ph.D., M.Sc.B.)		100	Yes²																																		



Business Administration, Accounting (Ph.D.)		100	Yes ²				
Business Administration, Finance (Ph.D., M.Sc.B.)		100	Yes ²				
Business Administration, Management Information Systems (Ph.D., M.Sc.B.)		100	Yes ²				
Business Administration, Management Science (Ph.D.)		100	Yes				
Business Administration, Marketing (Ph.D.)		100	Yes ²				
Business Administration, Organizational Behaviour (Ph.D.)		100	Yes ²				
Business Administration, Strategy and Business Economics (Ph.D.)		100	Yes ²				
Business Administration, Transportation and Logistics (Ph.D., M.Sc.B.)		100	Yes ²				
Business Administration, Urban Land Economics (Ph.D.)		100	Yes ²				
Civil Engineering (Ph.D., M.A.Sc.)	22/25/22/21	100	Yes ^{1, 3}	Civil Engineering (Ph.D., M.A.Sc.)	22/25/22/21	100	Yes ³
Economics (Ph.D., M.A.)	22/22/22/22	93	Yes ¹⁰	Economics (Ph.D., M.A.)	22/22/22/22	93	Yes
				European Studies (M.A.)		92	
				Finance		100	
				Management Information Systems (Ph.D., M.Sc.B.)		100	Yes²
				Management Science		100	Yes²
				Marketing		100	Yes²
				Organizational Behaviour		100	Yes



Political Science (Ph.D., M.A.)	22/25/22/23	92	Yes ^{3,5, 10}
Rehabilitation Sciences (M.R.Sc.)	26/28/26/23	108	

¹ Not mandatory, but strongly recommended.

² Or GMAT.

³ Ph.D. program only.

⁴ Applicants from outside North America only.

⁵ General and subject tests required.

⁶ Ph.D. programs in Musicology, Music Theory, and Ethnomusicology; M.A. programs in Musicology and Music Theory.

⁷ For applicants with a degree from a university outside of Canada; results must be from the past 24 months.

⁸ Required for some applicants. See the degree program entry for detailed information.

⁹ Applicants with a degree from a university outside of Canada and the USA only.

¹⁰ Applicants with a degree from a university outside of Canada only.

Political Science (Ph.D., M.A.)	22/25/22/23	92	Yes ⁵
Rehabilitation Sciences (M.R.Sc.)		108	
Strategy and Business Economics		100	Yes²
Transportation and Logistics		100	
Urban Land Economics		100	

¹ Not mandatory, but strongly recommended.

² Or GMAT.

³ Ph.D. program only.

⁴ Applicants from outside North America only.

⁵ General and subject tests required.

⁶ Ph.D. programs in Musicology, Music Theory, and Ethnomusicology; M.A. programs in Musicology and Music Theory.

⁷ For applicants with a degree from a university outside of Canada; results must be from the past 24 months.

⁸ Required for some applicants. See the degree program entry for detailed information.

Type of Action:

Update the program name, degrees offered, and GRE/GMAT requirement for Accounting, Finance, Management Information Systems, Management Science, Marketing, Organizational Behaviour, Strategy and Business Economics, Transportation and Logistics, and Urban Land Economics.

Update the GRE requirement for the Biochemistry, Civil Engineering, Economics, and Political Science graduate programs.



Delete European Studies.

Update the minimum TOEFL component scores for the Rehabilitation Sciences graduate program.

Rationale for Proposed Change:

Accounting, Finance, Management Information Systems, Management Science, Marketing, Organizational Behaviour, Strategy and Business Economics, Transportation and Logistics, and Urban Land Economics are sub-specializations in Business Administration and the revised program names in the table will clarify this. The Management Science sub-specialization requires GRE scores as part of the application for admission, but all others will accept either GRE or the GMAT scores.

Biochemistry requires GRE scores from applicants with degrees from universities outside of Canada and the United States. Economics and Political Science (PhD only) require GRE scores from applicants with degrees from universities outside of Canada. The programs and prospective supervisors find this information helpful in assessing the academic preparation of their applicants and in comparing applicants from institutions in regions with which they are less familiar with the curriculum and grading practices.

While several faculty members in the Department of Civil Engineering believe the GRE score provides an additional useful measure for evaluating the capabilities of the PhD applicants, not all agree this should be a mandatory application material for all applicants. As a compromise between the two groups it was



proposed to have the GRE score as not mandatory but strongly recommended for PhD applicants.

At its December 2019 meeting, the Senate approved deleting the European Studies program from the Academic Calendar. It is therefore being removed from this list.

Rehabilitation Sciences is an online program for working health professionals. Minimum component scores were introduced to ensure all students entering the program have the required English language scores to succeed in the program.

27 May 2020

To: Senate (Vancouver)

From: Senate Admissions Committee

Re: GRADUATE STUDIES PROPOSALS

Motion: To approve changes in admission requirements for applicants to the following programs

A. CHEMICAL AND BIOLOGICAL ENGINEERING [Effective Winter 2020]

Page # Program

- | | | |
|---|----|---------------------------|
| 2 | 1. | Doctor of Philosophy |
| 3 | 2. | Master of Applied Science |
| 4 | 3. | Master of Science |

B1. MASTERS OF ENGINEERING LEADERSHIP [Effective Summer 2020]

Page # Program

- | | | |
|----|----|--|
| 6 | 1. | MEL in Advanced Materials Manufacturing |
| 8 | 2. | MEL in Clean Energy Engineering |
| 11 | 3. | MEL in Dependable Software Systems |
| 14 | 4. | MEL in High Performance Buildings |
| 16 | 5. | MEL in Integrated Water Management |
| 19 | 6. | MEL in Naval Architecture and Marine Engineering |
| 22 | 7. | MEL in Sustainable Process Engineering |
| 25 | 8. | MEL in Urban Systems |

B2. MASTERS OF HEALTH LEADERSHIP & POLICY [Effective Summer 2020]

Page # Program

- | | | |
|----|----|----------------------------|
| 27 | 1. | MHLP in Clinical Education |
| 30 | 2. | MHLP in Seniors Care |

C. Masters of Engineering Leadership Excerpts (page 34)



UBC Curriculum Proposal Form Change to Course or Program

Category: 2

<p>Faculty: APSC Department: CHBE Faculty Approval Date: March 5, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: 31 January 2020 Contact Person: Louise Creagh Phone: 604-822-5787 Email: alcreagh@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Chemical and Biological Engineering</p> <p>Program Overview</p> <p>The Department of Chemical and Biological Engineering offers graduate programs leading to research degrees of Doctor of Philosophy (Ph.D.), Master of Applied Science (M.A.Sc.) and Master of Science (M.Sc.). Thesis and dissertation topics are available in the fields of faculty research. Joint research is carried out in areas of common interest at the master's and doctoral levels with many of the World's leading research institutes, including our partnered units at UBC that include the Michael Smith Laboratories, Bioenergy Research Demonstration Facility, Clean Energy Research Centre, BioProducts Institute, and Pulp & Paper Centre. CHBE faculty-led research provides innovative and sustainable solutions to pressing local and global challenges to industry and society. The faculty are engaged in research in the following broad areas:</p> <ul style="list-style-type: none"> • Biotechnology • Chemical Process Engineering • Energy and Materials • Environmental Engineering 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1132</p> <p>Present Calendar Entry:</p> <p>Chemical and Biological Engineering</p> <p>Program Overview</p> <p>The Department of Chemical and Biological Engineering offers graduate programs leading to research degrees of Doctor of Philosophy (Ph.D.), Master of Applied Science (M.A.Sc.) and Master of Science (M.Sc.). Thesis and dissertation topics are available in the fields of faculty research. Joint research is carried out at the master's and doctoral levels with Michael Smith Laboratories, Bioenergy Research Demonstration Facility, Clean Energy Research Centre, and Pulp & Paper Centre in areas of common interest. CHBE faculty-led research provides innovative and sustainable solutions to pressing local and global challenges to industry and society. The faculty are engaged in research in the following broad areas:</p> <ul style="list-style-type: none"> • Biotechnology • Chemical Process Engineering • Energy and Materials • Environmental Engineering <p>Graduates from other branches of engineering or from science may also be accepted, but may be required to</p>



Graduates from other branches of engineering or from science may also be accepted, but may be required to successfully complete selected undergraduate/graduate courses in chemical and biological engineering before receiving a degree. A list of undergraduate/graduate course requirements may be obtained from the Department of Chemical and Biological Engineering **website** (<https://www.chbe.ubc.ca/>).

Doctor of Philosophy

Admission Requirements

Students admitted to the Ph.D. degree program normally possess an M.A.Sc. degree in chemical engineering or a related area, with clear evidence of research ability or potential. Transfer from the master's to the Ph.D. program is permitted under regulations set by the Faculty of Graduate and Postdoctoral Studies. **Exceptional students may be admitted directly to the doctoral program from the bachelor's level, with approval from the Faculty of Graduate and Postdoctoral Studies.**

Program Requirements

All doctoral students are required to complete a comprehensive examination successfully. The major requirement for the Ph.D. is completion of a research dissertation meeting the Faculty of Graduate and Postdoctoral Studies requirements.

The Ph.D. is for superior students who wish to acquire the knowledge, techniques, and skills required for advanced research. The program is based on a dissertation, at least 6 credits of coursework suitable to the student's research interests, the seminar course CHBE 598, and a proposal

successfully complete selected undergraduate courses in chemical and biological engineering before receiving a degree. A list of undergraduate course requirements may be obtained from the Department of Chemical and Biological Engineering.

Doctor of Philosophy

Admission Requirements

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

Program Requirements

All doctoral students are required to complete a comprehensive examination successfully. The major requirement for the Ph.D. is completion of a research dissertation meeting the Faculty of Graduate and Postdoctoral Studies requirements.

The Ph.D. is for superior students who wish to acquire the knowledge, techniques, and skills required for advanced research. The program is based on a dissertation, at least 6 credits of coursework suitable to the student's research interests, the seminar course CHBE 598, and a proposal preparation course CHBE 697 for a total of 9 credits of coursework.



preparation course CHBE 697 for a total of 9 credits of coursework.

Master of Applied Science

Admission Requirements

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

Program Requirements

The M.A.Sc. requires a 12-credit thesis and 18 credits of coursework, including the seminar course CHBE 598 and the proposal preparation course CHBE 597. Normally, the required 18 credits will include 6 credits chosen from fundamental graduate courses in chemical and biological engineering and 6 credits of additional graduate courses. The remaining 6 credits can be other graduate or undergraduate 300 and/or 400 level courses. Part-time students may enrol in the M.A.Sc. program.

Master of Science

Admission Requirements

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

Program Requirements

The MSc requires a 12-credit thesis and 18 credits of coursework, including the seminar course CHBE 598 and the

Master of Applied Science

Admission Requirements

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

Program Requirements

The M.A.Sc. requires a 12-credit thesis and 18 credits of coursework, including the seminar course CHBE 598 and the proposal preparation course CHBE 597. Normally, the required 18 credits will consist of 12 credits chosen from graduate courses in chemical and biological engineering and 6 credits of courses from outside or outside the program. Part-time students may enrol in the M.A.Sc. program.

Master of Science

Admission Requirements

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

Program Requirements

The program requires a 12-credit thesis and 18 credits of coursework, including the seminar course CHBE 598 and the proposal preparation course CHBE 597. Normally, 12 of the 18 credits must be selected from graduate courses inside or outside the Chemical and Biological Engineering program. Part-time students may enrol in the M.Sc. program.



proposal preparation course CHBE 597.

Normally, the **required** 18 credits **will include 6 credits chosen from fundamental graduate courses in chemical and biological engineering and 6 credits of additional graduate courses. The remaining 6 credits can be other graduate or undergraduate 300 and/or 400 level courses.** Part-time students may enrol in the M.Sc. program.

Type of Action: Update PhD, MASc, MSc admission and program requirements.

Rationale for Proposed Change:

CHBE has revised admissions and course requirements for graduate degrees, MASc, MSc, PhD, to meet current requirements of the discipline.



UBC Curriculum Proposal Form Change to Course or Program

Category: 2

<p>Faculty: Applied Science Department: Faculty Approval Date: March 5, 2020 Effective Session (W or S): Summer Effective Academic Year: 2020</p>	<p>Date: 27/01/2020 Contact Person: Helen May Phone: 2-9415 Email: helen.may@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in Advanced Materials Manufacturing</p> <p>The MEL Program is a professional leadership degree. Admission takes into consideration a variety of criteria: previous academic performance, English language proficiency, professional experience, maturity, and fit.</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> Applicants must normally hold an undergraduate credential in Material Engineering, Mechanical Engineering, Civil Engineering or related discipline; Have a minimum of two years of relevant experience. <p>The minimum admission requirement for students with degrees from North American institutions is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study.</p> <p>[...]</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,966,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in Advanced Materials Manufacturing</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> Applicants must normally hold an undergraduate credential in Material Engineering, Mechanical Engineering, Civil Engineering or related discipline; Have a minimum of two years of relevant experience. <p>The minimum admission requirement for students with degrees from North American institutions is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study.</p> <p>[...]</p>



Program Requirements

Degree completion requires completion of 30 credits. This includes 18 credits of Pillar courses, including 6 credits of constrained electives and 12 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. The Pillar contains the relevant technical material and is equivalent to a specialization. Each student's coursework must be approved by the MEL in AMM graduate program office. A complete list of the courses required for successful completion are available on the [program website](#).

Program completion also requires that the student attend Welcome Day and successfully participate in all mandatory workshops as defined by the program administration.

Program Requirements

Degree completion requires completion of 30 credits. This includes 18 credits of Pillar courses, including 6 credits of constrained electives and 12 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. The Pillar contains the relevant technical material and is equivalent to a specialization. Each student's coursework must be approved by the MEL in AMM graduate program office. A complete list of the courses required for successful completion are available on the [program website](#).

Type of Action:

Add additional information to the admission requirements section and add an additional requirement to the program requirements section.

Rationale for Proposed Change:

The Master of Engineering Leadership (MEL) and the Master of Health Leadership (MHLP) degrees are a cohort of 100+ students. These professional degrees are a hybrid of technical and leadership/management courses. All students take a common portfolio of business and leadership courses and there are 10 technical specializations to choose from.

The cohort experience of the MEL and MHLP programs is unique and enriching, and provides a significant contribution to the student's experience and development



	<p>to be a future leader. To ensure that this dynamic is achieved we want to propose two additions to the academic calendar.</p> <p>The first addition is to include text in the application requirement section, which highlights that application assessment is not limited to the UBC minimum requirements. This inclusion of other professional qualities will encourage high caliber applications which enhance the cohesive and professional cohort experience for the students.</p> <p>The second text addition falls under the program requirements section, where we like to include a mandatory attendance component to the program requirements, to supplement the student's academic and professional development. The MEL and MHLP cohort are a diverse group who been working in various industries and countries, before joining UBC. The expectations of professionalism and academic integrity varies significantly throughout the cohort. The MEL and MHLP Welcome Day and 1-day workshop delivers information and professional development on UBC policies, expectations, professionalism, respect and integrity. These workshops provide the foundations and knowledge to ensure their success at UBC and a future career in North America. Making it a mandatory component of the programs ensures that expectations are clear to the whole cohort and students can hold their peers' behavior accountable.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in Clean Energy Engineering</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,967,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in Clean Energy Engineering</p>



The MEL Program is a professional leadership degree. Admission takes into consideration a variety of criteria: previous academic performance, English language proficiency, professional experience, maturity, and fit.

Admission Requirements

- Applicants must normally hold an undergraduate credential in engineering or a BSc in environmental science or related specialization;
- Have a minimum three years relevant experience in the energy sector;
- Have completed a 2nd or 3rd-year-level-course in thermodynamics.

The minimum admission requirement for students with degrees from North American institutions is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study.

[...]

Program Requirements

Degree completion requires completion of 30 credits. This includes 18 credits of Pillar courses and 12 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration, and a 3-credit Capstone course. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied

Admission Requirements

- Applicants must normally hold an undergraduate credential in engineering or a BSc in environmental science or related specialization;
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The minimum admission requirement for students with degrees from North American institutions is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study.

[...]

Program Requirements

Degree completion requires completion of 30 credits. This includes 18 credits of Pillar courses and 12 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration, and a 3-credit Capstone course. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied



Science Professional Master's programs. The Pillar contains the relevant technical material and is equivalent to a specialization. Each student's coursework must be approved by the Applied Science graduate program office. Students in the MEL CEEN will choose in their second term between a Co-operative Education Placement (APSC 412 non-additive credits not counted in the 30 credits program requirement) and an entrepreneurial experience. A complete list of the courses required for successful completion are available on the [program website](#).

Program completion also requires that the student attend Welcome Day and successfully participate in all mandatory workshops as defined by the program administration.

Science Professional Master's programs. The Pillar contains the relevant technical material and is equivalent to a specialization. Each student's coursework must be approved by the Applied Science graduate program office. Students in the MEL CEEN will choose in their second term between a Co-operative Education Placement (APSC 412 non-additive credits not counted in the 30 credits program requirement) and an entrepreneurial experience. A complete list of the courses required for successful completion are available on the [program website](#).

Type of Action:

Add additional information to the admission requirements section and add an additional requirement to the program requirements section.

Rationale for Proposed Change:

The Master of Engineering Leadership (MEL) and the Master of Health Leadership (MHL) degrees are a cohort of 100+ students. These professional degrees are a hybrid of technical and leadership/management courses. All students take a common portfolio of business and leadership courses and there are 10 technical specializations to choose from.

The cohort experience of the MEL and MHL programs is unique and enriching, and provides a significant contribution to the student's experience and development to be a future leader. To ensure that this dynamic is achieved we want to propose two additions to the academic calendar.

The first addition is to include text in the application requirement section, which highlights that application assessment is not



	<p>limited to the UBC minimum requirements. This inclusion of other professional qualities will encourage high caliber applications which enhance the cohesive and professional cohort experience for the students.</p> <p>The second text addition falls under the program requirements section, where we like to include a mandatory attendance component to the program requirements, to supplement the student's academic and professional development. The MEL and MHLP cohort are a diverse group who been working in various industries and countries, before joining UBC. The expectations of professionalism and academic integrity varies significantly throughout the cohort. The MEL and MHLP Welcome Day and 1-day workshop delivers information and professional development on UBC policies, expectations, professionalism, respect and integrity. These workshops provide the foundations and knowledge to ensure their success at UBC and a future career in North America. Making it a mandatory component of the programs ensures that expectations are clear to the whole cohort and students can hold their peers' behavior accountable.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in Dependable Software Systems</p> <p>The MEL Program is a professional leadership degree. Admission takes into consideration a variety of criteria: previous academic performance, English language proficiency, professional experience, maturity, and fit.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,983,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in Dependable Software Systems</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • Applicants must hold an undergraduate degree in Computer Engineering or Computer Science; • Have prior experience developing software systems;



Admission Requirements

- Applicants must hold an undergraduate degree in Computer Engineering or Computer Science;
- Have prior experience developing software systems;
- Have a minimum three years relevant experience.

The minimum admission requirement for students with degrees from North American institutions is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study

[...]

Program Requirements

Degree completion requires completion of 30 credits. This includes 18 credits of Pillar courses, including 3 credits of constrained electives and 12 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. The Pillar contains the relevant technical material. Each student's coursework must be approved by the MEL in DSS graduate program office. Students in the MEL in DSS will complete a Capstone Project. A complete list of the courses required for successful completion are available on the [program website](#).

- Have a minimum three years relevant experience.

The minimum admission requirement for students with degrees from North American institutions is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study

[...]

Program Requirements

Degree completion requires completion of 30 credits. This includes 18 credits of Pillar courses, including 3 credits of constrained electives and 12 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. The Pillar contains the relevant technical material. Each student's coursework must be approved by the MEL in DSS graduate program office. Students in the MEL in DSS will complete a Capstone Project. A complete list of the courses required for successful completion are available on the [program website](#).



Program completion also requires that the student attend Welcome Day and successfully participate in all mandatory workshops as defined by the program administration.

Type of Action:

Add additional information to the admission requirements section and add an additional requirement to the program requirements section.

Rationale for Proposed Change:

The Master of Engineering Leadership (MEL) and the Master of Health Leadership (MHL) degrees are a cohort of 100+ students. These professional degrees are a hybrid of technical and leadership/management courses. All students take a common portfolio of business and leadership courses and there are 10 technical specializations to choose from.

The cohort experience of the MEL and MHL programs is unique and enriching, and provides a significant contribution to the student's experience and development to be a future leader. To ensure that this dynamic is achieved we want to propose two additions to the academic calendar.

The first addition is to include text in the application requirement section, which highlights that application assessment is not limited to the UBC minimum requirements. This inclusion of other professional qualities will encourage high caliber applications which enhance the cohesive and professional cohort experience for the students.

The second text addition falls under the program requirements section, where we like to include a mandatory attendance component to the program requirements, to supplement the student's academic and professional development. The MEL and MHL cohort are a diverse group who have been working in various industries and countries, before joining UBC. The expectations of professionalism and academic integrity



	<p>varies significantly throughout the cohort. The MEL and MHLP Welcome Day and 1-day workshop delivers information and professional development on UBC policies, expectations, professionalism, respect and integrity. These workshops provide the foundations and knowledge to ensure their success at UBC and a future career in North America. Making it a mandatory component of the programs ensures that expectations are clear to the whole cohort and students can hold their peers' behavior accountable.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in High Performance Buildings</p> <p>The MEL Program is a professional leadership degree. Admission takes into consideration a variety of criteria: previous academic performance, English language proficiency, professional experience, maturity, and fit.</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • Applicants must hold an undergraduate credential in either engineering (or equivalent) OR a professional Master of Architecture. • A minimum of 3 years relevant work experience. <p>Applicants lacking these requirements may be required to complete additional coursework on the recommendation of the Program Director. Additionally, applicants with backgrounds only in architecture may be required to complete prerequisite coursework in engineering on the recommendation of the Program Director.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,993,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in High Performance Buildings</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • Applicants must hold an undergraduate credential in either engineering (or equivalent) OR a professional Master of Architecture. • A minimum of 3 years relevant work experience. <p>Applicants lacking these requirements may be required to complete additional coursework on the recommendation of the Program Director. Additionally, applicants with backgrounds only in architecture may be required to complete prerequisite coursework in engineering on the recommendation of the Program Director.</p> <p>[...]</p>



[...]

Program Requirements

Degree completion requires completion of 30 credits. This includes 18 credits of Pillar courses and 12 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration. (Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. The Pillar contains the relevant technical material.)

Program completion also requires that the student attend Welcome Day and successfully participate in all mandatory workshops as defined by the program administration.

Program Requirements

Degree completion requires completion of 30 credits. This includes 18 credits of Pillar courses and 12 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration. (Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. The Pillar contains the relevant technical material.)

Type of Action:

Add additional information to the admission requirements section and add an additional requirement to the program requirements section.

Rationale for Proposed Change:

The Master of Engineering Leadership (MEL) and the Master of Health Leadership (MHL) degrees are a cohort of 100+ students. These professional degrees are a hybrid of technical and leadership/management courses. All students take a common portfolio of business and leadership courses and there are 10 technical specializations to choose from.

The cohort experience of the MEL and MHL programs is unique and enriching, and provides a significant contribution to the student's experience and development to be a future leader. To ensure that this dynamic is achieved we want to propose two additions to the academic calendar.



	<p>The first addition is to include text in the application requirement section, which highlights that application assessment is not limited to the UBC minimum requirements. This inclusion of other professional qualities will encourage high caliber applications which enhance the cohesive and professional cohort experience for the students.</p> <p>The second text addition falls under the program requirements section, where we like to include a mandatory attendance component to the program requirements, to supplement the student's academic and professional development. The MEL and MHLP cohort are a diverse group who been working in various industries and countries, before joining UBC. The expectations of professionalism and academic integrity varies significantly throughout the cohort. The MEL and MHLP Welcome Day and 1-day workshop delivers information and professional development on UBC policies, expectations, professionalism, respect and integrity. These workshops provide the foundations and knowledge to ensure their success at UBC and a future career in North America. Making it a mandatory component of the programs ensures that expectations are clear to the whole cohort and students can hold their peers' behavior accountable.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in Integrated Water Management</p> <p>The MEL Program is a professional leadership degree. Admission takes into consideration a variety of criteria:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,982,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in Integrated Water Management</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • Applicants must hold an undergraduate credential in



previous academic performance, English language proficiency, professional experience, maturity, and fit.

Admission Requirements

- Applicants must hold an undergraduate credential in Chemical & Biological Engineering, Civil Engineering, Geological Engineering or related discipline in engineering, Environmental Sciences, Geology, Fluid Mechanics, Hydrology, Biotechnology, Biology, Biogeography (physical geography) or Microbiology or equivalent;
- Have a minimum of three years relevant experience.

The minimum admission requirement for students with degrees from institutions in Canada or the United States is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study.

[...]

Program Requirements

Degree completion requires completion of 30 credits. This includes 21 credits of Pillar courses, including 6 credits of constrained electives and 9 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs.

Chemical & Biological Engineering, Civil Engineering, Geological Engineering or related discipline in engineering, Environmental Sciences, Geology, Fluid Mechanics, Hydrology, Biotechnology, Biology, Biogeography (physical geography) or Microbiology or equivalent;

- Have a minimum of three years relevant experience.

The minimum admission requirement for students with degrees from institutions in Canada or the United States is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study.

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Program Requirements

Degree completion requires completion of 30 credits. This includes 21 credits of Pillar courses, including 6 credits of constrained electives and 9 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. The Pillar contains the relevant technical material. Each student's coursework must



The Pillar contains the relevant technical material. Each student's coursework must be approved by the MEL IWME graduate program office. A complete list of the courses required for successful completion are available on the [program website](#).

Program completion also requires that the student attend Welcome Day and successfully participate in all mandatory workshops as defined by the program administration.

be approved by the MEL IWME graduate program office. A complete list of the courses required for successful completion are available on the [program website](#).

Type of Action:

Add additional information to the admission requirements section and add an additional requirement to the program requirements section.

Rationale for Proposed Change:

The Master of Engineering Leadership (MEL) and the Master of Health Leadership (MHL) degrees are a cohort of 100+ students. These professional degrees are a hybrid of technical and leadership/management courses. All students take a common portfolio of business and leadership courses and there are 10 technical specializations to choose from.

The cohort experience of the MEL and MHL programs is unique and enriching, and provides a significant contribution to the student's experience and development to be a future leader. To ensure that this dynamic is achieved we want to propose two additions to the academic calendar.

The first addition is to include text in the application requirement section, which highlights that application assessment is not limited to the UBC minimum requirements. This inclusion of other professional qualities will encourage high caliber applications which enhance the cohesive and professional cohort experience for the students.

The second text addition falls under the program requirements section, where we like to include a mandatory attendance component to the program requirements, to



	<p>supplement the student's academic and professional development. The MEL and MHLP cohort are a diverse group who have been working in various industries and countries, before joining UBC. The expectations of professionalism and academic integrity varies significantly throughout the cohort. The MEL and MHLP Welcome Day and 1-day workshop delivers information and professional development on UBC policies, expectations, professionalism, respect and integrity. These workshops provide the foundations and knowledge to ensure their success at UBC and a future career in North America. Making it a mandatory component of the programs ensures that expectations are clear to the whole cohort and students can hold their peers' behavior accountable.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in Naval Architecture and Marine Engineering</p> <p>The MEL Program is a professional leadership degree. Admission takes into consideration a variety of criteria: previous academic performance, English language proficiency, professional experience, maturity, and fit.</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • Applicants must normally hold an undergraduate credential in engineering; • Have a minimum of 3 years of relevant experience. <p>The minimum admission requirement for students with degrees from North</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,968,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in Naval Architecture and Marine Engineering</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • Applicants must normally hold an undergraduate credential in engineering; • Have a minimum of 3 years of relevant experience. <p>The minimum admission requirement for students with degrees from North American institutions is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study.</p>



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[...]

Program Requirements

Degree completion requires completion of 31 credits. This includes 22 credits of Pillar courses and 9 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. The Pillar contains the relevant technical material and is equivalent to a specialization. Each student's coursework must be approved by the NAME graduate program office. A complete list of the courses required for successful completion are available on the [program website](#). Students in the MEL in NAME may choose to augment their program with a Co-operative Education Placement or an entrepreneurial experience. Participation in either of these options will not contribute to the degree requirements. Students should be advised that choosing to participate in a co-op term may extend the duration of the program.

Program completion also requires that the student attend Welcome Day and successfully participate in all mandatory workshops as defined by the program administration.

[...]

Program Requirements

Degree completion requires completion of 31 credits. This includes 22 credits of Pillar courses and 9 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. The Pillar contains the relevant technical material and is equivalent to a specialization. Each student's coursework must be approved by the NAME graduate program office. A complete list of the courses required for successful completion are available on the [program website](#). Students in the MEL in NAME may choose to augment their program with a Co-operative Education Placement or an entrepreneurial experience. Participation in either of these options will not contribute to the degree requirements. Students should be advised that choosing to participate in a co-op term may extend the duration of the program.

Type of Action:

Add additional information to the admission requirements section and add an additional requirement to the program requirements section.



Rationale for Proposed Change:

The Master of Engineering Leadership (MEL) and the Master of Health Leadership (MHL) degrees are a cohort of 100+ students. These professional degrees are a hybrid of technical and leadership/management courses. All students take a common portfolio of business and leadership courses and there are 10 technical specializations to choose from.

The cohort experience of the MEL and MHL programs is unique and enriching, and provides a significant contribution to the student's experience and development to be a future leader. To ensure that this dynamic is achieved we want to propose two additions to the academic calendar.

The first addition is to include text in the application requirement section, which highlights that application assessment is not limited to the UBC minimum requirements. This inclusion of other professional qualities will encourage high caliber applications which enhance the cohesive and professional cohort experience for the students.

The second text addition falls under the program requirements section, where we like to include a mandatory attendance component to the program requirements, to supplement the student's academic and professional development. The MEL and MHL cohort are a diverse group who have been working in various industries and countries, before joining UBC. The expectations of professionalism and academic integrity varies significantly throughout the cohort. The MEL and MHL Welcome Day and 1-day workshop delivers information and professional development on UBC policies, expectations, professionalism, respect and



	<p>integrity. These workshops provide the foundations and knowledge to ensure their success at UBC and a future career in North America. Making it a mandatory component of the programs ensures that expectations are clear to the whole cohort and students can hold their peers' behavior accountable.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in Sustainable Process Engineering</p> <p>The MEL Program is a professional leadership degree. Admission takes into consideration a variety of criteria: previous academic performance, English language proficiency, professional experience, maturity, and fit.</p> <p>Admission Requirements</p> <p>This program is delivered by the Department of Chemical & Biological Engineering (within the Faculty of Applied Science).</p> <ul style="list-style-type: none"> • Applicants must hold an undergraduate credential in Chemical and Biological Engineering, Mechanical Engineering, Materials Engineering, Biomedical Engineering, Manufacturing Engineering, Engineering Physics, Environmental Engineering. • Have a minimum of three years relevant experience. <p>The minimum admission requirement for students with degrees from North American institutions is an average of 76% (UBC-equivalency), calculated from</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,981,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in Sustainable Process Engineering</p> <p>Admission Requirements</p> <p>This program is delivered by the Department of Chemical & Biological Engineering (within the Faculty of Applied Science).</p> <ul style="list-style-type: none"> • Applicants must hold an undergraduate credential in Chemical and Biological Engineering, Mechanical Engineering, Materials Engineering, Biomedical Engineering, Manufacturing Engineering, Engineering Physics, Environmental Engineering. • Have a minimum of three years relevant experience. <p>The minimum admission requirement for students with degrees from North American institutions is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study.</p> <p>[...]</p>



senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study.

[...]

Program Requirements

The degree requires completion of 30 credits: 12 platform and 18 Pillar credits. Platform courses are designed to give foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across the Applied Science Professional Master's programs and includes 1.5 credits from approved electives offered by the Faculty of Commerce and Business Administration. The Pillar courses are designed to address relevant technical material and are chosen from an approved list. Each student's coursework must be approved by the MEL in Sustainable Process Engineering graduate program office. A complete list of the courses required for successful completion are available on the [program website](#).

Program completion also requires that the student attend Welcome Day and successfully participate in all mandatory workshops as defined by the program administration.

Program Requirements

The degree requires completion of 30 credits: 12 platform and 18 Pillar credits. Platform courses are designed to give foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across the Applied Science Professional Master's programs and includes 1.5 credits from approved electives offered by the Faculty of Commerce and Business Administration. The Pillar courses are designed to address relevant technical material and are chosen from an approved list. Each student's coursework must be approved by the MEL in Sustainable Process Engineering graduate program office. A complete list of the courses required for successful completion are available on the [program website](#).

Type of Action:

Add additional information to the admission requirements section and add an additional requirement to the program requirements section.

Rationale for Proposed Change:

The Master of Engineering Leadership (MEL) and the Master of Health Leadership (MHL) degrees are a cohort of 100+ students. These professional degrees are a hybrid of technical and leadership/management courses. All students take a common portfolio of



business and leadership courses and there are 10 technical specializations to choose from.

The cohort experience of the MEL and MHLP programs is unique and enriching, and provides a significant contribution to the student's experience and development to be a future leader. To ensure that this dynamic is achieved we want to propose two additions to the academic calendar.

The first addition is to include text in the application requirement section, which highlights that application assessment is not limited to the UBC minimum requirements. This inclusion of other professional qualities will encourage high caliber applications which enhance the cohesive and professional cohort experience for the students.

The second text addition falls under the program requirements section, where we like to include a mandatory attendance component to the program requirements, to supplement the student's academic and professional development. The MEL and MHLP cohort are a diverse group who have been working in various industries and countries, before joining UBC. The expectations of professionalism and academic integrity varies significantly throughout the cohort. The MEL and MHLP Welcome Day and 1-day workshop delivers information and professional development on UBC policies, expectations, professionalism, respect and integrity. These workshops provide the foundations and knowledge to ensure their success at UBC and a future career in North America. Making it a mandatory component of the programs ensures that expectations are clear to the whole cohort and student's can hold their peers' behavior accountable.



Proposed Calendar Entry:

Master of Engineering Leadership in Urban Systems

The MEL Program is a professional leadership degree. Admission takes into consideration a variety of criteria: previous academic performance, English language proficiency, professional experience, maturity, and fit.

Admission Requirements

- Applicants must hold an undergraduate credential in Civil Engineering, Urban Planning or related discipline;
- Demonstrate competence in quantitative methods;
- Have a minimum of three years of relevant professional experience.

The minimum admission requirement for students with degrees from North American institutions is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study.

[...]

Program Requirements

Degree completion requires completion of 30 credits. This includes 21 credits of Pillar courses, including 6 credits of constrained electives, and 9 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and

URL:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,980,0>

Present Calendar Entry:

Master of Engineering Leadership in Urban Systems

Admission Requirements

- Applicants must hold an undergraduate credential in Civil Engineering, Urban Planning or related discipline;
- Demonstrate competence in quantitative methods;
- Have a minimum of three years of relevant professional experience.

The minimum admission requirement for students with degrees from North American institutions is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study.

[...]

Program Requirements

Degree completion requires completion of 30 credits. This includes 21 credits of Pillar courses, including 6 credits of constrained electives, and 9 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration. Platform refers to



Business Administration. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. The Pillar contains the relevant technical material. Each student's coursework must be approved by the MEL in Urban Systems graduate program office. A complete list of the courses required for successful completion is available on the MEL in Urban Systems [program website](#).

Program completion also requires that the student attend Welcome Day and successfully participate in all mandatory workshops as defined by the program administration.

foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. The Pillar contains the relevant technical material. Each student's coursework must be approved by the MEL in Urban Systems graduate program office. A complete list of the courses required for successful completion is available on the MEL in Urban Systems [program website](#).

Type of Action:

Add additional information to the admission requirements section and add an additional requirement to the program requirements section.

Rationale for Proposed Change:

The Master of Engineering Leadership (MEL) and the Master of Health Leadership (MHL) degrees are a cohort of 100+ students. These professional degrees are a hybrid of technical and leadership/management courses. All students take a common portfolio of business and leadership courses and there are 10 technical specializations to choose from.

The cohort experience of the MEL and MHL programs is unique and enriching, and provides a significant contribution to the student's experience and development to be a future leader. To ensure that this dynamic is achieved we want to propose two additions to the academic calendar.

The first addition is to include text in the application requirement section, which highlights that application assessment is not limited to the UBC minimum requirements. This inclusion of other professional



	<p>qualities will encourage high caliber applications which enhance the cohesive and professional cohort experience for the students.</p> <p>The second text addition falls under the program requirements section, where we like to include a mandatory attendance component to the program requirements, to supplement the student's academic and professional development. The MEL and MHLP cohort are a diverse group who been working in various industries and countries, before joining UBC. The expectations of professionalism and academic integrity varies significantly throughout the cohort. The MEL and MHLP Welcome Day and 1-day workshop delivers information and professional development on UBC policies, expectations, professionalism, respect and integrity. These workshops provide the foundations and knowledge to ensure their success at UBC and a future career in North America. Making it a mandatory component of the programs ensures that expectations are clear to the whole cohort and student's can hold their peers' behavior accountable.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Health Leadership and Policy in Clinical Education</p> <p>The MHLP Program is a professional leadership degree. Admission takes into consideration a variety of criteria: previous academic performance, English language proficiency, professional experience, maturity, and fit.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,994,0</p> <p>Present Calendar Entry:</p> <p>Master of Health Leadership and Policy in Clinical Education</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • Applicants must hold an undergraduate credential in healthcare or related field (Nursing, Dietetics, Medicine) • Have a minimum of three years of relevant experience and demonstrate, through references and



Admission Requirements

- Applicants must hold an undergraduate credential in healthcare or related field (Nursing, Dietetics, Medicine)
- Have a minimum of three years of relevant experience and demonstrate, through references and work experience, that they are proficient and have been identified as having leadership potential in clinical practice.

The minimum admission requirement for students with degrees from recognized institutions within Canada or the United States of America is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study.

[...]

Program Requirements

Degree requires completion of 30 credits. This includes 18 credits of Pillar (Nursing discipline) courses and 10.5 credits of specified courses and 1.5 credits of approved elective courses delivered in partnership with the Faculty of Commerce and Business Administration (also known as the Sauder School of Business). The Pillar contains the relevant technical material. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. Each student's coursework must be approved by the MHLP in CE Graduate Program Office.

work experience, that they are proficient and have been identified as having leadership potential in clinical practice.

The minimum admission requirement for students with degrees from recognized institutions within Canada or the United States of America is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study.

[....]

Program Requirements

Degree requires completion of 30 credits. This includes 18 credits of Pillar (Nursing discipline) courses and 10.5 credits of specified courses and 1.5 credits of approved elective courses delivered in partnership with the Faculty of Commerce and Business Administration (also known as the Sauder School of Business). The Pillar contains the relevant technical material. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. Each student's coursework must be approved by the MHLP in CE Graduate Program Office.



Program completion also requires that the student attend Welcome Day and successfully participate in all mandatory workshops as defined by the program administration.

Course Requirements for MHLP in CE:
[...]

Course Requirements for MHLP in CE:
[...]

Type of Action:

Add additional information to the admission requirements section and add an additional requirement to the program requirements section.

Rationale for Proposed Change:

The Master of Engineering Leadership (MEL) and the Master of Health Leadership (MHLP) degrees are a cohort of 100+ students. These professional degrees are a hybrid of technical and leadership/management courses. All students take a common portfolio of business and leadership courses and there are 10 technical specializations to choose from.

The cohort experience of the MEL and MHLP programs is unique and enriching, and provides a significant contribution to the student's experience and development to be a future leader. To ensure that this dynamic is achieved we want to propose two additions to the academic calendar.

The first addition is to include text in the application requirement section, which highlights that application assessment is not limited to the UBC minimum requirements. This inclusion of other professional qualities will encourage high caliber applications which enhance the cohesive and professional cohort experience for the students.

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	<p>MHLP cohort are a diverse group who have been working in various industries and countries, before joining UBC. The expectations of professionalism and academic integrity varies significantly throughout the cohort. The MEL and MHLP Welcome Day and 1-day workshop delivers information and professional development on UBC policies, expectations, professionalism, respect and integrity. These workshops provide the foundations and knowledge to ensure their success at UBC and a future career in North America. Making it a mandatory component of the programs ensures that expectations are clear to the whole cohort and students can hold their peers' behavior accountable.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Health Leadership and Policy in Seniors Care</p> <p>The MHLP Program is a professional leadership degree. Admission takes into consideration a variety of criteria: previous academic performance, English language proficiency, professional experience, maturity, and fit.</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • Applicants must hold an undergraduate credential in healthcare or related field (Nursing, Social Work, Occupational or Physical Therapy, Dietetics); • Have a minimum of three years of relevant experience with at least one year in seniors care. <p>The minimum admission requirement for students with degrees from recognized</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,984,0</p> <p>Present Calendar Entry:</p> <p>Master of Health Leadership and Policy in Seniors Care</p> <p>Admission Requirements</p> <ul style="list-style-type: none"> • Applicants must hold an undergraduate credential in healthcare or related field (Nursing, Social Work, Occupational or Physical Therapy, Dietetics); • Have a minimum of three years of relevant experience with at least one year in seniors care. <p>The minimum admission requirement for students with degrees from recognized institutions within Canada or the United States of America is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-</p>



institutions within Canada or the United States of America is an average of 76% (UBC-equivalency), calculated from senior-level coursework. An applicant with an average slightly less than 76% may be admitted if they have achieved 80% or higher in at least 12 credits (UBC-equivalency) of senior-level coursework in the prospective area of study.

[...]

Program Requirements

Degree completion requires completion of 30 credits. This includes 21 credits of Pillar courses and 9 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. The Pillar contains the relevant technical material. Each student's coursework must be approved by the MHLP in SC graduate program office. A complete list of the courses required for successful completion are available on the [program website](#).

Program completion also requires that the student attend Welcome Day and successfully participate in all mandatory workshops as defined by the program administration.

equivalency) of senior-level coursework in the prospective area of study.

[...]

Program Requirements

Degree completion requires completion of 30 credits. This includes 21 credits of Pillar courses and 9 credits of Platform courses, including 1.5 credits of approved electives from the Faculty of Commerce and Business Administration. Platform refers to foundational coursework focused on the professional skills required for an experienced graduate to be an effective professional leader. These courses are common across many of the Applied Science Professional Master's programs. The Pillar contains the relevant technical material. Each student's coursework must be approved by the MHLP in SC graduate program office. A complete list of the courses required for successful completion are available on the [program website](#).

Type of Action:

Add additional information to the admission requirements section and add an additional requirement to the program requirements section.

Rationale for Proposed Change:

The Master of Engineering Leadership (MEL) and the Master of Health Leadership (MHL) degrees are a cohort of 100+ students. These professional degrees are a hybrid of technical and leadership/management courses. All



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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: APSC Department: Faculty Approval Date: March 5, 2020 Effective Session (W or S): Winter Effective Academic Year: 2020	Date: January 27, 2020 Contact Person: Helen May Phone: 604-822-9415 Email: helen.may@ubc.ca
Proposed Calendar Entry: Master of Engineering Leadership in Advanced Materials Manufacturing Program Overview The Master of Engineering Leadership in Advanced Materials Manufacturing (MEL in AMM) is a degree within the Faculty of Applied Science. The creation of this program has been driven, in part, by strong interest from the Canadian manufacturing community (includes aerospace, automotive and energy transmission whereby British Columbia will see a high level of activity over the next few decades). The objective of this program is to meet an identified need to educate engineers with a unique combination of leadership and strong technical, multi-disciplinary knowledge on multi-material solutions to advanced materials manufacturing. The MEL in AMM is a degree for professionals who have relevant industry experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the MEL admissions website for more information on both the full time and part time options.	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,966,0 Present Calendar Entry: Master of Engineering Leadership in Advanced Materials Manufacturing Program Overview The Master of Engineering Leadership in Advanced Materials Manufacturing (MEL in AMM) is a program within the Faculty of Applied Science. The creation of this program has been driven, in part, by strong interest from the Canadian manufacturing community (includes aerospace, automotive and energy transmission whereby British Columbia will see a high level of activity over the next few decades). The objective of this program is to meet an identified need to educate engineers with a unique combination of leadership and strong technical, multi-disciplinary knowledge on multi-material solutions to advanced materials manufacturing. This is a 12-month, full-time program for professionals who have relevant industry experience and are wanting to accelerate their career. The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the MEL website for further information and contact details.

<p>The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the MEL website for further information and contact details.</p>	<p>Type of Action: Add part-time study option</p> <p>Rationale for Proposed Change: The addition of a part-time study option will allow the MEL in AMM program to be accessible to more domestic students with local, industry experience and will allow the program to have a stronger local impact. As the program requires a minimum of 2 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to do a full-time program. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MEL in AMM by bringing current industry issues and practices to classroom discussions.</p> <p>We propose that all the MEL and MHLP degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in Clean Energy Engineering</p> <p>Program Overview Master of Engineering Leadership in Clean Energy Engineering (MEL in CEEN) is a degree within the Faculty of Applied Science.</p> <p>The objective of the Clean Energy Program is to provide students with advanced knowledge in various aspects of energy conversion, distribution, storage and</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,967,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in Clean Energy Engineering</p> <p>Program Overview Master of Engineering Leadership in Clean Energy Engineering (MEL in CEEN) is a program within the Faculty of Applied Science.</p> <p>The objective of the Clean Energy Program is to provide students with advanced knowledge in various aspects of energy conversion, distribution, storage and</p>

<p>management, including renewable energy technologies, energy distribution networks and energy policy. It is designed to educate and challenge students to critical thinking about topics related to energy conservation and efficiency, energy and environment, and social impact. The curriculum is based on innovative teaching strategies which include a key feature of organizing and promoting interaction between students and industrial partners through seminars, debates on advanced energy related topics, industrially sponsored projects and conferences.</p> <p>The MEL in CEEN is a degree for professionals who have relevant industry experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the MEL admissions website for more information on both the full time and part time options.</p> <p>The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the MEL website for further information and contact details.</p>	<p>management, including renewable energy technologies, energy distribution networks and energy policy. It is designed to educate and challenge students to critical thinking about topics related to energy conservation and efficiency, energy and environment, and social impact. The curriculum is based on innovative teaching strategies which include a key feature of organizing and promoting interaction between students and industrial partners through seminars, debates on advanced energy related topics, industrially sponsored projects and conferences.</p> <p>This is a 12-month, full-time program for professionals who have relevant industry experience and are wanting to accelerate their career.</p> <p>The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the MEL website for further information and contact details.</p> <p>Type of Action: Add part-time study option</p> <p>Rationale for Proposed Change: The addition of a part-time study option will allow the MEL in CEEN program to be accessible to more domestic students with local, industry experience and will allow the program to have a stronger local impact. As the program requires a minimum of 3 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to do a full-time program. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MEL in</p>
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	<p>CEEN by bringing current industry issues and practices to classroom discussions.</p> <p>We propose that all the MEL and MHLP degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in Dependable Software Systems</p> <p>Program Overview The Master of Engineering Leadership in Dependable Software Systems (MEL in DSS) is a program within the Faculty of Applied Science.</p> <p>Dependability of software systems is gaining much attention and importance with the pervasiveness of software systems. The ubiquity of these systems requires that these systems perform correctly with high confidence, and building such systems requires a multifaceted approach. This program addresses key concepts, namely:</p> <ul style="list-style-type: none"> • System correctness within specifications • System robustness outside of specifications • System security in case of hostile use outside of specification • Software project lifecycle management for robust systems <p>The program is supported by a set of leadership, management, and analysis courses aimed at providing professional education for dependable software systems technical leaders.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,983,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in Dependable Software Systems</p> <p>Program Overview The Master of Engineering Leadership in Dependable Software Systems (MEL in DSS) is a program within the Faculty of Applied Science.</p> <p>Dependability of software systems is gaining much attention and importance with the pervasiveness of software systems. The ubiquity of these systems requires that these systems perform correctly with high confidence, and building such systems requires a multifaceted approach. This program addresses key concepts, namely:</p> <ul style="list-style-type: none"> • System correctness within specifications • System robustness outside of specifications • System security in case of hostile use outside of specification • Software project lifecycle management for robust systems <p>The program is supported by a set of leadership, management, and analysis courses aimed at providing professional education for dependable software systems technical leaders.</p>

<p>The MEL in DSS is a degree for professionals who have relevant industry experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the MEL admissions website for more information on both the full time and part time options.</p>	<p>Type of Action: Add part-time study option</p> <p>Rationale for Proposed Change: The addition of a part-time study option will allow the MEL in DSS program to be accessible to more domestic students with local, industry experience and will allow the program to have a stronger local impact. As the program requires a minimum of 3 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to do a full-time program. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MEL in DSS by bringing current industry issues and practices to classroom discussions.</p> <p>We propose that all the MEL and MHLP degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in High Performance Buildings</p> <p>Program Overview The Master of Engineering Leadership in High Performance Buildings (MEL in HPB) is a program within the Faculty of Applied Science.</p> <p>The MEL in HPB program develops Highly Qualified Personnel (HQP) for the rapidly evolving high performance green building sector. This building sector is seeing opportunities as the demand for</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,993,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in High Performance Buildings</p> <p>Program Overview The Master of Engineering Leadership in High Performance Buildings (MEL in HPB) is a program within the Faculty of Applied Science.</p> <p>The MEL in HPB program develops Highly Qualified Personnel (HQP) for the rapidly evolving high performance green building sector. This building sector is seeing opportunities as the demand for</p>

<p>sustainable buildings and cities increases. UBC has an exceptional group of researchers working on green and sustainable buildings, cities and integrated energy systems.</p> <p>The MEL in HPB is a degree for professionals who have relevant industry experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the MEL admissions website for more information on both the full time and part time options.</p> <p>This program is delivered by the Department of Mechanical Engineering and the School of Architecture and Landscape Architecture, both within the Faculty of Applied Science, in collaboration with the Faculty of Commerce and Business Administration (also known as the Sauder School of Business).</p>	<p>sustainable buildings and cities increases. UBC has an exceptional group of researchers working on green and sustainable buildings, cities and integrated energy systems.</p> <p>This program is delivered by the Department of Mechanical Engineering and the School of Architecture and Landscape Architecture, both within the Faculty of Applied Science, in collaboration with the Faculty of Commerce and Business Administration (also known as the Sauder School of Business).</p> <p>Type of Action: Add part-time study option</p> <p>Rationale for Proposed Change: The addition of a part-time study option will allow the MEL in HPB program to be accessible to more domestic students with local, industry experience and will allow the program to have a stronger local impact. As the program requires a minimum of 3 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to do a full-time program. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MEL in HPB by bringing current industry issues and practices to classroom discussions.</p> <p>We propose that all the MEL and MHL P degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,968,0</p> <p>Present Calendar Entry:</p>

<p>Master of Engineering Leadership in Naval Architecture and Marine Engineering</p> <p>Program Overview The Master of Engineering Leadership in Naval Architecture and Marine Engineering (MEL in NAME) is a degree within the Faculty of Applied Science. The program will combine an essential understanding of the engineering science and physics of ship design, coupled with the broad business training contained in the program's Platform courses. The intent is to produce engineering Program Managers who possess sufficient technical understanding to direct detailed engineering analyses.</p> <p>The MEL in NAME is a degree for professionals who have relevant industry experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the MEL admissions website for more information on both the full time and part time options.</p> <p>The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the MEL website for further information and contact details. The MEng NAME is also available, for further information and contact details please visit MEng NAME website.</p>	<p>Master of Engineering Leadership in Naval Architecture and Marine Engineering</p> <p>Program Overview The Master of Engineering Leadership in Naval Architecture and Marine Engineering (MEL in NAME) is a program within the Faculty of Applied Science. The program will combine an essential understanding of the engineering science and physics of ship design, coupled with the broad business training contained in the program's Platform courses. The intent is to produce engineering Program Managers who possess sufficient technical understanding to direct detailed engineering analyses.</p> <p>This is a 12-month, full-time program for professionals who have relevant industry experience and are wanting to accelerate their career.</p> <p>The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the MEL website for further information and contact details. The MEng NAME is also available, for further information and contact details please visit MEng NAME website.</p> <p>Type of Action: Add part-time study option</p> <p>Rationale for Proposed Change: The addition of a part-time study option will allow the MEL in NAME program to be accessible to more domestic students with local, industry experience and will allow the program to have a stronger local impact. As the program requires a minimum of 3 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to</p>
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	<p>do a full-time program. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MEL in NAME by bringing current industry issues and practices to classroom discussions.</p> <p>We propose that all the MEL and MHLP degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in Sustainable Process Engineering</p> <p>Program Overview The Master of Engineering Leadership in Sustainable Process Engineering (MEL in SPE) is a degree within the Faculty of Applied Science.</p> <p>The Sustainable Process Engineering program focuses on developing Highly Qualified Personnel (HQP) to lead the dynamically evolving green economy. This sector is seeing opportunities in the development of green, sustainable products, and processes to replace petroleum-derived products and fuels. UBC has an exceptional and growing group of researchers that are developing and commercializing cleaner processing technologies for the production of bio-based chemicals, fuels, and materials, as well as sustainable energy.</p> <p>Students will be trained in the application of chemical and bioprocess engineering principles towards the design of sustainable</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,981,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in Sustainable Process Engineering</p> <p>Program Overview The Master of Engineering Leadership in Sustainable Process Engineering (MEL in SPE) is a program within the Faculty of Applied Science.</p> <p>The Sustainable Process Engineering program focuses on developing Highly Qualified Personnel (HQP) to lead the dynamically evolving green economy. This sector is seeing opportunities in the development of green, sustainable products, and processes to replace petroleum-derived products and fuels. UBC has an exceptional and growing group of researchers that are developing and commercializing cleaner processing technologies for the production of bio-based chemicals, fuels, and materials, as well as sustainable energy.</p> <p>Students will be trained in the application of chemical and bioprocess engineering principles towards the design of sustainable</p>

<p>products and manufacturing processes that utilize renewable feedstocks. Students will also be trained to perform life cycle and technoeconomic analyses to develop and implement novel business models for the commercialization of sustainable products and processes.</p> <p>The MEL in SPE is a degree for professionals who have relevant industry experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the MEL admissions website for more information on both the full time and part time options.</p> <p>The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the MEL website for further information and contact details.</p>	<p>products and manufacturing processes that utilize renewable feedstocks. Students will also be trained to perform life cycle and technoeconomic analyses to develop and implement novel business models for the commercialization of sustainable products and processes.</p> <p>This is a 12-month, full-time program for professionals who have relevant industry experience and are wanting to accelerate their career.</p> <p>The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the MEL website for further information and contact details.</p> <p>Type of Action: Add part-time study option</p> <p>Rationale for Proposed Change: The addition of a part-time study option will allow the MEL in SPE program to be accessible to more domestic students with local, industry experience and will allow the program to have a stronger local impact. As the program requires a minimum of 3 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to do a full-time program. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MEL in SPE by bringing current industry issues and practices to classroom discussions.</p> <p>We propose that all the MEL and MHLP degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
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<p>Proposed Calendar Entry:</p> <p>Master of Health Leadership and Policy in Clinical Education</p> <p>Program Overview The Master of Health Leadership and Policy in Clinical Education (MHLP in CE) is a degree within the Faculty of Applied Science.</p> <p>This program is designed to prepare professionals to lead, design, and deliver comprehensive clinical education programs in a range of community and institutional settings in both the public and private sectors. The goal of the program is to provide learning experiences that enable graduates to complement their clinical expertise with both substantive knowledge related to clinical education and knowledge of business operations.</p> <p>The MHLP in CE is a degree for professionals who have relevant healthcare experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the MHLP admissions website for more information on both the full time and part time options.</p> <p>The Faculty of Applied Science administers the Master of Health Leadership and Policy program. Please visit the MHLP website for further information and contact details.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,994,0</p> <p>Present Calendar Entry:</p> <p>Master of Health Leadership and Policy in Clinical Education</p> <p>Program Overview The Master of Health Leadership and Policy in Clinical Education (MHLP in CE) is a program within the Faculty of Applied Science.</p> <p>This program is designed to prepare professionals to lead, design, and deliver comprehensive clinical education programs in a range of community and institutional settings in both the public and private sectors. The goal of the program is to provide learning experiences that enable graduates to complement their clinical expertise with both substantive knowledge related to clinical education and knowledge of business operations.</p> <p>This is a 12-month, full-time program for professionals who have relevant industry experience and are wanting to accelerate their career.</p> <p>The Faculty of Applied Science administers the Master of Health Leadership and Policy program. Please visit the MHLP website for further information and contact details.</p> <p>Type of Action: Add part-time study option</p> <p>Rationale for Proposed Change: The MHLP students are predominately domestic who continue to work in various</p>
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	<p>health authorities in BC. Providing the MHLP in CE as a part-time study option will allow the professional program to be accessible to more domestic students who are still employed in the healthcare community and will allow the program to have a stronger local impact. As the program requires a minimum of 3 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to do a full-time program. MHLP students have other dependencies that have to be considered during their studies, including family and other dependents. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MHLP cohort by bringing current industry issues and practices to classroom discussions.</p> <p>We propose that all the MHLP and MEL degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Health Leadership and Policy in Seniors Care</p> <p>Program Overview The Master of Health Leadership and Policy in Seniors Care (MHLP in SC) is a degree within the Faculty of Applied Science.</p> <p>This program is designed to prepare professionals to lead, design, and deliver comprehensive care and services for seniors in a range of community and</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,984,0</p> <p>Present Calendar Entry:</p> <p>Master of Health Leadership and Policy in Seniors Care</p> <p>Program Overview The Master of Health Leadership and Policy in Seniors Care (MHLP in SC) is a program within the Faculty of Applied Science.</p> <p>This program is designed to prepare professionals to lead, design, and deliver comprehensive care and services for seniors in a range of community and</p>

<p>institutional settings in both the public and private sectors. The goal of the program is to provide learning experiences that enable graduates to complement their knowledge of the health of seniors with both substantive knowledge related to seniors care and knowledge of business operations.</p> <p>The MHLP in SC is a degree for professionals who have relevant healthcare experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the MHLP admissions website for more information on both the full time and part time options.</p> <p>The Faculty of Applied Science administers the Master of Health Leadership and Policy program. Please visit the MHLP website for further information and contact details.</p>	<p>institutional settings in both the public and private sectors. The goal of the program is to provide learning experiences that enable graduates to complement their knowledge of the health of seniors with both substantive knowledge related to seniors care and knowledge of business operations.</p> <p>This is a 12-month, full-time program for professionals who have relevant industry experience and are wanting to accelerate their career.</p> <p>The Faculty of Applied Science administers the Master of Health Leadership and Policy program. Please visit the MHLP website for further information and contact details.</p> <p>Type of Action: Add part-time study option</p> <p>Rationale for Proposed Change: The MHLP students are predominately domestic who continue to work in various health authorities in BC. Providing the MHLP in SC as a part-time study option will allow the professional program to be accessible to more domestic students who are still employed in the healthcare community and will allow the program to have a stronger local impact. As the program requires a minimum of 3 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to do a full-time program. MHLP students have other dependencies that have to be considered during their studies, including family and other dependents. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MHLP cohort by bringing</p>
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	<p>current industry issues and practices to classroom discussions.</p> <p>We propose that all the MHLP and MEL degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
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27 May 2020

From: Senate Awards Committee

To: Senate

Re: New Awards and Changes to Existing Awards

The Senate Awards Committee recommends:

“That Senate accept the awards as listed and forward them to the Board of Governors for approval, and that letters of thanks be sent to the donors.”

NEW AWARDS – ENDOWED

Bill Aiello Memorial Award in Computer Science

Awards totalling \$6,100 have been made available through an endowment established by friends, family, and colleagues in memory of Bill Aiello (1959-2019) for outstanding third- or fourth-year Bachelor of Science students specializing in Computer Science who best combine academic excellence with leadership, community service, or volunteerism. Bill Aiello was a Professor in the UBC Department of Computer Science, of which he served as Head from 2004 to 2010. He was the Academic Director of the UBC Academic Leadership Development Program, which helps develop expertise and instill a sense of confidence in new academic leaders. This academic award is made on the recommendation of the Department of Computer Science. (First award available for the 2020/2021 winter session).

Dr. Imre Bella Graduate Scholarship in Forestry

Scholarships totalling \$2,300 have been made available through an endowment established by Dr. Imre Bella (B.Sc. 1958, M.F., Ph.D. 1970) for outstanding graduate students in the Faculty of Forestry conducting research in the area of stand growth dynamics and modelling. Imre was a member of the first class of Sopron graduates from the University of British Columbia. UBC welcomed faculty and students from Sopron University who had left Hungary after the 1956 Hungarian Revolution, which attempted to free the country from Soviet influence and occupation. Sopron graduates went on to leave an indelible mark on one of British Columbia's most significant industries. After graduating from UBC, Imre received a Master of Forestry degree from the University of Washington before returning to UBC to complete his Ph.D. The scholarships are made on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Law 75th Anniversary Bursary

Bursaries totalling \$4,000 have been made available through an endowment established by alumni and friends of the Peter A. Allard School of Law, along with matching funds from the University of British Columbia, in celebration of the law school's 75th anniversary, for students enrolled in the J.D. program. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Dennis and Patricia Lytle Scholarship in Electrical and Computer Engineering

Scholarships totalling \$20,000 have been made available through an endowment established by an estate gift from Dennis Doey Lytle (1922-2018), for outstanding undergraduate and graduate female students in the Department of Electrical and Computer Engineering. Dennis Lytle earned a Bachelor of Applied Science in Electrical Engineering from UBC in 1945. The scholarships are made on the recommendation of the Department of Electrical and Computer Engineering, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Martha Salcudean Memorial Award in Mechanical Engineering

Awards totalling \$2,000 have been made available through an endowment established by the UBC Department of Mechanical Engineering, friends, family and colleagues in memory of Professor Martha Salcudean, FRSC, O.B.C., O.C. (1934-2019) for undergraduate and graduate students in the Department of Mechanical Engineering who have achieved good academic standing and who through community involvement or volunteerism have substantially assisted others in overcoming adversity. Professor Salcudean was born in Romania, and was a survivor of the Bergen-Belsen concentration camp. She emigrated from communist Romania to Canada in 1975, and was a professor at the University of Ottawa before arriving at UBC. Professor Salcudean served as Head of the UBC Department of Mechanical Engineering from 1985 to 1993, and was integral to the growth of the department. She was an internationally distinguished researcher recognized for her contributions to metallurgy and pulp and paper processes. This award was established in recognition of Professor Salcudean's resilience and contributions to the Department of Mechanical Engineering. The awards are made on the recommendation of the Department of Mechanical Engineering, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session.)

School of Social Work Bursary

Bursaries totalling \$1,915 have been made available through an endowment established by School of Social Work alumni, faculty, and staff for students in the Bachelor of Social Work program. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Wardman Family Scholarship for Indigenous Students in Medicine

Scholarships totalling \$2,000 have been made available through an endowment established by the Wardman Family for outstanding Indigenous students enrolled in second year of the M.D. program. The Wardman family is an Indigenous family who are strong supporters of improving the health outcomes of Indigenous communities. They created this scholarship to help support the next generation of Indigenous health care professionals. The scholarships are made on the recommendation of the Faculty of Medicine. (First award available for the 2020/2021 winter session).

NEW AWARDS – ANNUAL**BentallGreenOak Award in Real Estate**

A \$5,000 award has been made available annually through a gift from BentallGreenOak for a Bachelor of Commerce student in the Real Estate option with outstanding academic achievement. Eligible students must demonstrate an intent to pursue a career in real estate. Preference will be given to First Nations, Inuit, and Métis students of Canada. BentallGreenOak is a merger of two firms with experience across the real estate investment strategy spectrum, focusing on investment, asset management and real estate services. This academic award is made on the recommendation of the UBC Sauder School of Business. (First award available for the 2020/2021 winter session).

Angelica Camata Memorial Scholarship in Opera

Scholarships totalling \$2,500 have been made available annually through a gift from Craig T. Wilson in memory of his grandmother, Angelica Marguerita Camata (née Brunoro), for outstanding first year Bachelor of Music students majoring in Opera. Angelica (1887-1970) was raised in St. Stefano, a small town in northern Italy and immigrated to Canada in 1913. She always loved opera, and even though she had no formal education beyond grade three, she was able to identify any Verdi or Puccini aria upon hearing only three notes. The scholarships are made on the recommendation of the School of Music. (First award available for the 2020/2021 winter session).

D2D Destiny Foundation Bursary in Commerce

Bursaries totalling \$2,000 have been made available annually through a gift from the D2D Destiny Foundation for students enrolled in the Bachelor of Commerce program. The D2D Destiny Foundation was established in 2015 with the goal of building community by helping those in need, with an emphasis on youth-related causes. This bursary was established to help make higher education more accessible to students with financial need. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Eldorado Gold Scholarship for Women in Mining Engineering

Scholarships totalling \$5,000 have been made available annually through a gift from Eldorado Gold for outstanding female students in the Bachelor of Applied Science program specializing in Mining Engineering. Eldorado Gold is a Canadian gold and base metals producer with twenty-five years of experience building and operating mines in Europe, Asia, and the Americas. The company is dedicated to responsible operations, the highest safety and environmental standards and, working with stakeholders to enhance the communities where it operates. The scholarships are made on the recommendation of the Norman B. Keevil Institute of Mining Engineering. (First award available for the 2020/2021 winter session).

Carolyn Myers and Dan Vickery Prize in Science Communication

A \$2,500 prize has been made available annually through a gift from Dan Vickery (B.Sc. 1986, Ph.D. 1991) and Carolyn Myers (Ph.D. 1988) for outstanding Bachelor of Science students who have excelled in a science communication course. Carolyn Myers and Dan Vickery are founders and principals of BioEnsemble, a pharmaceutical and biotechnology consulting company, and they are both advisory board members of the Centre for Molecular Medicine & Therapeutics. The prize is made on the recommendation of the Faculty of Science. (First award available for the 2019/2020 winter session).

President's Academic Excellence Initiative PhD Award

Awards totalling \$2.8 million have been made available annually from the University of British Columbia to recognize the significant contributions of PhD students to the research activities of the university. The awards are available to all PhD students except those who have their tuition paid by an external sponsor. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020 summer session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE**Annual Awards****1856 – Henry Schein Outstanding Leadership Award in Dentistry****Rationale for Proposed Changes**

The corporation has requested to remove the sponsorship of the recipient to attend the Chicago Dental Society mid-winter meeting the following spring, and would like the award to remain as solely monetary.

Current Award Description

A \$2,500 award is offered annually by Henry Schein Canada Inc. to recognize a student entering fourth year DMD who demonstrates inspirational and engaged leadership in the areas of social responsibility and community volunteerism, as well as producing clinical work of the highest calibre. In addition to the financial component, Henry Schein Canada will sponsor the recipient to attend the Chicago Dental Society's mid-winter meeting the following spring, and will cover all associated expenses. The award is made on the recommendation of the Faculty of Dentistry.

Proposed Award Description

A \$2,500 award is offered annually by Henry Schein Canada Inc. to recognize a student entering fourth year DMD who demonstrates inspirational and engaged leadership in the areas of social responsibility and community volunteerism, as well as producing clinical work of the highest calibre. ~~In addition to the financial component, Henry Schein Canada will sponsor the recipient to attend the Chicago Dental Society's mid-winter meeting the following spring, and will cover all associated expenses.~~ The award is made on the recommendation of the Faculty of Dentistry.

8539 – Allard School of Law Student Emergency Fund**Rationale for Proposed Changes**

The donor who established this award would like to now include her name in the title, so that students know who they are being supported by.

Current Name: Allard School of Law Student Emergency Fund

Current Description:

The UBC Law Student Emergency Award has been established to assist law students in any year of study who are faced with an unexpected financial challenge of a serious nature which impacts their well-being and/or their ability to continue in the program. The student must demonstrate that all other possible sources of support have been explored before an application is considered. All requests are determined on a case-by-case basis. Awards are adjudicated by Enrolment Services.

Proposed Name: Allard School of Law **Anne M. Stewart, Q.C.** Student Emergency Fund

Proposed Description:

The UBC Law Student Emergency Award has been established **by Anne M. Stewart, Q.C. (B.Sc. 1972, LL.B. 1975)** to assist law students in any year of study who are faced with an unexpected financial challenge of a serious nature which impacts their well-being and/or their ability to continue in the program. The student must demonstrate that all other possible sources of support

have been explored before an application is considered. All requests are determined on a case-by-case basis. Awards are adjudicated by Enrolment Services.

27 May 2020

To: Vancouver Senate
From: Senate Awards Committee
Re: Annual Report 2019-2020

The Senate Awards Committee is pleased to make the following report to the Vancouver Senate of the University of British Columbia as to its activity over the last academic year:

Submissions approved by the Senate Awards Committee:

New Annual Awards: 55

New Endowed Awards: 40

Total new Awards: 95

Revisions to Existing Awards: 32

The total funds raised for new student awards from September 2019 – May 2020:

\$7,568,733 (UBCV)

(Amount is current estimates due to nature of annual awards and endowments)

Respectfully submitted,

Dr. Lawrence Burr, Chair

Senate Awards Committee

27 May 2020

From: Okanagan and Vancouver Senate Curriculum Committees

To: Okanagan and Vancouver Senates

Re: *Transcript Notation due to COVID-19 Pandemic*

Identified Need

The COVID-19 pandemic has affected higher education institutions differently. For some on the quarter system, it affected them at the end of a term (for example, with only four days of instruction left at the University of Washington); for others, including UBC, it caused a curtailment of in-person instruction with a little over a month before the end of term. Students have written to the University to request that we add a notation to their transcript to explain the extraordinary circumstances this Winter Session. As you are aware, as of 16 March 2020, a public health order has been in place prohibiting gatherings of more than 50 persons. Additionally, public health officers have advised against travelling outside of homes except for essential activities (including essential employment) and to maintain social distancing from other persons. This presented a substantial impediment—if not the impossibility—of continuing in-person instruction and assessment.

While it may be self-evident in the current climate how the various public health orders and social distancing recommendations have affected university studies, that may not be something remembered in future years when students apply for further study. A transcript notation would be both a reminder of the circumstances this year, and also potentially a prompt to look further into a student's unique circumstances.

There are two related issues that are being considered by institutions: the shift in instruction/assessment, and shifts in grading/concession policies.

Implementation

UBC has the ability to place transcript notations on some or all students in a given academic session. These notations are generally added on the recommendation of the faculties and with the approval of the Senate after review and recommendation by the Curriculum Committees.

The Student Information System (SIS) contains those notations. Due the legacy sessional (vs. term) structure of the SIS, notations can only be assigned to a session and not to a term in a session, and student registration can only be automatically verified on a sessional basis.

Comparator Institutions

We have been in contact with U15 institutions regarding their plans. Many are considering or have approved a transcript notation to explain how the COVID-19 Pandemic uniquely affected their institution and students. Two examples are below:

McGill University:

"Due to the COVID-19 pandemic, the Winter 2020 term was disrupted as of 16-Mar-2020. Adjusted academic measures were put in place including allowing students to opt for S/U grading in some programs. No class averages calculated for this term."

University of Toronto:

"In the 2019-20 academic year, the University of Toronto was affected by the global COVID-19 pandemic. Instructional methods were modified and some students were graded on the University's approved Credit/No Credit scale for courses completed in Winter 2020. For more information, see: <http://www.transcripts.utoronto.ca/guide/>."

Recommendation:

That the Okanagan and Vancouver Senates approve the following transcript notation for inclusion on the transcripts of all students who were registered in the 2019 Winter Session:

"As of 16 March 2020, the University of British Columbia modified its instructional and assessment modes in response to the disruption caused by the COVID-19 pandemic. Some students completed courses in the 2019 Winter Session that are normally graded on a percentage basis for either Pass/Fail or Credit/D/Fail Standing."



27 May 2020

To: Vancouver Senate

From: Senate Curriculum Committee

Re: May Curriculum Proposals (approval)

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

The following is recommended to Senate:

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

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee

FACULTY OF APPLIED SCIENCE

New courses

APSC 383 (3) Prototyping; **BMEG 200 (1)** Biomedical Engineering Bridge Module; **BMEG 321 (3)** Biomedical Instrumentation; **BMEG 374 (3)** Cellular Bioengineering: Laboratory & Design; **BMEG 400 (1-8) d** Topics in Biomedical Engineering; **BMEG 455 (3)** Professionalism and Ethics in Biomedical Engineering; **BMEG 490 (3/6) c** Introduction to Academic Research; **CHBE 350 (1)** Mass Transfer Bridge Module; **MECH 477 (3)** Aerospace Propulsion; **MECH 497 (3)** Research Skills and Data Analysis; **MECH 498 (3)** Research Communication; **MINE 405 (3)** Introduction to Risk Management for Mining and Large Industrial Projects; and **MTRL 496 (3)** Materials Sustainability.

FACULTY OF ARTS

New courses

AFST 308 (3) The Languages of Africa; **LING 308 (3)** The Languages of Africa; and **CRWR 319 (3)** Writing Genre Fiction.

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

Revised Programs

Master of Engineering Leadership in Advanced Materials Manufacturing
Master of Engineering Leadership in Clean Energy Engineering
Master of Engineering Leadership in Dependable Software Systems
Master of Engineering Leadership in High Performance Buildings
Master of Engineering Leadership in Naval Architecture and Marine Engineering
Master of Engineering Leadership in Sustainable Process Engineering
Master of Health Leadership and Policy in Clinical Education
Master of Health Leadership and Policy in Seniors Care

Arts

New course

CRWR 519 (3-12) d Writing Speculative Fiction



Forestry

New course

CONS 506 (3) Forest Conservation in Asia: Challenges and Opportunities.

Medicine

New course

RHSC 517 (3) Society and Human Occupation.

Science

New course

BIOL 503 (3) Microbial Ecology



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Dean's Office Faculty Approval Date: March 5, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: 2020 January 20 Contact Person: Jon Nakane Phone: 604-822-0794 Email: jon.nakane@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>APSC 383 (3) – Prototyping</p> <p>Systematic approach and use of tools for prototyping. Using software, electronics, and physical components, for practical advancement of initiatives in innovation, product development market identification and problem solving.</p> <p><i>This course is not eligible for Credit/D/Fail grading. [3-0-0]</i></p>	<p>Present Calendar Entry: n/a</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: APSC 383 is intended to expose students to the fundamentals of prototyping to allow students access to key tools for practical advancement of initiatives in innovation, product development, market identification, and problem solving.</p> <p>The course is intended for students with minimal experience in prototyping with digital tools, to make it accessible to the widest range of participants.</p> <p>For students that may interact with engineers professionally, this course will provide context and background they may draw upon in their future careers. For all students, the course will provide background knowledge for understanding the role of prototyping in development of ideas and potential solutions.</p> <div style="margin-top: 20px;"> <input checked="checked" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) </div> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Courses in the Faculty of Applied Science are not available to be taken for Cr/D/F. Although this course will be primarily for students outside the Faculty, the course has team based projects and a percentage graded system would encourage full participation by all</p>



students in the team projects.

☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**
(Check one of the above boxes if the course will be
graded on a P/F or H/P/F basis. Default grading is
percentage.)



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science and Medicine Department: Biomedical Engineering Faculty Approval Date: 31 Oct 2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: 27 September 2019 Contact Person: Tegan Stusiak Phone: 22216 Email: tegan.stusiak@ubc.ca
Proposed Calendar Entry: BMEG 200 (1) Biomedical Engineering Bridge Module Core concepts of biomedical engineering with a focus on advanced biological concepts that are inherent in biomechanics analysis, biomaterials signals and systems, bioinformatics and cellular bioengineering. Credit will only be granted for one of BMEG 102 and BMEG 200. This course is not eligible for Credit/D/Fail grading. <i>Prerequisite:</i> All of APSC 101, PHYS 159	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=BMEG Present Calendar Entry: Type of Action: New Course Rationale for Proposed Change: For students coming in to the Biomedical Engineering (BMEG) program who have not taken BMEG 101 and BMEG 102. Normally students will have taken APSC 101 and PHYS 159. BMEG 200 is intended to bridge the credit and content difference between BMEG 101 and BMEG 102 and APSC 101 and PHYS 159 – particularly the biology content that BMEG 101 and 102 introduce to first year students. The standard first year timetable for Engineering students does not include any biology content or introduction, barring a few examples in APSC 100 and APSC 101. BMEG 200 is intended to give general first year engineering students a basic understanding of biology and biomedical engineering content so that they will be able to transition to biomedical engineering and not be at as much of a disadvantage for not having taken the Pre-Biomedical Engineering Standard Timetable. While they will not cover as much biology and biomedical engineering content as student who took BMEG 101 and 102, this course will lay the groundwork that they can further develop in their second year courses. This will ease the transition to the BMEG program for students who took the standard first year engineering timetable, are transferring into the BMEG program from another Applied Science program or are transferring to the Bachelor of Applied Science and want to pursue the BMEG program. BMEG 200 ensures that students don't need to take BMEG 101 and 102 in their second year, which decreases the cost to the student in both time spent in the program (their program will not be delayed as much) and fees. This course is taken in the summer between first and second year after students have been placed in the BMEG program. It is delivered entirely online so that students don't need to physically be in Vancouver in order to get up to take this course.



	<p>✓ Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Students in the Bachelor of Applied Science program are not eligible to take courses on a Credit/D/Fail basis. This course is a required part of a student's program.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science and Medicine Department: School of Biomedical Engineering Faculty Approval Date: 5 March 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: 31 January 2020 Contact Person: Tegan Stusiak Phone: 22216 Email: tegan.stusiak@ubc.ca</p>
<p>Proposed Calendar Entry: BMEG 321 (3) Biomedical Instrumentation Fundamental principles of operation and types of medical equipment used for measurements of respiratory and circulatory systems, and biopotential signals, as well as open, minimally-invasive, and robotic surgery. Other topics include medical imaging, image processing, and simulations. [2-3-0] Credit will only be granted for one of BMEG 321, ELEC 371. <i>This course is not eligible for Credit/D/Fail grading.</i> Pre-requisite: Either (a) MATH 256 or (b) all of MATH 265, MATH 267 ; and either (a) all of BMEG 220, BMEG 257 or (b) all of ELEC 202, ELEC 292.</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 for Proposed Change: BMEG 321 will replace ELEC 371 as a Year 3 core course for our students. Biomedical Instrumentation cover fundamental working principles of medical instruments and is necessary for students who will design, or use these instruments in the future – at medical clinics, hospitals, or factories. ELEC 371 is a relatively small course (~17 students) and cannot sustain the increase in student enrolment (estimated 113 students per year at steady state) due to the way it is delivered. After consultations with Electrical and Computer Engineering (ECE) it has been decided to cross-list ELEC 371 and BMEG 321. There is substantial content overlap between ELEC 371 and BMEG 321.</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px 0; display: flex; align-items: center; justify-content: center;">✓</div> <p>Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Students in the Bachelor of Applied Science program are not eligible to take courses on a Credit/D/Fail basis. This course is a required part of a student's program.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

<p>Proposed Calendar Entry: (40 word limit.) BMEG 374 (3) Cellular Bioengineering: Laboratory & Design Fundamental genetic, molecular, and tissue engineering techniques. Design of experiments and tools related to these essential cellular bioengineering techniques. <i>This course is not eligible for Credit/D/Fail grading.</i> [1-3-1] Pre-requisite: BMEG 250</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 for Proposed Change: Students in the Cellular Bioengineering stream do not receive enough hands-on experience in the lab, which is critical to understand and practice in this field. In order to promote bioengineering technology skill development (including cell culture techniques) earlier on in their degree program, BMEG 374 has been created for Cellular Bioengineering students to take in Year 3. This will better prepare them for their capstone design project (BMEG 457) and for more specialized and advanced cellular engineering theory and design to be covered in BMEG 370, which has been moved to year 4 and renumbered as 470.</p> <div data-bbox="824 993 889 1052"> <input checked="" type="checkbox"/> </div> <p>Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Students in the Bachelor of Applied Science program are not eligible to take courses on a Credit/D/Fail basis. This course is a required part of a student's program.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
<p>Proposed Calendar Entry: BMEG 400 (1-8) d Topics in Biomedical Engineering Lectures or projects on specialized topics in Biomedical 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 for Proposed Change: Creation of a “Topics in Biomedical Engineering” at the undergraduate level that can be used to “pilot” a potential new course. The program is new and being able to pilot courses to determine suitability and demand will be integral to the growth of our program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Students in the Bachelor of Applied Science program will not be eligible to take courses on a Credit/D/Fail basis.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
<p>Proposed Calendar Entry: BMEG 455 (3) Professionalism and Ethics in Biomedical Engineering Ethical, equity, and diversity issues and professionalism in Biomedical Engineering practice and design. Case studies and design projects will be used to expand on the foundation of biomedical engineering design, applying real-world ethical dilemmas including professional, medical, and research ethics. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0]</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 for Proposed Change: BMEG 455 covers professional and ethical topics that are integral and unique to the practice of biomedical engineering. While Biomedical Engineering (BMEG) students gain exposure to the ethical and professional issues in years 1-3, this course will build on and expand that introduction so that BMEG students are well prepared to enter the workforce after graduation.</p> <p>This course will replace BMEG 456 in the core courses BMEG students must take – the content that BMEG 456 covers, BMEG students cover in year 2 through BMEG 257.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p>

	<p>Rationale for not being available for Cr/D/F: Students in the Bachelor of Applied Science program are not eligible to take courses on a Credit/D/Fail basis. This course is a required part of a student's program.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
<p>Proposed Calendar Entry: BMEG 490 (3/6) c Introduction to Academic Research Research project directed by a faculty member in Biomedical Engineering. Course may include workshops. <i>This course is not eligible for Credit/D/Fail grading.</i></p> <p>Prerequisite: Fourth-year standing and at least 80% average in third-year courses.</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 for Proposed Change: About 30% of biomedical engineering students go onto grad school after their undergraduate degree. BMEG 490 gives them structured exposure to the research lab environment. The principle objective of this course is to provide students formal research experience in a research environment, under the supervision of a faculty member. This will give the student useful background and experience to make informed decisions about whether or not to pursue grad school after their BASc.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Students in the Bachelor of Applied Science program will not be eligible to take courses on a Credit/D/Fail basis.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: APSC Department: CHBE Faculty Approval Date: March 5, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: 31 Jan 2020 Contact Person: Louise Creagh Phone: 604-822-5787 Email: alcreagh@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CHBE 350 (1) Mass Transfer Bridge Module</p> <p>Mass transfer; molecular diffusion; convective transfer; analogies among heat, mass and momentum transfer; mass transfer coefficients; interphase mass transfer.</p> <p><i>Pre-requisite:</i> All of CHBE 251, CHBE 351, MATH 253.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=CHBE</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course.</p> <p>Rationale for Proposed Change: For students entering Y3-T2 in Chemical & Biological Engineering who have taken CHBE 351 but have not taken CHBE 352. Starting in 2020W CHBE 352 will be a prerequisite for Y3-T2 courses CHBE 345 and 355. CHBE 350 is intended to bridge the gap in content between CHBE 351 and CHBE 352 and prepare students with sufficient background to take Y3-T2 courses.</p> <div style="margin-top: 20px;"> <input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) </div> <p>Rationale for not being available for Cr/D/F: Students in the Bachelor of Applied Science program are not eligible to take courses on a Credit/D/Fail basis. This course is a required part of a student's program.</p> <p> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading </p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: March 5, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: January 31, 2020 Contact Person: Dr. Tony Hodgson Phone: (604) 822-3240 Email: ahodgson@mech.ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>MECH 477 (3) Aerospace Propulsion</p> <p>Cycle analysis of jet engines, thermodynamic cycles, mechanics and thermodynamics of combustion, components and the performance characteristics of chemical rockets. The detailed analysis of operating characteristics of turbojet, turbofan, turboprop, afterburning, and ramjet propulsion systems. [3-0-0]</p> <p>Prerequisite: MECH 327, MECH 375, and MECH 380.</p>	<p>URL:</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This is a new technical elective to be offered by the Department of Mechanical Engineering. In addition to UBC-V engineering students, this course will also be made available to students at the UBC-O campus as part of their new aerospace initiative.</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 5px; margin-right: 10px;">X</div> <div> <p>Not available for Cr/D/F grading (undergraduate courses only)</p> </div> </div> <p>Rationale for not being available for Cr/D/F: Courses in the Faculty of Applied Science are not permitted to be taken for Cr/D/F.</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="margin-right: 10px;"> <input type="checkbox"/> Pass/Fail or </div> <div> <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) </div> </div>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: March 5, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: January 31, 2020 Contact Person: Dr. Tony Hodgson Phone: (604) 822-3240 Email: ahodgson@mech.ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>MECH 497 (3) Research Skills and Data Analysis</p> <p>Research environment, funding and dissemination systems; literature reviews and critically evaluating papers; creating research questions; research ethics, data security and research records; equity, diversity, and inclusion in research. [3-0-0]</p> <p>Prerequisite: Third-year standing.</p>	<p>URL:</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This is a new core requirement of the new CREATE-U undergraduate research initiative that MECH will be launching this year.</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 5px; margin-right: 10px;">X</div> <div> <p>Not available for Cr/D/F grading (undergraduate courses only)</p> </div> </div> <p>Rationale for not being available for Cr/D/F: Courses in the Faculty of Applied Science are not permitted to be taken for Cr/D/F.</p> <div style="margin-top: 10px;"> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) </div>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Mechanical Engineering Faculty Approval Date: March 5, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: January 31, 2020 Contact Person: Dr. Tony Hodgson Phone: (604) 822-3240 Email: ahodgson@mech.ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>MECH 498 (3) Research Communication</p> <p>Scholarly writing and communication in engineering. Standard research genres such as journal articles, conference posters, and grant proposals. Students will write on the topic of their CREATE-U research. [2-2-0]</p> <p>Corequisite: MECH 497</p>	<p>URL:</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This course will be part of the new CREATE-U program, which is designed to introduce fourth-year undergraduate students to research. This course is central to the program, as students will become familiar with research genres and learn how to present their research within those genres.</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px 5px; margin-right: 10px;">X</div> <div> <p>Not available for Cr/D/F grading (undergraduate courses only)</p> </div> </div> <p>Rationale for not being available for Cr/D/F: Courses in the Faculty of Applied Science are not permitted to be taken for Cr/D/F.</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="margin-right: 10px;"> <input type="checkbox"/> Pass/Fail or </div> <div> <input type="checkbox"/> Honours/Pass/Fail grading </div> </div> <p>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: APSC Department: Mining Engineering Faculty Approval Date: March 5, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: February 11, 2020 Contact Person: Davide Elmo Phone: 604 822 9304 Email: delmo@mining.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MINE 405 (3) Introduction to Risk Management for Mining and Large Industrial Projects</p> <p>Risk management and its application to mining and large industrial projects, including risk analysis, treatment, and governance.</p> <p>This course is not eligible for Credit/D/Fail grading.</p> <p>[3-0-0]</p> <p>Pre-reqs: Third-year Standing</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=MINE</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course New Course</p> <p>Rationale for Proposed Change:</p> <p>This new course is being proposed as a technical elective for the Mining engineering undergraduate program, but will also be made available to students in other engineering programs who may have an interest in the topic. The department does not currently have a large selection of technical electives for mining students to choose from, but with recent faculty additions and curriculum renewal projects, the department is able to propose this new course. This topic area is very industrially relevant, and will be of interest to students. This course also offers students additional opportunities to develop graduate attributes as required for the accreditation of the program.</p> <div style="margin-top: 20px;"> <div style="display: inline-block; border: 1px solid black; padding: 2px 5px; text-align: center;">X</div> <div style="display: inline-block; vertical-align: top; margin-left: 10px;"> <p>Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> </div> </div>



	<p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: Materials Engineering Faculty Approval Date: March 5, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: Jan 21, 2020 Contact Person: Chad Sinclair Phone: 604 822 3352 Email: chad.sinclair@ubc.ca</p>
<p>Proposed Calendar Entry: MTRL 496 (3) Materials Sustainability Concepts of life cycle analysis, circular economy and critical materials. Project-based introduction to key concepts, calculations, and design. <i>This course is not eligible for Credit/D/Fail grading. [2-0-2]</i> Prerequisites: MTRL 250</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=MTRL</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: A new course has been developed to provide a technical elective to provide materials engineering undergraduate students with a course focused on materials and sustainability including life cycle analysis. This will also be available for students in the Master of Engineering Leadership Advanced Materials Manufacturing program (AMM MEL), (and other engineering students) as technical electives.</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto; display: flex; align-items: center; justify-content: center;">X</div> <p>Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: This does not apply to Applied Science programs.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

UNDERGRADUATE – NEW COURSES

AFST – African Studies

AFST 308 (3) The Languages of Africa – Cross-listed with LING 308

Category: 1 Faculty: Arts Department: AFST and LING Faculty Approval Date: March 24, 2020 Effective Session (W or S): W Effective Academic Year: 2020	Received: December 18, 2019 Contact Person: Strang Burton Phone: 778-887-4073 Email: strang.burton@ubc.ca
Proposed Calendar Entry: AFST 308 (3) The Languages of Africa Linguistic survey of the languages of Africa, including typological and historical connections between languages, individual and comparative surveys of sound systems, word structures, sentence structures, semantics, and sociolinguistic properties of a representative selection of languages. <i>Equivalency: LING 308.</i>	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=AFST Present Calendar Entry: None Type of Action: Create new course Rationale for Proposed Change: Africa is home to over 1,500 languages, spoken by 1.1 billion people, including a tremendous range of linguistic diversity and some of the richest and most systematically complex languages in the world. A chance to explore this linguistic area would be a great opportunity for students in both linguistics and African Studies, and a chance for UBC to promote important aspects of intercultural understanding. The Linguistics department has expertise in African languages and a significant number of African graduate students, and in practical terms could easily staff and support such a course; but currently the program has no course offerings specifically in the linguistics of African languages. The AFST program is short overall on courses for its students, and the students are not currently able to learn about the full richness of the African languages. In Linguistics, in addition to there being no

	<p>courses focused on the linguistics of African languages, we have at the same time a general shortage of courses for our undergraduates at the upper-year levels.</p> <p>Adding this course thus fills an important gap in the content taught at UBC, and fills gaps in the program needs for both AFST and Linguistics.</p> <p>AFST 308 and LING 308 will follow an identical curriculum and will be taught by an instructor in the Department of Linguistics.</p>
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LING – Department of Linguistics

LING 308 (3) The Languages of Africa – Cross-listed with AFST 308

<p>Category: 1 Faculty: Arts Department: AFST and LING Faculty Approval Date: March 24, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Received: December 18, 2019 Contact Person: Strang Burton Phone: 778-887-4073 Email: strang.burton@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>LING 308 (3) The Languages of Africa</p> <p>Linguistic survey of the languages of Africa, including typological and historical connections between languages, individual and comparative surveys of sound systems, word structures, sentence structures, semantics, and sociolinguistic properties of a representative selection of languages. <i>Equivalency: AFST 308.</i></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=LING</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>Africa is home to over 1,500 languages, spoken by 1.1 billion people, including a tremendous range of linguistic diversity and some of the richest and most systematically complex languages in the world. A chance to explore this linguistic area would be a great opportunity for students in both linguistics and African Studies, and a chance for UBC to promote</p>

	<p>important aspects of intercultural understanding.</p> <p>The Linguistics department has expertise in African languages and a significant number of African graduate students, and in practical terms could easily staff and support such a course; but currently the program has no course offerings specifically in the linguistics of African languages.</p> <p>The AFST program is short overall on courses for its students, and the students are not currently able to learn about the full richness of the African languages. In Linguistics, in addition to there being no courses focused on the linguistics of African languages, we have at the same time a general shortage of courses for our undergraduates at the upper-year levels.</p> <p>Adding this course thus fills an important gap in the content taught at UBC, and fills gaps in the program needs for both AFST and Linguistics.</p> <p>AFST 308 and LING 308 will follow an identical curriculum and will be taught by an instructor in the Department of Linguistics.</p>
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CRWR – Creative Writing Program*CRWR 319 (3) Writing Genre Fiction*

Category: 1 Faculty: Arts Department: Creative Writing Faculty Approval Date: March 24, 2020 Effective Session (W or S): W Effective Academic Year: 2020	Received: January 23, 2020 Contact Person: Emily Pohl-Weary Phone: 604-822-6564 Email: e.pohl-weary@ubc.ca
Proposed Calendar Entry: CRWR 319 (3) Writing Genre Fiction	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=crwr

<p>Exploration and practice in writing major genres of genre fiction, including fantasy, science fiction, romance, crime, horror, and historical fiction.</p> <p><i>Prerequisite:</i> CRWR 200, CRWR 209.</p>	<p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: CRWR 319 (3) Writing Genre Fiction is an important addition to our current course offerings within the Creative Writing Minor program. It responds to increasing student demand for more integration of commercial genres (such as romance, crime, horror, fantasy, historical and science fiction) into our curriculum. We will offer students specialized craft discussions as well as complex writing techniques, and an introduction to peer writing critique sessions.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: APSC Department: Faculty Approval Date: March 5, 2020 Effective Session (W or S): Winter Effective Academic Year: 2020	Date: January 27, 2020 Contact Person: Helen May Phone: 604-822-9415 Email: helen.may@ubc.ca
Proposed Calendar Entry: Master of Engineering Leadership in Advanced Materials Manufacturing Program Overview The Master of Engineering Leadership in Advanced Materials Manufacturing (MEL in AMM) is a degree within the Faculty of Applied Science. The creation of this program has been driven, in part, by strong interest from the Canadian manufacturing community (includes aerospace, automotive and energy transmission whereby British Columbia will see a high level of activity over the next few decades). The objective of this program is to meet an identified need to educate engineers with a unique combination of leadership and strong technical, multi-disciplinary knowledge on multi-material solutions to advanced materials manufacturing. The MEL in AMM is a degree for professionals who have relevant industry experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the MEL admissions website for more information on both the full time and part time options.	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,966,0 Present Calendar Entry: Master of Engineering Leadership in Advanced Materials Manufacturing Program Overview The Master of Engineering Leadership in Advanced Materials Manufacturing (MEL in AMM) is a program within the Faculty of Applied Science. The creation of this program has been driven, in part, by strong interest from the Canadian manufacturing community (includes aerospace, automotive and energy transmission whereby British Columbia will see a high level of activity over the next few decades). The objective of this program is to meet an identified need to educate engineers with a unique combination of leadership and strong technical, multi-disciplinary knowledge on multi-material solutions to advanced materials manufacturing. This is a 12-month, full-time program for professionals who have relevant industry experience and are wanting to accelerate their career. The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the MEL website for further information and contact details.

<p>The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the MEL website for further information and contact details.</p>	<p>Type of Action: Add part-time study option</p> <p>Rationale for Proposed Change: The addition of a part-time study option will allow the MEL in AMM program to be accessible to more domestic students with local, industry experience and will allow the program to have a stronger local impact. As the program requires a minimum of 2 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to do a full-time program. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MEL in AMM by bringing current industry issues and practices to classroom discussions.</p> <p>We propose that all the MEL and MHLP degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in Clean Energy Engineering</p> <p>Program Overview Master of Engineering Leadership in Clean Energy Engineering (MEL in CEEN) is a degree within the Faculty of Applied Science.</p> <p>The objective of the Clean Energy Program is to provide students with advanced knowledge in various aspects of energy conversion, distribution, storage and</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,967,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in Clean Energy Engineering</p> <p>Program Overview Master of Engineering Leadership in Clean Energy Engineering (MEL in CEEN) is a program within the Faculty of Applied Science.</p> <p>The objective of the Clean Energy Program is to provide students with advanced knowledge in various aspects of energy conversion, distribution, storage and</p>

management, including renewable energy technologies, energy distribution networks and energy policy. It is designed to educate and challenge students to critical thinking about topics related to energy conservation and efficiency, energy and environment, and social impact. The curriculum is based on innovative teaching strategies which include a key feature of organizing and promoting interaction between students and industrial partners through seminars, debates on advanced energy related topics, industrially sponsored projects and conferences.

The MEL in CEEN is a degree for professionals who have relevant industry experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the [MEL admissions website](#) for more information on both the full time and part time options.

The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the [MEL website](#) for further information and contact details.

management, including renewable energy technologies, energy distribution networks and energy policy. It is designed to educate and challenge students to critical thinking about topics related to energy conservation and efficiency, energy and environment, and social impact. The curriculum is based on innovative teaching strategies which include a key feature of organizing and promoting interaction between students and industrial partners through seminars, debates on advanced energy related topics, industrially sponsored projects and conferences.

~~This is a 12-month, full-time program for professionals who have relevant industry experience and are wanting to accelerate their career.~~

The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the [MEL website](#) for further information and contact details.

Type of Action:

Add part-time study option

Rationale for Proposed Change:

The addition of a part-time study option will allow the MEL in CEEN program to be accessible to more domestic students with local, industry experience and will allow the program to have a stronger local impact. As the program requires a minimum of 3 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to do a full-time program. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MEL in

	<p>CEEN by bringing current industry issues and practices to classroom discussions.</p> <p>We propose that all the MEL and MHLP degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in Dependable Software Systems</p> <p>Program Overview The Master of Engineering Leadership in Dependable Software Systems (MEL in DSS) is a program within the Faculty of Applied Science.</p> <p>Dependability of software systems is gaining much attention and importance with the pervasiveness of software systems. The ubiquity of these systems requires that these systems perform correctly with high confidence, and building such systems requires a multifaceted approach. This program addresses key concepts, namely:</p> <ul style="list-style-type: none"> • System correctness within specifications • System robustness outside of specifications • System security in case of hostile use outside of specification • Software project lifecycle management for robust systems <p>The program is supported by a set of leadership, management, and analysis courses aimed at providing professional education for dependable software systems technical leaders.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,983,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in Dependable Software Systems</p> <p>Program Overview The Master of Engineering Leadership in Dependable Software Systems (MEL in DSS) is a program within the Faculty of Applied Science.</p> <p>Dependability of software systems is gaining much attention and importance with the pervasiveness of software systems. The ubiquity of these systems requires that these systems perform correctly with high confidence, and building such systems requires a multifaceted approach. This program addresses key concepts, namely:</p> <ul style="list-style-type: none"> • System correctness within specifications • System robustness outside of specifications • System security in case of hostile use outside of specification • Software project lifecycle management for robust systems <p>The program is supported by a set of leadership, management, and analysis courses aimed at providing professional education for dependable software systems technical leaders.</p>

<p>The MEL in DSS is a degree for professionals who have relevant industry experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the MEL admissions website for more information on both the full time and part time options.</p>	<p>Type of Action: Add part-time study option</p> <p>Rationale for Proposed Change: The addition of a part-time study option will allow the MEL in DSS program to be accessible to more domestic students with local, industry experience and will allow the program to have a stronger local impact. As the program requires a minimum of 3 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to do a full-time program. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MEL in DSS by bringing current industry issues and practices to classroom discussions.</p> <p>We propose that all the MEL and MHLP degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in High Performance Buildings</p> <p>Program Overview The Master of Engineering Leadership in High Performance Buildings (MEL in HPB) is a program within the Faculty of Applied Science.</p> <p>The MEL in HPB program develops Highly Qualified Personnel (HQP) for the rapidly evolving high performance green building sector. This building sector is seeing opportunities as the demand for</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,993,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in High Performance Buildings</p> <p>Program Overview The Master of Engineering Leadership in High Performance Buildings (MEL in HPB) is a program within the Faculty of Applied Science.</p> <p>The MEL in HPB program develops Highly Qualified Personnel (HQP) for the rapidly evolving high performance green building sector. This building sector is seeing opportunities as the demand for</p>

<p>sustainable buildings and cities increases. UBC has an exceptional group of researchers working on green and sustainable buildings, cities and integrated energy systems.</p> <p>The MEL in HPB is a degree for professionals who have relevant industry experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the MEL admissions website for more information on both the full time and part time options.</p> <p>This program is delivered by the Department of Mechanical Engineering and the School of Architecture and Landscape Architecture, both within the Faculty of Applied Science, in collaboration with the Faculty of Commerce and Business Administration (also known as the Sauder School of Business).</p>	<p>sustainable buildings and cities increases. UBC has an exceptional group of researchers working on green and sustainable buildings, cities and integrated energy systems.</p> <p>This program is delivered by the Department of Mechanical Engineering and the School of Architecture and Landscape Architecture, both within the Faculty of Applied Science, in collaboration with the Faculty of Commerce and Business Administration (also known as the Sauder School of Business).</p> <p>Type of Action: Add part-time study option</p> <p>Rationale for Proposed Change: The addition of a part-time study option will allow the MEL in HPB program to be accessible to more domestic students with local, industry experience and will allow the program to have a stronger local impact. As the program requires a minimum of 3 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to do a full-time program. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MEL in HPB by bringing current industry issues and practices to classroom discussions.</p> <p>We propose that all the MEL and MHLP degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,968,0</p> <p>Present Calendar Entry:</p>

Master of Engineering Leadership in Naval Architecture and Marine Engineering

Program Overview

The Master of Engineering Leadership in Naval Architecture and Marine Engineering (MEL in NAME) is a **degree** within the Faculty of Applied Science. The program will combine an essential understanding of the engineering science and physics of ship design, coupled with the broad business training contained in the program's Platform courses. The intent is to produce engineering Program Managers who possess sufficient technical understanding to direct detailed engineering analyses.

The MEL in NAME is a degree for professionals who have relevant industry experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the [MEL admissions website](#) for more information on both the full time and part time options.

The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the [MEL website](#) for further information and contact details. The MEng NAME is also available, for further information and contact details please visit [MEng NAME website](#).

Master of Engineering Leadership in Naval Architecture and Marine Engineering

Program Overview

The Master of Engineering Leadership in Naval Architecture and Marine Engineering (MEL in NAME) is a **program** within the Faculty of Applied Science. The program will combine an essential understanding of the engineering science and physics of ship design, coupled with the broad business training contained in the program's Platform courses. The intent is to produce engineering Program Managers who possess sufficient technical understanding to direct detailed engineering analyses.

~~This is a 12-month, full-time program for professionals who have relevant industry experience and are wanting to accelerate their career.~~

The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the [MEL website](#) for further information and contact details. The MEng NAME is also available, for further information and contact details please visit [MEng NAME website](#).

Type of Action:

Add part-time study option

Rationale for Proposed Change:

The addition of a part-time study option will allow the MEL in NAME program to be accessible to more domestic students with local, industry experience and will allow the program to have a stronger local impact. As the program requires a minimum of 3 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to

	<p>do a full-time program. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MEL in NAME by bringing current industry issues and practices to classroom discussions.</p> <p>We propose that all the MEL and MHLP degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Engineering Leadership in Sustainable Process Engineering</p> <p>Program Overview The Master of Engineering Leadership in Sustainable Process Engineering (MEL in SPE) is a degree within the Faculty of Applied Science.</p> <p>The Sustainable Process Engineering program focuses on developing Highly Qualified Personnel (HQP) to lead the dynamically evolving green economy. This sector is seeing opportunities in the development of green, sustainable products, and processes to replace petroleum-derived products and fuels. UBC has an exceptional and growing group of researchers that are developing and commercializing cleaner processing technologies for the production of bio-based chemicals, fuels, and materials, as well as sustainable energy.</p> <p>Students will be trained in the application of chemical and bioprocess engineering principles towards the design of sustainable</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,981,0</p> <p>Present Calendar Entry:</p> <p>Master of Engineering Leadership in Sustainable Process Engineering</p> <p>Program Overview The Master of Engineering Leadership in Sustainable Process Engineering (MEL in SPE) is a program within the Faculty of Applied Science.</p> <p>The Sustainable Process Engineering program focuses on developing Highly Qualified Personnel (HQP) to lead the dynamically evolving green economy. This sector is seeing opportunities in the development of green, sustainable products, and processes to replace petroleum-derived products and fuels. UBC has an exceptional and growing group of researchers that are developing and commercializing cleaner processing technologies for the production of bio-based chemicals, fuels, and materials, as well as sustainable energy.</p> <p>Students will be trained in the application of chemical and bioprocess engineering principles towards the design of sustainable</p>

products and manufacturing processes that utilize renewable feedstocks. Students will also be trained to perform life cycle and technoeconomic analyses to develop and implement novel business models for the commercialization of sustainable products and processes.

The MEL in SPE is a degree for professionals who have relevant industry experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the [MEL admissions website](#) for more information on both the full time and part time options.

The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the [MEL website](#) for further information and contact details.

products and manufacturing processes that utilize renewable feedstocks. Students will also be trained to perform life cycle and technoeconomic analyses to develop and implement novel business models for the commercialization of sustainable products and processes.

~~This is a 12-month, full-time program for professionals who have relevant industry experience and are wanting to accelerate their career.~~

The Faculty of Applied Science administers the Master of Engineering Leadership program. Please visit the [MEL website](#) for further information and contact details.

Type of Action:

Add part-time study option

Rationale for Proposed Change:

The addition of a part-time study option will allow the MEL in SPE program to be accessible to more domestic students with local, industry experience and will allow the program to have a stronger local impact. As the program requires a minimum of 3 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to do a full-time program. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MEL in SPE by bringing current industry issues and practices to classroom discussions.

We propose that all the MEL and MHL degree specializations are available in a part-time structure to improve local accessibility to professional education.

<p>Proposed Calendar Entry:</p> <p>Master of Health Leadership and Policy in Clinical Education</p> <p>Program Overview The Master of Health Leadership and Policy in Clinical Education (MHLP in CE) is a degree within the Faculty of Applied Science.</p> <p>This program is designed to prepare professionals to lead, design, and deliver comprehensive clinical education programs in a range of community and institutional settings in both the public and private sectors. The goal of the program is to provide learning experiences that enable graduates to complement their clinical expertise with both substantive knowledge related to clinical education and knowledge of business operations.</p> <p>The MHLP in CE is a degree for professionals who have relevant healthcare experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the MHLP admissions website for more information on both the full time and part time options.</p> <p>The Faculty of Applied Science administers the Master of Health Leadership and Policy program. Please visit the MHLP website for further information and contact details.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,994,0</p> <p>Present Calendar Entry:</p> <p>Master of Health Leadership and Policy in Clinical Education</p> <p>Program Overview The Master of Health Leadership and Policy in Clinical Education (MHLP in CE) is a program within the Faculty of Applied Science.</p> <p>This program is designed to prepare professionals to lead, design, and deliver comprehensive clinical education programs in a range of community and institutional settings in both the public and private sectors. The goal of the program is to provide learning experiences that enable graduates to complement their clinical expertise with both substantive knowledge related to clinical education and knowledge of business operations.</p> <p>This is a 12-month, full-time program for professionals who have relevant industry experience and are wanting to accelerate their career.</p> <p>The Faculty of Applied Science administers the Master of Health Leadership and Policy program. Please visit the MHLP website for further information and contact details.</p> <p>Type of Action: Add part-time study option</p> <p>Rationale for Proposed Change: The MHLP students are predominately domestic who continue to work in various</p>
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	<p>health authorities in BC. Providing the MHLP in CE as a part-time study option will allow the professional program to be accessible to more domestic students who are still employed in the healthcare community and will allow the program to have a stronger local impact. As the program requires a minimum of 3 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to do a full-time program. MHLP students have other dependencies that have to be considered during their studies, including family and other dependents. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MHLP cohort by bringing current industry issues and practices to classroom discussions.</p> <p>We propose that all the MHLP and MEL degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
<p>Proposed Calendar Entry:</p> <p>Master of Health Leadership and Policy in Seniors Care</p> <p>Program Overview The Master of Health Leadership and Policy in Seniors Care (MHLP in SC) is a degree within the Faculty of Applied Science.</p> <p>This program is designed to prepare professionals to lead, design, and deliver comprehensive care and services for seniors in a range of community and</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,984,0</p> <p>Present Calendar Entry:</p> <p>Master of Health Leadership and Policy in Seniors Care</p> <p>Program Overview The Master of Health Leadership and Policy in Seniors Care (MHLP in SC) is a program within the Faculty of Applied Science.</p> <p>This program is designed to prepare professionals to lead, design, and deliver comprehensive care and services for seniors in a range of community and</p>

institutional settings in both the public and private sectors. The goal of the program is to provide learning experiences that enable graduates to complement their knowledge of the health of seniors with both substantive knowledge related to seniors care and knowledge of business operations.

The MHLP in SC is a degree for professionals who have relevant healthcare experience. It is delivered either as a 12-month, full-time program or a 24-month, part-time program. Students should consult the [MHLP admissions website](#) for more information on both the full time and part time options.

The Faculty of Applied Science administers the Master of Health Leadership and Policy program. Please visit the [MHLP website](#) for further information and contact details.

institutional settings in both the public and private sectors. The goal of the program is to provide learning experiences that enable graduates to complement their knowledge of the health of seniors with both substantive knowledge related to seniors care and knowledge of business operations.

~~This is a 12-month, full-time program for professionals who have relevant industry experience and are wanting to accelerate their career.~~

The Faculty of Applied Science administers the Master of Health Leadership and Policy program. Please visit the [MHLP website](#) for further information and contact details.

Type of Action:

Add part-time study option

Rationale for Proposed Change:

The MHLP students are predominately domestic who continue to work in various health authorities in BC. Providing the MHLP in SC as a part-time study option will allow the professional program to be accessible to more domestic students who are still employed in the healthcare community and will allow the program to have a stronger local impact. As the program requires a minimum of 3 years work experience, prospective students are facing the difficult decision of quitting their jobs for a year to do a full-time program. MHLP students have other dependencies that have to be considered during their studies, including family and other dependents. With the addition of a part-time study option, students working locally will be able to continue in their current employment while enriching the learning experience in the MHLP cohort by bringing

	<p>current industry issues and practices to classroom discussions.</p> <p>We propose that all the MHLP and MEL degree specializations are available in a part-time structure to improve local accessibility to professional education.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Arts Department: Creative Writing Faculty Approval Date: March 24, 2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Received: January 23, 2020 Contact Person: Emily Pohl-Weary Phone: 604-822-6564 Email: e.pohl-weary@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CRWR 519 (3-12) d Writing Speculative Fiction</p> <p>Advanced writing of speculative fiction, including fantasy, science fiction, magical realism, horror, folk tales, and weird stories. Emphasis on reading examples from the subgenres and peer feedback.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=crwr</p> <p>Present Calendar Entry: None</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: CRWR 519: Writing Speculative Fiction is an important addition to our current graduate workshop offerings within the Creative Writing specialization. It responds to the increased critical and commercial attention paid to forms such as urban fantasy series, fairy tale retellings, and ghost stories, and will offer students complex and rigorous writing techniques to explore the craft of various subgenres. Each week, we will focus on readings and discussing one subgenre, a particular aspect of craft, and workshopping student writing.</p> <p>Workshopping is at the core of creative writing instruction at UBC and other universities worldwide, and consists of a collaborative peer-review process in which regularly submitted creative work from each student forms the curriculum of the course. This process is naturally learner-centered, collaborative and requires a high degree of student engagement. The instructor will facilitate discussion and, where appropriate, offer examples of technique that add to the class's understanding of craft and form.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Medicine Department: Rehabilitation Sciences Faculty Approval Date: 02/18/2020 Effective Session (W or S): W Effective Academic Year: 2020</p>	<p>Date: 03/05/2019 Contact Person: Suzanne Huot Phone: 604-822-7395 Email: suzanne.huot@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RHSC 517 (3) Society and Human Occupation Explores society's influence on human occupation, conceptualized as all activities people do based on need, obligation, or preference. As the core construct of the discipline of occupational science and practice of occupational therapy, human occupation is examined for its impact across social, ethical and productive aspects of society. [3-0-0]</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change: This course was previously piloted as a special topics course in the Graduate Programs in Rehabilitation Sciences (RHSC 506 Current Topics in Rehabilitation). It was well received and instructors obtained positive feedback. As the graduate program is a joint initiative between the Department of Occupational Science and Occupational Therapy, and Physical Therapy, a course providing foundational knowledge about the science underlying occupational therapy is needed. It will enhance the limited number of elective courses that students currently have to choose from. Students will develop a deeper understand of human occupation, conceptualized as the myriad activities that people do based on need, obligation, or preference. As the science of everyday living, occupational science explores the complexity of occupations and their capacity to be transformative. As occupational science has an interdisciplinary focus, a consistent offering may also draw students from other programs, departments and faculties.</p>



THE UNIVERSITY OF BRITISH COLUMBIA

	<div data-bbox="776 178 820 214"><input type="checkbox"/></div> <div data-bbox="873 184 1323 258">Not available for Cr/D/F grading (undergraduate courses only)</div> <div data-bbox="776 258 1323 342"><p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p></div> <div data-bbox="776 380 1323 506"><p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p></div> <div data-bbox="776 558 820 594"><input type="checkbox"/></div> <div data-bbox="820 558 950 594">Pass/Fail or</div> <div data-bbox="966 558 1010 594"><input type="checkbox"/></div> <div data-bbox="1010 558 1284 594">Honours/Pass/Fail grading</div> <div data-bbox="776 594 1284 678"><p>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p></div>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Forestry Department: Forest Resources Management Faculty Approval Date: Nov 7, 2019 Effective Session (W or S): W Effective Academic Year: 2020	Date: September 12 2019 Contact Person: Guangyu Wang Phone: 604-822-2681 Email: Guangyu.wang@ubc.ca
Proposed Calendar Entry: CONS 506 (3) Forest Conservation in Asia: Challenges and Opportunities Key forest conservation issues in Asia, regional strategies, programs, and practices for restoration of critical landscapes, rehabilitation of terrestrial ecosystems and conservation of flagship species.	URL: n/a Present Calendar Entry: None Type of Action: New course Rationale for Proposed Change: The course is currently being offered as a Topics course (CONS 503C). We wish to make it an official course. Asia harbors mega-biodiversity and unique ecosystems, is home to more than half of the global population, and has one of the fastest growing economies. There is a strong demand from students to learn about the drivers of a range of forest conservation issues in Asia, from deforestation to emerging challenges such as climate change. In this course, students will critically analyze regional strategies, programs, and practices for addressing these issues. Synthesizing best practices and lessons learned from case studies in Asia will contribute to broader understanding of Asia's global impact and sustainability.



Course Outline

Category: (1)

Faculty: Science Department: Biology Faculty Approval Date: March 4, 2020 Effective Date for Change: 20S	Date: March 4, 2020 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
<p>Proposed Calendar Entry:</p> <p>BIOL 503 (3) Microbial Ecology</p> <p>Theoretical and applied ecology of microbes. Focus on microbial symbionts of animals, plants and seaweeds. Critical analysis of microbial ecological literature and computational analysis of ecological data. [2-3-0]</p>	<p>Present Calendar Entry:</p> <p>Action: Create new course.</p> <p>Rationale: Microbes are all around us. The influence of microbes on the health of ecosystems and hosts is frequently in the media. This course covers concepts from ecological theory and helps students connect observed microbial patterns to expectations from theory. This course also introduces evolutionary theory and considers symbiotic interactions from the microbial perspective. This course develops critical reading skills through guided assignments on reading primary literature, including: current microbial ecology papers, papers with flawed analyses or conclusions, controversial hypotheses and common misconceptions.</p> <p>This course offers an opportunity to conduct a research project on real datasets, primarily of unpublished data. Computer-based labs and assessments give students repeated practice designing research</p>

THE UNIVERSITY OF BRITISH COLUMBIA

	<p>questions and conducting analyses to answer them. Students practice being good scientists by developing their research skills and critical thinking skills – these skills that are the foundation of successful research.</p> <p>The lectures and labs for BIOL 503 will be taught together with the lectures and labs for the new proposed course BIOL 403 (Microbial Ecology). However, assessment methods will differ for the two courses.</p> <p>Supporting Documents: SCI-19-2-BIOL 503</p>
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27 May 2020

To: Vancouver Senate
From: Senate Curriculum Committee
Re: Annual Report 2019-2020

The Senate Curriculum Committee is pleased to make the following report to the Vancouver Senate of the University of British Columbia as to its activity over the last academic year:

Submissions approved by the SCC:

Category 1: 157 (last year 277)

Category 2: 500 (last year 764)

New programs: 18 (last year 19) – a note that this includes new certificates, concentrations, minors and co-op programs.

New courses: 145 (last year 196)

Program revisions: 269 (last year 285)

Revised courses: 516 (last year 537)

Respectfully submitted,

Dr. Peter Marshall, Chair

Senate Curriculum Committee



27 May 2020

To: Vancouver Senate

From: Senate Library Committee

Re: Annual Report 2019-2020

As in its previous years, the Committee devoted its main energies to the primary role defined for it by its terms of reference, namely “To advise and assist the Librarian in developing a general program of library services for all the interests of the University.”

The University Librarian, Susan Parker, will present an overview of UBC Library operations in her Annual Report to Senate, in October 2020.

Over the 2019/2020 academic year the Committee met five times. I offer sincere thanks to each member of the Committee for their thoughtful input. At each meeting, the Committee received extensive briefings from the University Librarian, other colleagues from the Library, and members of other Senate committees. As a result the Committee offered guidance in the following areas:

- The Librarian’s Annual Report to Senate
- Progress with expanding the use of Open Access for research and teaching purposes; negotiations with publishers re: the high cost of journals; including an update of the contract dispute between the University of California and Elsevier
- The results of the UBC-V Library Survey
- Senate Triennial Review, revision of the SLC Terms of Reference with inclusion of the Inclusion Action Plan into the Terms of Reference
- Review of SACADI as it applies to the Library
- Discussed the UBC Library Strategic Framework as a platform to coordinate with the UBC Strategic Plan, the Indigenous Strategic Plan (ISP), and the UBC International Strategy Plan
- Establishment of an EDI Committee in the Library
- Presentation by the Centre for Writing and Scholarly Communication
- Presentation re the MIT Publishers Contract framework
- The Library’s response to the SARS-CoV-2 virus pandemic



In conclusion, the Committee wishes to record its appreciation of the assistance and information provided to it with unfailing courtesy and efficiency by UBC Librarians and other members of the Library staff, the Office of the Senate, and Enrolment Services, especially Anthony Grzegorzewski, Lauren Small, and Stephanie Oldford.

Respectfully submitted,

Lawrence Burr, Chair
Senate Library Committee



15 May 2020

To: Senate

From: Senate Nominating Committee

Re: Committee Adjustments

Committee Adjustments

The student members of Senate have met to recommend their committee appointments for the next year. The Senate Nominating Committee understands that class and work schedules for students may not be known for September, and that the COVID-19 pandemic situation may add greater uncertainty, and thus expects to bring forwards revisions to these appointments in September to better ensure student representation at Senate Committees. The Senate Nominating Committee is pleased to recommend that Senate resolve as follows:

That Ms Chalaya Moonias and Mr Cole Evans be appointed to the Senate Academic Building Needs Committee until 31 March 2021 and thereafter until replaced, to replace Mssrs Nick Pang and Riley Ty, and that the term of Mr Dante Agosti-Moro on the committee be extended until 31 March 2021 and thereafter until replaced;

That Ms Julia Burnham be appointed to the Senate Academic Policy Committee until 31 March 2021 and thereafter until replaced, to replace Ms Alexa Tanner, and that the term of J. Maximillian Holmes on the committee be extended until 31 March 2021 and thereafter until replaced;

That Mssrs Dante Agosti-Moro and Justin Zheng be appointed to the Senate Admissions Committee until 31 March 2021 and thereafter until replaced, to replace Mr Christopher Hakim and Ms Natasha Rygnestad-Stahl;

That Mr Christopher Hakim be appointed to the Senate Agenda Committee until 31 March 2021 and thereafter until replaced, to replace Mr Nick Pang, and that the term of Mr J. Maximillian Holmes on the committee be extended until 31 March 2021 and thereafter until replaced;



That Mssrs Alex Gonzalez and Danny Liu, and Ms Natasha Rygnestad-Stahl be appointed to the Senate Committee on Appeals on academic Standing until 31 March 2021 and thereafter until replaced, to replace Mssrs Christian Surniawan, Temitope Onifade and Riley Ty, with the understanding that those members presently considering an appeal will continue as supernumerary members of the committee until such a matter is resolved;

That Mss Arezoo Alamzadeh Mehrizi and Chalaya Moonias be appointed to the Senate Awards Committee until 31 March 2021 and thereafter until replaced, to replace Mss Julia Burnham and Julia Chai;

That Ms Eshana Bhangu and Mssrs Danny Liu, Justin Zheng, Nick pang and Tarique Benbow be appointed to the Senate Curriculum Committee until 31 March 2021 and thereafter until replaced, to replace Mss Julia Chai, Charlotte Gilby, and Enav Suzman, and Mssrs Alex Gonzalez and Christian Surniawan;

That Mssrs Alex Gonzalez and Nick Pang, and Mss Julia Burnham and Carly Koenig be appointed to the Senate Library Committee until 31 March 2021 and thereafter until replaced, to replace Mssrs Temitope Onifade and Riley Ty, and Mss Rojin Djavanmardi and Lillian Milroy;

That Mssrs Tarique Benbow and Tyler Yan be appointed to the Senate Research and Scholarship Committee until 31 March 2021 and thereafter until replaced, to replace Mss Alexa Tanner and Vivian Tsang;

That Mr Cole Evans be appointed to the Student Appeals on Academic Discipline Committee until 31 March 2021 and thereafter until replaced to replace Ms Charlotte Gilby, and that the terms of Mr Dante Agosti-Moro and Ms Natasha Rygnestad-Stahl on the committee be extended until 31 March 2021 and thereafter until replaced;

That Mss Arezoo Alemzedeh Mehrizi and Diana Nguyen and Mr Christopher Hakim be appointed to the Senate Teaching and Learning Committee until 31 March 2021 and thereafter until replaced, to replace Mss Julia Chai and Carly Koenig and Mr Alex Gonzalez;

That Mssrs Danny Liu and Tyler Yan be appointed to the Senate Tributes Committee until 31 March 2021 and thereafter until replaced, to replace Mssrs Nick Pang and Christian Surniawan;



That Ms Eshana Bhangu be appointed to the Council Budget Committee until 31 March 2021 and thereafter until replaced, to replace Ms Vivian Tsang, and that the term of Mr Christopher Hakim on the committee be extended until 31 March 2021 and thereafter until replaced;

That the term of Mr J. Maximillian Holmes on the Council Elections Committee be extended until 31 March 2021 and thereafter until replaced;

That Mr Christopher Hakim be elected to the Council of Senates; and

That the term of Ms Julia Burnham on Council of Senates Representative committee Four be extended to 31 March 20201 and thereafter until replaced.



27 May 2020

To: Vancouver Senate

From: Senate Committee on Student Appeals on Academic Discipline

Re: **Annual Report to Senate (1 May 2019 – 30 April 2020) (information)**

Members of the Committee:

- Mr. Tariq Ahmed (Chair)
- Prof. Abby Collier
- Prof. Sue Grayston
- Dr. Mieke Koehoorn
- Prof. C.W. Marshall
- Dr. Susan Parker
- Mr. Mike Stewart
- Mr. Dante Agosti-Moro
- Ms. Natasha Rygnestad-Stahl
- Ms. Charlotte Gilby

The Senate Committee on Student Appeals on Academic Discipline (the “Senate Committee”) is a standing committee of the Vancouver Senate established under section 37(1)(v) of the *University Act*, R.S.B.C. 1996, c. 468. The Senate Committee is the “standing committee of final appeal for students in matters of academic discipline.”

Under section 61(1) of the *University Act*, the “president has power to suspend a student and to deal summarily with any matter of student discipline.” Under section 61(2), the President “must promptly report the action to the standing committee established under section 37(1)(v) with a statement of his or her reasons.” Under section 61(3), the “action of the president is final and subject in all cases to an appeal to the senate.”

Student discipline is governed by the Academic Regulations section of the UBC Calendar. The procedures of the Senate Committee on Student Appeals on Academic Discipline can be found at <https://senate.ubc.ca/vancouver/rules/discipline>.

Appeals Heard

During the period 1 May 2019 to 30 April 2020, the Senate Committee heard one appeal involving a student disciplined by the President upon the recommendation of the President’s Advisory Committee on Student Discipline (“PACSD”) or an investigator appointed pursuant to UBC Board of Governors Policy #131: Sexual Assault and Other Sexual Misconduct. The appeal was dismissed.



The table below presents the Senate Committee's workload and the outcomes of appeals heard over the past five years:

YEAR	Academic		Non-Academic		Policy #131		TOTAL
<i>RESULT¹</i>	<i>Allowed</i>	<i>Dismissed</i>	<i>Allowed</i>	<i>Dismissed</i>	<i>Allowed</i>	<i>Dismissed</i>	
2015-16	1	4	0	1	N/A	N/A	6
2016-17	1	2	0	2	N/A	N/A	5
2017-18	0	2	0	0	N/A	N/A	2
2018-19	1	3	1	0	1	2	8
2019-20	0	0	0	0	0	1	1
TOTAL	3	11	1	3	1	3	22

The misconduct, the disciplinary action taken by the President, the nature of the appeal and the decision of the Senate Committee is as follows:

13 November 2019 Appeal

The student was disciplined for misconduct under UBC Board of Governors Policy #131: Sexual Assault and Other Sexual Misconduct. The discipline imposed by the President was suspension from the University for a period of 12 months, and a notation of non-academic misconduct on the student's transcript for the duration of the suspension. An indefinite prohibition of contact with the complainant, and a requirement for the student to vacate their UBC campus residence during the course of the suspension was also imposed.

The appellant raised a number of issues in the course of the appeal.

Appeal of Factual Findings

The appellant disagreed with some of the facts found in the Investigation Report. However, the Senate Committee did not find that on that basis:

- i. the President incorrectly determined that the conduct constituted misconduct or incorrectly applied a University policy or procedure;
- ii. the procedure of the investigation was unfair or operated unfairly; or
- iii. the President erred in his assessment of the evidence in the Investigation Report.

In the view of the Senate Committee, many of the appellant's arguments were directed at challenging findings of credibility and findings of fact. The Senate Committee found that the Investigator was in the best position to assess the credibility of the witnesses and their determinations were supported by the evidence they had been provided. The Senate Committee also found that the President's decision to accept the Investigator's findings of fact was reasonable in the circumstances.

¹ "Allowed" includes those appeals that were allowed in part.



Procedural Concerns Arising in the Investigation Process

The appellant raised concerns about the timelines of the investigation process, and that the appellant was not informed about advocacy resources by the University in the course of the investigation process. The appellant also raised their English language ability as a cause of unfairness in the process, as they were not told they could request a translator.

The Senate Committee did not find that a reasonable person, knowledgeable about the facts would perceive the investigation process to be unfair. In the view of the Senate Committee, the timeline of the investigation process, which was completed within less than four months, did not result in unfairness to the appellant. The appellant was provided information on potential resources that were available. While in retrospect, the appellant may have preferred to have had made use of additional or different resources during the course of the investigation process, in the view of the Senate Committee, the process that was followed could not be said to have been unfair. The Senate Committee found that the appellant had a sufficient understanding of the investigation process such that it could not be said to be unfair.

Procedural Issues in Relation to the Timing of the Senate Committee Appeal Hearing

The appellant also raised concerns about the timing of Senate Committee hearing.

The Senate Committee found that while the hearing date was not set in accordance with Disciplinary Appeal Procedure 3.06, the irregularity did not render the entire appeal process unfair. Scheduling can be challenging given the number and availability of hearing participants, and the Senate Committee noted that Rule 1 provides that “Time limits may be varied at the discretion of the Registrar”. The Senate Committee did not find that a reasonable person, knowledgeable about the facts, would perceive the timelines that were followed to be unfair.

Discipline Imposed by the President

The appellant told the Senate Committee about the personal difficulty they experienced as a result of the discipline imposed by the President.

The Senate Committee found that the exercise of the President’s discretion with respect to the discipline imposed was not unreasonable as the penalty imposed by the President fell within a range of reasonableness for this offence. The finding of sexual assault was not trivial. While there were substantial effects on the appellant’s personal and academic life, this did not make the discipline imposed unreasonable.

Appeal dismissed.



General Comments

The Senate Committee also provides general comments from its work over the past year:

- The Senate Committee's rules contained in the Academic Calendar were revised last summer. The revised rules are not intended to make substantive changes to the Senate Committee's process. The purpose of the revision was to acknowledge the distinct Policy 131 (now Policy SC17) disciplinary process and adapt the existing PACSD appeal rules to fit this different context.
- The Senate Committee experienced a decrease in its workload following significant increase in its workload in the prior year.
- Despite the fact that the Senate Committee is an appellate tribunal and does not re-hear matters, on some occasions it appears that the student may view the Senate Committee appeal hearing as an opportunity to have the matter heard anew. This is not the case, and highlights the importance that should be accorded to earlier stages of the discipline process by participants.
- In the case summarized in this report, the student raised their ability in English as a cause of unfairness in the investigation process as they claimed that they were not told that they could make use of a translator. The Senate Committee's report for the prior year noted that two of the appellants in academic discipline appeals claimed that they had difficulties presenting their cases before the PACSD due to language issues. While the Senate Committee did not conclude that the processes were rendered unfair in any of these cases, given that language issues appear to have occurred in a number of recent appeals, the Senate Committee wanted to draw attention to the issue.

Respectfully submitted,

Tariq Ahmed, Chair
Senate Committee on Student Appeals on Academic Discipline

27 May 2020

To: Vancouver Senate

From: Senate Teaching and Learning Committee

Re: Student Evaluation of Teaching (SEoT) Working Group – Final report

A Student Evaluation of Teaching Working Group was formed at UBC in Spring 2019, with membership from both UBCV and UBCO. It is co-chaired by faculty members from Vancouver and Okanagan, and the work undertaken has been deeply collaborative across both campuses.

In January 2020, the Committee provided to Senate the Working Group's interim report. The report included the Working Group's guiding principles relating to student evaluations and emerging recommendations. The recommendations presented at that time have since been further developed and refined. Through a six-month consultation period, stakeholder groups have had the opportunity to broadly discuss, ask questions and provide feedback about the group's work and recommendations.

The Senate Teaching and Learning Committee has reviewed the Student Evaluations of Teaching Working Group final report and is pleased to endorse the recommendations presented.

The Committee recommends to Senate:

Motion: That Senate endorse the recommendations of the Student Evaluations of Teaching Working Group as recommended by the Senate Teaching & Learning Committee (Vancouver) and the Senate Learning & Research Committee (Okanagan) and direct the committees to prepare appropriate follow-up on implementation plans and revisions to Senate policy for consideration by the Senates.

Respectfully submitted,

Dr. André Ivanov, Chair
Senate Teaching and Learning Committee

27 May 2020



Vancouver Senate
THE UNIVERSITY OF BRITISH COLUMBIA

Docket Page 179 of 374

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Student Evaluation of Teaching Working Group

Report to Vancouver and Okanagan Senates

May 2020

Table of Contents

Introduction.....	3
Mandate and Terms of Reference	3
Guiding Principles.....	3
Recommendations.....	4
Student Involvement.....	4
UMI Questions.....	5
Data and Reporting	6
Dealing with Bias	6
Broader Issues	7
Appendix 1 – Annotated Bibliography.....	9
Executive Summary	9
Questions of Validity and What SET Measures	10
Gender, Ethnicity and Other Instructor-Related Questions	16
Response Rates and Non-Response Bias.....	22
Other Related Topics	27
Appendix 2 – Reported Statistics for Student Experience of Instruction.....	41
Preamble	41
What we report.....	41
How confident can we be in the data that we report?	46
Appendix 3 – Gender Bias Studies at UBC.....	48
Executive Summary	48
Appendix 4 – Survey: Key Themes and Sample Statements	78
Appendix 5 – Working Group Membership and Consultations	85
Working Group Membership	85
Activities and community consultations	85

Introduction

A Senate Policy on Student Evaluation of Teaching (SEoT) has been in place for UBC-Vancouver (UBC-V) since May 2007. In parallel, SEoT processes were implemented at UBC-Okanagan (UBC-O) in 2005 and procedures at UBC-O largely mirror those of UBC-V, with different core university-wide questions.

Across North America, SEoT are the most common form (and sometimes the only form) of data used to assess the quality of teaching in higher education. A large body of literature surrounds such evaluations, which has grown significantly in the last 20 years, investigating their use, as well as their reliability and validity as evaluation instruments. There are serious concerns around the potential impact of various biases, particularly gender and ethnicity, as well as instrument design, reporting metrics, interpretation of data, consideration of context, and lack of integration with other forms of data on the effectiveness of teaching.

Mandate and Terms of Reference

The Vancouver Senate Teaching and Learning Committee requested a Working Group of primarily faculty and students to undertake a re-examination of our approach to student evaluations. Subsequent discussions on the Okanagan campus broadened this to a UBC-wide working group, which was formed in February 2019. This cross-campus working group was tasked with surveying recent SEoT literature and UBC data, reviewing the University-wide SEoT questions, consulting broadly on both campuses and working with 'resource experts' to deliver a common report by the end of the 2019-20 academic year. Specifically, the mandate as set out in the Working Group's terms of reference were to:

1. Interrogate anonymized UBC data, to determine if there is evidence of potential biases.
2. Review and assess the recent literature on the effectiveness of SEoT, with particular reference to potential sources of bias in evaluations.
3. Review the University questions (UMI) used in SEoT in light of the data and available literature, recommending changes where appropriate.
4. Propose recommendations for appropriate metrics, effective analysis and presentation of data to support SEoT as a component of teaching evaluation.
5. Consider the implications any proposed changes may have on other components of teaching evaluation.

A formal re-evaluation of the UBC-V Senate Policy on Student Evaluations of Teaching¹, which covers matters of implementation of the SEoT process, how result data is accessed, disseminated and used, and stakeholder responsibilities, was out of scope.

Guiding Principles

The Working Group began with some *a priori* assumptions about student participation in the evaluation of teaching. Those assumptions have been affirmed through meetings with a wide range of stakeholders, open forums and examination of various policy statements, and research literature, such that they can now be offered as *guiding principles*. Some are restatements of those in the current Senate policy; others address additional elements.

1. Evaluation of teaching should include students' voices.

Students have a right to provide feedback on their experience of instruction. As well, student

¹ <https://senate.ubc.ca/vancouver/policies/student-evaluation-teaching>

feedback on instruction can be a valuable source of data that enables faculty members and departments to reflect on their teaching and the broader curriculum, promoting development and enhancement of practice and courses.

2. Student feedback is important data in the process of evaluating teaching, but must be considered along with other forms of data.

(see: recommendation 10)

3. Context is critical when evaluating teaching and should be documented.

Context matters – be it the level of a course, small or large group of students, elective or required course, time of day, or the first time taught by an instructor. Data related to the evaluation of teaching (from students, peers, and other sources) must be examined and interpreted within the specific context in which the teaching and learning takes place.

4. Student feedback on teaching, as with self and peer review of teaching, is never completely free of bias. (see: recommendations 13 & 14)

Recommendations

The sixteen recommendations outlined below are a result of more than a year's work by the Working Group and extensive consultations with the UBC community (see Appendix 5 for details). While some of the recommendations were established early on in the Working Group's deliberations, the majority emerged after extensive discussions and consultations. A set of initial recommendations was drafted in November 2019 and refined through further Working Group discussion and consultation. Consultations included student groups, open forums of faculty, and interim presentations to Senates on both campuses.

Student Involvement

1. Evaluation of teaching should include student feedback.

Students have a unique and valuable perspective from which to provide feedback on teaching at UBC. Student feedback on teaching is one of several sources of data that should be used for making personnel decisions and for the improvement of teaching.

2. The name of the process by which student feedback is gathered should be changed from 'Student Evaluation of Teaching' to 'Student Experience of Instruction'.

Evaluation of teaching is a complex process, whether for formative or summative purposes. To do it effectively requires input from multiple perspectives and sources (students, peers, self) integrated across time. As noted in (1) above, students have an important perspective that should be part of that. However, students should be asked to focus on their experience, rather than to 'evaluate' teaching writ large.

3. Questions asked of students should focus on elements of instruction based on their experience with instructor(s) in specific contexts and relationships.

In line with a recent statement from the American Sociological Association ([Article](#), Sept 2019) questions for students should focus on their experiences and be framed as an opportunity for students to provide feedback, rather than positioning the request as a formal and global evaluation of the teacher.

4. Student leadership on both campuses should be actively engaged in raising the profile of student feedback on instruction.

Gathering and considering feedback on teaching and learning from students is a responsibility shared between faculty and students. Student leadership should play an active and visible role in raising awareness of the purposes for, and ways in which, this feedback can improve

instruction. Student leadership should also be part of efforts to raise awareness of comments that are not appropriate and/or counter-productive in the context of an anonymous survey.

UMI Questions

5. UMI-6 (*Overall the instructor was an effective teacher*) should be retained in the core question set, but modified.

The Working Group had extensive discussions about the inclusion or deletion of this item. Analysis of UBC data indicates that UMI-6 scores are able to be predicted to a high degree of confidence based on a weighted linear combination of other UMI questions (except UMI-4). However, in its current form, UMI-6 asks students to directly evaluate the 'overall effectiveness of the teacher'. As we have argued above, students are not in a position to be able to make sweeping, all-inclusive judgments about the effectiveness of instruction. On balance, the Working Group recommends retaining UMI-6, but rewording it as '*Overall, this instructor was effective in helping me learn*'. This centres the question on the individual experience of the student.

6. Minor changes in wording of other UMI questions are suggested to better reflect the focus on each student's experience of instruction.

The instructor made it clear what students were expected to learn, to be changed to
The instructor made it clear what I was expected to learn

The instructor helped inspire interest in learning the subject matter, to be changed to
The instructor engaged me in the subject matter

The instructor communicated the subject matter effectively to be changed to
I think that the instructor communicated the subject matter effectively.

The instructor showed concern for student learning to be changed to
I think that the instructor showed concern for student learning

The latter two questions are phrased so as to balance first person perceptions with overall cohort experience and classroom climate.

7. UMI-4 (*Overall, evaluation of student learning was fair*) should be removed from the common set

UMI-4 is something of an outlier in the current UMI set used in Vancouver campus surveys. It is consistently answered by fewer students. It is also problematic because the concept of 'fairness' is highly ambiguous. Student consultations have indicated they are often unsure how to interpret what 'fairness' means.

8. A new UMI item, pertaining to the usefulness of feedback, should be trialled.

Whilst the working group recommends removal of the previous UMI-4 item, on fairness of assessment (see recommendation 4), there was a strong sense that, given the importance of timely and effective feedback in the learning process, this should be reflected in the core UMI questions.

We recommend a question worded as follows: "*I have received feedback that supported my learning*". However, this question should be piloted in a limited set of courses in 2020/21 to ensure that we understand how responses might be influenced by variables such as class size, etc. It is certainly the case that the opportunity to provide feedback, and indeed the nature of that feedback (e.g., written and / or numerical), will look very different in a seminar class of 20 compared to a large introductory lecture of 200. We should collect data from a pilot to better understand how this question is understood and responded to before including it in the core UMI

set. The results of the pilot could be included in the 2020/21 Report to Senates and a decision taken on how to proceed.

9. There should be a common set of UMI questions asked across both campuses

There should be a commonly-used core set of five or six questions across both campuses. Modular approaches to constructing feedback surveys may be appropriate (university-wide items plus Faculty, Department and course-specific items). However, units should be mindful that most students complete several surveys per semester, potentially causing 'feedback fatigue' and reducing rates of participation. Therefore, units should be mindful of the overall length of feedback surveys students are being asked to complete. Units should also explore other ways to gather specific feedback as the course progresses.

Data and Reporting

10. Units should be supported to adopt a scholarly and integrative approach to evaluation of teaching.

Because teaching is complex and contextually dependent, departments and units should be supported to adopt an integrative and scholarly approach to evaluation that synthesizes multiple data sources (e.g., students, peers, historical patterns, and self-reflection documentation) for a holistic picture, without over-reliance on any single data source. This approach will necessarily look different in different units but should include both in-kind support from units such as CTLT/CTL and funding for department leaders to accomplish the work proposed. When used for personnel decisions, the unit's approach, strategy, and norms can then be communicated to all levels of review, along with the file. The VPAs on both campuses should work with the Senior Appointments Committee (SAC) to identify and disseminate anonymous examples of effective ways to integrate, synthesize and reconcile multiple perspectives on teaching effectiveness.

11. Reporting of quantitative data should include an appropriate measure of centrality, distributions, response rates and sample sizes, explained in a way that is accessible to all stakeholders, regardless of quantitative expertise.

The interpolated median should be used as the measure of centrality, with the dispersion index as a measure of spread. Reports should include distributions of responses, response rates and sample sizes, clearly flagging where response rates do not meet minimum requirements for validity and accuracy. Visualizations of comparative (anonymous) data should be developed, along with an on-going program of consultation and dissemination to different groups (faculty, staff and administrators).

12. UBC should prioritize work to extract information from text/open comments submitted as part of the feedback process.

Many faculty members report the free-text student comments as sources of rich data to support reflection and enhancement of their course and teaching. It is recommended that a pilot investigation be undertaken, with one or more Faculties, to investigate the potential of automated approaches to extract useful information from large volumes of text submissions. The pilot should engage with appropriate research expertise in Faculties in these areas, and aim initially for formative purposes. There is an opportunity for UBC to take a lead among institutions in providing balance and insight when combining quantitative and qualitative data. Failing to do this continues to privilege quantitative over qualitative data about teaching.

Dealing with Bias

13. UBC needs additional and regularized analysis of our own data to answer questions related to potential bias, starting with instructor ethnicity, as it is frequently highlighted as a potential source of bias in the literature on student evaluation of teaching.

An analysis of UBC-V data with respect to instructor and student gender over the last decade reveals no systematic differences in aggregate data of ratings received by female vs. male

instructors. Variables tested for (including instructor and student gender) indicate aggregate differences at the level of approximately ± 0.1 on a 5-point scale, in other words, very small effects. Course-specific effects (e.g., subject discipline, course level) demonstrate larger effects (typically ± 0.3 on the same scale). An analysis of UBC-O data across 2015-16 and 2018 academic year revealed mixed results, as are detailed in Appendix 3.

For both campuses, it is important to note that this is an analysis of aggregate data and, as such, will mask variation on an individual level. The lived experience of individual instructors may be quite different from this aggregate view. However, holistic evaluations of a person's teaching (see: Recommendation 15) can be used to contextualize individual instructors' experience. We cannot stress enough the importance of a holistic evaluation that allows individual lived experiences to be heard, particularly if their lived experience runs counter to the aggregate data.

Given that studies have presented evidence of bias on the basis of instructor ethnicity, it would seem both appropriate and timely that the same analysis be brought to bear in checking the UBC data for bias. This work comes with privacy and ethical implications. We recommend developing a process that would allow instructor ethnicity data to be accessed confidentially for regular investigation of bias. We have not been able to address this analysis during the timescale of this working group and thus recommend a follow-on activity to investigate this, reporting back to Senates during the 2020-2021 academic year. The follow-on report would also be in a position to recommend regularized analysis and mitigation strategies to address any systematic biases found, particularly related to gender and/or ethnicity.

14. The work of collecting, integrating, interpreting and using feedback on teaching should mitigate against bias, but should not presume the complete removal of bias.

As with most other forms of surveys, student feedback on instruction cannot be completely free from bias. Bias can be explicitly discriminatory and perpetuating of stereotypes. But bias can also be implicit, where respondents are not consciously aware of how their attitudes influence their responses. Implicit biases have been shown to occur in many domains and the general approach at UBC (e.g., on hiring committees) has been one of mitigation through education and awareness raising.

This recommendation is supported by an analysis of the voluminous literature on the topic of student evaluations of teaching, and interrogation of the UBC dataset at multiple points in the last 10 years. The research literature reports studies on a wide variety of instruments and processes, with considerable variation in the scope of data collected. Individual studies are often reported in the mainstream academic press, sometimes with extrapolation beyond the context and the effects found in the initial study. Studies investigating a variety of instructor effects (e.g. age, gender, ethnicity) vary in whether they show bias, no bias or bias toward (rather than against) female instructors. In the subset of published studies where biases are found, and enough detail is provided to be able to discern the effect size, those effect sizes on aggregate are small.

Broader Issues

15. The Vancouver Senate should review the policy on Student Evaluations of Teaching and consider a broader policy on the evaluation of teaching writ large. The Okanagan Senate should develop a similar policy for the Okanagan campus.

Student feedback, both quantitative and qualitative, should be integrated with other forms of data to estimate the effectiveness of a faculty member's teaching. The current policy (2007) says little about how student feedback should be integrated with other forms of data before making judgments about the effectiveness of teaching. Therefore, it is appropriate to revisit the UBC-V Senate Policy on Student Evaluation of Teaching and consider adding or replacing it with a policy that sets forth a broader and more scholarly approach to the evaluation of

teaching. Similar processes should be applied and governed by either a joint Senate policy, or aligned policies for each campus.

16. Senate should commit to support the ongoing work of implementing policies related to the evaluation of teaching.

Career advancement decisions are made on the recommendation of Departmental, Faculty and a system-wide Senior Appointments Committee, each of whom is tasked to evaluate teaching effectiveness as a component of every case. It is imperative that UBC commit to providing the necessary resources and training, including administrative and technological support, to implement Senate policies on evaluating teaching (see Recommendation 15). Faculty members must be given the tools, resources, and support to effectively present a scholarly case for their teaching effectiveness. Likewise, evaluators at all levels must be adept at appropriately interpreting and contextualizing the kinds of data offered across diverse disciplinary and teaching contexts, with due consideration to multiple sources of data and the limitations of each.

Appendix 1 – Annotated Bibliography

Executive Summary

The goal of this annotated bibliography is to review up-to-date research on bias in student evaluations of teaching (SET):

- types of bias (gender, class size, etc.)
- prevalence of bias
- practices that mitigate bias

Two literature reviews on bias in student evaluations have been completed at UBC. The first review, [Review of Variables that Influence Students Evaluation of Teaching \(pdf\)](#), was completed in early 2013, examining 55 published studies on the factors that were hypothesized to influence student evaluation of teaching. The most consistent findings were small effects of student grades, average course grades (which could also be interpreted as a measure of students' effective learning experiences), and field of study on student evaluation ratings. The effect sizes (where they exist or can be calculated) were small, and a large proportion of the variability in teaching evaluations remained unpredicted by the factors investigated.

Presented in this report is a second review of literature, limited to studies published in peer-reviewed journals from 2013 to 2019, meeting keywords ("teaching evaluation" or "evaluation of teaching") AND ("biased" or "biases"), across the entire EBSCO set of databases. It was completed by a UBC PhD student in Measurement, Evaluation and Research Methodology, and takes the form of an annotated bibliography. The bibliography is categorized as follows:

- Questions of Validity and What SET Measures;
- Gender, Ethnicity and Other Related Questions;
- Response Rates and Non-Response Bias;
- Other Related Topics

Key Results

1. A 5-point Likert scale (strongly disagree, disagree, neutral, agree, strongly agree) is enough to capture variations in ratings; only minimal information is gained by stretching the scale to 7 or 9 points.
2. Effects of class size and instructor gender on response rates are negligible in aggregate.
3. Online evaluations, for which class time was provided but were also accessible outside of class, resulted in higher response rates than courses that did not provide in-class time.
4. The use of language that encourages students to be aware of potential instructor-gender biases when filling out SETs for instructors may reduce gender bias; however, it is difficult to decipher if the effects of the added language counteracted implicit bias or made students overcompensate because they were worried about implicit bias.
5. Relationships between student and instructor characteristics (for example, the gender of the students and the gender of their instructor) are inconsistent and at times contradictory. Some studies find no evidence of bias, and those that report statistically significant bias show small effect sizes.
6. Few studies include instructor ethnicity; those that do, show inconsistent results.

Questions of Validity and What SET Measures

Spooren, P., Brockx, B., & Mortelmans, D. (2013). On the validity of student evaluation of teaching: The state of the art. *Review of Educational Research*, 83(4), 598–642. <https://doi-org.ezproxy.library.ubc.ca/10.3102/0034654313496870>

This paper attempts to provide a systematic overview of the recent literature on SET since 2000, using what it calls 'the meta-validity model' for assessing the score validity of SET designed by Onwuegbuzie et al. (2009). This seems to be just a way of assessing validity of SETs on multiple levels.

Sample: After their systematic search, they found 160 pieces to be reviewed.

Content-Related validity - Perspectives of the different stakeholders (administrators, teachers, students) differ on what effective teaching entails. This threatens to undermine the idea that the SET instruments provide adequate and complete representations of particular content areas. Establishing a common conceptual framework for effective teaching would help test builders test their validity.

Construct related Validity

Structural Validity - Finds that many SET instruments have never been tested continue to be used for administrative decision-making. Recommends testing the validity whenever used in a newer context. Also recommends that as institutional teaching changes, tests should be validated again.

Convergent validity - No consensus regarding the correlation between SET and student achievement. Has much to do with the measure of learning used in the literature. Mentions that the more objective the learning is measured, the lower the association will be. Suggests though that there needs to be greater agreement in this area as to what constitutes student achievement.

Discriminant and Divergent Validity - Findings about relationships between SET, and the characteristics of students, courses, and teachers to not give any conclusive idea of factors that could potentially bias the scores. There are varying results due to varying methods and it makes generalizability of the results difficult.

Outcome Validity - Both students and teachers don't think that the SET scores will lead to better teaching. Teachers agree with the use of SET for personnel decisions and to demonstrate the quality of education, even though they make little use of them to improve teaching. Recommends that teachers count on peers, colleagues, and administrators when interpreting their results. Also notes that SET administrators should be trained in both statistics and educational theory, in addition to being informed about the SET literature. Notes that an administrator skilled in this way can remove many concerns teachers have regarding the SET. Paper also advocates for a more holistic method of evaluating teachers.

Generalizability - Makes note that generalizability of studies are limited because in each case the instrument was designed for the particular institution, rather than instruments validated across institutions. Also, there are different implementation practices per institution which affects the ways in which students receive and answer the questionnaires.

Criterion Related Validity

Positive correlation between SET scores and other indicators of teaching quality such as student learning outcomes, alumni ratings, and self-ratings. Little is known, however, about whether the well-validated SET instruments yield similar results when adopted in identical SET settings.

The article advocates for a more uniform and consistent understanding of what constitutes effective teaching, suggesting that will increase the validity of SETs. [Note: While that may increase validity of SETs, it could also have an undesired effect of promoting a single universal conception of effective teaching. There is ample evidence to argue against such a 'one-size-fits-all' conception of effective teaching.]

Please note that the STANDARDS from AERA upholds a unitary view of validity, no longer seeing validity as properties of tests, but properties of claims. Establishing the "validity of the SET" somewhere and expecting SET to be "valid" in all other scenarios, which is what the authors did, is no longer considered a good practice by the STANDARDS. Validation needs to happen every time the SET is introduced to a new situation.

Dodeen, H. (2013). Validity, reliability, and potential bias of short forms of students' evaluation of teaching: The case of UAE University. *Educational Assessment*, 18(4), 235–250. <https://doi-org.ezproxy.library.ubc.ca/10.1080/10627197.2013.846670>

Description:

The study evaluated the validity and reliability of a 5-item short form (reduced from their standard 27-item form) used at the University of United Arab Emirates with a representative sample of 3,661 undergraduates from 8 colleges (out of a 15,000-student base).

More details below (direct quote):

The five items that evaluate instructors are (a) the instructor made the content easy to understand, (b) the instructor actively involved students in learning, (c) the instructor's methods of evaluating students were based on course objectives, (d) the instructor made effective use of class time, and (e) the instructor's presentations were clear and understandable. The five items were stated in the positive direction using a 5-point Likert scale that ranges from 1 (strongly disagree) to 5 (strongly agree). The overall question is "Overall, how would you grade your instructor for this course?" This question used a scale of 5 points with the following values: 0=F, 1=D, 2=C, 3=B, and 4=A. The purpose of this study was to psychometrically assess the UAEU SET form as a model of short SET forms. This included assessing validity, reliability, the overall question, and potential biasing.

Results are summarized as follows:

Validity indices considered include:

Content validity: whether students' perception of the 5-item form content matches that of their perception of the content of their standard 27-item form. The author concluded "no content validity" because "obviously, there are many items in the original instrument that are not covered in the short SET form."

Structure validity: The author showed a discrepancy between the factor structures of the short form (which showed only one dimension) and the original form (which had 5 dimensions), thus concluding that there was no structure validity.

Criterion validity: The author recruited a random 288 subsample of students to complete a 37-item version of student evaluation of teaching (used by the University of United Arab Emirates before the year 2006) of the same instructor and reported a .64 Pearson correlation between the two

measures. The author claimed that since the two scales are supposed to measure the same construct, .64 was not high enough to establish criterion validity.

Reliability indices included:

Stability over time: A random subsample of 193 students did the same short form a second time within two weeks from the first time, and the correlation was .68 between those two times. The author was expecting a higher correlation than .68.

Internal consistency reliability: A random subsample of 308 students completed the short form and got a Cronbach alpha of .93, which was satisfactory. A second index was the correlations between the five items and the “overall question (overall how would you rate the prof...)”, shown below:

TABLE 2
Correlations between the Overall Question and the Other Questions in the Short SET Form

	Question 1	Question 2	Question 3	Question 4	Question 5	Total
Overall question	.59	.58	.56	.51	.58	.64

Potential biases:

Whether any of student gender, college, GPA, expected grade, and class size exerted effects on rating (using the Overall question). As for GPA, students were asked to select one of five categories: 3.5–4.0, 3.00–3.49, 2.00–2.99, 2.00–2.49, and 2.

The results showed that student gender (male ratings higher), departments (from the eight colleges), expected grade, and class size all exerted effects on the overall rating of the teacher. The author claimed that the short form is thus biased.

Overall, the author claimed that the only satisfactory index was internal consistency. However, the Cohen's *d* (0.29), reported by the author for the gender bias, constitutes small effect size.

In citing this study, it's important to note that there are disagreements as to whether validity can be measured numerically at all. Messick, for example, claimed that validity is not a property of the test.

Messick, S. (1987). Validity. *ETS Research Report Series*, 1987(2), i-208.

Bacon, D. R. (2016). Reporting Actual and Perceived Student Learning in Education Research. *Journal of Marketing Education*, 38(1), 3–6. <https://doi-org.ezproxy.library.ubc.ca/10.1177/0273475316636732>

This editor's introduction / commentary paper suggests that researchers need to recognize the distinction between students' perception of their own learning and their actual learning when assessing students' learning outcomes.

Supporting claims:

1. Previous research has shown that there is a difference between perceived learning and actual learning. While perceived learning is “a student's self-report of knowledge gain, generally based on some reflection and introspection,” actual learning reflects “a change in knowledge identified by a rigorous measurement of learning” (p. 3).

2. Methodologically, “direct measures” can be used to assess actual learning while “indirect measures” can be used to assess perceived learning. (This part is based on the author’s previous research.)
 - Direct measures are based on “scoring a student’s task performance or demonstration as it relates to the achievement of a specific learning goal,” rather than based on students’ introspection or self-reports. Indirect measures are based on students’ self-reports.
3. Failing to distinguish between perceived learning and actual learning “causes confusion in literature reviews and in our understanding of research results” (p. 4). Furthermore, readers may not know whether an intervention only changes students’ perceived learning or whether it in fact improves students’ actual learning.

The paper thus asks all contributors to the journal to “examine their own measures and carefully label them clearly as measures of actual learning or measures of perceived learning,” to “carefully distinguish in their literature reviews between findings related to actual learning and findings related to perceived learning,” and to “discourage their schools from labeling student evaluations of teaching as measures of teaching effectiveness, and instead ask that they be referred to simply as SET.”

Nguyen, T., & Foster, K. A. (2018). Research Note—Multiple Time Point Course Evaluation and Student Learning Outcomes in an MSW Course. *Journal of Social Work Education*, 54(4), 715–723. <https://doi-org.ezproxy.library.ubc.ca/10.1080/10437797.2018.1474151>

The paper redefined course evaluation as student self-assessments of learning, rather than just satisfaction with the course (i.e. rating the teacher). It examined the possibility of response shift bias, a bias where students underrate their competencies in the pre-test and overrate their competencies in the post-test because their “perceptions of measured constructs regarding their competencies” do not remain the same during a course. This bias usually happens in the two time point measurement (pre-test and post-test).

The final sample was 48 students from the Master of Social Work at the University of South Carolina. The measurement was self-evaluations on the 19 core competencies in social work. Importantly, for each core competency, the student was tested two time, on three indices:

Pre-test: filled out before the course/practicum, how good do you think you are at x

Post-test: filled out after the course/practicum, how good do you think you are at x

Retrospective: filled out AFTER the course/practicum, how good do you think you were at x before the course/practicum [Now that students have learned the content, do they understand the questions differently?]

Results: “The findings indicate that after completing the course, students’ perception of competency knowledge changed during the course. These findings detect internal validity threats to the pretest results as well as the reliability threat to the differences between the pretest and the posttest reported earlier. In other words, the two time point measurement does not provide sufficient and reliable assessment results regarding student self-assessment of student competencies.”

Refer to the column “Pre-test to Retrospective” in table 3 below.

Table 3. Results of t-test comparing student self-assessment at three time points.

Competency	t-Test (95% CIs)										
	Pretest	Posttest	Retrospective Test	Posttest to Pretest			Posttest to Retrospective Test			Pretest to Retrospective Test	
				t	p value	Cohen's d	t	p value	Cohen's d	t	p value
1: Social problem, issue identification	3.52 (1.37)	4.83 (0.81)	3.42 (1.09)	6.56*	.000	.947	11.27*	.000	1.626	.58	.564
2: Social problem, issue assessment process overall	2.79 (1.34)	4.63 (0.89)	3.10 (1.13)	10.36*	.000	1.495	11.15*	.000	1.609	-1.80	.079
3: Neighborhood or place-based assessment	2.19 (1.28)	4.64 (0.94)	2.81 (1.04)	12.06*	.000	1.759	10.58*	.000	1.544	-3.68*	.001
4: Primary data collection	3.65 (1.23)	4.83 (1.14)	3.67 (1.31)	5.72*	.000	.825	6.59*	.000	.951	-1.12	.908
5: Use of secondary data	2.85 (1.53)	4.35 (1.08)	3.33 (1.36)	7.20*	.000	1.039	6.54*	.000	0.944	-2.61*	.012
6: Stakeholder identification	1.96 (1.22)	4.96 (0.87)	2.81 (1.35)	15.93*	.000	2.299	10.84*	.000	1.582	-4.24*	.000
7: Empirical or best (effective) practices identification	2.83 (1.22)	4.58 (0.92)	3.10 (1.17)	11.18*	.000	1.630	8.65*	.000	1.248	-1.76	.085
8: Assessing practice strategy feasibility	2.13 (1.16)	4.43 (1.06)	2.89 (1.39)	13.09*	.000	1.909	7.85*	.000	1.158	-4.97*	.000
9: Alternative approaches to community practice	2.13 (1.10)	4.48 (1.05)	2.68 (1.20)	15.08*	.000	2.177	11.31*	.000	1.650	-3.88*	.000
10: Differences among nonprofit, public, and for-profit sectors	3.60 (1.44)	4.98 (0.98)	3.49 (1.44)	6.91*	.000	.998	7.57*	.000	1.104	.64	.528
11: Ethical decision making and values	4.19 (1.23)	5.08 (0.87)	3.81 (1.35)	4.74*	.000	.691	6.58*	.000	.960	1.97	.055
12: Diversity issues	4.33 (1.15)	5.10 (0.88)	4.13 (1.21)	3.73*	.001	.538	5.83*	.000	.850	1.03	.310
13: Professional roles	4.43 (1.28)	5.17 (0.76)	4.00 (1.15)	3.82*	.000	.570	7.47*	.000	1.090	2.26*	.029
14: Advocacy roles	3.73 (1.40)	5.02 (0.84)	3.55 (1.27)	6.02*	.000	.869	9.15*	.000	1.334	.86	.394
15: Community capacity building	2.56 (1.57)	4.72 (0.93)	2.96 (1.30)	9.26*	.000	1.365	9.85*	.000	1.452	-2.01*	.050
16: Group or team-based work	4.21 (1.22)	5.06 (0.91)	3.90 (1.24)	4.06*	.000	.586	6.79*	.000	.980	1.60	.117
17: Effective use of self	4.10 (1.46)	5.02 (0.86)	3.64 (1.22)	4.41*	.000	.636	7.63*	.000	1.113	2.54*	.015
18: Assertiveness skills	3.67 (1.36)	4.92 (1.07)	3.50 (1.27)	5.27*	.000	.760	8.43*	.000	1.217	.87	.388
19: Critical thinking	4.57 (0.93)	5.02 (1.00)	4.02 (1.14)	3.51*	.001	.512	5.38*	.000	.776	3.51*	.001

*p<0.05.

The authors acknowledge that the small sample size and limited demographic information about participants are limitations of the study. They also recommended the use of multiple time point assessment (i.e. include retrospective)

The statistical model did pairwise comparisons on each question (competencies), however, the authors did not correct for family-wise errors (i.e., an additional statistical problem affecting this literature broadly).

Finally, the concern that respondents might be perceiving the constructs asked differently across the two time-points “pre-test” and “post-test” is sometimes addressed using Differential Item Functioning analysis.

Uttl, B., White, C. A., & Gonzalez, D. W. (2017). Meta-analysis of faculty's teaching effectiveness: Student evaluation of teaching ratings and student learning are not related. *Studies in Educational Evaluation*, 54, 22–42. <https://doi-org.ezproxy.library.ubc.ca/10.1016/j.stueduc.2016.08.007>

Description:

SET ratings used to evaluate faculty's teaching effectiveness are based on the belief that students learn more from highly rated professors. The authors focused on meta-analyses of multisection studies that attempt to correlate SETs and student achievements). In multisection studies, students are randomly assigned to sections of the same course, taught by different instructors.

The underlying assumption is that a “high correlation between SET and some measures of learning” is an indication that SET is a valid tool to access teaching effectiveness.

The authors re-analyzed the meta-analyses and found that the findings were an artifact of small sample sized studies and publication bias. Small sample studies showed large and moderate correlations, large sample studies showed no or minimal correlation. (In general, with some caveats about sampling, larger samples offer better estimates of the true scores.)

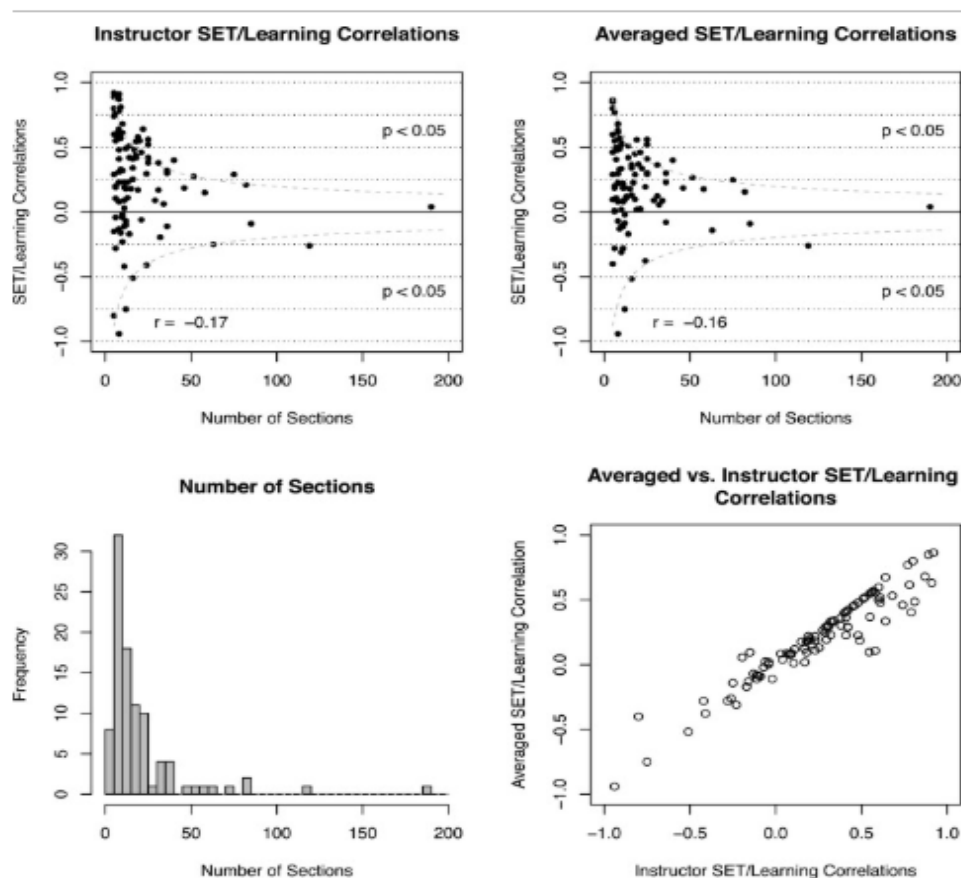
Notes that all the previously published meta-analyses of SET/learning correlations had not adequately considered the possibility that the correlations may be an artifact of small sample sizes.

The aims of this meta-analysis were as follows: (1) expand the set of multisection studies by including all studies published to date (2) estimate SET/learning correlations in these studies while

considering the presence of small study size effects (3) Examine if correlations were smaller in studies that controlled versus did not control for prior learning/ability. (4) Examine correlations for overall instructor ratings used in previous meta-analyses and an average of correlations reported in each study.

The criteria used for inclusion in this meta-analysis were: (1) study had to report correlations or other associations between SET and learning/achievement in college and university settings (2) each study had to involve multiple sections of the same rather than different courses (3) the SET and measures of learning had to be common for all sections within the study (4) Learning measures had to be objective (5) correlations had to be calculated using section means rather than individual students' scores. (6) had to be written in English.

A total of 51 articles yielded 97 multisection studies.



Authors claim that the first two graphs show that there is significant inverse correlation between the sample used and the likelihood of a significant correlation detected between SET and measures of learning. Thus, supporting their claim that smaller (i.e., less trustworthy) samples were more likely to show larger effects.

Conclusions: (1) findings indicate small studies often reported high correlations while large sized studies reported small or no correlations. (2) When analyses include both multisection studies with and without prior learning controls, estimated correlations are very weak with the ratings account for up to 1% of variance. (3) When controlling for prior learning, previously reported correlations were found not to be significantly different from zero. A caveat is that multisection studies typically only use 10 or fewer sections.

The main contribution of this paper is that it outlined some blind spots often overlooked by meta-analysis.

Gender, Ethnicity and Other Instructor-Related Questions

Gupta, A., Garg, D., & Kumar, P. (2018). Analysis of Students' Ratings of Teaching Quality to Understand the Role of Gender and Socio-Economic Diversity in Higher Education. *IEEE Transactions on Education*, 61(4), 319–327. <https://doi-org.ezproxy.library.ubc.ca/10.1109/TE.2018.2814599>

Description:

The paper analyzed 112 919 and 16 354 entries of teaching evaluations from students in a university in India to mainly look into the effects of teachers' SES ("caste") and gender (male, female). The SES was categorized using their caste system, where a few castes were jointly called 'low socio-economic status' (LSES) while other castes were filed as "general" (GEN).

The study considered a few predictor variables: Teacher's gender, Teacher's SES (binary: low SES or general), Student's Gender, Student's SES (binary: low SES or general), Five disciplines (Computer science, civil engineering, social sciences, electrical engineering and math). The dependent variables were the five subscales of ratings from students, listed below:

Code	Aspect	Sample Statement
CC	Content Coverage	Covered the topics in a logical sequence.
AS	Assessment Skills	Was fair in evaluation of exams.
MS	Motivational and Supportive	Displayed motivation and ability to create interest in the subject.
PS	Practical Skills	Experiments/programming exercises/workshop tasks assisted in improving problem-solving skills.
GS	Generic Skills	Was approachable outside lecture hours.

Since there were five dependent variables, multivariate regressions were done using subsets of the predictor variables. These analyses address the dependencies across the five subscales of ratings.

The study notably had two datasets because 3 of the 5 disciplines had no low socio-economic teachers; thus, the second dataset (the one with 16,354 entries) were really a subset of the bigger dataset (112,919 entries) where only these two departments were included.

The key findings:

TABLE II
SUMMARY OF FINDINGS OF THE PRESENT STUDY

No.	Research Questions	Findings
1.	Does the gender and socio-economic diversity of the teaching-learning context affect students' ratings across the disciplines on the SRS?	Yes
2.	Do male and female teachers receive different ratings from their students?	Yes
3.	Do male and female students give different ratings to their teachers?	Yes
4.	Do students give different ratings to teachers of the same gender as themselves as compared to the other gender?	No/Yes**
5.	Does a teacher's socio-economic status affect their ratings from their students?	No
6.	Does a student's socio-economic status affect how they rate their teachers?	Yes
7.	Do students rate teachers of the same socio-economic class as themselves differently to teachers of other classes?	Yes

**2-way interactions of teacher and student were not significant but 3-way interactions of teacher, student and discipline revealed some biases.

The study found lots of subtleties such as this:

"The pattern of ratings given by the five discipline students varied largely on different [student ratings]. In [computer science] and [math], female teachers were rated more highly than their male counterparts on Content Coverage, Assessment Skills, Practical Skills and Generic Skills scales [...]. Similarly, in [civil engineering], female teachers were rated higher than the male teachers on Motivational and Supportive and Generic Skills scales. Whereas in [social sciences], male teachers received higher rating than their female counterparts on Content Coverage, Assessment Skills, Motivational and Supportive and Generic Skills subscales."

The authors argued "gender atypicality" attracts more rewards from students "This study via this differentiation in ratings across the disciplines, reveal gender atypical behavior confirmation of the students, i.e. the students tend to give higher rating to the teachers in discipline that are less typical to their gender, as compared to the disciplines, that are more typical to their gender."

It is worth noting that, in this study, all mean differences range from 0.05 to 0.15, on a 5-point scale. These differences, though statistically significant, may not be of great practical significance.

Mengel, F., Sauermann, J., & Zölitz, U. (2019). Gender Bias in Teaching Evaluations. *Journal of the European Economic Association*, 17(2), 535–566. [https://doi-org.ezproxy.library.ubc.ca/10.1093/jeaa/jvx057d](https://doi.org.ezproxy.library.ubc.ca/10.1093/jeaa/jvx057d)

Description:

The study was done via "a quasi-experimental dataset of 19,952 evaluations of instructors at School of Business and Economics (SBE) of Maastricht University in the Netherlands in the Netherlands. 51% of the students are German, and only 30% are Dutch. To identify causal effects, the authors "exploited the institutional feature that within each course students are randomly assigned to either female or male section instructors" The dataset is of students' subjective evaluations of the teachers, their course grades, and students' self-reported efforts (measured in

hours of studying). The main finding was that “lower teaching evaluations of female faculty stem mostly from male students, who evaluate their female instructors 21% of a standard deviation worse than their male instructors (this translates to an average difference of 0.15 points on a 5-point scale),” even after controlling for student grades and self-reported efforts. Gender bias was “worse in math-related courses” and for younger female instructors.

The study used linear regression analysis. A linear mixed effects model, including course and/or department-level variables, would have been more appropriate.

Wagner, N., Rieger, M., & Voorvelt, K. (2016). Gender, ethnicity and teaching evaluations: Evidence from mixed teaching teams. *Economics of Education Review*, 54, 79–94. <https://doi-org.ezproxy.library.ubc.ca/10.1016/j.econedurev.2016.06.004>

Subject of interest: Link between Student Evaluations of teaching (SET) and being female and being of non-caucasian ethnic background.

Data Origin: Dutch university (Erasmus University)

Summary: Proposes a new identification strategy to assess the association between teacher traits and student evaluations of teaching. Lecturers teach more than one course and many courses are co-taught by mixed gender and ethnicity teams. Allows study of the impact of gender and ethnicity on student evaluations within the same course. Controls for course heterogeneity and for self-selection of teachers and students into courses. Also allows to control for personality or ability specific to teachers.

Findings: Gender explains roughly $\frac{1}{4}$ of the sample standard deviation in SETs. Women are 11% less likely to attain the teaching evaluation cut-off for promotion to associate professor compared to men. They also claim that results are able to net out teacher unobservables such as ability or personality. They ran teacher fixed-effects models separately for men and women. Women obtain considerably lower teacher evaluations when teaching with men compared to teaching alone or with other women. Woman teachers would need a sizable 4.79 top publications to offset the negative impact of students' evaluation of their teaching. There was no difference for ethnicity. However, in Gender studies and Social Justice courses, female teachers were rated higher than male teachers.

Sample: 75% of all courses are co-taught. Among these, 65% are co-taught by mixed gender teams and about 15% are co-taught by female only teams. 66.54% of all courses offered are either co-taught by mixed gender or female-only teaching teams.

Data: Same questionnaire across courses over a five-year period. Dataset with 688 evaluations for a total of 272 courses.

Table 2

Descriptive statistics. The unit of observation is student evaluations of teaching. The total number of observations is 688 of which 304 correspond to evaluations of female teaching. For the variable age we have 599 observations of which 290 correspond to evaluations of female teaching. For the variables EADI points and number of A, B and C publications we have 499 observations, of which 227 correspond to evaluations of female teaching.

Variable	Total				Female teachers		Male teachers		Diff. in means p-value
	Mean	Std. Dev.	Min	Max	Mean	Std. Dev.	Mean	Std. Dev.	
Teaching grade	4.271	0.443	1.82	5	4.255	0.471	4.284	0.419	0.389
Observable teacher and course-related characteristics									
Female teacher	0.442		0	1					
Non-Caucasian teacher	0.359		0	1	0.375		0.346		0.437
Number of participants	32.041	34.538	3	187	31.250	32.529	32.667	36.079	0.594
Response rate to teaching evaluation	0.870	0.137	0.417	1.385	0.871	0.144	0.870	0.132	0.984
Co-taught course	0.903		0	1	0.931		0.880		0.026**
Course leader	0.327		0	1	0.260		0.380		0.001***
Age	48.170	9.253	29	65	47.386	9.083	48.906	9.364	0.044**
New teacher	0.017		0	1	0.020		0.016		0.683
Teacher research output									
EADI research points	10.716	9.657	0	64	8.661	7.700	12.432	10.744	0.000***
Number of A publications	0.862	1.245	0	7	0.811	1.037	0.904	1.395	0.402
Number of B publications	1.531	1.921	0	15	1.137	1.288	1.860	2.272	0.000***
Number of C publications	1.110	1.377	0	6	0.912	1.408	1.276	1.331	0.003
Interaction terms									
Non-Caucasian teacher × female	0.166		0	1	0.375				
Course leader × female	0.115		0	1	0.260				

Panel C: Only co-taught courses

Female only teaching team	0.253** (0.120)	0.048 (0.161)	0.140 (0.208)	0.142 (0.090)
Mixed gender teaching team	0.128 (0.097)	0.231** (0.115)	-0.013 (0.109)	0.051 (0.039)
Share of Non-Caucasian teachers	-0.179 (0.154)	-0.140 (0.114)	-0.066 (0.141)	0.045 (0.082)
Number of participants (log)	0.287** (0.139)	-0.068 (0.137)	0.177 (0.156)	0.103 (0.063)
Response rate to teaching evaluation	-0.007* (0.004)	0.004 (0.004)	-0.002 (0.004)	-0.004* (0.002)
Control for change in question wording	0.508*** (0.162)			
Observations	203	176	195	202
R ² (within)	0.288	0.158	0.184	0.079
F-statistic	7.578	3.169	3.266	2.030
(p-value)	(0.000)	(0.003)	(0.002)	(0.047)
Course fixed effects	yes [80]	yes [76]	yes [80]	yes [80]
Year fixed effects	yes [4]	yes [4]	yes [4]	yes [4]

This study, by controlling for academic outputs, and still showed that women needed to publish more to offset the disadvantage, did a better job than other studies on gender bias. However, there are no data on students. Student gender could have an important effect on the evaluations of teachers.

Clayson, D. (2013). Initial Impressions and the Student Evaluation of Teaching. *Journal of Education for Business*, 88(1), 26–35. <https://doi-org.ezproxy.library.ubc.ca/10.1080/08832323.2011.633580>

Article is interested in the relation between initial impressions and SETs. Finds that first impressions of the instructor and their personality were significantly related to instructor evaluations made at the end of the course.

Experiment: Initial impressions were gathered, after students were exposed to the instructor, but before the syllabus was distributed and instruction had taken place. Ratings based on initial impressions were then compared to data taken at the end of the 16 weeks.

Data: Data mined from an existing database. During spring 2003, over 700 students in organizational management and principles of marketing classes were followed for an entire semester. Data was gathered about the students and the perceptions of the class and instructor regularly over 16 weeks. Eight instructors taught 13 sections of introductory business classes, with a total of 737 students. Sample size resulted in 567 for the ones who responded to both questionnaires, the rest having not responded to the first one or dropped out of the course.

Students rated instructor personality using a variation of the Five Factor Model (i.e., agreeableness, conscientiousness, emotional stability, extraversion, and imaginativeness replaced openness to experience). Impressions of each dimension were given on a 7-point scale. The student evaluation of teaching was measured using the institution's formal SET (5 items), measured on a 5-point scale.

Results: Initial expected grade and initial SET were significantly correlated with the initial measure of personality, though effects were very small (correlations less than .10). Both initial personality and initial SET were significantly associated with final measure of personality, and initial perception that grading be fair (effect sizes were small, correlations less than .20).

Initial SET, before any instruction took place, was significantly related to final SET 16 weeks later, although effect size was small (correlation = .14). This seems to be consistent across the best and the worst students.

It is unclear in some cases what precise statistical tests were used, which raises concerns about the quality of these data analyses overall. Though from what is reported, effects continue to remain small.

Peterson, D. A. M., Biederman, L. A., Andersen, D., Ditonto, T. M., & Roe, K. (2019). Mitigating gender bias in student evaluations of teaching. *PLoS ONE*, 14(5), 1–10. <https://doi-org.ezproxy.library.ubc.ca/10.1371/journal.pone.0216241>

Paper wants to find a way to reduce gender bias in student evaluations. Performs an experiment which tests to see if gender neutral language reduces gender bias. Results indicate that it can reduce it significantly.

Main Hypothesis: students provided with cues that make them aware of gender biases and motivate them to rely on less stereotypical considerations about their instructor will result in more positive ratings of female instructors compared to students who do not receive these cues.

Sample: Four introductory courses in Spring 2018: 2 Intro to Biology and 2 intro to American politics. Each pair, one taught by a male instructor the other by a female. All instructors were white. Students were randomized into control and treatment conditions. One received the standard SET survey, the other used language intended to mitigate gender biases. The added text was:

Results: The added language seems to improve the average student ratings of female faculty, with no average effect for male faculty. However, it is unclear whether the effects of the added language counteracted implicit bias or made students overcompensate because they were worried about implicit bias. (The authors acknowledge this, but it might be a bigger problem than they think.)

Peer, E., & Babad, E. (2014). The Doctor Fox Research (1973) Revisited: “Educational Seduction” Ruled Out. *Journal of Educational Psychology*, 106(1), 36–45. <https://doi-org.ezproxy.library.ubc.ca/10.1037/a0033827>

Note: The study consisted of many smaller studies, with lots of subtleties to report. The gist of the results is accurately represented in its abstract. I’ve summarized lots of details later.

Below is a direct quote of the study abstract.

“In their study about the Dr. Fox lecture, Naftulin, Ware, and Donnelly (1973) claimed that an expressive speaker who delivered an attractive lecture devoid of any content could seduce students into believing that they had learned something significant. Over the decades, the study has been (and still is) cited hundreds of times and used by opponents of the measurement of student evaluations of teachers (SET) as empirical proof for the lack of validity of SET. In an attempt to formulate an alternative explanation of the findings, we replicated the 1973 study, using the original video of the lecture and following the exact methodology of the original study. The alternative explanations tested on several samples of students included (a) acquiescence bias (via a reversed questionnaire and a cognitive remedy); (b) ignorance bias (participants’ lack of familiarity with the lecture content); (c) status/prestige bias (presentation of the speaker as a world authority); and (d) a direct measurement of students’ reports about their presumed learning. The Dr. Fox effect was indeed consistently replicated in all samples. However, the originally proposed notion of educational seduction leading to presumable (illusory) student learning was ruled out by the empirical findings: Students indeed enjoyed the entertaining lecture, but they had not been seduced into believing they had learned. We discuss the relevance of metacognitive considerations to the inclusion of self-reported learning in this study, and to the wider issue of the incorporation of student learning in the contemporary measurement of SET.”

Detailed summary:

The paper replicates the so-called Dr. Fox experiment and rules out the conclusion drawn by previous researchers, the conclusion that “an expressive speaker who delivered an attractive lecture devoid of any content could seduce students into believing that they had learned something significant.”

Study 1 was designed to replicate the original Dr. Fox experiment (or the Dr. Fox effect) and to offer an alternative explanation of the experimental results.

Participants: “247 undergraduate students in several courses in the behavioral sciences (78.9% female, ages ranging between 18 and 48, $M_{age} = 23.8$, $SD = 4.2$)”

- Results (below are quotes):
 - Almost all conditions showed a replication of the basic Dr. Fox effect, and participants’ evaluations of the lecturer were mostly favorable. At the same time, none of the manipulations that were tested in this study had a significant effect on reducing the favorable evaluations of Dr. Fox.

- Thus, we concluded that the favorable ratings of Dr. Fox could not be accounted for by the manner in which the questions were asked or by the scale that was used, nor could the Fox effect be explained as reflecting acquiescence response bias.

Study 2 was designed to test the status bias, but the results of the study suggest that “even if the status or implied prestige had any effect on students’ evaluations, it was a very small, insignificant, and negligible effect.”

Study 3 was designed to test the ignorance bias. This kind of bias occurs when a confident expert teaches a topic about which the learners know nothing. Learners would naturally tend to be more impressed and feel ‘instructed’ because of the gap between the teacher knowledge and their ignorance of the subject matter. However, the study results show that “the group of informed students...evaluated Dr. Fox in the same way as the group of the ignorant students,” which suggests that the ignorance bias does not account for the favorable ratings for the Dr. Fox lecture.

However, study 3 showed that students evaluated the lecture favorably even when they said that they did not learn anything from the lecture. This finding contradicts the conclusion drawn by previous researchers, the conclusion “an expressive speaker who delivered an attractive lecture devoid of any content could seduce students into believing that they had learned something significant.” It seems that just because students rate the lecture favorably does not necessarily mean that they believe that they have learned something.

Meta-analyses are done to confirm this point, which suggests that “the notions of educational seduction and illusory learning have to be ruled out.”

Response Rates and Non-Response Bias

Al-Maamari, F. (2015). Response Rate and Teaching Effectiveness in Institutional Student Evaluation of Teaching: A Multiple Linear Regression Study. *Higher Education Studies*, 5(6), 9–20. Retrieved from <http://ezproxy.library.ubc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1085962&site=ehost-live&scope=site>

Description:

The study consisted of two parts. The first part tried to predict response rate, and the second part progressively added variables to test the average ratings students gave to teachers based on many different multiple regression models. Note that in some of the models in the second part, response rate became a predictor, rather than the predicted, as in the first part.

Data were limited to two large EFL (English as a foreign language) programs at a university setting in the Sultanate of Oman, with a total of 2095 courses included. There seemed to be no student-level data, so all the analyses were done at the course level.

The measurement used was a 13-item and an overall quality of teaching item, on a 5-point Likert-type scale. In the context of the analysis, the author used “statement 14” to refer to the average of the 13 items and “statement 15” to refer to the overall quality of teaching item.

The main result of the first part was that both Instructor Gender and Course Type (non-degree v.s. degree courses) were significant predictors of response rate, but the effect sizes were small (explaining just 5% of the variance in response rate). The author pointed out that the test was significant because the sample size was large.

The main result of the second part was that the single ‘overall quality of teaching’ item (called “statement 15” in this paper) was a strong predictor of the average of the other 13 SET items, explaining 84% of the variance.

The main contribution of the paper is in showing that response rates in these English language programs were not related to class size or instructor gender (effect size small though significant), and that response rates did not predict ratings.

However, the findings need to be interpreted with caution in that there were no instructor-level data collected which can help tease apart influences from instructors and courses. It was not clear if the same course could be taught by different instructors.

Treischl, E., & Wolbring, T. (2017). The causal effect of survey mode on students’ evaluations of teaching: Empirical evidence from three field experiments. *Research in Higher Education*, 58(8), 904–921. <https://doi-org.ezproxy.library.ubc.ca/10.1007/s11162-017-9452-4>

Three experiments were designed to test the effect of survey mode (online vs. paper-and-pencil) on the response rates of teaching evaluations.

In design one (split half), students were randomized into “online (using a link with a course-specific transaction number – TAN)” and “paper-and-pencil”.

In design two (twin courses), pairs of twin courses that were taught by the same instructors with identical content were used. Classes within the same pair were randomized into “online” (via e-mail) and “paper-and-pencil”, i.e. if one in the same pair was online, the other would be paper-and-pencil.

In design three (pre-post), they used a list of courses with past paper SET from summer 2013. Then found courses in summer 2014 to compare a change of survey mode over time (instructor and topic were identical to 2013). Then randomly assigned paper or email conditions to them. Information was collected about the self-selection of participants and made a distinction between attending and non-attending students.

Students were all from the University of Munich, Faculty of Social Sciences.

More information on the designs and sample sizes below:

Table 1
Overview: research designs

Design	Randomization	Number of courses	N	Online survey mode
Split-half	Student level	11	965	TAN
Twin course	Course level	42	485	Email
Pre-post	Course level	33	587	Email

Overall result is clear: response rate was consistently higher with paper.

Table 2

Overview: response and reliability analysis

	Split-half design		Twin course design		Pre-post design	
	TAN	Paper	Email	Paper	Email	Paper
Response rate (%)	37.6	~75	49.2	63.9	58.7	71.3
Cronbach's α	.721	.745	.758	.770	.780	.755
Variance	.384	.385	.778	.443	.439	.382

The authors think that their study is in line with most of the literature on this topic. But they think their study design allows them to draw firmer conclusions about the causal effect of survey mode on SET, compared to quasi-experimental and non-experimental designs.

They also argue that, contrary to popular opinion, pencil and paper surveys are not the gold standard by which to assess the quality of online SET. Both paper and online surveys have their own kinds of non-response and related biases, as some students do not show up to class for the in-class survey. Online-based methods at the very least make it accessible to all students no matter if they attend class on survey day or they do not.

Third conclusion is that one should not confound the type of survey mode (online versus paper) with the survey situation (in class versus after class). And found that the highest response rates were through email surveys which were given in class and were accessible outside of class.

Goos, M., & Salomons, A. (2017). Measuring teaching quality in higher education: Assessing selection bias in course evaluations. *Research in Higher Education*, 58(4), 341–364. <https://doi-org.ezproxy.library.ubc.ca/10.1007/s11162-016-9429-8>

Student evaluations of teaching typically have missing responses, which are not necessarily random, pointing to a selection bias.

Data were from 28,240 students in 3329 courses taught by 1781 teachers in a European university.

Selection bias was quantified by the differences in teaching evaluation scores between those who responded and those who did not, and a few predictors were used to predict whether one responded. The authors used the fact that some courses were offered in two different semesters, which typically had different response rates, because one was closer to long holidays, to figure out who did not respond (grouped by student variables).

The overall selection bias effect, in standardized units, is summarized in this way: those who responded were estimated to give ratings that were 0.13 standard deviations higher than those who did not. There was no significant impact of the following variables: being a female student, student grade, student activeness (how many courses the student evaluates), how many courses the teacher being evaluated teaches.

The authors admit that the university had atypical timing of semesters and admitted limitations of their generalizability.

Wolbring, T., & Treischl, E. (2016). Selection bias in students' evaluation of teaching: Causes of student absenteeism and its consequences for course ratings and rankings. *Research in Higher Education*, 57(1), 51–71. <https://doi-org.ezproxy.library.ubc.ca/10.1007/s11162-015-9378-7>

The study argued that missing responses due to absenteeism, was in a non-random fashion, potentially causing a selection bias in SETs.

The authors showed from in-class course evaluations at a faculty of the University of Munich, encompassing 23 semesters for 756 lectures, that response rates (mostly caused by skipping the class when the course evaluation was done) were related to course ratings, as in the figure below:

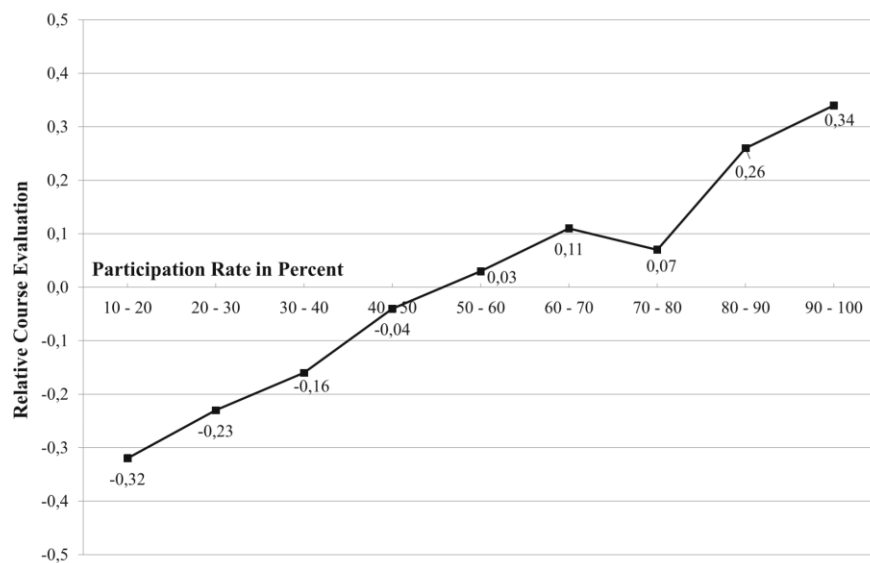


Fig. 1 Relationship between relative LVE evaluation and participation rate Note: SET data for 756 lectures over 23 semesters at a faculty of the University of Munich, which is kept anonymous on request. The participation rate is defined as the ratio of the number of participants in the survey and the number of participants at the beginning the lecture; the relative overall course rating is calculated as the difference between course evaluation (grade levels 1 “very good” to 5 “very bad”) and average rating of all lectures at the Faculty over the evaluated period. Positive values for the relative evaluation imply ratings above and negative values ratings below average assessments

The authors used many predictors to explain absenteeism at the time of course evaluation. In the final complete model, significant predictors of absenteeism included: course preparation, course in quantitative methods [authors showed that students felt that they should attend quantitative classes more because they cannot rely on self-studying], class climate, course load [the heavier the load, the more likely students skip classes]. Additional predictors that were not significant included course evaluations administered early in the term, prior interest in the topic, and poor exam performance.

Students had been asked to give course evaluations twice and the authors showed that the results were unstable (lots of discrepancies between the two times in terms of ranking).

The authors had pointed out that the course evaluations already had a selection bias because students who mostly likely did not choose to register for the courses randomly, and that schools did not admit students randomly.

It is not stated explicitly in the article if these are paper-and-pencil evaluations, but it appears that was the case, because the authors matched students' responses, from the two surveys, based on typeface. This limits the generalizability of this study to paper-and-pencil evaluations. Also, the justifications for converting ratings into rankings based on these ratings were not clear. Ranking is known to be a lot less stable than ratings.

Macfadyen, L. P., Dawson, S., Prest, S., & Gašević, D. (2016). Whose feedback? A multilevel analysis of student completion of end-of-term teaching evaluations. *Assessment & Evaluation in Higher Education*, 41(6), 821–839. <https://doi-org.ezproxy.library.ubc.ca/10.1080/02602938.2015.1044421>

Description:

The study is about differences in response rates by the multiple factors summarized later.

The students' teaching evaluations were collected at the year 2009/10 across all course enrollments (94,161) offered at the Faculty of Arts at UBC. In addition to 646 students whose degree programme area is not given, students in the sample were enrolled in the following degree programme areas: arts ($N = 10,426$), medical/paramedical ($N = 32$), science ($N = 8108$), education ($N = 24$), business ($N = 1862$) and fine arts ($N = 446$). From a possible 94,161 course enrolments by 21,534 students, a total of 46,774 end-of-term SETs were completed, providing an overall average completion rate of 49.7%. To be clear, the student themselves were not necessarily in the Faculty of Arts but the courses were.

There were five key findings:

First, response rates clearly differed by course discipline. This result was obtained through descriptive statistics and the random effects in the multilevel model.

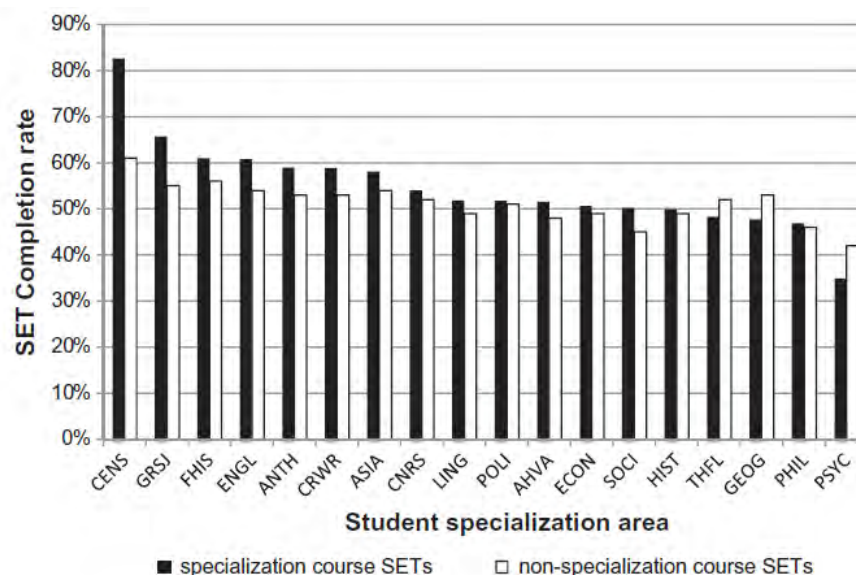


Figure 1. SET completion rates by student subject area specialisation.

Notes: CENS = European Studies; GRSJ = Gender Studies; FHIS = French, Hispanic and Italian; ENGL = English; ANTH = Anthropology; CRWR = Creative Writing; ASIA = Asian Studies; CNRS = Classics; LING = Linguistics; POLI = Political Science; AHVA = Fine Arts; ECON = Economics; SOCI = Sociology; HIST = History; THFL = Theatre and Film; GEOG = Geography; PHIL = Philosophy; PSYC = Psychology.

Effects of discrete value changes in the probability of evaluation completion.

Quantity of interest	Mean	Std. err.	[95% Conf. interval]	
<i>Model 1</i>				
Probability at the median	0.544	0.003	0.537	0.551
Change from female to male	-0.075	0.003	-0.082	-0.069
Change from full-term = 0 to 1	-0.167	0.008	-0.182	-0.152
Change from term 1 to term 2	-0.088	0.004	-0.096	-0.081
Change from 10th to 90th percentile in age	0.042	0.004	0.034	0.048
Change from course year 1 to year 4	-0.098	0.005	-0.108	-0.087
Change from course year 1 to year 3	-0.106	0.005	-0.115	-0.097
Change from 10 to 90th percentile in class size	-0.085	0.004	-0.094	-0.076
Change from 10 to 90th percentile in student grade	0.208	0.004	0.200	0.215
<i>Model 2</i>				
Change from lecture to experiential	-0.064	0.014	-0.092	-0.038
Change from lecture to small group	-0.007	0.009	-0.024	0.012
<i>Model 3</i>				
Change from Arts to Science	0.097	0.004	0.089	0.105
Change from Arts to Medical/Paramedical	0.188	0.047	0.089	0.271

Second, students with higher grades in the course were more likely to complete teaching evaluations. A student is 65% more likely to respond in courses that they do well in than those that they do not. This was obtained using cross tables (descriptive statistics).

Third, and perhaps most importantly, after controlling for the aforementioned factors, older (using age percentile ranks), female, and students whose majors are related to the courses and those in lecture-based courses are the ones more likely to give responses. This was based on a multilevel linear regression to look into the differences in response rates to the teaching evaluation, controlling for course types (e.g. independent study or lecture-based), class sizes, whether the course is obviously related to the student's major ("disciplinary saliency"), along with student characteristics, such as age, sex and major.

Fourth, based on simple logistic models, a final side result was that students in medicine, science, and business were significantly more likely to complete teaching evaluations, compared to other students enrolled in Arts courses.

Finally, the authors observed higher response rates in term 1 compared to term 2, and concluded "some of our observations might be interpreted as indicative of 'evaluation fatigue'."

Other Related Topics

Fletcher, J. F., & Painter-Main, M. A. (2014). An elephant in the room: bias in evaluating a required quantitative methods course. *Journal of Political Science Education*, 10(2), 121-135. <https://doi-org.ezproxy.library.ubc.ca/10.1080/15512169.2014.894350>

Sample Information: University of Toronto students taking a full year quantitative methods course in Political Science between 2009 & 2011. A required class for students majoring in Political Science. The authors were interested in the effect of framing on the students' response to the question "would you still have taken this course?".

In this experiment, the authors varied the “retake” question by comparing students’ responses to the question “Considering the value of this course in preparing for future study and future work, would you still have taken this course?” (the Revised question) versus the standard wording, “Considering your experience with this course, and disregarding your need for it to meet program or degree requirements, would you still have taken this course?” (the Traditional question).

The Revised question was not intended to be neutral, but to provide students with an alternative frame, which primed future considerations rather than past ones.

Results:

Table 1. Willingness to retake required methods course by question type

Retake course?	Traditional question	Revised question
Yes	42.8%	59.4%
No	57.2%	40.6%
<i>n</i>	152	155

Note: $\chi^2 = 8.46$ with one *df*; $p = .004$.

Table 2. Response to revised retake question by traditional question response

Revised retake question response	Yes	No
Yes	100%	28.4%
No	0	71.6%
<i>n</i>	63	81

$\chi^2 = 75.6$ with one *df*; $p = .000$; McNemar Exact significance = .000.

In table 2, 100% of students who answered “Yes” to the traditional question, also answered “Yes” to the revised question. On the other hand, 28% of those who answered “No” to the traditional question, responded positively to the modified question. Overall, this study reminds us that question wording can influence responses.

Murray, K. B., & Zdravkovic, S. (2016). Does MTV really do a good job of evaluating professors? An empirical test of the internet site RateMyProfessors.com. *Journal of Education for Business*, 91(3), 138–147. <https://doi-org.ezproxy.library.ubc.ca/10.1080/08832323.2016.1140115>

Description:

The authors recruited 6 professors teaching Foundations of Management in the school of business at Bryant University, USA, and had all 276 students (of whom 91% responded) rate these professors using a few different scales at the end of the term. One contained a two-item scale with only “clarity” and “helpfulness”, similar to that used on RateMyProfessors.com, and the other few were more the standard 12-item student teaching evaluation tools. The authors then compared these to the RateMyProf 2-item ratings on RateMyProf.

Their key findings were:

First, only a small fraction of students enrolled with a given professor (< 5%) actually rated that person on RateMyProfessor. These very small response rates were inadequate for generalizing to all an instructor's students.

Second, students who used RateMyProfessor tended to rate the professors lower, compared to those who responded to the two-item in-class scale. Third, students' evaluation using the 12-item institutional scale yielded higher ratings of the professors.

The authors concluded that RateMyProfessors.com should not be taken seriously due to the lack of sampling adequacy and bias towards lower ratings.

It is worth noting that only six instructors were evaluated, all in business, so the generalizability of the results could be questioned.

Jones, J., Gaffney-Rhys, R., & Jones, E. (2014). Handle with Care! an Exploration of the Potential Risks Associated with the Publication and Summative Usage of Student Evaluation of Teaching (SET) Results. *Journal of Further and Higher Education*, 38(1), 37–56. Retrieved from <http://ezproxy.library.ubc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1027993&site=ehost-live&scope=site>

Description:

This paper is a commentary on previous SET studies, with particular emphasis on issues in the UK institutions of higher education. The authors discouraged the use of SET for summative purposes (tenure and promotion), while formative use was encouraged. The authors clarified that they were not suggesting abandoning quantitative teaching evaluation scales.

In the context of the U.K., the authors suggested the following:

- SET questions could focus upon learning rather than teaching, thus encouraging students to reflect upon their own performance.
- Involve faculty in SET design.
- Require all new students to undertake an induction session that explains the rationale for SET, its usage and student responsibilities.
- Avoid using mixed data collection methods for SETs (e.g. online/offline), unless allowance for potential bias is acknowledged during evaluation.
- Use several tools/methods to gain feedback on lecturers' performance, e.g. focus groups or peer observation.
- Ensure that it is possible to identify the students who complete the SETs (for example, by requiring them to insert their student identification number) in order to address the issue of inappropriate or inaccurate comments and to gain further information regarding allegations of incompetence.
- Ensure that managers/administrators are trained so that they appreciate the potential for bias and legal issues.
- Measure against a standard mean score, rather than make comparisons across modules.
- Consider abandoning the summative use of SET results and therefore utilize them as a professional development tool only.
- Allow the lecturer to view and comment upon the results before escalating them further.
- Ensure that the dissemination of results is in line with the policy recommended earlier.
- Avoid wholesale publication of SET results via the intranet or group emails.

Though not organized specifically to address biases in teaching evaluations, this paper reviewed a few contributors of biases: online vs offline environments, the use of 5-point likert scales, the use of the scale (high risk -- related to tenure etc. v.s. Low risk -- affects how instructors behave), etc.

Keeley, J. W., English, T., Irons, J., & Henslee, A. M. (2013). Investigating Halo and Ceiling Effects in Student Evaluations of Instruction. *Educational & Psychological Measurement*, 73(3), 440–457. <https://doi-org.ezproxy.library.ubc.ca/10.1177/0013164412475300>

The study aimed to understand Halo and Ceiling effects in teaching evaluation across three universities at three different regions of the U.S. with a convenience sample of 537 students (female= 320; 59.6%, average age of 18.99 [SD= 2.04], Caucasian = 385; 71.7%, African American= 117; 21.8%).

A halo effect occurs when a rater's opinion about one aspect of the teacher influences the remainder of that person's ratings. To examine the halo effect, the authors used two videotaped lectures and manipulated specific teacher behaviors to be "good" or "bad". This was based on specific items on a 28-item teaching evaluation instrument (the Teacher Behavior Checklist). The 5 manipulated items are bolded in the table below. To examine ceiling/floor effects, they expanded the standard 5-point scale to either a 7- or 9-point scale.

Table 3. Means, Standard Deviations, and Effect Sizes for the 5-Point Scale Ratings of All Teacher Behavior Checklist Items Across the Two Videos.

	"Good" teaching			"Bad" teaching			Effect size
	M	SD	n	M	SD	n	d
Accessible	2.44	1.46	165	1.91	1.30	165	0.38
Approachable Personable	2.41	1.48	244	1.80	1.25	228	0.45
Authoritative	2.75	1.47	252	2.10	1.38	244	0.45
Confident	2.92	1.52	261	2.11	1.42	250	0.55
Creative and Interesting	2.29	1.43	249	1.60	1.07	235	0.55
Effective Communicator	3.19	1.52	263	2.42	1.49	254	0.51
Encourages and Cares for Students	2.43	1.41	177	1.67	1.11	180	0.60
Enthusiastic about Teaching	2.34	1.45	251	1.76	1.20	236	0.43
Establishes Daily and Academic Term Goals	2.83	1.43	180	2.18	1.32	174	0.47
Flexible Open Minded	2.78	1.44	162	1.91	1.25	163	0.65
Good Listener	2.74	1.42	190	1.92	1.32	190	0.60
Happy Positive Attitude Humorous	2.30	1.47	239	1.72	1.20	229	0.43
Humble	3.08	1.47	190	2.34	1.41	184	0.52
Knowledgeable About Subject Matter	3.22	1.48	254	2.58	1.48	243	0.43
Prepared	3.20	1.45	210	2.55	1.43	202	0.45
Presents Current Information	3.07	1.43	250	2.41	1.35	250	0.47
Professional	4.03	1.19	265	3.68	1.23	267	0.29
Promotes Class Discussion	2.14	1.39	221	1.55	0.94	219	0.50
Promotes Critical Thinking	2.31	1.48	214	1.62	1.01	207	0.56
Provides Constructive Feedback	2.51	1.42	172	1.82	1.10	168	0.54
Punctuality Manages Class Time	3.11	1.47	189	2.54	1.42	186	0.40
Rapport	2.14	1.37	228	1.61	1.09	214	0.42
Realistic Expectations of Students	3.07	1.41	176	2.30	1.26	176	0.58
Respectful	3.62	1.39	211	3.06	1.39	214	0.40
Sensitive and Persistent	2.60	1.52	225	1.92	1.21	212	0.49
Strives to Be a Better Teacher	2.61	1.50	194	1.88	1.20	185	0.55
Technologically Competent	2.87	1.55	175	2.08	1.27	172	0.56
Understanding	3.04	1.47	170	2.35	1.36	174	0.49

Note. Manipulated items are denoted in bold.

The average change between the “good” and “bad” video for the five manipulated items (see above table) remained the same as that for the other 23 items. Based on this finding, the authors concluded that the Teacher Behavior Checklist ratings exhibited a halo effect.

In the testing of the ceiling and floor effects of the scale, the authors stretched the original 5-point scale to 7 and 9 points using different anchors. The key point is to test if expanding the scale helped capture more variations. They found minimal gain in variability stretching the model, and that the best fitting model was with the 5-point scale.

Table 1. Anchors Used for the 5-, 7-, and 9-Point Teacher Behavior Checklist Rating Scales.

5-Point scale	7-Point scale	9-Point scale
5 = Always Exhibits	7 = Always Exhibits	9 = Always Exhibits
	6 = Almost Always Exhibits	8 = Almost Always Exhibits
4 = Frequently Exhibits		7 = Frequently Exhibits
	5 = Frequently Exhibits	6 = Usually Exhibits
3 = Sometimes Exhibits	4 = Usually Exhibits	5 = Exhibits
	3 = Sometimes Exhibits	4 = Sometimes Exhibits
2 = Rarely Exhibits		3 = Occasionally Exhibits
	2 = Rarely Exhibits	2 = Rarely Exhibits
1 = Never Exhibits	1 = Never Exhibits	1 = Never Exhibits

While the authors found no evidence or advantage for stretching the scales from 5 to 7 or 9 points, they claimed that “The halo effect also influences ceiling/floor effects via students’ tendency to rate items similarly. When students have a positive impression of the teacher, all items tend to float toward the ceiling of the scale. When students have a negative impression, all items drop toward the floor.”

Though this study was a well-controlled experiment, most teaching evaluations don’t use behavioral checklists, so one cannot be sure if the results are generalizable.

Huybers, T. (2014). Student evaluation of teaching: the use of best–worst scaling. *Assessment & Evaluation in Higher Education*, 39(4), 496–513. <https://doi-org.ezproxy.library.ubc.ca/10.1080/02602938.2013.851782>

The study aims to promote a wider use of best-worst scale with three examples of application from their institution (University of New South Wales, Australia).

The scale works this way: Students are given sets of attributes to rate, and for each set, to choose the “best/ most demonstrated/ most important ...” and the worst. As, below. The same attribute appears in multiple sets, and thus it’s possible to calculate the probability that the attribute is selected as “best/ most” v.s. “Worst/least ”.

Question 1

Most	Attribute	Least
	This lecturer stimulated my interest in the subject matter he/she was teaching	
	This lecturer helped me to improve my understanding and/or skills in this subject area	
	This lecturer provided helpful feedback to help me learn	

Question 2

Most	Attribute	Least
	This lecturer communicated effectively with students (e.g. he/she explained things clearly)	
	This lecturer encouraged student input and participation during classes	
	This lecturer provided helpful feedback to help me learn	

Question 3

Most	Attribute	Least
	This lecturer provided helpful feedback to help me learn	
	This lecturer was well prepared and structured the subject matter well	
	This lecturer communicated his/her enthusiasm for the subject area	

Then, the analysis and data visualization are based on the probability that an attribute is rated most important/ most demonstrated etc. minus the probability it was rated worst/ least. As demonstrated below:

Table 1. Application 1, best–worst scaling metrics (ranks in brackets).

	Most minus Least	SQRT (Most/ Least)	Weights metric	WLS
(1) This lecturer communicated effectively with students (e.g. he/she explained things clearly)	0.885 (4)	1.509 (3)	10.462 (4)	−0.022 (4)
(2) This lecturer stimulated my interest in the subject matter he/she was teaching	−1.923 (9)	0.492 (7)	6.692 (7)	−0.950 (9)
(3) This lecturer encouraged me to think critically	−1.846 (7)	0.475 (8)	6.692 (7)	−0.874 (8)
(4) This lecturer provided helpful feedback to help me learn	−1.846 (7)	0.378 (9)	6.462 (9)	−0.850 (7)
(5) This lecturer encouraged student input and participation during classes	0.692 (5)	1.237 (5)	10.154 (5)	−0.024 (5)
(6) This lecturer was generally helpful to students	0.192 (6)	1.080 (6)	9.538 (6)	−0.270 (6)
(7) This lecturer was well prepared and structured the subject matter well	1.692 (1)	2.236 (1)	11.808 (2)	0.217 (1)
(8) This lecturer helped me to improve my understanding and/or skills in this subject area	0.923 (3)	1.430 (4)	10.731 (3)	Base (3)
(9) This lecturer communicated his/her enthusiasm for the subject area	1.692 (1)	2.094 (2)	11.885 (1)	0.190 (2)

As shown in the “Most minus Least” column above, this method worked well to differentiate each item, even on a small scale ($n = 26$) and provided clear guidance for the lecturer being rated (in the case demonstrated above).

The author proposed that even more guidance could be provided if students were also asked to rate the importance of attributes using the same best-worse scaling, as shown in the following table. It can be seen that the lecturer rated should work on attribute 8, where importance > performance

(i.e. underperforming on something important) and that attribute 9 was an overkill (performance > importance).

Table 2. Application 2, best–worst scaling *teaching* scores (ranks in brackets).

Teaching attribute	Best–worst scaling score	
	Importance	Performance
(1) A lecturer communicates effectively with students (e.g. he/she explains things clearly)	1.962 (2)	0.885 (4)
(2) A lecturer stimulates my interest in the subject matter he/she teaches	–0.038 (5)	–1.923 (9)
(3) A lecturer encourages me to think critically	–1.962 (9)	–1.846 (7)
(4) A lecturer provides helpful feedback to help me learn	0.077 (4)	–1.846 (7)
(5) A lecturer encourages student input and participation during classes	–1.231 (7)	0.692 (5)
(6) A lecturer is generally helpful to students	–1.462 (8)	0.192 (6)
(7) A lecturer is well prepared and structures the subject matter well	1.231 (3)	1.692 (1)
(8) A lecturer helps me to improve my understanding and/or skills in this subject area	2.538 (1)	0.923 (3)
(9) A lecturer communicates his/her enthusiasm for the subject area	–0.615 (6)	1.692 (1)

The author suggested that when used on a larger scale, one can increase the number of attributes being rated in one set to save time. In their example, it was increased from 3 to 5.

However, a major drawback of the best-worst scaling proposed in this study, is that it is time consuming and tiring for students to complete on a large scale. For example, 10 attributes measured in sets of 3 required, would result in 120 questions. It's worse if students need to rate multiple courses.

Li, C., & Wang, X. (2013). The power of eWOM: A re-examination of online student evaluations of their professors. *Computers in Human Behavior*, 29(4), 1350–1357. <https://doi-org.ezproxy.library.ubc.ca/10.1016/j.chb.2013.01.007>

The paper attempts to show that “students’ evaluations on RateMyProfessors (RMP) or similar websites may lead to biased decision-making, independent of validity.”

Its studies focus on “how online evaluations influence students’ attitudes toward their professors and their subsequent course enrollment behavior (or course enrollment intentions) in two experiments, focusing on two critical variables: message valence and message volume.”

Three hypotheses about how electronic word-of-mouth (e.g., RMP ratings) influence students’ decision making:

H1. Higher perceived professor quality online leads to higher course enrollment

H2. There will be an interaction effect between online evaluation volume and valence on students’ course enrollment intentions. When the volume is high, the message valence effect on course enrollment intention will be strengthened. When the volume is low, the valence effect on course enrollment intention will be weakened.

H3. There will be an interaction effect between online evaluation volume and valence on students' attitudes toward their professors. When the volume is high, the message valence effect on attitude will be strengthened. When the volume is low, the valence effect on attitude will be weakened.

Study 1: A naturalistic field experiment in a large southern university in the United States. Spring 2009. Used alphabetical order, and every 5th professor was selected. Sample size of 266 professors, for 236 courses. Results: "it was illustrated that students do use RMP to make course selection decisions"

Study 2: a factorial 2x2 lab experiment; the two factors being manipulated--message valence (positive vs. negative) and message volume (high vs. low). 80 volunteer undergraduate students (Age: M = 20.71, SD = 2.60; Gender: 75% female) studying at a university in China were randomly assigned to one of four different groups. Each asked to imagine having an opportunity to study at a university abroad that offers a communication class. They were asked to view a fictitious website which contains information about the class. The website used for these four groups are the same except for the reviews of the Prof who teaches the class. 2 websites provided 25 reviews each (one website had 20 positive and five negative reviews, and the other website had five positive and 20 negative reviews), and the other two websites offered five reviews in total (one website had four positive and one negative reviews, and the other website had one positive and four negative reviews). Afterwards, the students were asked to fill out a questionnaire, where they need to evaluate students from a 1 to 7 scale. Results: H2 and H3 were supported. "Given the same valence, the volume of online reviews of a professor may serve as a heuristic cue and mislead students to form biased attitudes and behavioral intentions."

From their results, the authors proposed an overall model how how RMP ratings could relate to student choices and attitudes toward a professor:

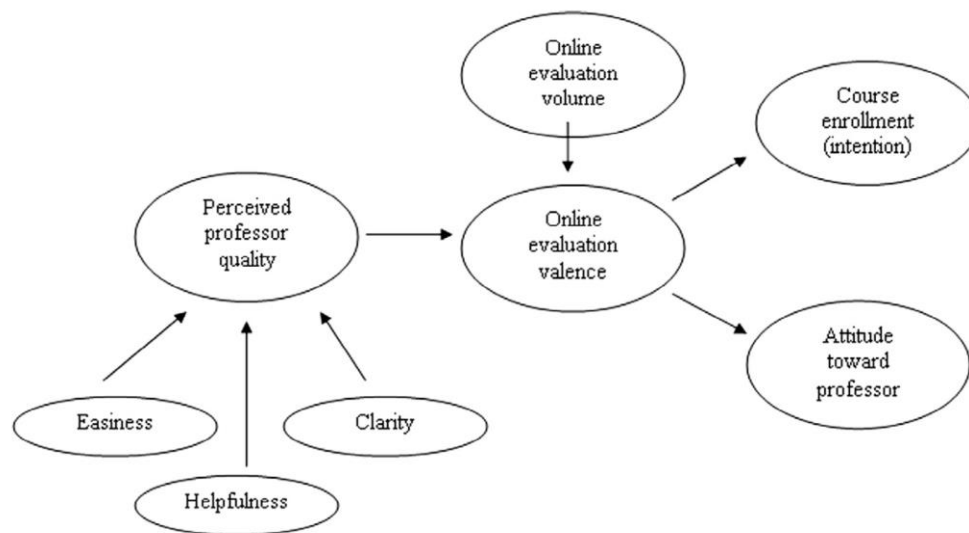


Fig. 3. The model shows how online evaluations affect students' course enrollment (intentions) and their attitudes toward the professor.

Subramanya, S. R. ed. (2014). Toward a More Effective and Useful End-of-Course Evaluation Scheme. *Journal of Research in Innovative Teaching*, 7(1), 143–157. Retrieved from <http://ezproxy.library.ubc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=95848490&site=ehost-live&scope=site>

Author claims that End-of-Course (EOC) evaluations have overall changed very little. Consists of students filling out a survey, developed 10+ years ago, as a means of providing feedback to

instructors about how students feel about learning experiences, course content, and instructor teaching. Hence, the need for an enhanced model for teaching evaluations.

Talks about the current model of EOC evaluations, which is considered open-ended, where the professor and administration is left to interpret the EOC evaluations:

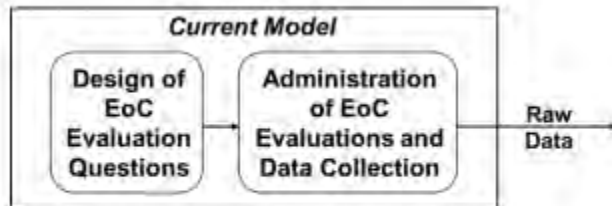


Figure 1. The current model of end-of-course evaluations.

Proposes an enhanced alternative model:

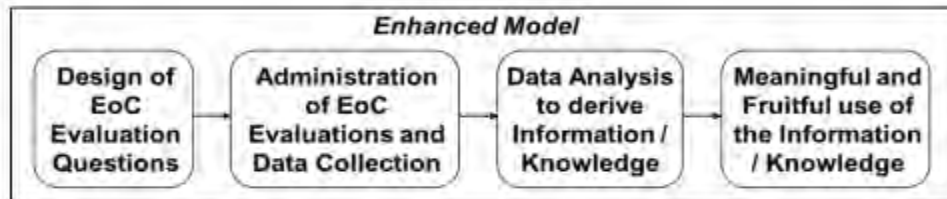


Figure 2. The “eco-system” of the enhanced model.

Discusses and addresses the issues with the current schemes of evaluation that have remained unchanged. Listed in this box:

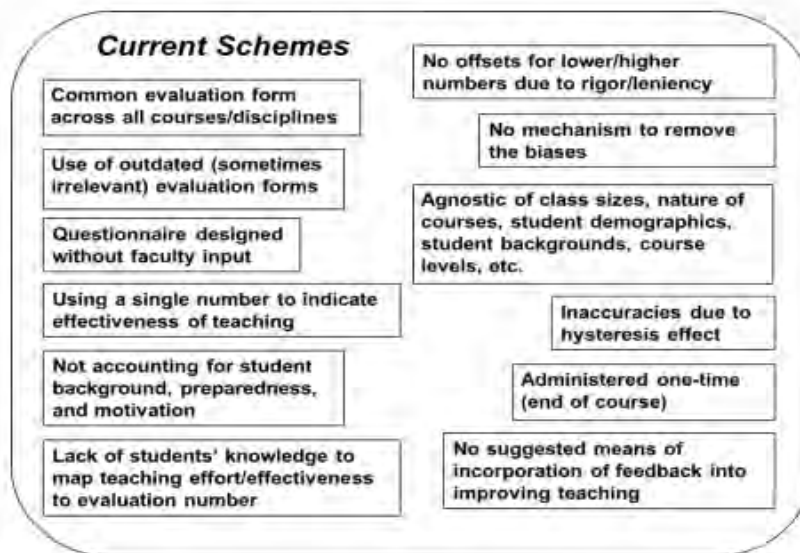


Figure 3. A summary of the major characteristics and issues within the existing system.

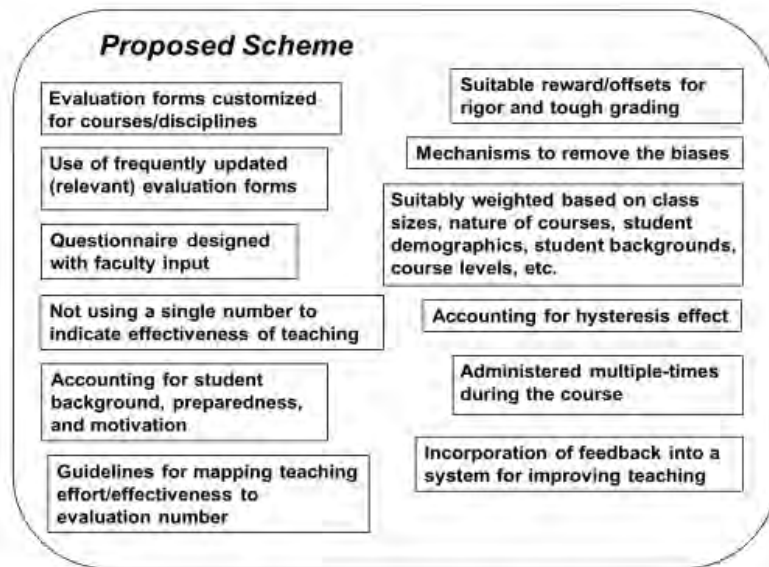


Figure 5. A summary of the major characteristics and improvements of the proposed system.

Primary objective is to make evaluations by students more objective, relevant, and effective. Made more objective if biases toward course and/or instructor are identified, removed, or minimized. Made more relevant by considering changes that have taken place in teaching and designing questionnaire accordingly. Made more effective by making a close-loop system that incorporates data analysis, consultations and remedial measures to develop improvement.

Martin, L. R., Dennehy, R., & Morgan, S. (2013). Unreliability in Student Evaluation of Teaching Questionnaires: Focus Groups as an Alternative Approach. *Organization Management Journal (Routledge)*, 10(1), 66–74. <https://doi-org.ezproxy.library.ubc.ca/10.1080/15416518.2013.781401>

This discussion paper proposes the use of focus groups to gather student feedback on teaching. It begins by proposing that inconsistencies in the studies on SET, no matter the form, may be due to misunderstood questions and responses. “Misunderstanding” can mean 1) students may believe that the survey is not really anonymous and they may worry about the use of the results; 2) A lack of knowledge about how students judge and process information regarding effective teaching; 3) Students are skeptical and cynical towards the evaluation process; 4) Certain questions that are important to the students do not appear in the questionnaires.

And then it proposes to measure teaching effectiveness by the focus-group method (directly quoted from the paper).

- Previous research shows that focus groups can be used effectively to alleviate student response problems associated with SETs.
 - “Focus-group interviews provide a medium through which normally nonresponsive or reluctant participants are likely to express their views (Bagnoli & Clark, 2010; Kitzinger, 1995; Powell, Hunt, & Irving, 1997). So students, who are hesitant to reply critically because of fear of retaliation, will be more open to discussion. Because properly conducted focus groups create interactions that are likely to produce specific concepts (Claes & Heymans, 2008), the reasons why students hold certain beliefs will emerge.”

- Focus groups improve students' appreciation for the process of evaluation. Students will thus be more likely to respond truthfully.
- Focus groups provide more detailed information (such as students' attitudes) than questionnaires.
- Focus groups can address some of the problems in SETs. For example, if a student does not understand a question in a focus group, the moderator may further explain it or the group may discuss and figure out what the question means. But if a question does not understand a question is SET, the student may just skip the question.
- Having a moderator in a focus group that listens to the students' opinions gives students a sense of having an impact on their education.
- Focus groups, in their promoting self-disclosure, will allow active learning to take place. Students will become more confident in their abilities to evaluate their teachers.

However, the paper also recognizes that there are several issues surrounding the focus group approach. It then proposes "a set of consideration the requires discussion and resolution before implementing a focus group approach." (All sentences below are quoted from the article.)

- How expensive would it be to either duplicate the current evaluation system (i.e., use both SETs and focus groups), partially adopt the focus-group evaluation, or switch to focus-group evaluation completely? What outcomes are desired? How would "successful" results of focus-group evaluation be defined? Where would funding be available? Would it make sense (i.e., be less expensive) to start with a pilot program in a few classes, evaluate the results, learn from them, and then implement focus-group evaluation on a wider scale if warranted?
- In terms of faculty: Can they help design the focus-group approach, thereby increasing their commitment and buy-in to the change? What resistance might occur from faculty members who have prospered under the SET system with consistent high ratings? Also, some faculty may need training in running of a focus group.
- In terms of the intended use of data: Will the faculty trust the data analysts to be fair and balanced (an issue because the data from focus groups are more subjective than the numbers from the SETs)? How will deans and department heads use the new type of data for both developmental and salary decision purposes? Will there need to be training for the administrators, possibly at additional cost?
- In terms of the triangulation of method: Should schools that decide to try focus-group evaluation also use another evaluation tool such as faculty self-evaluation, qualitative evaluations, SETs, observations, or peer review? How is this decision to be made and who are the relevant decision makers?

In this paper, it is unclear exactly how students who are hesitant to reply critically because of fear of retaliation will actually be more open to discussion. Moreover, and although focus groups have some merit, they are expensive, time-consuming, and thus not practical.

Stroebe, W. (2016). Why Good Teaching Evaluations May Reward Bad Teaching: On Grade Inflation and Other Unintended Consequences of Student Evaluations. *Perspectives on Psychological Science*, 11(6), 800–816. <https://doi-org.ezproxy.library.ubc.ca/10.1177/1745691616650284>

Commentary paper. Topic: University GPAs have increased for decades while time invested by students has decreased. Why is this? Paper argues that grading leniency is encouraged by the use of teaching evaluations in decisions regarding promotion, tenure and hiring. Instructors believe that the average student prefers courses that are entertaining, require little work, and result in high

grades, and thus would more likely rate a course highly based on this. Positive association between student grades and their evaluation of teaching reflects a bias rather than teaching effectiveness. If good teaching evaluations reflected improved student learning, they should be positively related to grades received in subsequent courses that build on knowledge gained in the previous course. Teaching evaluations of concurrent courses are negatively related to student performance in later courses are more consistent with the assumption that the evaluations are the result of lenient grading than effective teaching.

Discusses two kinds of empirical evidence: experiments and correlational evidence, both offer some support for bias from students evaluating their professors. This portion of the paper focuses on the degree to which a students' grade affects their evaluation of the professor.

In the section about determining whether there is grading leniency, the authors discuss that the evidence for the existence of bias related to grades and student evaluations isn't evidence for grading leniency as a result. The focus should be on perceived bias instead. Provides very limited evidence that professors actually grade students leniently based on the desire to get better evaluations.

Presents limited evidence that perceived grading leniency from students increase teaching evaluation. Also presents some decent evidence that perceived grading leniency from students decreases the likelihood of them taking courses from that professor. Tends to be more prevalent in less able students (ones with lower SAT scores)/

He outlines 'the dark side' of grading leniency, in response to claims that grading leniency might be a win-win for both students and teachers. Points to evidence that the more lenient the grader, the more demotivated students might be. Grades are also supposed to give feedback to students on their strengths/weaknesses/talents, supposed to help them with career choice. Grades which are more strict are more likely to indicate future performance than lenient grades. Lenient grades invalidates grades as selection criteria on job markets (or, as I'm adding grad school).

What has been clearly established:

- (1) There has been grade inflation.

What needs better support in the article:

- (2) There is grading leniency.
- (3) Teachers think that if they grade leniently, they will get better teaching evaluations.
- (4) Teachers actually do grade leniently to get better teaching evaluations, and not for other reasons. (Such as thinking that grading more leniently and assigning less work is actually conducive to student learning.)

The paper does a decent job reviewing literature and arguing for their position. **However, its main flaw reflects the lack of sufficient evidence to support the claims** as fully as they should be. It relies more on intuitive connecting premises and arguments than the data itself presents. Using an argumentative strategy that might be called, "It would be reasonable to think that this supports x and y." And while this is fine as far as publishing papers go, it's not sufficient to conclusively support the authors' contentious claims. At the most, the authors provided 3-4 studies to support each step in their argument, of which 1-2 were usually said by the author to be limited in its support, or merely suggestive. Furthermore, this tenuous support really only supports (2) & (3) above, and not (4). The authors never consider the possibility that grading leniently and assigning less work could in fact be beneficial to student learning not detrimental.

Griffin, T. J., Plummer, K., & Barret, D. (2014). Correlation between grade point averages and student evaluation of teaching scores: taking a closer look. *Assessment & Evaluation in Higher Education*, 39(3), 339–348. <https://doi-org.ezproxy.library.ubc.ca/10.1080/02602938.2013.831809>

Description:

The study looked at 2073 general religion education courses at Brigham Young University (BYU), a religious university and found an overall correlation of .37 between student GPA and the evaluation the student gives. When the data were disaggregated by courses taught by individual instructors, the correlations ranged between .21 and .42, showing variability. Most of the disaggregated sample sizes were greater than 200, so are not considered underpowered. Since BYU has a higher than average GPA at admission, the correlation may have been attenuated by range restriction.

Kalender, İ. (2015). Measurement invariance of student evaluation of teaching across groups defined by course-related variables. *International Online Journal of Educational Sciences*, 7(4), 69-79.

The study tested if “measurement invariance” holds for the 10-item teaching evaluations used in the Ihsan Dogramaci Bilkent University in Turkey, based on the 625 courses from the 20388 students (undergrad + grad students) enrolled.

Measurement invariance basically means if the test (here the teaching evaluation) behaves the same way across multiple groups. “Behaving the same” means 1) measuring the same latent variables, 2) measuring them to the same degrees (i.e. same factor loadings), and 3) measuring them to the same error terms (same level of unpredicted randomness).

- Fulfilling condition 1) is called configural invariance.
- Fulfilling conditions 1) + 2) is called weak invariance.
- Fulfilling condition 1) + 2) + 3) is called strong invariance.

The authors tested all three of types of invariance, across the following factors students grade level (1st year, 2nd year, 3rd year and 4th year), course type (mandatory for undergrads, electives for undergrads and mandatory for grads), and credits (2-3 or 4-5).

The questionnaire used had the ten 5-point Likert-type items: (i) The instructor clearly stated course objectives and expectations from students (expectations), (ii) The instructor stimulated interest in the subject (interest), (iii) The instructor was able to promote effective student participation in class (participation), (iv) The instructor helped develop analytical, scientific, critical, creative, and independent thinking abilities in students (thinking), (v) The instructor interacts with students on a basis of mutual respect (respect), ~~(vi) The instructor was on time and has not missed classes (timing)~~, ~~(vii) The instructor taught the course in English (English)~~, (viii) Rate the instructor's overall teaching effectiveness in this course (effective), (ix) I learned a lot in this course (learnt), and (x) The exams, assignments, and projects required analytical, scientific, critical, and creative thinking (assessment).

After the Confirmatory Factor Analysis, the timing and English items were deleted (~~struck through~~).

Then, the main finding was that weak measurement invariance held, i.e. fulling conditions 1 & 2 (see above definitions) given that there is only one latent variable measured. The items measure the same latent variables, to the same degree, across factors studied (year-level, course type, etc.).

Table 5. Results of invariance tests

Invariance Level	Groups	S-B χ^2	df	Δ S-B χ^2	Δ df	p	RMSEA [90% CI]	CFI	NNFI
Configural	Grade Level	101.77	94	-	-	-	.02 [.00;.05]	.98	.98
	Type	64.22	66	-	-	-	.00 [.00;.04]	.98	.98
	Credit	134.94	38	-	-	-	.09 [.07;.11]	.99	.98
Weak	Grade Level	139.30	115	65.93	21	<.001	.04 [.00;.06]	.97	.97
	Type	73.99	80	9.67	14	.79	.00 [.00;.03]	.99	.98
	Credit	160.01	45	23.51	7	<.001	.09 [.08;.12]	.99	.98
Strong	Grade Level	693.18	146	1534.06	44	<.001	.16 [.14;.17]	.93	.92
	Type	522.43	103	4712.89	23	<.001	.14 [.13;.15]	.92	.92
	Credit	918.70	60	1389.99	15	<.001	.21 [.20;.23]	.92	.91

The authors claimed that it's important to test for measurement invariance before cross-group comparisons.

The usefulness of the results of this study depends on whether there is interest in the factors studied ("student grade year", "course type" and "credits"). Also, it was not clear what departments were covered by the study.

Royal, K. D., & Stockdale, M. R. (2015). Are Teacher Course Evaluations Biased against Faculty That Teach Quantitative Methods Courses? *International Journal of Higher Education*, 4(1), 217–224.

Retrieved from

<http://ezproxy.library.ubc.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1060595&site=ehost-live&scope=site>

Sample: Graduate student responses to teacher/course evaluations. College of Education at a large Midwestern university.

Data Analysis Techniques: Item response theory (IRT) [Rasch Rating Scale Model] and Differential Item Functioning (DIF).

Survey Information: Teacher Course Evaluations (TCEs) from the university. 19 items among three categories. Five-point rating scale, Strongly Disagree, Disagree, Agree, Strongly Agree, and Not Applicable. Used all raw data for all graduate courses in the College of Education across two recent fall semesters.

Data Used: Three classes of data used: 1) Quantitative Courses (15 classes/249 TCEs); 2) all other methods courses (7 classes/129 TCEs) and 3) all non-methods courses (146 classes/2186 TCEs). Total sample size: 2564 TCEs

Motivation: Many students tend to perform poorly or have anxiety toward quantitative courses. This was supposed to test if students rated quantitative teachers worse than other teachers on TCE.

Results: Some students are harsh raters and some are a lot more lenient. Controlling for this rating leniency/strictness, students answered the questions related to the structure/design of quantitative courses more favourably, whereas they rated teacher-related questions less favorably, compared with non-quantitative-method courses. The authors had shown through model fit indices that the fundamental assumptions of the Rasch model was fulfilled.

The authors provided enough preliminary evidence (not conclusive) for a test bias based on the type of the courses (quantitative vs non-quantitative).

Appendix 2 – Reported Statistics for Student Experience of Instruction

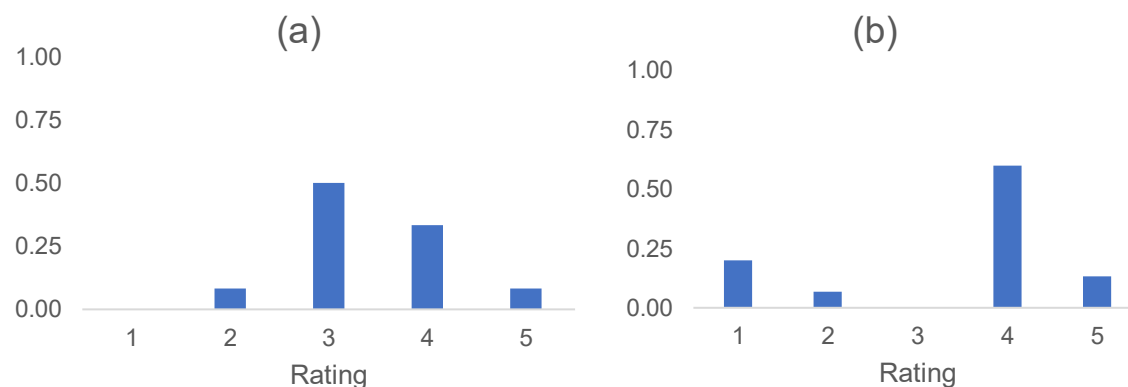
Preamble

The quantitative data captured as part of students' experience of instruction is a key input to the process of evaluating teaching. For many years, UBC has collected student feedback on a set of items (different sets across campuses), ascribing numerical values (1-5) to the Likert-scale style answer choices of *Strongly disagree* through *Strongly Agree*. Reducing this feedback down to a single number can lead to misinterpretations and over-interpretations of what these scores can indicate. This appendix sets out to answer two fundamental questions relating to such data: what is the best way to summarize and depict the data and how accurate is it?

What we report

When summarizing numerical data, we try to capture two main ideas: the middle (often called *central tendency*), and how much individual scores converge around or spread away from that middle (often called *variability*). Different ways exist to capture each of these ideas numerically.

For many years, UBC reported the arithmetic average ("mean") and standard deviation of student responses to each of the UMI items; the two capture the central tendency and variability, respectively. Although this choice is common practice in much social science research, these values can disguise important differences in distributions of student responses—differences which we argue are important when using these values for evaluating teaching. Consider the following two distributions of student responses in 2 hypothetical courses, (a) and (b). (Note that the number of respondents is very low for illustrative purposes.)



Scale Value / Rating	Number of students selected (Frequency)	Scale Value / Rating	Number of students selected (Frequency)
1 <i>strongly disagree</i>	0	1 <i>strongly disagree</i>	3
2 <i>disagree</i>	1	2 <i>disagree</i>	1
3 <i>neutral</i>	6	3 <i>neutral</i>	0
4 <i>agree</i>	4	4 <i>agree</i>	9
5 <i>strongly agree</i>	1	5 <i>strongly agree</i>	2
Total number of Respondents:	12	Total number of Respondents:	15

Figure 1: Two hypothetical distributions of student responses

These distributions have essentially the same mean values (3.4), yet their distributions are markedly different. Therefore, we have been moving to a score called the Interpolated Median (IM),

which does a better job than the mean of capturing how much agreement there is around the middle of the data. A *median* is a different measure of central tendency that divides the scores in half, such that as many scores fall above as below that value. The IM adjusts the median upwards or downwards depending on the distribution of scores, to better capture how much respondents' ratings are similar to each other. The IM is calculated using the following formula:

$$M_I = M + \frac{(n_+ - n_-)}{2n}$$

Where:

M_I = the interpolated median

M = the median

n = number of data points equal to the median

n_+ = the number of data points above the median

n_- = the number of data points below the median

This expression is only valid if n is not zero (i.e., some data point in the distribution is equal to the median value) otherwise, the interpolated median is simply the median. The IM makes a small upwards or downwards correction to the median value, reflecting the distribution of data points above or below the median value. This is illustrated below with the data from the two hypothetical response distributions in Figure 1.

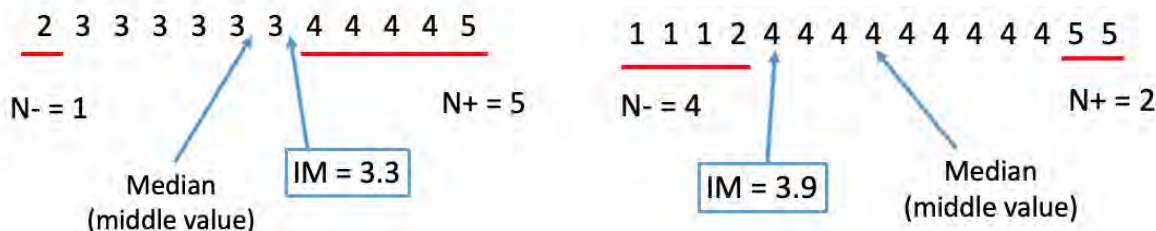


Figure 2: IM values for the two hypothetical courses from Fig 1, (a) left and (b) right.

In our example above the IM values are 3.3 and 3.9 for distributions (a) and (b) respectively, providing a clear way to distinguish different distributions, in comparison to the mean, which is 3.4 in both cases. In Course A, respondent choices are almost all either a 3 or a 4, so the IM is very similar to the mean. However, in Course B, 20% of respondents in Course B chose *strongly disagree*, although more respondents *agreed* and *strongly agreed*. The IM formula does a better job of taking into account all respondents' feedback than the mean (or the median) does when estimating the central tendency.

IM is our best indicator of the central tendency of student response feedback. We add to this indicator a measure of variability to get a sense of how much respondents converge around or differ from that IM, a measure of dispersion or spread. The dispersion index avoids statistical assumptions that come with the standard deviation (i.e., that scores are normally distributed) and is calculated as follows²:

² Rampichini, C., Grilli, L. & Petrucci, A (2004). *Analysis of university course evaluations: from descriptive measures to multilevel models*. *Statistical Methods & Applications* 13, 357–373 (2004).

$$D = \sum_{k=1}^{K-1} F_k(1 - F_k), \quad 0 \leq D \leq \frac{K-1}{4},$$

D is the dispersion index, $k = 1, 2, \dots, K$ are the categories of possible responses for each question, and F_k is the relative cumulative distribution function of the responses. As our questions have five possible responses ($K = 5$), the dispersion index can range from 0 to 1). A dispersion index of zero indicates that all students in the section gave the same rating to the instructor, whereas 1 is obtained when the class splits evenly between the two extreme values (*Strongly Disagree* & *Strongly Agree*). In UBC data, the dispersion index rarely exceeds 0.7; much more common is that respondents are closer in agreement with each other.

Table 1 shows an example of variability in instructor rating using real data: from the 2018W UMI5 responses (Vancouver data). The columns of data represent different possible ranges of the dispersion index, whilst the rows are possible values of the IM (4.5-5.0 for the top row, 4.0-4.49 for the second and so on). The percentages in brackets are the percent favorable ratings, the percentage of students choosing *Agree* or *Strongly Agree*, which we discuss further below. The color shading shows different regions of range of percentage agree values (above 85% dark green, mid green above 65% and so on) as a guide to the eye. The vast majority of all evaluations fall within IM 3.5-5.0 and a dispersion somewhere between 0 and 0.55 (the upper 3 rows of the table).

Table 1: Sample of variability in instructor ratings: 2018W UMI 5 evaluations meeting minimum recommended response rate (see below). UBC Vancouver data.

	Variability in Instructor Rating (dispersion index)							Total
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	0.55-0.70	> 0.85	
IMedian	Number of Evaluations (% Favourable Rating in Parenthesis)							
4.5 – 5.0	87 (100%)	510 (99%)	854 (97%)	616 (90%)	193 (84%)	15 (74%)	2 (66%)	2,277
4.0 – 4.49		6 (97%)	209 (95%)	658 (87%)	617 (79%)	70 (72%)	3 (68%)	1,563
3.5 – 3.99		5 (77%)	23 (73%)	93 (68%)	415 (64%)	156 (59%)	20 (54%)	713
3.0 – 3.49			1 (21%)	11 (41%)	53 (42%)	70 (42%)	11 (42%)	146
< 3.0			1 (0%)		8 (20%)	24 (26%)	2 (29%)	35
								4,734

An additional value that can be useful for interpretation purposes is the percentage of respondents who responded favorably to a given question (defined as choosing *Agree* or *Strongly Agree*, 4 or 5, and summarized as *percentage agree*, or PA). Recall our example above of Course A and Course B, scenarios that depict very different response distributions yet with the same mean. Course A has a PA value of 42% (because so many people chose neutral), whereas Course B has a PA value of 73% (which importantly contextualizes the IM; although a subgroup chose *strongly disagree*, the majority responded favorably).

The metrics of IM and PA are associated with each other. In general, when half the respondents *disagree* (1+2) and the other half *agree* (4+5, PA of 50%), the resulting IM is 3.5³. Taken together, they provide a useful visual combination that capture elements of centrality and distribution, as shown in Figure 3 below which uses all the data from Table 1.

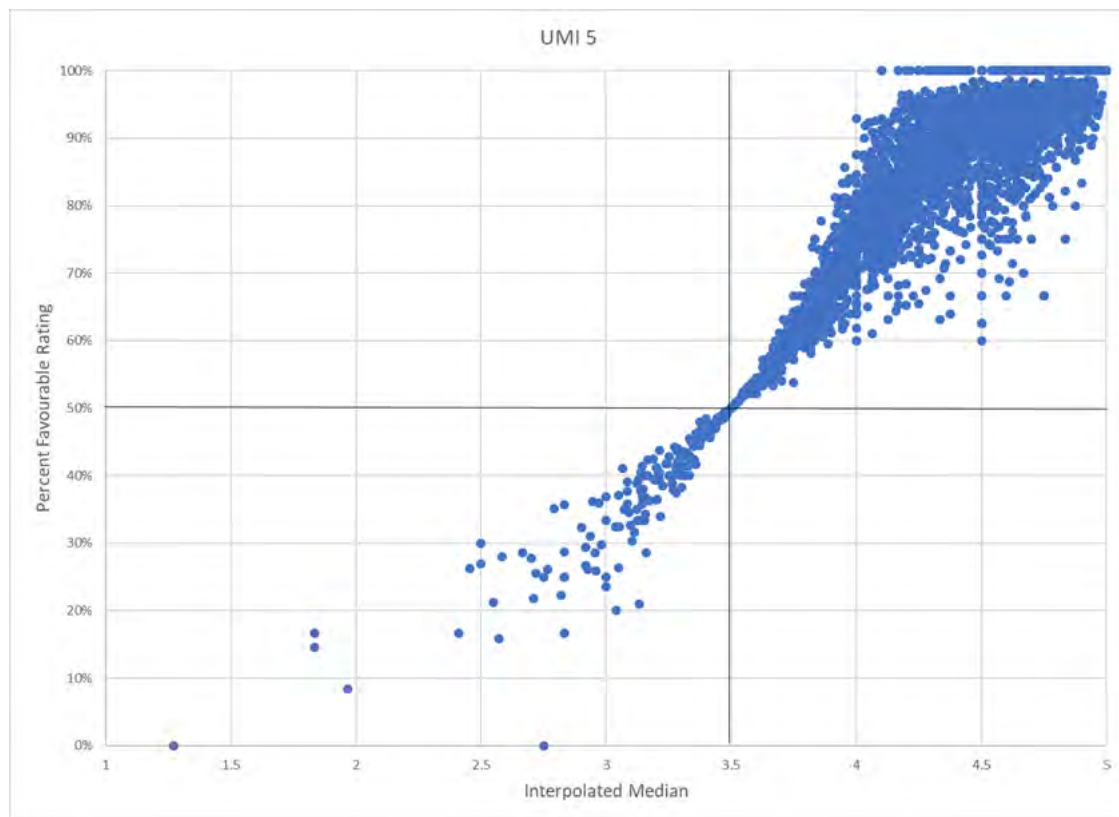


Figure 3: Percent favorable rating (PA - percent of respondents choosing *Agree* or *Strongly Agree*, 4 or 5) versus interpolated median for data in Table 1

The 'hinge point' at IM=3.5 and PA=50% can clearly be seen, and no data can fall in the top left or bottom right regions. Comparing this graph to the data in Table 1 illustrates that the first three rows of Table 1 correspond to the data points in the upper right quadrant of this graph: when responses indicate PA of 50% or higher, the IM is greater than 3.5. It is worth noting that the vast majority of ratings across courses are favorable. Fully 96% of the 2018W UMI 5 ratings are in the upper right quadrant.

The bottom two rows in Table 2 correspond to the lower left quadrant in this graph: when responses indicate less than 50% favorable ratings, the IM is less than 3.5. In these cases, we recommend a further investigation into the data.

Figure 3 presents nearly 5,000 data points for a huge number of courses. Various versions of this graph can be generated to aid in representing and contextualizing student feedback in different subgroups of courses, for different UMI questions, or for a given instructor representing their feedback over time and courses. Figures 4-7 offer examples from both campuses.

³ There is one exception to this rule, but it is rare and tends to occur in small classes that don't meet the minimum response rates.

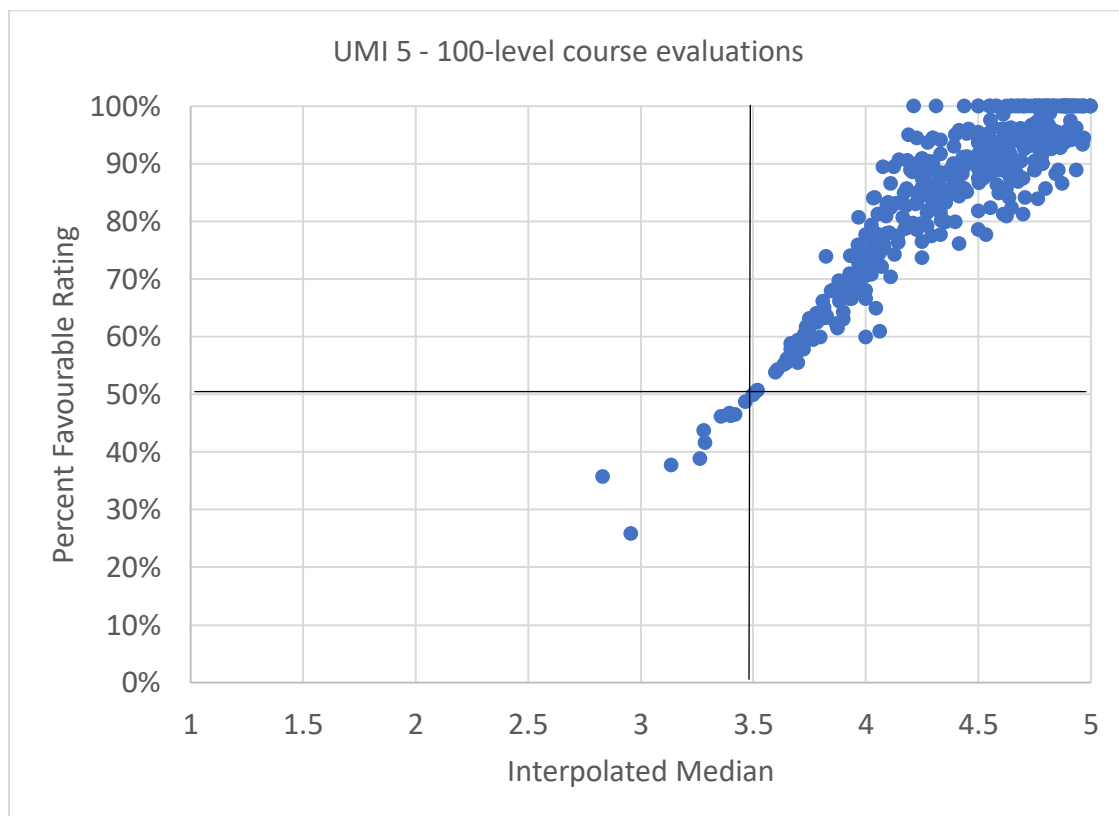


Figure 4: 2018W UMI 5 ratings for 100-level course ratings in one Faculty (Vancouver data)

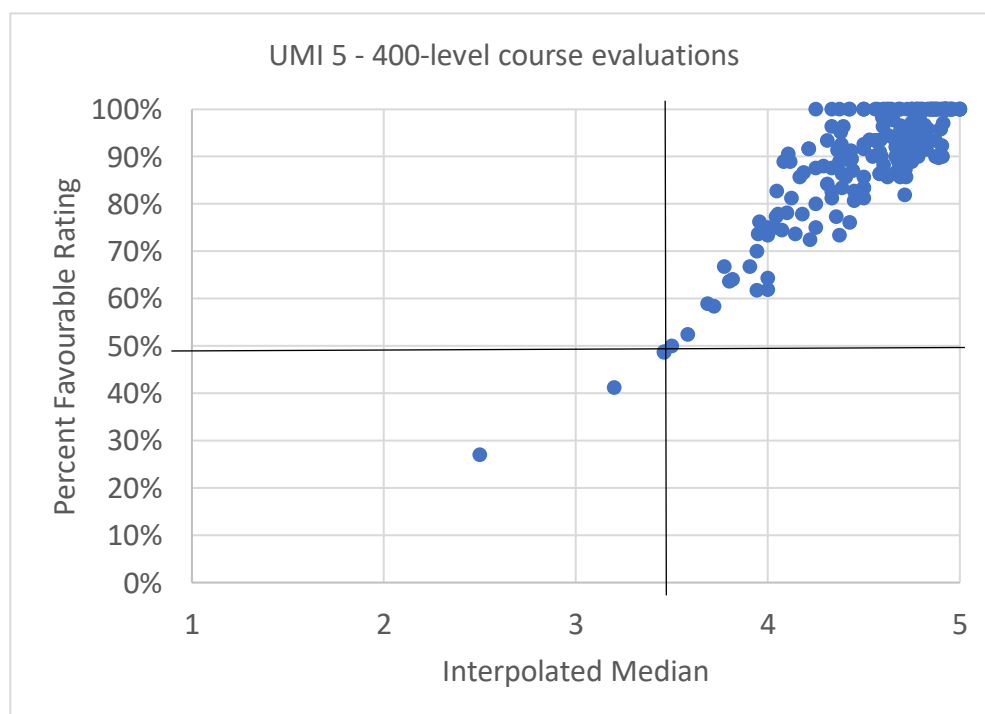


Figure 5: 2018W UMI 5 ratings for 400-level course ratings in one Faculty (Vancouver data)

For UBCO, Figure 6, shows 2018W ratings in 100-level courses for the question “I would rate this course as very good”, whereas Figure 7 show the 400-level courses for the same question.

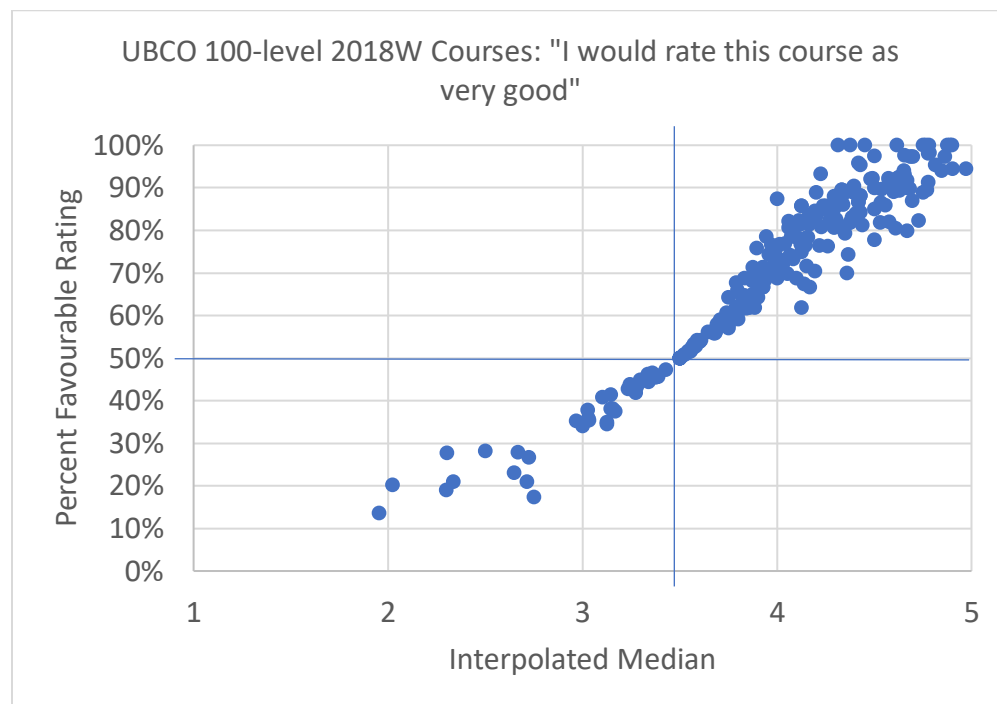


Figure 6: UBCO 2018W 100-level courses for the question “I would rate this course as very good”

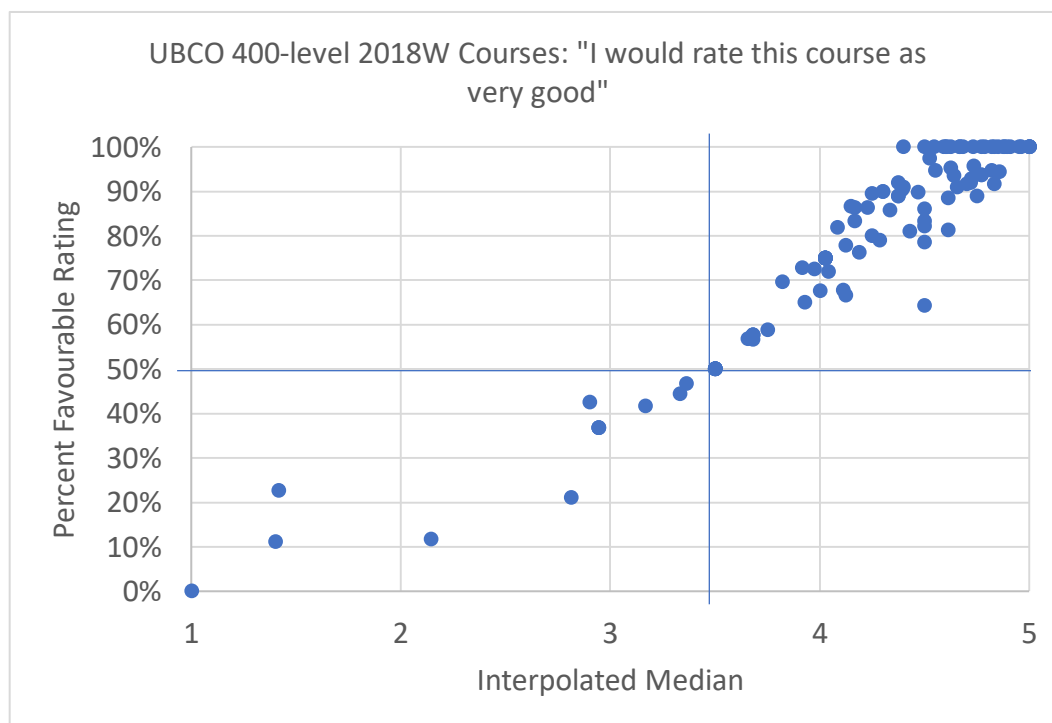


Figure 7: UBCO 2018W 400-level courses for the question “I would rate this course as very good”

How confident can we be in the data that we report?

The goal of reporting this data is to succinctly capture elements of the response distribution to form an aggregate assessment of student feedback on instruction. Of course, not all students in a given course complete the survey. Once we have described the responses that were collected, how do

we understand those responses relative to the whole class, including those who did not respond? How confident can we be in drawing conclusions or inferences from the data? There are many potential sources that limit this confidence: the bottom line is that survey data does not represent some 'absolute truth', is never completely free from error and should never be interpreted as such.

One variable that we have investigated is response rates: what rates are needed in what size of class and how confident can we be in the aggregate data derived from the responses? Two key factors that influence what the minimum response rates should be for a given class are the confidence level we desire to have in the data and its margin of error. Historically at UBC, we have adopted a confidence level of 80% with a 10% margin of error for SEoT responses. The calculated minimum response rates, based on the underlying variability of historical UBC data, for 80% confidence and 10% margin of error are shown in the table below, as a function of class size⁴. In the case of a distribution of responses that have a PA of 70%, that meet the minimum response rates for this confidence level and margin of error, means that the PA is estimated to be between 63% and 77% (+/- 10% of 70), 8 times out of 10.

Table 2: Recommended minimum response rates as a function of class size.

Class Size	Recommended Minimum Response Rates based on 80% confidence & $\pm 10\%$ margin
< 10	75%
11 - 19	65%
20 - 34	55%
35 - 49	40%
50 - 74	35%
75 - 99	25%
100 - 149	20%
150 - 299	15%
300 - 499	10%
> 500	5%

If the feedback survey for a class of, for example, 60 students, fails to meet a response rate of 35%, it means that we can expect a lower confidence and larger error in the measurement and it should be interpreted as such, as part of a series of such measurements, over time and across courses.

⁴ Zumrawi, A., Bates, S. & Schroeder, M (2014). What response rates are needed to make reliable inferences from student evaluations of teaching? Educational Research and Evaluation: An International Journal on Theory and Practice, 20:7-8, 557-563

Appendix 3 – Gender Bias Studies at UBC

Executive Summary

Gender Bias Studies at UBC Vancouver

The question of gender bias first arose in a 2008 town hall. Dr. Ralph Hakstian (*emeritus*) undertook a study to examine the effects of instructor gender, student-respondent gender and field of study on University Module Items (UMI) ratings, based on 2008-2009 data. The study controlled for the effects of class size and average course grade, and found a statistically significant interaction between student-respondent gender and instructor gender, for some but not all UMIs. In these cases, the female instructor mean rating was significantly higher than that of male instructors, when the ratings were those of female student-respondents. However, the difference of 0.14, though statistically significant, is not practically meaningful. The corresponding difference between the instructor genders was non-significant when the ratings were those of male student respondents.

In 2015, the 2009 study was replicated using 2014-2015 data. In this study, the “Field of Study” was found to be the most significant factor in most UMI question analyses. The overall trends in UMI ratings for all tested main effects (field of study, instructor gender and student gender) and their interactions were comparable to those found in 2009. However, some of the significant interactions reported in 2009 (though trending in the same direction) were not statistically significant. For some UMIs, male students rated their instructors higher than female student-respondents. However, the effect size was negligible (<1%), though statistically significant.

Gender Bias Studies at UBC Okanagan

In 2017, the Okanagan Planning and Institutional Research undertook a gender analysis of the Student Evaluations of Teaching (SEoT), using data from the 2015/2016 academic year. The objective of the study was to investigate if there are differences between students’ responses to male and female instructors. The study examined all 19 UBCO instructor and course questions, using differential analysis based on Item Response Theory. Of the 19 SEoT questions, three questions had statistically significant, non-negligible differences between the responses for male and female instructors. In particular, male instructors scored more positive endorsement responses for the questions “I found the course content challenging”, and “The instructor demonstrated a broad knowledge of the subject”, whereas female instructors scored more positive endorsement responses in the question “The textbook and/or assigned readings contributed strongly to this course”

A similar analysis was conducted in January 2020, using SEoT data from the 2018W1 and 2018W2 academic terms. This time, only two questions had statistically significant, non-negligible differences between the responses for male and female instructors. Namely, female instructors scored more positive endorsement responses for the question “I found the course content challenging”, whereas male instructors scored more positive responses for the question “The instructor showed enthusiasm for the subject matter”.

Overall Remarks

Gender studies at both UBC campuses are based on aggregate data analysis; and as such, individual instructor lived experiences may naturally vary. In these studies, instructor gender data is obtained from HRMS and student gender data from SIS, where only binary gender information were available. Data on ethnicity is protected and has not been available. Thus, no ethnic bias studies have been conducted at UBC to date.



SET Gender Analysis 2015/16 Lecture Evaluations

16 February 2017

INTRODUCTION

This briefing note has been prepared in response to a request from the Deputy Vice-Chancellor and Principal, UBC's Okanagan Campus. Summarized here is an analysis of the Student Evaluations of Teaching (SET) for lectures of the 2015/16 academic year. Using a model that was previously fit to the data using a confirmatory factor analysis, a multiple group analysis was performed to test for differences between models separated by gender. After confirming a difference between the two groups, differential analysis was then performed to look at the differences between genders for each of the nineteen SET questions. The full list of questions can be found in Table 1.

MULTIPLE GROUP ANALYSIS

The cohort for this analysis included a random sample of half of the available 2015/16 lecture SET's. Questionnaires with one or more missing responses were removed from the dataset, resulting in 11,635 records used in this portion of the analysis. All assumptions of the models were tested and shown satisfied.

The purpose of the multiple group analysis is to investigate if there is a difference between the responses for the two groups (male/female). To do this, two different models were fit: one model where the gender of the professor was not taken into consideration and another where gender was taken into consideration. Comparing the goodness of fit measures, the model where gender was taken into consideration performs better than its non-gendered counterpart does. This leads to the conclusion that there is a difference between the two genders, and the following sections look to determine which questions differ based on professor gender.

Table 1: List of questionnaire items and corresponding variable names used in analysis.

Variable	Question
core_1	The textbook and/or assigned readings contributed strongly to this course.
core_2	I found the course content challenging.
core_3	I consider this course an important part of my academic experience.
core_4	I would rate this course as very good.
core_5	Students were treated respectfully.
core_6	The instructor was available to students outside class.
core_7	The instructor responded effectively to students' questions.
core_8	The instructor demonstrated a broad knowledge of the subject.
core_9	The instructor showed enthusiasm for the subject matter.
core_10	The instructor encouraged student participation in class.
core_11	The instructor set high expectations for students.
core_12	The instructor fostered my interest in the subject matter.
core_13	The instructor effectively communicated the course content.
core_14	The instructor used class time effectively.
core_15	Where appropriate, the instructor integrated research in to the course material
core_16	The instructor provided effective feedback.
core_17	Given the size of the class, assignments and tests were returned within a reasonable time.
core_18	The evaluation procedures were fair.
core_19	I would rate this instructor as very good.



DIFFERENTIAL ANALYSIS

This section provides insight into which questions have responses that differ significantly based on the gender of the professor.

A simple random sample of size two hundred was taken out of the 23,190 fully completed lecture evaluations. The analysis was performed using the software Winsteps, and all necessary assumptions were found satisfied.

Differential analysis tests the hypothesis "This question has the same measure for the two genders." for each of the nineteen question variables. In doing the analysis, a t-statistic and corresponding p-value were produced for each of the nineteen hypotheses tested. As well, the DIF contrast measure, which is the difference in positive endorsement for the item between the two groups, was produced. The t-statistics, p-values, and DIF contrast measures are all listed in Table 2.

Any question/variable with a p-value less than 0.05 is indicative of a difference in the responses for that question between male and female professors. There were four questions with a statistically significant difference in the responses for male and female professors; they are core_1 ("The textbook and/or assigned readings contributed strongly to this course."), core_2 ("I found the course content challenging."), core_8 ("The instructor demonstrated a broad knowledge of the subject."), and core_18 ("The evaluation procedures were fair.").

The p-value indicates a statistically significant difference in the responses, but the DIF contrast measure indicates if the difference is noticeable or not. The DIF contrast measure is a measure of the difference in positive endorsement (females over males). A positive value means that females score more positive endorsement responses than their male counterparts and a negative value meaning that females score less positive endorsement responses than male professors do. Any (absolute) DIF contrast value that is less than 0.43 is considered negligible (core_18). For the other three questions of interest, core_1 (-0.61) is classified as being slight to moderate, and core_2 and core_8 are moderate to large. The result is the determination that males score more agreeable responses for the questions "I found the course content challenging.", and "The instructor demonstrated a broad knowledge of the

subject.", whereas female professors scored more agreeable responses in the question "The textbook and/or assigned readings contributed strongly to this course."

Table 2: t-test statistics and p-values produced from differential analysis in Winsteps.

Variable	t-statistic	p-value	DIF Contrast
core_1	-3.08	0.0025	-0.61
core_2	3.48	0.0006	0.65
core_3	-0.97	0.3319	-0.19
core_4	0.00	1.0000	0.00
core_5	-0.11	0.9096	-0.03
core_6	0.79	0.4331	0.17
core_7	-0.36	0.7222	-0.08
core_8	2.44	0.0570	0.67
core_9	1.68	0.0958	0.42
core_10	-0.10	0.9226	-0.02
core_11	0.11	0.9120	0.02
core_12	0.62	0.5376	0.12
core_13	-0.60	0.5509	-0.12
core_14	-0.39	0.6994	-0.08
core_15	-0.38	0.4053	-0.17
core_16	-1.21	0.2293	-0.24
core_17	0.57	0.5714	0.12
core_18	-2.03	0.0445	-0.42
core_19	1.08	0.2835	0.22

CONCLUSION

In summary, the multiple group analysis allowed for the determination of a difference between the responses of the questionnaires for male and female professors. Differential analysis showed that there were four questions with statistically significant differences between the responses for males and females: core_1 ("The textbook and/or assigned readings contributed strongly to this course."), core_2 ("I found the course content challenging."), core_8 ("The instructor demonstrated a broad knowledge of the subject."), and core_18 ("The evaluation procedures were fair."). Further analysis into the DIF contrast output of the differential analysis allowed for the difference in core_18 to be deemed negligible resulting in the remaining three being statistically significant in difference size as well as large enough to provide a noticeable difference.



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In conclusion, it has been found that male professors score more positive endorsement responses for the questions "I found the course content challenging.", and "The instructor demonstrated a broad knowledge of the subject.", whereas female professors scored more positive endorsement responses in the question "The textbook and/or assigned readings contributed strongly to this course."



SEoT Gender Bias Analysis 2018W1 and 2018W2 Lecture Evaluations

29 January 2020

INTRODUCTION

Summarized here is an analysis of the Student Evaluations of Teaching (SEoT) for lectures of the 2018W1 and 2018W2 terms. Item Response Theory (IRT) was performed on these data to examine bias in the student responses based on the instructor's gender¹ for each of the nineteen SEoT questions. The full list of questions can be found in Table 1. Any observations with one or more missing responses were removed from the dataset, leaving a total of 28,594 records for all UBCO lecture SEoT.

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Table 1: List of questionnaire items and corresponding variable names used in analysis.

Variable	Question
core_1	The textbook and/or assigned readings contributed strongly to this course.
core_2	I found the course content challenging.
core_3	I consider this course an important part of my academic experience.
core_4	I would rate this course as very good.
core_5	Students were treated respectfully.
core_6	The instructor was available to students outside class.
core_7	The instructor responded effectively to students' questions.
core_8	The instructor demonstrated a broad knowledge of the subject.
core_9	The instructor showed enthusiasm for the subject matter.
core_10	The instructor encouraged student participation in class.
core_11	The instructor set high expectations for students.
core_12	The instructor fostered my interest in the subject matter.
core_13	The instructor effectively communicated the course content.
core_14	The instructor used class time effectively.
core_15	Where appropriate, the instructor integrated research in to the course material
core_16	The instructor provided effective feedback.
core_17	Given the size of the class, assignments and tests were returned within a reasonable time.
core_18	The evaluation procedures were fair.
core_19	I would rate this instructor as very good.



DIFFERENTIAL ANALYSIS

Assessing differential item functioning (DIF) using IRT can provide insight into which questions have responses that differ significantly based on the gender of the professor. The following analysis tests the hypothesis that each individual question has the same response results for instructors of either gender. In doing the analysis, a t-statistic and corresponding p-value were produced for each of the nineteen hypotheses tested. As well, the DIF contrast measure, which is the difference in positive endorsement for the item between the two genders, was produced.

A preliminary analysis with all lecture data was run using the software Winsteps. With this preliminary run, a significant effect of the large sample size was perceived; i.e., most questions were flagged as having a statistically significant difference [p-value < 0.05] between female and male instructors. At the same time, most questions showed a negligible DIF contrast [< 0.43] (this will be expanded upon further in this document). The significance of a small difference may be due to the calculation for the t-statistic, which is dependent upon sample size. In this case, a large sample size can inflate the t-statistic value.

To limit the effects due to the large number of observations, a simple random sample of size two-hundred was taken out of the data set and the analysis was performed again. The resulting t-statistics, p-values, and DIF contrast measures are all listed in Table 2.

Any question/variable with a p-value less than 0.05 is indicative of a difference in the responses for that question between male and female instructors. Three questions had a statistically significant difference in the responses for male and female instructors: core_2 ("I found the course content challenging"), core_9 ("The instructor showed enthusiasm for the subject matter"), and core_19 ("I would rate this instructor as very good").

While the p-value indicates a statistically significant difference in responses, the DIF contrast measure indicates the magnitude of the difference. The DIF contrast is a measure of the difference in positive endorsement (females over males). A positive value means that females score more positive endorsement responses than their male counterparts and a negative

value indicates that females score less positive endorsement responses than male professors do. Any absolute DIF contrast value that is less than 0.43 is considered negligible. An absolute DIF contrast value between 0.43 and 0.63 is considered slight to moderate, and an absolute DIF contrast value greater than 0.63 is considered moderate to large.

Table 2 shows two questions in which the DIF contrast measure is considered non-negligible: core_2 ("I found the course content challenging"), DIF = 0.85; and core_9 ("The instructor showed enthusiasm for the subject matter"), DIF = -0.67.

CONCLUSION

Assessing DIF using IRT demonstrates that although three 2018W SEoT questions showed a statistically significant difference in scores (core_2, core_9, and core_19), there were only two questions with non-negligible DIF contrast measures between the responses for male and female instructors: core_2 ("I found the course content challenging") and core_9 ("The instructor showed enthusiasm for the subject matter").

More specifically, this analysis shows that for UBCO 2018W lecture courses, female instructors score more positive endorsement responses for the question "I found the course content challenging", whereas male instructors scored more positive responses for the question "The instructor showed enthusiasm for the subject matter".

Preliminary results of an analysis examining student responses for female and male instructors within different fields of study suggest varying levels of bias may exist depending on the field. A more fulsome report is forthcoming.



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Table 2: UBCO Data t-test statistics and p-values produced from differential analysis in Winsteps.

Variable	t-statistic	p-value	DIF Contrast
core_1	-1.81	0.07	-0.33
core_2	4.71	0.00	0.85
core_3	0.87	0.38	0.17
core_4	0.00	1.00	0.00
core_5	0.00	1.00	0.00
core_6	1.02	0.31	0.21
core_7	0.00	1.00	0.00
core_8	0.35	0.72	0.08
core_9	-2.62	0.01	-0.67
core_10	-1.04	0.30	-0.22
core_11	1.76	0.08	0.36
core_12	0.00	1.00	0.00
core_13	-0.95	0.34	-0.18
core_14	-0.34	0.73	-0.07
core_15	-1.12	0.26	-0.22
core_16	-0.44	0.66	-0.08
core_17	1.19	0.23	0.24
core_18	-0.26	0.79	-0.05
core_19	-1.95	0.05	-0.38

AN INVESTIGATION INTO THE EFFECTS OF INSTRUCTOR GENDER, FIELD OF STUDY, AND STUDENT---RESPONDENT GENDER ON UMI SCORES IN THE 2008---09 SEoT ADMINISTRATION

Abstract

The effects on UMI scores of gender of instructor, gender of student respondent, and field of study were simultaneously examined via a three---way analysis of covariance (ANCOVA), incorporating control for any influences on scores arising from class size and mean course grade. A total sample of 519 UBC instructor/course units from the 2008---09 academic year's offerings was divided into 342 taught by male instructors and 177, by female instructors (roughly replicating the instructor gender proportions at UBC). In addition, these 519 units were divided equally among the Humanities, Social Sciences, and Science, each with 173 instructor/course units. In addition, for each instructor/course unit, mean ratings on each UMI were obtained separately for the male students and female students. With this orthogonal design, seven dependent variables were analyzed---the six UMIs and the average of the six UMIs, taken as an overall aggregated summary measure.

Small instructor---gender effects were found for the averaged UMI measure and UMI 6 (the summative item) in favor of female instructors. However, a consistent instructor---gender \times student---respondent gender interaction effect was also found, and this reduced the interpretability of the instructor---gender effects. Analysis of these interactions revealed that, in general, female students tended to rate female instructors significantly more highly than they rated male instructors, but that this effect was not present for male students, who tended to rate male and female instructors relatively equally. In addition, a small, but significant field---of---study effect was found with the averaged UMI scores, with mean scores for the Social Sciences significantly higher than those for Science, but this effect too was compromised by a significant interaction effect involving the student---respondent factor, where it was found that this field---of---study difference was manifested only in the ratings provided by the female student respondents. With two UMIs analyzed separately, of the Humanities/Social Sciences ratings were significantly higher than the Science means, and this effect was not compromised by interaction, although it was small.

Differences were also found between individual UMIs on the basis of a sample with all instructor/course units combined (and student---respondent gender means aggregated). These differences are discussed, and possible implications for teaching improvement are identified.

Overview

The purpose of this study was to provide information on the effects of gender of both Instructor and Student---Respondent, along with those arising from Field---of---Study, on responses to our final set of University Module Items (UMIs). The study was based on Student Evaluation of Teaching (SEoT) results obtained, through online administration of the UMIs, in both terms of the 2008---09 academic year. Questions about whether male and female instructors can be expected to be systematically rated differently, whether male or female student---respondents can be expected to give different ratings, and whether ratings obtained in substantively different academic disciplines can be expected

to vary by discipline were addressed. Although there is some (albeit very little) literature relating to these factors, our concern was to examine them in the context of the newly---developed UMIs, now being used by almost all faculties at UBC.

To remind readers of the content of the present UMIs, we list them below.

University Module Items (UMIs) in Use at UBC since the 2007---08 Academic Year

UMI 1: The instructor made it clear what students were expected to learn.

UMI 2: The instructor communicated the subject matter effectively.

UMI 3: The instructor helped inspire interest in learning the subject matter.

UMI 4: Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.

UMI 5: The instructor showed concern for student learning.

UMI 6: Overall, the instructor was an effective teacher.

These items are responded to on the following 5---point scale:

1 --- Strongly Disagree; 2 --- Disagree; 3 --- Neutral; 4 --- Agree; 5 --- Strongly Agree.

The Present Experimental Design

Independent Variables

There were three factors in the present study: (a) Gender of Instructor, (b) Gender of Student---Respondent, and (c) Field of Study. The third factor proved somewhat difficult to capture to our full satisfaction because of overlaps between fields. We settled on three levels for this factor: courses in (a) the Humanities, (b) the Social Sciences, and (c) Science (including the Life Sciences). This was after a number of attempts to include some applied faculties. These latter faculties presented some problems in substantially overlapping with the fields included in (a) to (c). We further attempted to break the Science category into what might be termed the “hard Sciences” and Life Sciences, but the number of data points for the analysis was just too small for the latter, and *all* Science departments were, therefore, aggregated into one category in the analysis. Here is the departmental breakdown for each of Categories (a) to (c), which constitute our three levels of the Field of Study factor in this analysis:

- (a) *Humanities*: Departments of Art History & Visual Arts, Asian Studies, Central, Eastern & Northern European Studies, Classical, Near Eastern & Religious Studies, English, French, Hispanic & Italian Studies, History, and Philosophy;
- (b) *Social Sciences*: Departments of Anthropology, Economics, Geography, Political Science, Psychology, and Sociology;
- (c) *Science*: Departments of Chemistry, Computer Science, Earth & Ocean Sciences, Mathematics, Physics, Statistics, Botany, and Microbiology & Immunology.

Experimental Design

The unit of analysis. In the present study the experimental (and, at the same time, observational) unit of analysis was the *instructor/course unit*. By this, we mean that the numbers analyzed were the *means* obtained by Instructor X teaching Course Y in the 2008---09 academic year at UBC. Such mean ratings were obtained, for each instructor/course combination on each of the six UMIs and on their average. It is

thus variation among item (and averaged) means for classes (or instructor/course combinations) that provides the “error” component in the analyses, not that among students rating their instructors. In total we used a sample of 519 instructor/course units.

To elaborate further, we avoided dependencies in the data arising from the same instructor teaching more than one course or multiple sections of the same course by averaging, for each instructor, over all courses taught in the 2008---09 academic year. Thus, each data point (unit of analysis) represents a unique instructor—in some cases that instructor’s mean scores from one course, and in other cases that instructor’s aggregated (over two or more courses) mean scores. Thus, there were actually 778 instructor/course units in the three field of study groups noted above, but after aggregation within instructors, we had 519 unique instructors represented. This means that some of the data points represent one instructor’s results from teaching one course, and in others, one instructor’s results averaged over two or more courses.

Design variables. There were three analysis of variance (or ANOVA) factors in the design. Both Instructor Gender and Field of Study were between-subjects factors, whereas Student---Respondent Gender was a within---subjects factor. By the latter, we mean that for each instructor/course combination, we had the mean of the male evaluations and the mean of the female evaluations (the fact that the numbers of male and female respondents differed is immaterial in this context). Therefore, for each instructor we had (a) gender, (b) field (of the three above), and two scores for each item (and the average of all 6)—one from male student---respondents and one from female---respondents. This kind of design is referred to as a “Three---Way Between---Within ANOVA Design” ($2 \times 3 \times 2$ in this case). It is a very powerful design and enabled us to evaluate: (a) each of the factors separately, (b) all interactions between pairs of factors, and (c) any three---way interaction effect that may be present.

Covariates. In addition, in order to control for (a) Class Size and (b) Mean Course Grade, we obtained measures of these for each instructor/course unit, with the grade variable being the mean grade assigned in the course. These two control variables were added as covariates in the analysis, so that our final design was a three---way between---within ANCOVA (analysis of covariance) design.

Design layout. We then considered how we wanted to frame our hypotheses. With respect to Instructor Gender we had a choice between (a) weighting each gender equally and (b) weighting the genders proportionally to the university---wide breakdown of male/female instructors. Each of these options addresses a slightly different hypothesis. Option (a) examines whether there are instructor-gender differences for equal numbers of male and female instructors. Option (b) examines whether there are instructor---gender differences in a population (of all present and, presumably, future UBC instructors) in which the genders are represented in the unequal proportions found at UBC. We decided on Option (b). Thus, we created what is known as a *proportionally---balanced design* that can be depicted as follows in Table 1 (numbers in the cells are the number of instructor/course units).

Table 1
*Layout of the $2 \times 3 \times 2$ Between---Within ANCOVA Design with
Numbers of Instructor/Course Sections Indicated in the Cells*

		Instructor Gender					
		Male Instructor			Female Instructor		
		Field of Study:	Human's	Soc. Sc's	Science	Human's	Soc. Sc's
Student Gender	Male Respondents	114	114	114	59	59	59
	Female Respondents	114	114	114	59	59	59

From this layout, it can be seen that we had a total of 342 instructor/course units that had a male instructor, and 177 units that had a female instructor, for a total of 519 data points. This ratio of male to female instructors is 1.93:1, representing 34% female and 66% male instructors, a figure that is very close to the ratio in the UBC instructor population. Each instructor/course unit had two evaluations for each item and the 6-item average—one from male respondents and one from female respondents. It will be noted that this design—with the cell frequencies noted—is an *orthogonal* design, with each effect tested completely independent of all other effects.

Instructor/course units were selected quasi-randomly within the Field of Study factor categories. As an example, we selected the 177 sections of Humanities courses so that the proportions of Art History & Visual Arts, Asian Studies, English, etc. courses in the sample closely mirrored the corresponding proportions in the population of all Humanities courses taught in 2008–09. Thus, if, for example, the population proportion of a particular subject in the Humanities offerings were 20%, we would select 35 sections (approximately 20% of 177) of that subject randomly from the total number of sections of that subject offered in the year. Similarly, the course year (1st, 2nd, ..., 4th; *no graduate*) proportions in the sample were in approximate correspondence with those in the full slate of courses offered within the disciplines.

Dependent Variables

The dependent variables were the six UMIs. In addition, we took the average of the UMIs as an overall measure that could be expected to capture the overall perceived quality of the instructor/course unit. As noted earlier, the actual numbers analyzed were the *means*—calculated over the individual ratings provided by the students in the class via the new online administration system—on the six UMIs and their average.

Data Analysis

We first performed a multivariate analysis of covariance, with the six UMIs the multiple dependent variables. For some of the effects, this MANCOVA yielded highly significant results. For these effects, univariate ANCOVAs were conducted, and in some cases these latter analyses were followed up with multiple comparisons and/or analyses of simple main effects.

Results and Discussion of Analyses of the Overall Averaged Dependent Variable, together with Selected Results for Individual UMIs

Testing of ANCOVA Assumptions

Designs like the present one have a number of assumptions that must be met for the results to be precise—*i.e.*, the *p*-values presented with the results are precise and our actual alpha levels are the nominally-correct ones. These assumptions (homogeneity of variance and homogeneity of regression) were tested and found to be tenable in the present analysis. (The usual repeated-measures assumption of sphericity did not apply in this study since there were only two levels of the within-subjects factor.) Therefore, the *p*-values associated with the results that follow are accurate.

Preliminary Multivariate Analysis of Covariance (MANCOVA)

Before we proceeded to univariate tests on the dependent variables of interest, an overall MANCOVA was conducted on the means on UMIs 1–6, using the experimental design illustrated in Table 1. Thus, with Class Size and Mean Course Grade covaried, the six UMIs were simultaneously analyzed. Results of this MANCOVA revealed statistically significant multivariate main effects for all three factors:

(a) Instructor Gender, [$F(7, 505) = 7.82, p < .00001$]; (b) Field of Study, [$F(14, 1,010) = 6.94, p < .00001$]; and Student-Respondent Gender, [$F(7, 505) = 3.84, p = .0004$].

The multivariate three---way interaction effect was found to be nonsignificant [$F(14, 1,010) = 1.59, p = .0751$], as were two multivariate two---way interaction effects: (a) Instructor Gender \times Field of Study [$F(14, 1,010) = 1.10, p = .3576$] and (b) Field of Study \times Student---Respondent Gender [$F(14, 1,010) = 1.33, p = .1853$]. However, the remaining two---way multivariate interaction effect, that between Instructor Gender and Student---Respondent Gender, was found to be statistically significant [$F(7, 505) = 5.33, p < .00001$]. All multivariate tests were conducted using the likelihood---ratio test (Wilks' Lambda).

The MANCOVA thus suggested that there were significant effects to be found with respect to the individual UMIs and that individual univariate ANCOVAs would provide the necessary more finely---grained results by which to best understand the data. Rather than doing so for each dependent variable in turn, however, which would produce a piecemeal presentation, we instead constructed a summary dependent variable: the average of the six UMIs, and subjected scores on this aggregated measure to an ANCOVA using the same experimental design as used in the MANCOVA and detailed in Table 1. Significant effects found for the averaged UMI variable that were also found with a number of UMIs are noted briefly with respect to these UMIs as well.

ANCOVA Results with Overall Score (Average of the 6 UMIs)

Beginning, then, with this overall dependent variable—which draws from all six UMIs—we present the results of the ANCOVA in Table 2.

Table 2
Results of Analysis of Covariance of the Overall Dependent Variable—Average UMI

<i>Source of Variation</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
<i>Between---Inst./Course Units</i>				
A – Instructor Gender	1	1.679	5.04	.0252
B – Field of Study	2	1.053	3.16	.0433
A \times B Interaction – Instructor Gender \times Field of Study	2	.078	.24	.7867
Inst/Course units w/in Groups (Error)	511	.333		
<i>Within---Inst./Course Units</i>				
C – Student---Respondent Gender	1	.087	1.61	.2051
A \times C – Instructor Gender \times Student---Respondent Gender	1	.708	13.12	.0003
B \times C – Field of Study \times Student---Respondent Gender	2	.167	3.09	.0464
A \times B \times C Interaction	2	.014	.26	.7712
C \times Inst/Course units w/in Groups (Error)	511	.054		

Covariates: Class Size and Mean Course Grade

Main effects

From Table 2, we can see that we have two significant main effects (if we use, as our alpha level, .05), both involving our two between-subjects factors: (a) Instructor Gender and (b) Field of Study. The third main effect, Student---Respondent Gender, was found to be nonsignificant (even though this had been significant in the MANCOVA).

To provide meaning to the statistical results involving the two significant main effects in Table 2, we present some relevant aggregated (over the other two factors), adjusted (for the covariates) mean values below in Table 3.

Table 3

Adjusted Means on the Overall Dependent Variable—Average UMI Score—for Instructor Gender and Field of Study, Aggregated over the Other Factors in the Design

	Effect Tested				
	Instructor Gender		Field of Study		
	Male	Female	Humanities	Social Sciences	Science
Overall Adjusted Mean	4.011	4.095	4.078	4.089	3.993

It thus appears that, at least with respect to this aggregated dependent variable, ratings for female instructors were, on average, significantly higher than those for male instructors.

With the Field of Study factor, the significant main effect was followed up with multiple comparisons; no difference whatsoever was found between the Humanities and Social Sciences in mean ratings, and a difference that did not rise to statistical significance between the Humanities and Science. Only the difference between the Social Sciences and Science was statistically significant and only with $p = .04$. For this reason and because the raw scale---point difference between the Social Sciences and Science mean on this dependent variable was small (.096) we are not inclined to put much weight on the findings for the Field of Study factor in connection with the overall averaged UMI variable.

We caution the reader to consider obtained results in this study from the perspective of *practical significance* and not merely *statistical significance*. For example, with the Instructor Gender results in Table 3, we have a gender difference between the adjusted means of .084, which is—as seen from Table 2—statistically significant ($p = .0252$). The reader should judge; however, just how much practical importance attaches to this difference (as was the case above with the Social Sciences vs. Science means).

Practical significance can be assessed in either the raw scale---point metric (as we have above) or the standardized effect---size metric, which is simply a transformation of the former, or division by an estimate of the standard deviation of the distribution of scores (in this case instructor/course means). This latter index of practical significance has the advantage of being universal, or independent of the magnitudes of the standard deviations. In the present context, however, it may offer little advantage over the raw scale---point difference. We mention the standardized effect size index because for comparisons involving two means, social scientists have become familiar with a system of characterizing indices of practical significance as *small* (standardized effect sizes less than or equal to approximately .20), *medium* (around .50) and *large* (.80 or larger). In this system, both differences noted above (Instructor Gender and Field of Study) represent *small* standardized effect sizes of around .20.

We will return to a brief discussion of these two main effects as they were manifested with UMIs 1–6 in a later section.

Interaction effects

Another reason not to focus too much on the findings for both main effects is the existence of interaction of each of Instructor Gender and Field of Study with Student---Respondent Gender, particularly the former interaction, as can be seen from the p ---values in Table 2. These statistically significant interaction effects

indicate that no unqualified statements about the effects of either factor can be made, and that we must explore how the Student---Respondent Gender factor plays a part in connection with each.

Instructor Gender × Student---Respondent Gender Interaction. This need for further qualification is particularly salient with the Instructor Gender factor where the Instructor Gender × Student---Respondent Gender interaction effect is so highly significant (Table 2). To see this, perusal of the Instructor Gender × Student---Respondent Gender cell means is instructive, as displayed in Table 4.

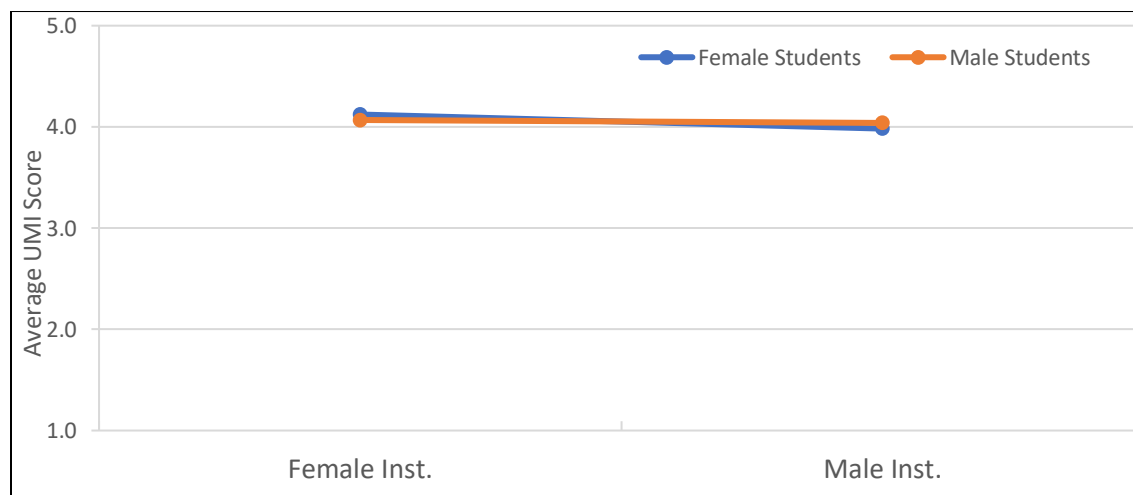
Table 4

Adjusted Cell Means in the Instructor Gender × Student---Respondent Gender Summary Table

		Instructor Gender		Adjusted Student---Resp. Means:
		Female Instructor	Male Instructor	
Student--- Respondent Gender	<i>Female Student---</i>			
	<i>Respondent</i>	4.122	3.983	4.0304
	<i>Male Student---</i>			
	<i>Respondent</i>	4.068	4.039	4.0490
<i>Adjusted Instructor Means:</i>		4.095	4.011	4.0397

These cell means are presented graphically in Figure 1:

Figure 1



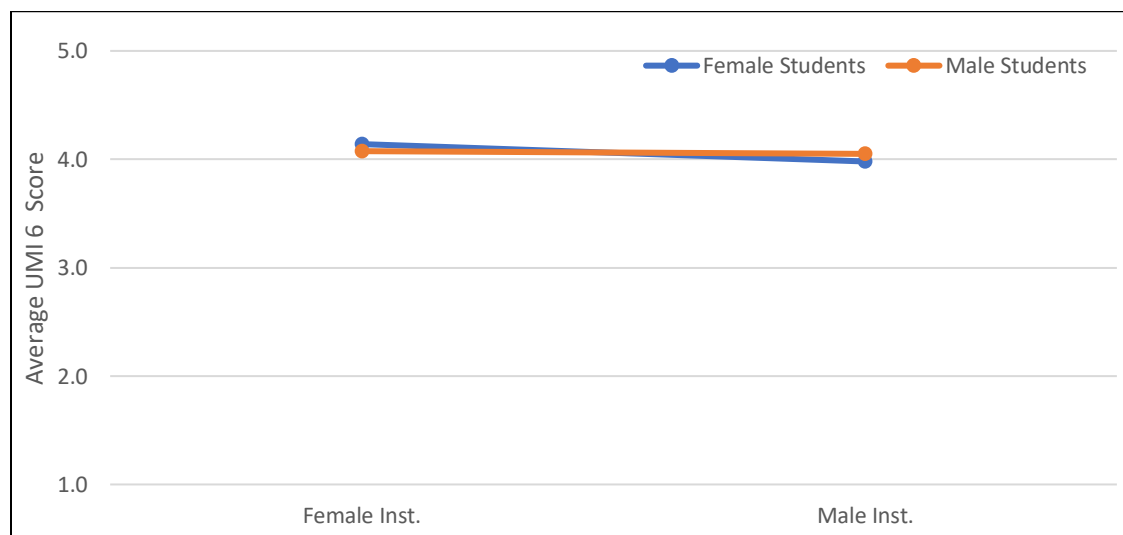
It is clear, from Table 4 and Figure 1, that, although there is an overall difference in favor of female instructors, that difference is coming almost solely from the ratings provided by the female student---respondents. Examining the simple main effects holding Student---Respondent Gender constant, we find that this particular difference (Female Instructors vs. Male Instructor as rated by *female* student---respondents) is highly significant [$F(1, 505) = 12.08, p = .0006$], whereas the other simple effect (Female Instructors vs. Male

Instructor as rated by *male* student---respondents) falls far short of significance [$F(1, 505) = .44, p = .495$]. We thus see no evidence whatsoever that male student---respondents tend to rate the instructors differently as a function of instructor gender, whereas there is very strong evidence that female student---respondents do rate instructors differently by gender, with the higher ratings going to female instructors. On average, we see (from Table 4) a difference in ratings for female student respondents of **.139** raw scale points, with an accompanying standardized effect size of .30–.35—a difference that would be regarded as approaching practical significance. For the male student respondents, the corresponding raw scale---point difference was only **.029**, or of no practical importance whatsoever (as well as being far from statistically significant).

[Another observation from Table 4 and Figure 1 is that male and female student---respondents gave very similar ratings when we collapse over Instructor Gender. The means of 4.030 (for the female student---respondents) and 4.049 (male student---respondents) are nowhere near significantly different—as was seen in the row in Table 2 for the Student---Respondent Gender main effect.]

To provide some additional support to the above findings for the overall averaged UMI variable, we present below, in Figure 2, the corresponding results for UMI 6, which states “Overall, the instructor was an effective teacher.”

Figure 2



With UMI 6, the two simple main effects are almost identical to those with the averaged UMI variable, with that for female student---respondents highly significant [$F(1, 505) = 8.64, p = .0034$, and a raw scale---point difference of .144], and that for male student---respondents resoundingly nonsignificant [$F(1, 505) = .15, p = .6959$]. Similar disordinal interaction effects were found for the other UMIs as well.

UMIs 1 – 5. As for the other UMIs, we found that with UMIs 2 and 3, precisely the same pattern emerged as noted above for the overall averaged UMI and for UMI 6—a significant difference in favor of female instructors when rated by female student---respondents, but a resoundingly nonsignificant difference between the instructor genders when rated by male student---respondents. With UMI 4, there were no differences in Instructor Gender ratings when rated by either gender of student---respondent.

We note, in closing this discussion of interaction effects involving the Instructor Gender factor, that this factor did not interact at all with the Field of Study factor. All UMIs exhibited p ---values ranging from .53 to .89, with the averaged UMI measure exhibiting a p ---value of .79. This indicates that there were

absolutely no differential effects involving the Instructor Gender factor when going from one field of study to another. Further, as noted earlier, the three---way interaction was resoundingly nonsignificant in the analysis of the overall averaged UMI measure ($p = .77$, as seen in Table 2), and similar results were obtained with each UMI in turn.

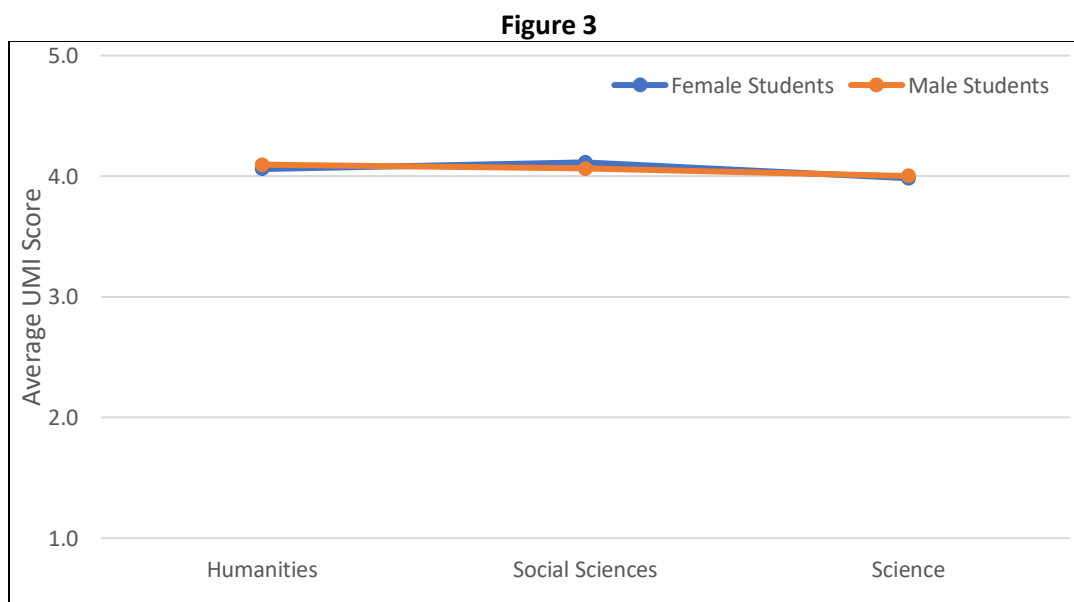
Field of Study \times Student---Respondent Gender Interaction. The reader will recall that the other main effect that was significant was that involving the Field of Study factor (Table 2). However, as with the main effect for Instructor Gender, this effect needs qualification because of the interaction between the Field of Study and Student---Respondent Gender factors. The cell means that help us to see the nature of this interaction, as it occurred with the overall averaged UMI measure, follow in Table 5.

Table 5

Adjusted Cell Means in the Field of Study \times Student---Respondent Gender Summary Table

		Field of Study			Adjusted Student---Resp. Means:
		Humanities	Social Sciences	Science	
Student--- Respondent Gender	<i>Female Student---</i>				
	<i>Respondent</i>	4.060	4.115	3.984	4.053
	<i>Male Student---</i>				
	<i>Respondent</i>	4.096	4.063	4.002	4.054
<i>Adjusted Field of Study Means:</i>		4.078	4.089	3.993	4.0535

These cell means are shown graphically in Figure 3.



Analyses of the simple main effects involving the Field of Study factor for each student gender yielded a significant result for the female student---respondents [$F(2, 511) = 3.56, p = .0291$], but not for male student---respondents [$F(2, 511) = 1.57, p = .2093$]. Follow---up pairwise multiple comparisons on the female student---respondent means revealed that only the difference between the means for Social Sciences and Science was statistically significant [$F(1, 511) = 7.15, p = .0077$]. The corresponding difference between Social Sciences and Science for the male student---respondents was nonsignificant [$F(1, 511) = 1.43, p = .2322$], as was that between the Humanities and Science groups [$F(1, 511) = 2.98, p = .0847$].

Analyses of Main Effects with UMIs 1 – 6

When considering the Instructor Gender factor, the most informative interpretation with most dependent variables is provided by the interaction effect between Instructor Gender and Student---Respondent Gender. However, with UMIs1 (in particular) and 5, the main effect of Instructor Gender is the more potent one. In Table 6, the Instructor Gender means are given for these two UMIs.

Table 6

Adjusted Instructor Gender Cell Means for UMIs 1 and 5

UMI 1: The instructor made it clear what students were expected to learn.		
<i>Male</i>	<i>Female</i>	<i>Overall (Unweighted) Mean</i>
4.012	4.153	4.083
UMI 5: The instructor showed concern for student learning.		
<i>Male</i>	<i>Female</i>	<i>Overall (Unweighted) Mean</i>
4.139	4.258	4.199

With each UMI, the main effect for Instructor Gender was highly significant. For UMI 1: $F(1, 511) = 13.74, p = .0002$; for UMI 5, $F(1, 511) = 10.69, p = .0011$. For each of these UMIs, female instructors were more highly rated than male instructors. The standardized effect sizes with respect to these two UMIs average approximately .32 (corresponding to an average raw difference of .131 scale points), indicating effects that are beginning to reach non---negligible proportions.

With respect to the Field of Study factor, the interaction effects with the Student---Respondent Gender factor were largely nonsignificant for the individual UMIs, suggesting that it might be more informative to examine the Field of Study main effects for UMIs 2 and 3, with which highly---significant results were obtained. In Table 7, the Field of Study means appear for these two UMIs.

Table 7

Adjusted Field of Study Cell Means for UMIs 2 and 3

UMI 2: The instructor communicated the subject matter effectively.			
<i>Humanities</i>	<i>Social Sciences</i>	<i>Science</i>	<i>Overall Mean</i>
4.090	4.105	3.903	4.033

UMI 3: The instructor helped inspire interest in learning the subject matter.

<i>Humanities</i>	<i>Social Sciences</i>	<i>Science</i>	<i>Overall Mean</i>
4.015	4.067	3.890	3.991

With UMI 2, the statistical results were $F(2, 511) = 9.38, p = .0001$, and with UMI 3, we had $F(2, 511) = 6.32, p = .0019$. Follow-up multiple comparisons on these main-effect means revealed that with both UMIs 2 and 3, the differences were significant between each of Humanities and Social Sciences on the one hand and Science on the other. The difference between Humanities and Social Sciences, however, with each UMI was nonsignificant. Thus, on these two UMIs, the Humanities and Social Science means were not different from each other, but each was significantly higher than that for Science. With these UMIs, the effect sizes were somewhat larger than we found with the averaged UMI dependent variable. If we take the mean of the Humanities and Social Sciences mean values on UMI 2, for example, we get a value of 4.0975, and the raw scale-point difference between this value and the 3.903 for Science is .1945, which corresponds to a standardized effect size of approximately .45, and which would be classified as a medium-sized effect size or one that is not negligible. The parallel analysis with UMI 3 yields a raw scale-point difference of .151, or a standardized effect size of approximately .36 between Humanities/Social Sciences, on the one hand, and Science, on the other—again somewhat greater than a small effect size. As noted before, however, the reader is free to regard these differences as worthy or not of further consideration.

Relationships between the Covariates and the Dependent Variables

The covariates used in the ANCOVAs reported above were correlated with the dependent variables. Because of the very large number of correlations possible with this data set, we have had to find more-- aggregated summary values to present here. In the interests of economy of presentation, we have aggregated all 519 instructor/course units as the units of analysis in the correlational analyses, thus risking a small degree of between-groups correlation to creep into the reported values. We will comment on this briefly after presentation of these summary correlations, appearing below in Table 8.

Table 8
Correlations between the Covariates and the Dependent Variables
($n = 519$ Instructor/Course Units)

Covariate	Dependent Variable	
	<i>UMI 6</i>	<i>Average of 6 UMIs</i>
Class Size	-.23	-.27
Mean Course Grade	.26	.30

Note: All associated p -values < .0001.

The values in Table 8 are quite representative of the individual correlation coefficients we obtained in each of the six Instructor Gender \times Field of Study cell. With respect to the Class Size covariate, the average correlation with UMI 6 was $-.26$, with all of six correlations less than $-.24$ except for the Male Instructor/Science cell, where the correlation was an anomalous $-.02$. In general, the Class Size vs. UMI 6 correlations were larger in absolute value for the female instructors (average = $-.35$) than for the male instructors (average $r = -.17$), with this average difference approaching statistical significance (and actually reaching it with an alpha level of .05).

The pattern of correlational results with the Average UMI dependent variable was very similar, with the average across the six Instructor Gender \times Field of Study cells equal to $-.30$, with the mean for female instructors $-.39$ and for male instructors $-.21$. We thus might see, as a convenient summary value for the correlation between class size and rated instructor performance with the present data, a correlation on the order of $-.25$ to $-.30$. This value makes good sense when we reflect on the variables involved in this correlation.

With respect to the Mean Course Grade covariate, our expectations would likely be a small---to---moderate positive correlation, and the results in Table 8 are consistent with this. The average correlation between Mean Course Grade and UMI 6 scores, over the six cells in the design, was $.25$, with the mean r for female instructors $.31$ and for male instructors $.19$. As for the other dependent variable, Average UMI, the correlations with Mean Course Grade averaged $.29$, with the mean r for female instructors $.35$ and for male instructors $.22$. As with the other covariate, Class Size, there was one anomalous cell among the six—Male Instructor/Social Sciences—in which the correlations between Mean Course Grade and the two dependent variables were not different from zero. Nonetheless, we might see, as a sort of rounded summary value here for the correlation between Mean Course Grade and rated instructor performance, something on the order of $.25 - .30$.

One detail that should be noted in the just---preceding results is that the Mean Course Grade variable is a proxy for, but not exactly the same thing as, the grades that the students expect to see in the course. In the present study, a better covariate might have been the average expected (by the students) course grade since that is the perception that could be expected to influence instructor performance ratings. This would have necessitated an additional procedure in the study—soliciting expected grades from the students while the course was in progress—and without that intervention, our best proxy would seem to be the *actual* average course grade. Our assumption here would be that by the time the course evaluations are performed, students have a pretty good idea of the distribution of final course grades.

It is probably worth mentioning that the covariates in this study did not tend to be associated to any significant degree with the three factors in the analyses. This meant that the adjustment to the marginal and cell means arising from the covariates was quite minimal, and the main findings were very similar to those found in a standard analysis of variance performed on the data (without the covariates). Nonetheless, as we can see from the correlational results above in Table 8, the covariates did correlate reasonably substantially with the dependent variables, and the analyses performed in this study were more powerful as a result. Perhaps more conceptually important is the fact that neither covariate—Class Size and Mean Course Grade—was allowed to influence the central findings at all. These extraneous variables (for the present purposes) were held constant, and thus the main findings should be understood as completely independent of, and uninfluenced by, Class Size and Mean Course Grade.

Results from Comparing between---UMI Mean Levels

Finally, it might be of interest to consider the overall UMI means—based on all 519 instructor/course units. These appear in Table 9. To make a reading of Table 9 more meaningful, we again remind readers of the content of the UMIs:

UMI 1: The instructor made it clear what students were expected to learn.

UMI 2: The instructor communicated the subject matter effectively.

UMI 3: The instructor helped inspire interest in learning the subject matter.

UMI 4: Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.

UMI 5: The instructor showed concern for student learning.

UMI 6: Overall, the instructor was an effective teacher.

We note in passing that the overall university---wide mean over 6,636 instructor/course units from all faculties, including Arts and Science, on UMI 6 for the 2008---09 academic year was 4.12, and the standard deviation was .57. We also note that the means in Table 9 are not adjusted for the effects of the covariates. This is because we felt that they would have more descriptive value this way and could be better compared with corresponding (also unadjusted) values for the university as a whole, perhaps arising in previous and future academic years. In addition, since the comparisons deriving from Table 9 do not involve the experimental factors in this study, improving the inferential properties of the significance tests involving these factors was irrelevant.

The means in Table 9 provide information about which aspects of teaching are being most favorably and least favorably perceived by student raters. The overall mean rating is highest (at 4.20) for UMI 5—"The instructor showed concern for student learning." On the basis of paired---comparison *t*---tests, UMI 5 was found to manifest significantly higher rating means than each of the remaining five UMIs (conservative tests were conducted comparing among the UMI means, with alpha levels of .005). At the other end of the continuum, the lowest overall mean rating (3.95) was found for UMI 4—"Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair." The UMI 4 mean was found, from paired---comparison *t*---tests, to differ significantly from those of all the remaining UMIs except for UMI 3 (which difference approached, but did not quite reach statistical significance). In a way, this is not surprising, in that it is probably the grading (and giving students a grade that reflects what they believe they deserve) that is most salient to students and about which many students would be most critical.

Whether or not this lowest rating indicates the need for more attention being paid to grading practices among instructors as a whole is unclear from these results. It may be, instead, that this aspect of teaching will always be the one most criticized no matter how well it is done. The other somewhat lower---than---average rating, that for UMI 3—"The instructor helped inspire interest in learning the subject matter"—may also be worth noting. The mean rating on UMI 3 was significantly lower than those of all other UMIs except for UMI 4. It is probably the case that actually inspiring students is a higher---order goal that is difficult to achieve for most instructors. It is likely the case that what might be conceptualized, perhaps, as lower---order goals of careful preparation (UMIs 1, 2, and 4) and concern for learning (UMI 5) are easier to achieve and could be seen as occupying a lower stratum in a hierarchy of goals that we might visualize for university instructors.

Table 9

*Unadjusted Means and Standard Deviations
for the Six UMIs (n = 519)*

	Unadjusted	
	Mean	Std. Dev.
UMI: 1	4.08	.41
2	4.03	.50
3	3.99	.49
4	3.95	.40
5	4.20	.40
6	4.06	.52
Averaged UMI:	4.05	.41

In the development of university teaching skills, we might be best served by making sure that lower-order goals are reached first, saving the inspirational aspects of teaching until the easier-to-achieve aspects have been mastered. This is Gary Poole's—and TAG's—domain, however, and we won't speculate further. In any case, we might view the gradient of means in the above table as something of a template for instructor development. It is our hope that the results obtained through the UMIs can be used to facilitate teaching---enhancement initiatives by TAG.

Summary and Conclusions

Design

Three---way analyses of covariance were performed on SEoT UMI data collected during the 2008---09 academic year from instructor/course units in three different fields of study at UBC: the Humanities, the Social Sciences, and Science. The covariates were Class Size and Mean Course Grade. UBC population proportions of female and male instructors were preserved in the sample of 519 instructor/course units. The exact layout of this design can be seen in Table 1. Mean ratings were obtained, for each instructor/course unit, from both female and male student---respondents. The overall analysis process began with multivariate analyses of covariance and then proceeded to univariate analyses when the multivariate results indicated further probing of the data. Although the main focus of the analyses was the aggregated, overall UMI variable (the average of the six UMIs), some selected analyses of the individual UMIs were performed when the preceding analyses suggested the need for more finely---grained examination.

Overall Performance Levels

Before summarizing the findings, we might note that the sample---wide level of rated instruction would have to be considered high. Further, we have seen above that this is reflected to an even

greater degree when we consider the university---wide results. If we focus on just UMI 6, which is concerned with students' overall impressions of the quality of instruction, we see averages of 4.06 (this sample) and 4.12 (university as a whole). These averages reflect good perceived teaching at this university and, incidentally, are very similar to the corresponding UMI 6 averages that were obtained through the previous pencil---and---paper administration mode.

Sample Representativeness

In addition, the similarity of the UMI 6 mean for both groups of instructor/course units (present sample and larger university---wide aggregation of which the present sample is a part), along with an even greater similarity in their standard deviations (.52 vs. .57) suggests that the present sample is quite representative of the larger set of all instructor/course units found in the 2008---09 offerings.

Noteworthy Effects Found

In the analyses of the overall averaged UMI mean scores, we found two main effects: (a) for Instructor Gender and (b) for Field of Study. These main effects, however, were found to be complicated conceptually by the interactions between each and the Student---Respondent Gender factor. The statistical results appear in Table 2. We note here that any *means* discussed earlier and in the sequel are to be understood as *adjusted* (by the covariates) means. As noted earlier, the question of the *practical* significance of these main---effect differences must be considered by the reader.

The most highly (statistically) significant finding in the present study was the Instructor Gender \times Student---Respondent Gender interaction effect. This can be seen in Table 2 for the averaged UMI dependent variable and also in the results for UMIs 2, 3, and 6. In these cases, the female instructor mean was significantly higher than the male instructor mean when the ratings were those of female student---respondents, but the corresponding difference between the instructor genders was nonsignificant when the ratings were those of male student---respondents. Aspects of this effect can be seen in Table 4 and Figures 1 and 2.

In other cases, though (UMIs 1 and 5), both female and male student---respondents rated female instructors more highly, on average, than they rated male instructors. These main---effect results can be found in Table 6. In all of UMIs 1, 2, and 5, and the overall averaged UMI measure, this significant Instructor Gender main effect was found. Thus, we might summarize all of this by noting that, in general, we may say that female instructors were more highly rated than male instructors, but in several cases this resulted from the ratings provided by female student---respondents only.

With respect to the Field of Study factor, when the overall averaged UMI dependent variable was analyzed, there was a significant difference between the means for Social Sciences and Science, in favor of the former, but only on the basis of ratings provided by female student---respondents. There were no significant differences among the three fields of study from ratings provided by male student---respondents. Thus, although the overall main effect for Field of Study was significant for this averaged dependent variable, this effect must be understood in terms of the Field of Study \times Student---Respondent Gender interaction, as detailed above in this paragraph. The specifics of this analysis can be found in Table 5 and Figure 3.

When considering UMIs 2 and 3, however, Field of Study was found not to interact with Student---Respondent Gender, and the Field of Study factor instead yielded a highly---significant main effect.

The nature of this effect was that ratings in the Humanities and Social Sciences did not differ from each other, but that each differed significantly from the ratings found in Science, with the Humanities/Social Sciences ratings higher. The specifics of these results can be found in Table 7. Here the differences were approaching practical---significance levels.

Relationships with the Two Covariates

The two covariates, Class Size and Mean Course Grade were largely unrelated to the three independent variables, but were moderately correlated with the dependent variables. Class size was found to be negatively correlated with mean ratings on UMI 6 and for the averaged UMI dependent variable. These Class Size vs. Dependent variable correlations were in the $-.20$ to $-.30$ range. Positive, and slightly higher, correlations were found between Mean Course Grade and the dependent variables (in the $.25$ to $.30$ range).

Differences among Mean Levels on the Six UMIs

Among the six UMIs, UMI 5 manifested the highest mean in this sample and UMI 4, the lowest. The gradient of the UMI means in Table 9 may have useful implications for teaching improvement, and this possibility is discussed in the text following the results in Table 9.

Examining the Effect of Field of Study and Gender on Students' Evaluation of Teaching (SEoT): A Case Study of the University Module Items (UMI) Scores in the 2014-2015 Academic Year

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Abstract

This case study is a follow-up to a similar study conducted in 2009 to examine the effect of field of study, instructor gender and student gender on the scores of the six University Module Items (UMI). The sample in this study mimicked the one used in 2009 in terms of the 3 fields of study selected (Humanities, Social Sciences and Science) as well as the selected departments in each field. A total of 519 UBC instructor/course section in the 2014-2015 academic year were randomly selected, by department, from the 3 fields of study. The ratio of male and female instructors reflected their respective university wide proportions. In each instructor/course section evaluation, scores were aggregated by student gender, resulting in a total of 1038 observations.

Analysis of variance was conducted using a generalized linear model (Proc GLM in SAS). Unlike the 2009 study, in which enrollment and average grades were used as a covariates, this case study used course year-level and average letter grade as class variables. For most UMIs, more than 80% of the variation in the SEoT scores was due to "random/unexplained" variation between evaluations within the same field, at the same course level, and the same instructor gender.

There were statistically significant differences in ratings between fields of study, course year levels, and letter grades, in some, but not all UMI questions. Effect Size ranged from 3% for average grade to 16% for field of study.

Male students rated their instructors slightly higher than their female colleagues for UMI question 2 and 3, however, while these gender differences are statistically significant the effect size is under 1%.

Introduction

The objective of this case study is to examine the presence of gender bias in the students' evaluation of teaching. The design of this observational study was used to control for as many of the variables reported in the literature to affect students' rating of instructors. Independent variables considered include field of study, course year-level, instructor gender, student gender and average grade by student gender.

For the 3 fields of study, the departmental breakdown included:

1) **Humanities:** Departments of Art History & Visual Arts, Asian Studies, Central, Eastern & Northern European Studies, Classical, Near Eastern & Religious Studies, English, French, Hispanic & Italian Studies, History, and Philosophy;

2) **Social Sciences:** Departments of Anthropology, Economics, Geography, Political Science, Psychology, and Sociology;

3) **Science:** Departments of Botany, Chemistry, Computer Science, Earth & Ocean Sciences, Mathematics, Microbiology & Immunology, Physics, and Statistics.

The dependent variable is the average instructor score for each of the six UBC University Module questions:

UMI 1: The instructor made clear what students were expected to learn

UMI 2: The instructor communicated the subject matter effectively. UMI 3: The instructor helped inspire interest in learning the subject matter.

UMI 4: Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.

UMI 5: The instructor showed concern for student learning.

UMI 6: Overall, the instructor was an effective teacher.

Responses to each question are on a balanced Likert scale of 1 to 5, with a score of '3' being neutral. For the purpose of this study, instructor responses were averaged by student gender, resulting in two observations per evaluation, for a 1038 observations in total.

Table 1 shows the layout of the study design and number of sample selected. This layout is identical to that of the 2009 study.

Table 1: Layout of the 2x3x2 study design and number of samples selected.

		Instructor Gender					
		Male Instructor			Female Instructor		
	Field of Study	Humanities	Sco. Sci.	Science	Humanities	Sco. Sci.	Science
Student Gender	Male	114	114	114	59	59	59
	Female	114	114	114	59	59	59

Analysis & Results

For each of the six UMI, as well as for a combined average of all UMIs, a generalized linear model (GLM) was used (SAS 9.4) to analyze the variance (ANOVA) in the response variable as a function of a number of categorical variables at two hierarchical levels:

- i) between instruction/course variation; and
- ii) within instructor/course variation.

Mean comparisons were conducted if the main effect or an interaction was significant ($\alpha=0.05$).

Overall Score (Average of all 6 UMIs)

The analysis of variance results for the overall average is given in table 2.

Table 2. Analysis of variance for overall score (average of the 6 UMIs)

Sources of variation	df	MS	F	p-value
Between Instructor/Section Variation				
Course year level	4	0.93	2.3	0.056
Field of study	2	2.33	5.8	0.0033
Instructor gender	1	0.35	0.86	0.3534
Instructor gender x Field of study	2	0.004	0.01	0.9892
Course (Instructor gender x field)*	504	0.40		
Within Instructor/Section Variation				
Student Gender	1	0.07	1.1	0.3027
Instructor gender x Student Gender	1	0.11	1.8	0.1864
Field of study x Student Gender	2	0.005	0.07	0.9300

Inst. gend. x Student gend. x Field	2	0.0003	0.0	0.9957
Average Letter Grade	9	0.21	3.36	0.0005
Within Inst./Section**	509	0.063		

* Between course/section error ** Within course/section error

Field of study and average grade were the only statistically significant effects. The overall average of UMIs in Social Studies and Humanities were statistically higher than those in Science (4.14, 4.12 and 3.96, respectively). The effect size for the field of study and average grade were 13% and 6%, respectively, and are shown in figure 1, relative to the in between and within instructor/course unexplained “random” variations.

Effect Size : Average of UMIs

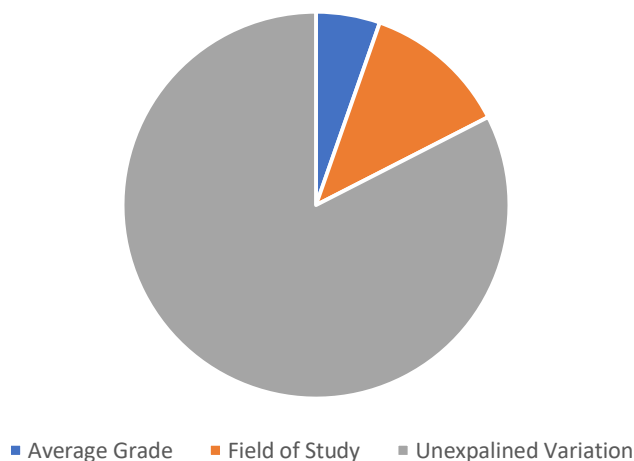


Figure 1: Effect Size (Average of all 6 UMIs)

Average grades were positively correlated with UMI scores and the correlation coefficient ranges from 0.23 to 0.31. Students with higher grades tend to rate their instructor higher than those with low grades. However, since grades are typically not known until after the SEoT surveys are done; this effect could possibly be a surrogate for other factors that affect student performance, such as attendance, interest in the subject, time management...etc.

There were no statistically significant effects of course year level, instructor or student gender. Figure 2 shows the interaction between instructor and student gender. This trend, though neither statistically significant, nor of any practical significance (differences < 0.05), has similarity to what was reported in the 2009 study.

Student Evaluation of Teaching Working Group Report 2020

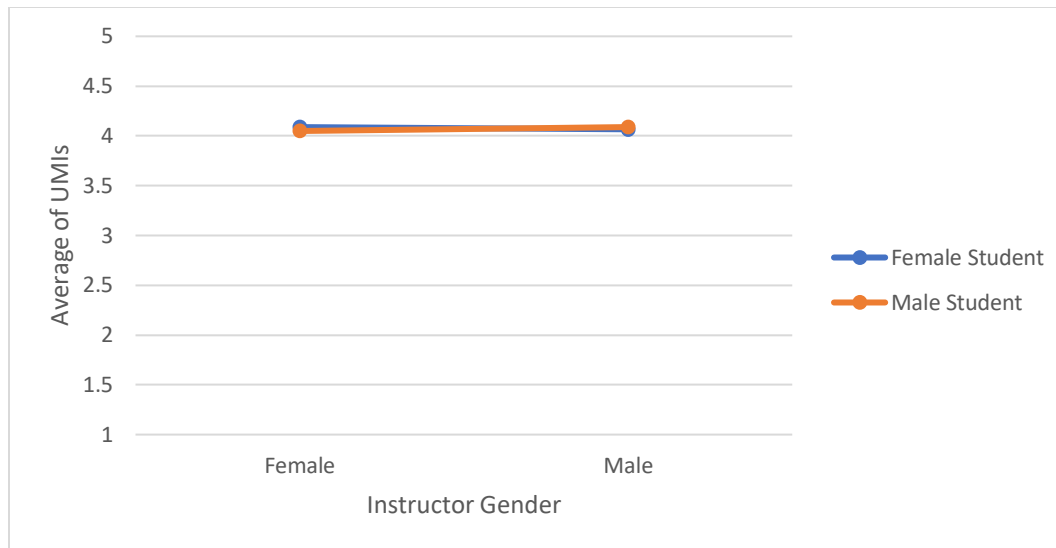


Figure 2: Mean interaction between instructor and student gender.

Individual UMI Scores

This section presents the results for the individual UMI scores. None of interactions were statistically significant, however, some main effects were significant, for some of the UMIs. For UMI 1 to 6, the factors that were statistically significant ($\alpha=0.05$) are shown in Table 3.

Table 4: Significant Effects for the individual six UMIs and their effect size.

UMI Question	Significant Main Effects	Effect Size (respectively)
UMI 1	Average Grade	3%
UMI 2	Field of Study & Student Gender	16% & 1%
UMI 3	Field of Study, Year level, Student Gender & Avg. Grade	16%, 13%, 1% & 4%
UMI 4	Field of Study & Average Grade	5% & 7%
UMI 5	Year level	13%
UMI 6	Field of Study & Average Grade	12%, 4%

As apparent in table 4, there was no single factor which was consistently statistically significant for all UMIs. The Field of Study is significant for questions 2, 3, 4 and 6, and the results are similar to the overall average, where ratings in Science are significantly lower than those in Humanities and/or Social Sciences (Table 5). The magnitude of the mean scores and the relative ranking in the three fields of study are comparable to what was reported in the 2009 study.

For UMI questions 2 and 3, male students scored their instructor higher than female students. The mean difference between student genders, for both questions (0.06 and 0.05, respectively), though statistically significant, has negligible effect size (1%). Also, lower level courses (first and second year) has lower average UMI scores compared to fourth year and graduate courses.

Table 5. Mean scores for individual UMIs for Field of Study and Year Level (where significant)

Question	Year Level					Field of Study		
	1 st year	2 nd Year	3 rd Year	4 th Year	Grad	Humanities	Social Sci.	Science
UMI1								
UMI 2						4.12	4.17	3.89
UMI 3	3.83	4.00	4.05	4.30	4.40	4.09	4.14	3.86
UMI4						4.02	3.95	3.84
UMI5	4.05	4.15	4.19	4.44	4.50			
UMI 6						4.14	4.18	3.96

Although no instructor gender effect was detected, There is a general trend, though neither statistically significant nor of any noticeable effect size, similar to that for the overall average of UMIs (figure 2), where, for most UMIs, female instructors received higher ratings, particularly from female students. The means for the instructor and student genders interaction is given in table 6.

Table 6. Means for the individual UMI question by instructor and student genders.

Student Gender	<u>Instructor Gender</u>			
	Female		Male	
	Female	Male	Female	Male
UMI 1	4.16	4.12	4.08	4.10
UMI 2	4.07	4.08	4.02	4.09
UMI 3	4.00	4.00	4.02	4.08
UMI 4	3.96	3.90	3.92	3.96
UMI 5	4.24	4.20	4.19	4.19
UMI 6	4.10	4.10	4.07	4.11

Conclusion

Overall, 80% of the variation in UMI scores, is due to unexplained “random” differences between and within courses in the same field and taught by the same gender.

Field of study was found to be the most significant factor in most UMI question analysis. The overall trends in SEoT scores for all tested main effects (field of study, instructor gender and student gender) and their interactions were comparable to those found in the 2009 study. However, some of the significant interactions reported in 2009 (between instructor gender and student gender) were found to be neither statistically insignificant, nor of any practical significance.

There were significant main effects for some, but not all, UMIs. Noteworthy, are the statistically significant differences between fields of study, where ratings of Science courses were lower than courses in humanities and/or social studies.

The findings of this case study show that there was no gender bias in SEoT scores.

Appendix 4 – Survey: Key Themes and Sample Statements

An open online survey was made available for comments between November 25th 2019 – March 12th 2020 at <https://teacheval.ubc.ca/seot-working-group/seot-feedback/>. It was promoted at various face-to-face consultation meetings with students, faculty, Heads & Directors and staff. It was also included in the interim report to Vancouver and Okanagan Senates in January 2020. A total of 55 responses were received. What follows is a summary of themes and sample quotes that relate directly to matters addressed in the Working Group's recommendations, as well as important concerns that fall outside the mandate of the current Working Group.

1. Over reliance on a single quantitative metric.

A number of comments highlighted a desire to reduce reliance on a single metric:

"Don't boil it down to one number. Students don't know what 'effectiveness' means. They interpret it a million ways, and it poses a significant risk to the validity of the evaluations. Break out the question into sensible components that get at what the students are likely trying to say: Were you able to understand what the professor was saying? If you started a lecture by not understanding a concept, were you able to understand it by the end? things like that."

(Stop) "Inflating the importance of the numbers; making them the only thing that 'really' counts in the evaluation of teaching."

"Instructor's reflections should also be added to the process of teaching evaluations. Teaching & learning is a two-way street that involves both instructors and students. By adding instructor's reflection to student evaluations, we will provide a more complete picture about what went in a particular course."

Likewise, the desire for meaningful triangulation of multiple data sources:

"It is important to allow students the opportunity to share their perspectives, but it is not equitable to make novice opinions the basis for hiring/retention/promotion. Peer review of teaching is a better process for these applications."

"(Stop) Relying on student evaluations of teaching so heavily as a measure of the efficacy of an instructor's ability to teach. I know that the working group is advocating for this, so I am really just echoing it. I would like to see a more fulsome policy regarding the evaluation of teaching that combines student outcomes, peer review and self-reflection with student evaluations - so that they are part of a whole and related to one another."

Also, a number of comments highlighted the need for further communication and dialog on the limitations of SEoT:

"Educate senior administrators about why they should not be used in this way (e.g. loss of morale, loss of confidence, punishes risk-taking, rewards 'safe bets')"

2. Use of SEoT for reappointment, tenure and promotion

This was a frequently mentioned topic in the responses. Most often, respondents said SEoT should not be used in personnel decisions (e.g., P & T), based on bias, response rates and/or the validity of the instrument.

"I think we should consider stopping the use of student evaluations of teaching for tenure and promotion purposes when the response rate is too low and student rating is not free from biases."

"Making inferences from them and treat these inferences as if they were facts (at least, until the validity of the survey/instrument has been thoroughly and rigorously validated by experts)."

(stop) "Using them as significant factors in tenure and promotion. A large body of research shows they are biased against women and people of colour; using them further embeds racism and sexism within the institution."

"Stop evaluating all instructors with the same measuring stick - this is unbelievably archaic. Stop using an evaluation tool that does not have any validity when comparing two instructors, for example."

However, a range of views were expressed, with some comments arguing that SEdT should continue to be used:

"First, keep using them. I know they are not perfect, and that a lot of instructors hate them. Personally, I find them motivating, and I use them to change my approach in subsequent years. I also think they are important in giving the students some power with regards to their educational experience. I suspect that student satisfaction overall is higher when they feel like they have a voice."

"We need to continue to gather student evaluations of teaching, even though they are not the perfect way of evaluating someone's teaching. Student evaluations are part of the overall evaluation process, but they should not be the only component of it."

"Continue to engage stakeholders and the community at large. Strive to engage populations that have been shown to be negatively affected by bias in SEdTs. Be bold and take action to introduce new interventions that will reduce inequities in SEdTs."

"Continue to use some tool to allow students to provide feedback regarding students' impressions of their learning environment (to include--in addition to feedback for the instructors--their perceptions of learning spaces, scheduling, instructional equipment, etc.). In some cases, this information could be used, along with other valid evaluation tools, to identify instances that might warrant intervention. This could include providing training/resources to the instructor, or changes to the learning environment."

But recognizing the fact that students are not pedagogy experts, and that evaluations can be 'gamed' to some degree:

"Stop or reduce the importance of student evaluations in P & T decision making. While the learner perspective is important, students are not experts in the pedagogy of teaching and learning, neither do they always know or appreciate how important it is to be stretched in order to grow and learn. Faculty who teach course with content students "like" or who spoon-feed students consistently receive higher evaluations than those who teach more challenging content or who challenge students to push themselves, which is very unfair when student feedback is such a key element in P & T"

“If somebody sets high current student evaluations as their main goal in class, this may not be compatible with good pedagogy. The easiest way would be 1) to make student perceive class as “easy” (low study/info content); 2) have high assessment grades right from the start, 3) do games in class in addition to lectures; 4) play lots of u-tube stuff. I know several colleagues for whom this approach has worked nicely.”

From a former Head’s perspective, SEdT was most useful as a signal for issues to be addressed:

“As a former department head and member of a university-level tenure and promotion committee, I find student evaluations to be of some use when evaluating candidates for RTP -- although they must be taken with a grain of salt. They are most useful in signaling big, overall issues -- for example, instructors who are really having difficulties (cancelling classes without notice, coming in to work intoxicated, making sexist, racist, homophobic, and otherwise bigoted comments, struggling with organization). A persistent pattern of this type of feedback across classes and semesters is a red flag, and merits further investigation and intervention. Sometimes faculty can be helped to overcome these difficulties and get back on track.”

The theme of reducing the importance given to one particular data source (e.g. SEdT) was often entwined with issues of bias and reliability:

“Student evaluations are often biased and unreliable - like most forms of data in some way shape or form. they’re an imperfect piece of the puzzle and that should be clearly understood. I believe they can be improved but should remain a piece of the puzzle rather than a reflection of any kind of straightforward truth about someone’s teaching ability.”

“It is important to allow students the opportunity to share their perspectives, but it is not equitable to make novice opinions the basis for hiring/retention/promotion. Peer review of teaching is a better process for these applications.”

“Maybe stop having students do evaluations that are used for P&T at all. Students are kind of biased. They respond to things like easy midterms, candy, and a sunny personality, when in fact those have nothing to do with effective teaching. They typically don’t like strong accents, and it takes a lot for women to gain their trust as being credible instructors. Students give higher evals to those they trust, and these are all ways of gaining trust that have nothing to do with teaching.”

3. Bias in student evaluations

Bias in the evaluations was a common theme in the feedback from respondents, with clear suggestions for what UBC should do in regards to this:

“Hold a UBC-wide forum and provide a platform for faculty to provide evidence of the worst abuses of the SEdT. Listen and learn.”

“Take serious how results from SEdT regularly shuts down highly educated, qualified, and talented Indigenous, racialized, Two Spirit, Queer, disabled, and related diverse faculty at UBC in ways which negatively impact on productivity, and diminishes campus

safety and the utility of the safe environment policy for these constituencies and communities.”

“Account for the vast body of evidence showing bias in student evaluations, against faculty who are women, racialized, Indigenous, queer and trans, and those with disabilities.”

“Check scores and comments periodically to assess for evidence of bias-- a campus-wide study to identify trends-- and decide accordingly about how one uses these scores.”

“(stop) Using them as significant factors in tenure and promotion. A large body of research shows they are biased against women and people of colour; using them further embeds racism and sexism within the institution.”

“Delete the last question where students are asked to rank the instructor as very good. Studies have shown that when teaching the same material, female instructors are consistently ranked lower than male instructors. Other issues such as race, age, ethnicity also have a bearing on these rankings. The system is inherently unfair and biased in favour of white male instructors.”

4. Helping students understand the purpose and use of SEoT

Several comments related to the theme of promoting greater student understanding of what SEoT is used for, and suggestions for how students might engage with this:

“I wonder if we couldn't teach students to be more helpful on teaching evaluations. Students often have no idea how these documents are used and what sorts of comments are useful. I often tell students, for example, that comments about the scheduling of the class, the room the class is in, and other things about physical facilities are ignored; that is not the venue in which to make those observations. I also urge them to avoid commenting on things I can't help, such as my physical appearance. I tell them the best comments focus on things I can change and improve, like readings, classroom activities, types of assignments, etc., and represent reasonable adjustments (e.g. "don't have any assignments or readings" is not reasonable). Likewise, general comments such as "This class sucks!" / "This class was awesome!" are equally unhelpful. I'd like to think that these guidelines have produced slightly more useful evaluations (though I still get both fulsome praise and rude remarks).”

“I think it's imperative that students be given some lessons about how to transmit effective feedback. Having been at UBC since before the surveys went online, I can say that there was a marked difference in tone when they went online. Never before had I had random meanness - grotesque comments about appearance, delivery of course material, as well as really cruel profanity. The other faculty members in my small program say the same thing - the student comments, especially in large lecture courses, can be just brutal to read. We are all award-winning teachers, each of us having won campus-wide prizes for effective teaching...so I don't think it's that we're terrible instructors. But for all of us, reading these comments is emotionally damaging. It seems to me that students need to be given very explicit instruction about what they're doing, about the need for kindness and constructive language. At the moment, they seem to view like this like any other online rating exercise, which they often do thoughtlessly and cruelly. They need to learn that this is different, and why it is different.”

The nature of student (open) comments was also a theme:

"Allowing them to make cruel and personal remarks- there should be a way for them to know they are accountable for what they say. Have the student do so many each year-- they get so tired of them. Maybe they need to be shorter."

"I would not like to receive bullying comments from students any more. Receiving my student evaluations, coupled with a complete lack of support from my department ... has left me feeling quite hopeless. I think this system should at the very least not allow for free-form, anonymous commenting from students (that is, if the university cares at all about faculty well-being or retaining their faculty). I do not see how allowing students to anonymously objectify, vilify, and attack faculty contributes to teaching effectiveness."

"I really hate reading the comments. They are often hurtful and personal. If I can put aside the emotions, I find there can be helpful things that I appreciate- what they prefer in terms of technology use, classroom strategies I use, etc."

"Presenting modules to students about how and why their input is sought that include information on implicit bias."

5. Nature of questions asked

The nature of the questions asked in student feedback featured in an array of comments:

"Stop making the evaluations on both campuses different. I don't understand why teaching evals are different on the two campuses."

"Stop asking students if they liked their textbook/readings. Some courses don't use textbooks as readily and the question is not as applicable. For example, project-based courses. While we provide resources for students to use, unless it is "labeled" as a textbook, they don't perceive the question as applicable to those resources. Since the evals are done privately (not in class), we cannot explain to them how they should answer questions."

"Change the questions! Some of them are not questions that students can answer, and some provide no useful information at all to me as an instructor - they do not reflect any of the things that I would want to know from my students. One simple improvement would be to use the first person and be specific."

"Rather than the majority of questions focusing on the instruction, I would add a couple questions that provide more insight into the student context and their perspective/beliefs of the course (i.e. Rate level of interest in the subject matter; indicate whether this is required/service/elective course). I would also consult with students as to the wording of particular questions (to sound more like a student) and to better know how they interpret the questions they're being asked (what do they mean by effective?). I wasn't able to attend the session but really like the idea of changing the terminology to "student experiences of instruction". I also think it might be nice to have some kind of tool that helps to consolidate the open-ended comments in the evaluations"

(Stop) "Asking 20 questions! The Okanagan Campus questionnaire needs to be much, much shorter. Asking students questions that they are not equipped to answer. They

don't know, as non-experts, if a course is "good," for example. They should only be asked things they can offer a reasonable and informed opinion about."

"Unless we have a very good way to communicate what 'effective teaching' means to students, we should not ask that question. We do need to understand how to figure out based on the qualitative feedback students have already provided common concerns; prioritize those concerns and see if those can be integrated into the survey"

"Include a component about equity, diversity and inclusion into the questions. this is a key component of teaching that's currently not captured at all in the SEOT."

6. Additional comments and concerns from open forums and the online survey that fell outside the terms of reference for the Working Group. These are not direct quotes, but are meant to capture the essence of what was said in open forums.

- *Should evaluations be done for every faculty member, every course, every year?*
- *There should not be a need for students to complete a survey on a fully tenured professor with high ratings every time, or even to complete all of the UMI. It may be useful to minimize the UMI to just one or two core items, or reduce the frequency with which various groups require evaluation.*
- *I think we should start framing student evaluations of teaching more as "feedback" for the future improvement of teaching, rather than evaluations. Explore different ways of collecting more meaningful student feedback. We may also consider a way to create a mechanism to hold instructors accountable to the feedback they have received from their students (e.g., tenure and promotion process requiring the evidence of how they have integrated student feedback into their teaching practices or materials).*
- *Please make the results more comprehensible to those without statistical training. I have some statistical training and still found the results almost impossible to understand. Think about incentivizing students to fill out evaluations. Many universities only show students their grades after they have completed evaluations. Or students can see grades earlier. Perhaps you could have a short screen, alerting students to potential bias in their evaluations? A few bullet points to make them aware may help to mitigate the well-documented sexism and racism in student evaluations.*
- *Timing of evaluations: From a faculty member: "Stop distributing them at the most stressful point in the term where they tend to be reactionary rather than thoughtful". From a student: "Every other university I've attended has student evaluations due after classes end or after the final exam period. This would be much better."*
- *Can 'one size' of evaluations be applicable across the diverse teaching contexts at UBC? What about year-long courses where many faculty members may teach (only) a few weeks or one module of content?*
- *Is there a way in which the administration could use social media design principles to send out messages about SEoT? The announcements about SEoT are really boring and other announcements are well-designed! (student comment)*

- *How will the process be sensitive to different teachers?*
 - Tenure-track faculty
 - Sessional instructors; clinical teachers; Teaching Assistants; etc.
 - Teams and co-teaching (number of different instructors)
- *How will the process be sensitive to contextual variations?*
 - Number of students; time of day; required vs. elective; 1st year vs. 3rd year
 - On-line, blended; programs that cost learners more than other programs
- *What does 'effective' mean?*
 - Variations across teachers (teachers vary in how they are 'effective')
 - Variations across learners (what is effective for one, may not be for others)

Appendix 5 – Working Group Membership and Consultations

Working Group Membership

Chairs:

- Dan Pratt, Emeritus Professor of Education and Senior Scholar, CHES (Vancouver)
- Peter Arthur, Professor of Teaching, Okanagan School of Education (Okanagan)

Members:

- Farshid Agharebparast, Senior Instructor, Electrical & Computer Engineering (Vancouver)
- Vanessa Auld, Associate Dean, Science & Professor, Zoology (Vancouver)
- Jennifer Jakobi, Associate Professor, School of Health & Exercise Science (Okanagan)
- Jennifer Love, Sr Advisor, Women Faculty & Professor, Chemistry (Vancouver)
- Minelle Mahtani, Sr Advisor to Provost, Racialized Faculty & Assoc Professor, GRSJ (Vancouver)
- Kristen Morgan, Undergraduate Student Senator (Okanagan)
- Laura Mudde, Graduate Student Senator (Okanagan)
- Catherine Rawn, Professor of Teaching, Psychology (Vancouver)
- John Ries, Associate Dean, Sauder School (Vancouver)
- Deborah Roberts, Professor, School of Engineering (Okanagan)
- Barbara Rutherford, Associate Professor, Psychology (Okanagan)
- Amber Schilling, Graduate student, Faculty of Education (Vancouver)
- Katja Thieme, Instructor, Vantage College, Department of English (Vancouver)
- Naznin Virji-Babul, Sr Advisor to the Provost, Associate Professor, Physical Therapy (Vancouver)
- Caitlin Young, Undergraduate student, Faculty of Arts (Vancouver)

Provost:

- Simon Bates, Associate Provost, Teaching & Learning (Vancouver)

Support:

- Christina Hendricks, Academic Director, CTLT (Vancouver)
- Stephanie McKeown, Chief Institutional Research Officer
- Peter Newbury, Director, CTL and Sr Advisor for Learning Initiatives (Okanagan)
- Marianne Schroeder, Sr Assoc Director, Teaching and Learning Technologies, CTLT (Vancouver)
- Abdel Azim Zumrawi, Statistician, CTLT (Vancouver)

Activities and community consultations

Starting in November 2019, the Working Group began a series of community consultations with stakeholder groups through open forum events, specific meetings, interim reports and a short (4 question) online survey⁵. All consultation feedback was discussed in the Working Group and informed the creation of the final report to be submitted to both UBC Senates in May 2020.

⁵ <https://teacheval.ubc.ca/seot-working-group/seot-feedback/>

DATE	CONSULTATION
NOVEMBER 19, 2019	Forum for School of Engineering Faculty Meeting (Okanagan)
NOVEMBER 20, 2019	Forum for Student Senators (Vancouver)
NOVEMBER 20, 2019	Interim Report to Senate Teaching & Learning Committee (Vancouver)
NOVEMBER 25, 2019	Open Forum for Faculty, Staff & Students (Vancouver)
NOVEMBER 26, 2019	Open Forum for Faculty, Staff & Students (Okanagan)
NOVEMBER 29, 2019	Open Forum for Faculty, Staff & Students (Okanagan)
DECEMBER 02, 2019	Meeting with Heads and Directors (Vancouver)
DECEMBER 10, 2019	Meeting with Chair of Senior Appointments Committee (Vancouver)
JANUARY 20, 2020	Focus Group, Undergraduate Students (Okanagan)
JANUARY 22, 2020	Interim Report to Senate (Vancouver)
JANUARY 30, 2020	Interim Report to Senate (Okanagan)
FEBRUARY 12, 2020	Open Forum for Students (Vancouver)
FEBRUARY 21, 2020	Meeting w/ Senior Appointments Committee (Vancouver & Okanagan)
FEBRUARY 24, 2020	Meeting with Disability Resource Centre (Okanagan)
MARCH 05, 2020	Town Hall with Enrolment Services Student Advisory Committee (Vancouver)
MARCH 06, 2020	Meeting with Graduate Student Advisory Committee (Okanagan)
APRIL 06, 2020	Online Open Forum for Faculty, Staff & Students (Vancouver & Okanagan)
APRIL 22, 2020	Meeting with Committee of Deans (Vancouver)
NOVEMBER 25 2019 - MARCH 12 2020	Open Online Survey (results summarized in Appendix 4)

27 May 2020

To: Vancouver Senate

From: Senate Teaching and Learning Committee

Re: Annual Report 2019-2020

The Senate Teaching and Learning Committee is pleased to provide Senate with the following updates as to the Committee's recent activities:

1) *Jumpstart and Career Development*

In fall 2019, the Committee participated in a presentation and discussion on JumpStart, Imagine UBC, Collegia and the Career Development program. Committee members identified the following as areas for further inquiry: opportunities for practical or project work and research experience; how departments and faculties can better assist students in career development; and opportunities for students who fall outside the bell curve. Career development focus to date has been on student connections to alumni and employers, equity-seeking populations and collaborations with academic departments and these will remain key priorities.

2) *Experiential Learning at UBC Vancouver*

In fall 2019, the Committee received an update on the experiential learning project. The 4-phase process has identified existing practices and examples of experiential learning as well as challenges and associated recommendations. The Committee commented on the linkages between experiential learning, career development and interdisciplinary learning. The Committee noted that the University should ensure experiential activities are recognized in some way (transcript or academic record) and that there should be some focus on ensuring equal access to experiential programs.

3) *Online Courses and Establishment of Working Group*

Throughout the session, the Committee regularly discussed online learning at UBC. The Centre for Teaching and Learning (CTLT) provided an overview of the number of online courses offered at UBC Vancouver, how online courses are developed and what role the CTLT plays. Detailed online course information was also provided by the Planning and Institutional Research Office (PAIR).

In February 2020, the Committee agreed they wanted to have a better understanding of why students register in online courses and what types of future course offerings may be preferred. A working group was formed to draft terms of reference, survey questions and propose next steps to the Committee. The Committee met in late March and determined

that, due to the COVID-19 crisis, energy should be focused on measures for continuity of education.

Given the current pandemic situation, the Committee recommends that when the crisis is over, the Committee should examine what was learned in the crisis, what the needs of faculty are, if/how faculty wish to move forward with online learning. This initiative would be passed over to the new Teaching and Learning Committee at the beginning of the next triennium (September 2020) to study how UBC will emerge from this crisis, what was learned in terms of online learning and how this may inform the path forward.

4) *Inclusion Action Plan and other Equity, Diversity and Inclusion Matters*

Much of the Committee's focus was on reviewing and providing detailed feedback on the Inclusion Action Plan (IAP). Actions identified as being related to the Committee's work include: *Access through Affordability, EDI in Scholarship, EDI in Promotion, EDI Decision-Making Principles, EDI Education & Training Programs, EDI Curriculum & Program Requirements, EDI Awards, Funding & Incentives, Inclusive Teaching & Learning, Student Learning, Indigenous Strategic Plan Alignment and Accessibility.*

5) *Academic Continuity Planning – COVID-19*

Ongoing. The Committee will make themselves available for additional consultation or discussions related to academic continuity as needed.

6) *Referral of Letters Regarding UBCc350 to the Teaching & Learning and Research & Scholarship Committees*

The Committee agreed on several recommendations including that when the University's capacity returns to normal, there be a campus-wide assessment on which courses offered at UBC touch upon sustainability and climate change issues. The Committee's recommendations were forwarded to the project team working on UBC's Climate Emergency Response and the University Sustainability Initiative for further consideration. The Committee also agreed that climate change be referred back to both the Teaching & Learning and Research & Scholarship Committees in the next triennium for further consideration.

7) *Student Evaluation of Teaching (SEoT) Working Group*

The Committee struck a working group in November 2018 to undertake a broad review of issues related to Student Evaluation of Teaching; the mandate of the working group did not encompass a formal review of the Vancouver Senate policy on Student Evaluation of Teaching. The group broadened into a UBC-wide working group in February 2019. The Committee provided an interim report to Senate in January 2020 with a final report to be presented in May 2020.

Respectfully submitted,

Dr. André Ivanov, Chair
Senate Teaching and Learning Committee



13 May 2020

To: Vancouver Senate
From: Senate Tributes Committee
Re: Candidates for Emeritus Status (Approval)

The following is recommended to Senate:

Motion:

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

Respectfully submitted,

Dr. Sally Thorne, Chair

Senate Tributes Committee

Last Name	First Name	Principle Area	Proposed Rank
Adamson	Martin	Zoology	Professor Emeritus
Anderson	Jim	Language & Literacy Education	Professor Emeritus
Barker	John	Anthropology	Professor Emeritus
Blake	Thomas Michael	Anthropology	Professor Emeritus
Carpenter	Christine	Occupational Science & Occupational Therapy	Clinical Professor Emeritus
Clark	Mary Jo	Occupational Science & Occupational Therapy	Clinical Associate Professor Emeritus
Dodek	Peter M	Critical Care Medicine	Professor Emeritus
Doyle	Patrick	Pathology	Clinical Professor Emeritus
Dubord	Paul Joseph	Ophthalmology	Clinical Professor Emeritus
Feldman	Joel S	Mathematics	Professor Emeritus
Filipenko	Douglas	Pathology	Clinical Associate Professor Emeritus
Filipenko	Margot	Language & Literacy Education	Professor of Teaching Emeritus
Grimmett	Peter	Curriculum & Pedagogy	Professor Emeritus
Hornby	Kathryn	Library - Woodward	General Librarian Emeritus
Howie	John A	Civil Engineering	Associate Professor Emeritus
Jagdis	Franklyn Augustus	Paediatrics	Clinical Associate Professor Emeritus
Johnston	Richard G C	Political Science	Professor Emeritus
Kelly	Niamh	Pathology	Associate Professor Emeritus
Knight	Thomas R	Commerce & Business Administration	Associate Professor Emeritus
Lamontagne	Andre	French,Hispanic & Italian Std	Professor Emeritus
Legh	G Barry	Kinesiology	Senior Instructor Emeritus
McFadden	Deborah	Pathology	Clinical Professor Emeritus
Nadel	Ira Bruce	English	Professor Emeritus
O'Flynn-Magee	Katherine Lena	Nursing	Senior Instructor Emeritus
Onyeoziri-Miller	Gloria	French, Hispanic & Italian Studies	Professor Emeritus
Pare	Anthony	Language & Literacy Education	Professor Emeritus
Perkins	Edwin A	Mathematics	Professor Emeritus
Peterson	Brenda	Library	General Librarian Emeritus
Potter	Pitman Benjamin	Law	Professor Emeritus
Queyranne	Maurice	Commerce & Business Administration	Professor Emeritus
Ricci	Donald	Medicine	Clinical Professor Emeritus
Richer	Harvey B	Physics & Astronomy	Professor Emeritus
Rodney	Patricia A	Nursing, School of	Associate Professor Emeritus
Roscoe	Diane	Pathology	Clinical Professor Emeritus
Roxborough	Lori	Occupational Science & Occupational Therapy	Clinical Associate Professor Emeritus
Seear*	Michael	Paediatrics	Clinical Professor Emeritus
Shaw	Patricia A	Anthropology	Professor Emeritus
Sheppard	Anthony F	Law	Professor Emeritus
Spinelli	John	Population and Public Health	Professor Emeritus
Sarr	Lea Katharine	Library	Administrative Librarian Emeritus
Steinbok	Paul	Surgery	Professor Emeritus
Winder	William G	French, Hispanic & Italian Studies	Assistant Professor Emeritus

* Erroniously appointed as a Clinical Associate Professor previously. Correction to rank requested.

27 May 2020

From: Senate Ad Hoc Committee on Academic Diversity and Inclusion

To: Vancouver Senate

Re: Senate Ad Hoc Committee on Academic Diversity and Inclusion final report

The Senate Ad Hoc Committee on Academic Diversity and Inclusion (SACADI) is pleased to present to the Vancouver Senate its final report for information.

SACADI was created in 2018 to understand and report on the diversity and inclusion landscape within the academic realm at UBC. This aligned not only with expanding considerations of issues of equity, diversity, and inclusion (EDI) across the institution, but also initiatives such as Shaping UBC's Next Century, the Indigenous Strategic Plan, and perhaps most notably for the Committee's purposes, the Inclusion Action Plan (IAP). SACADI used the IAP as a framework to seek feedback from Senate standing committees for incorporating academic diversity and inclusion into the committees' work. This engagement process highlighted committees' varying capacities to engage with EDI principles and to make EDI-informed decisions.

Guided by its terms of reference, and drawing upon learnings from a series of presentations by stakeholders across campus, a review of data from multiple surveys, and engagement with the Senate standing committees, SACADI has both identified areas for further examination and made recommendations for Senate's consideration, as detailed in its final report.

At this time, the report is being presented for information and feedback; the recommendations included therein are not for approval. SACADI will bring the report and its recommendations forward for approval at a future meeting of the Vancouver Senate.

Respectfully submitted,

Ms. Julia Burnham, Chair
Senate Ad Hoc Committee on Academic Diversity and Inclusion

Senate Ad Hoc Committee on Academic Diversity and Inclusion

Final Report to Senate

May 2020

Table of Contents

<i>A. Executive Summary</i>	<i>2</i>
<i>B. Introduction.....</i>	<i>2</i>
<i>C. Committee Terms of Reference.....</i>	<i>3</i>
<i>D. Definitions</i>	<i>3</i>
<i>E. Summary of Committee's Activities</i>	<i>5</i>
<i>F. Summary of Committee's Engagement with Senate Standing Committees</i>	<i>5</i>
<i>G. Conclusion and Opportunities for Further Research</i>	<i>7</i>
<i>References.....</i>	<i>10</i>
<i>Appendix A: Links to Additional Resources</i>	<i>10</i>
<i>Appendix B: Additional Working Principles.....</i>	<i>11</i>
<i>Appendix C: Letter to Senate Standing Committees</i>	<i>14</i>

A. Executive Summary

This report summarizes the Senate Ad Hoc Committee on Academic Diversity's engagement and consideration of the state of academic diversity and inclusion at UBC. Using the Inclusion Action Plan (IAP) as a framework, SACADI solicited feedback from Senate standing committees on the limitations and possibilities for incorporating academic diversity and inclusion into their work. While the feedback received was highly varied, and occasionally limited, this engagement process ignited further reflection on the current capacities of Senate standing committees to engage with principles of equity, diversity and inclusion (EDI). Following our engagement process and analysis of UBC survey data, SACADI presents the following findings and recommendations:

- Students, staff and faculty with disabilities encounter consistently less satisfactory experiences and feelings of belonging than those who do not report disabilities.
- Limited data on small, historically marginalized groups, complicated by issues of statistical significance and margins of errors.
- Limited data on UBC graduate student experiences is publicly available compared to undergraduate students or faculty and staff.
- Issues of equity, diversity and inclusion are broad and complex, and do not appear to fall within the purview of any one of the current Senate standing committees.
- **Recommendation:** *That the Senate endorse the frameworks within the Inclusion Action Plan as they apply to the operations of the Senate.*
- **Recommendation:** *That the Nominating Committee recommend to Senate the creation of a structure or committee to address academic diversity and inclusion, and continue the work of SACADI.*
- **Recommendation:** *That the Senate work with the Board of Governors to consider establishing a statement on UBC's values of equity, diversity, and inclusion.*

B. Introduction

The Senate Ad Hoc Committee on Academic Diversity and Inclusion (SACADI) was created in 2018 to understand and report on the diversity and inclusion landscape within the academic realm at UBC. This aligned with the increasing attention to issues of equity, diversity, and inclusion across the institution. The latest strategic plan, *Shaping UBC's Next Century*, names inclusion as one of the three core themes. Additionally, the concurrent development of the Inclusion Action Plan (IAP) and the Indigenous Strategic Plan (ISP) elevated the engagement of the UBC community with these issues and our goals of [Inclusive Excellence](#). In two short years, the institutional capacity to address and understand issues of equity, diversity, and inclusion has evolved remarkably and impacted the work of this committee.

SACADI has reviewed data from multiple surveys, including the Undergraduate and Workplace Experience Surveys (UES, WES), considered the role of the Senate in the Inclusion Action Plan's goals,

and engaged the Senate standing committees to determine their needs, abilities, and current practices to strive for an inclusive UBC. The IAP provides a robust framework for informing the committee's practices, and was used as "a framework for incorporating consideration of diversity and inclusivity into academic decision making" (see point 2 in the terms of reference). During the consultation process with the Senate standing committees, each section of the IAP was analyzed to determine whether or not Senate and its committees could be responsible for this work.

This report details SACADI's activities, engagement within the Senate, findings, and recommendations.

C. Terms of Reference

The following terms of reference were presented by the Nominating Committee at the January 2018 Senate meeting:

- 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 Nominating Committee recognized the broad nature of the above terms, and hoped that the Ad Hoc Committee itself would be able focus its work on those areas where it felt results were obtainable this triennium.

D. Definitions

Academic Diversity

After a thorough search of universities in Canada and the US, the term "academic diversity" does not appear to have been defined succinctly by any university. However, the term "academic diversity" is found alongside statements that pledge a commitment to inclusive and diverse hiring practices, policies, academic support systems, admissions standards, and retention efforts. Thus, for the purpose of this committee, academic diversity and inclusion refer to the creation and implementation of any program, policy, principle, or practice that builds an inclusive environment for a diverse community of scholars within the academic realm, where the Senate has jurisdiction.¹

(The following definitions have been pulled from the [Equity and Inclusion glossary](#) and were provided as a starting point for the SACADI's discussion)

Diversity

¹ Based on the statement provided by University of California Davis. See Appendix A, Section c.

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 SC7 (formerly 3) on Discrimination:

- | | |
|--|---------------------------------|
| • Age | • Marital status |
| • Ancestry | • Physical or mental disability |
| • Colour | • Place of origin |
| • Criminal conviction unrelated to employment | • Political belief |
| • Cultural, political, religious, or other affiliations; and | • Race |
| • Ethnicity; | • Religion |
| • Family status | • Sex |
| • Gender identity or expression | • Sexual orientation |
| | • Social class |

Equity

Equity 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.

It considers power, access, opportunities, treatment, impacts and outcomes, in three main areas:

- Representational equity: the proportional participation at all levels of an institution;
- Resource equity: the distribution of resources in order to close equity gaps; and
- Equity-mindedness: the demonstration of an awareness of, and willingness to, address equity issues.

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.

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.

E. Summary of Committee's Activities

Meeting Date	Presentation(s)/Discussion
April 6, 2018	Review of 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
July 5, 2018	Defining the Committee's scope of activity for 2018/19, membership, sharing data
September 20, 2018	Presentation of 2017 Workplace Experiences Survey results – Catherine Pitman
November 2, 2018	Student Diversity Initiative update – Sara-Jane Finlay
November 23, 2018	Possible Student Appeals Working Group
December 19, 2018	Possible Student Appeals Working Group terms of reference
March 1, 2019	Student communications – Duke Indrasigamany
April 12, 2019	Planning Committee's next steps
June 17, 2019	Definitions, scope, developing a report framework
July 29, 2019	Inclusion Action Plan update – Sara-Jane Finlay
August 28, 2019	Inclusion Action Plan engagement session – Louise Griep
September 10, 2019	Inclusive Teaching Award, Inclusion Action Plan
October 2, 2019	Inclusive Teaching Award, Inclusion Action Plan, Senate Committee engagement schedule
October 29, 2020	Presentation/report to Senate, letter to Senate Committees
November 13, 2019	Presentation/report to Senate, potential joint Board and Senate EDI policy
December 3, 2019	Potential joint Board and Senate EDI policy, revised Senate Committee engagement schedule
January 14, 2020	Senate Committee engagement plan
February 4, 2020	Senate Committee engagement updates, building draft report, joint meeting preparation
February 25, 2020	Senate Committee engagement updates, planning Committee's next steps
April 7, 2020	Senate Committee engagement updates, building draft report
April 22, 2020	Building draft report
April 28, 2020	Building draft report, potential joint Board and Senate EDI policy

F. Summary of Committee's Engagement with Senate Standing Committees

The findings below are a summarized account of the interactions with the Senate standing committees, derived from a combination of meeting minutes, committee member notes, and formal email submissions, where available.

Each Senate standing committee received a letter introducing the work of SACADI, an introduction to the IAP goals and three questions for consideration. The full letter, including the list of IAP goals

identified by SACADI to be within the scope of a Senate standing committee's work, is available in the appendix of this report. The questions asked of the standing committees were:

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

Standing Committee	Summarized Feedback
Academic Building Needs	The committee is aware of its responsibilities, under 1.D. Inclusive Spaces and Initiative and 2.I. Accessibility Leads, and is active in giving consideration to them. For example, the committee receives presentations on Accessibility in Academic Buildings. The feedback suggests SABNC views itself in a reactive role to presentations it receives on these matters, rather than proactive. No further actions or difficulties were identified.
Academic Policy	Support for EDI Decision-Making Principles. The Leadership & Succession Planning action could be implemented by Senate in terms of recruiting more broadly. On that same point, another member suggested mentorship could be made more explicit. Specifically, what are mentors actually doing to implement the values of equity, diversity and inclusion? It is a cultural shift they are looking for; issues around EDI cannot be solved through policies. There was a further suggestion that departmental and unit reviews should incorporate some of the questions the Committees are being asked.
Admissions	Discussion largely centered around broad-based admissions and training around unconscious bias. An issue was raised that some initiatives identified in the IAP do not have anyone from Enrolment Services leading those efforts. It was reiterated that the IAP is not coming from SACADI. Meeting attendees were nonetheless interested in the consultation for the IAP, and the focus of the discussion shifted to that process.
Agenda	A brief discussion transpired. A response was not received.
Appeals on Academic Standing	A response was not received.
Awards	The Awards Committee recognized it can approve awards that relate to the IAP but that the group does not have the scope to implement the recommendations. It was suggested that the Committee could take a more active approach to reviewing award criteria, with the applicability of summer courses being one suggestion.
Budget	Members were quite familiar with the IAP via other Committees of which they are part. Nothing was flagged, and discussion was minimal. The Committee was mostly interested in the budgetary process in terms of what projects they review, specifically the ranking system.
Curriculum	Feedback included concerns around requiring specific course content that students are expected to take. The mandate must be at the faculty/department level, not coming from the Committee as the SCC is largely a reactive body. There was additional concern this process could turn into a "box to tick" exercise. A representative from

	First Nations and Indigenous Studies suggested adding an Indigenous consultant to the Committee to act as consultation at that level. A member noted that a mandate for curriculum to be amended must come from Senate, not the SCC. It is a manageable requirement. Senate sets goals and asks faculties and departments to report back in terms of how those goals would be reached.
Library	The Library Committee noted some things in the IAP that were outside SACADI's questions. The UBC Library Strategic Framework is designed to coordinate with other university-wide initiatives and strategies. The library has been very active on the IAP front. Overall, the Senate Library Committee supports the IAP and recommends to the University Librarian its implementation.
Nominating	The Nominating Committee will discuss the implementation of the IAP within the context of the triennial review. A response was not received.
Research and Scholarship	A response was not received.
Student Appeals on Academic Discipline	A response was not received.
Teaching and Learning	Discussion around online offerings in terms of not only accessibility but also inclusive content. There was a positive sense that the Committee wants to weave EDI into its framework. Further, they want to see themselves listed under the goal of Accessibility (IAP 2.0 I).
Tributes	Discussion around re-envisioning regalia that would include First Nations art. Honorary degrees were discussed but implementing the IAP in that regard is challenging because the Committee does not solicit nominations, but rather, receives them. Still, it may be possible to amend the FAQ for the honorary degree process to be clear that the Committee will consider a wide range of people.

G. Conclusion and Opportunities for Further Research

Through the lens of our terms of reference, we present the following findings and recommendations.

1. To examine and report back to the Senate on the academic environment and its impact on academic diversity and inclusivity.

i) Disability

In the survey data and reports presented to the committee (see Appendix A, b. Reports), students, staff, and faculty with disabilities reported less satisfactory feelings of belonging than their peers. Within the reports, recommendations have been made to “Develop and implement an institutional policy for accommodations to more effectively include people with disabilities in the workplace”². This recommendation is specific to faculty and staff, as there is already Policy LR7 (formerly 73) in place for

² See Appendix A, b), 4. Employment Systems Review (2018)
https://bog3.sites.olt.ubc.ca/files/2019/02/3_2019.02_Employment-Systems-Review.pdf

student disability accommodations. SACADI agrees that this demographic continues to be an area where the University can increase its support and recognizes the importance of the ongoing efforts from the Centre for Accessibility, Equity & Inclusion Office, and UBC's Return to Work (RTW) and Workplace Reintegration and Accommodation (WRA) programs to ensure the wellbeing of the demographic.

ii) Limited data on small, historically marginalized groups

When there are a small number of respondents, data may be suppressed for privacy reasons or the margin of error may be so great that it is not possible to make robust conclusions. In other cases, the data is reported, but due to the small sample size, it is interpreted with caution. Some of these groups are so small they are overlooked, so the data we have does not reflect their lived experiences accurately. In general, higher response rates would allow us to report more data from these demographics. This would give us stronger data from which to make strategic decisions about programs, policies, etc.

iii) Limited UBC data on graduate student experience

When examining the student experience, the Committee was limited by the lack of UBC data capturing graduate students. The UES, which captures the UBC student experience broadly, only collects undergraduate student data. While there are smaller UBC surveys and national surveys, UBC graduate student experience data is not as widely available or referenced as other institution-wide experience surveys like the Undergraduate Experience Survey (UES) and Workplace Experience Survey (WES). This demographic gap is an important consideration in our analysis of holistic student experiences pertaining to academic diversity and inclusion.

iv) Current Senate standing committees structures have limited capacity to engage with equity, diversity and inclusion (EDI)

Through our engagements with the Senate standing committees, we received a varied level of response and reflection. Beginning in November 2019 with a presentation to the full Senate that highlighted our plans for engagement, formal requests for feedback began in January 2020. Committee feedback was collected via discussion at the committee meeting, or through email from the chair. In the feedback we did receive from committees, there is a wide range of proactive versus reactive visions of the incorporation of academic diversity and inclusion into their scope. These varied reflections suggest that Senate committees, as a whole, have differing capacities to engage with equity, diversity, and inclusion within the scope of their work.

2. To develop a framework for incorporating considerations of diversity and inclusivity into academic decision making

The University's most recent strategic plan, Shaping UBC's Next Century³, outlines inclusion as one of the three core themes. Falling under this theme are the Inclusion Action Plan, the Indigenous Strategic Plan, and the Employment Equity Plan. These plans are revisited and revised every few years to ensure the plans are best serving the University. As the plans evolve, so must the units within UBC. As a unit within the University, the Senate is not exempt from the frameworks for inclusivity provided in these

³ See Appendix A, b, 1. UBC Strategic Plan: Shaping the Next Century
<https://strategicplan.ubc.ca/>

plans. The Senate must participate in Equity, Diversity, and Inclusion (EDI) - informed decision making and evolve with the University.

Recommendation: *That the Senate endorse the frameworks within the Inclusion Action Plan as they apply to the operations of the Senate.*

Beyond institution-wide strategies, the Committee has also engaged in preliminary conversations about the potential for a joint Board of Governors and Senate committee to consider a statement of UBC's values of equity, diversity, and inclusion. While the conversations the Committee was able to have on this matter were broad and preliminary, the Committee, in principle, supports the creation of this joint committee.

Recommendation: *That the Senate work with the Board of Governors to consider establishing a statement on UBC's values of equity, diversity, and inclusion.*

3. To make recommendations to the standing committees of Senate as appropriate to better support people fulfilling their full academic, professional and personal potential

As our Committee progressed and as the state of EDI on campus evolved, it has become increasingly clear that the short tenure of an ad hoc committee is insufficient to wholly understand and resolve the complexities of academic diversity and inclusion. Our engagement with the Inclusion Action Plan was an essential reflective exercise and framework to adopt; however, it was only a lucky coincidence that our ad hoc group's existence lined up with this consultation timeline. Based on our deep engagement in the academic considerations of the Inclusion Action Plan, the Committee feels that further institutional strategies, such as the Indigenous Strategic Plan, will require thoughtful consideration that can come from a dedicated group charged to examine and report back on these matters. It will be essential to have a structure within the Senate to facilitate these engagements, as well as oversee the implementation of academic diversity and inclusion goals within the Senate scope and structures. This would benefit from additional University experts taking part in this work in an ex-officio capacity. Some Committee members expressed explicit support for the creation of a standing committee to fit this purpose, although a consensus was not reached.

Per Appendix A of this report, issues of equity, diversity, and inclusion have been thoroughly documented and considered at UBC for many years and are continuously evolving. Through our intensive consideration of existing data, SACADI has only begun to scratch the surface of this work. Based on not only our varied levels of engagement with the standing committees but also the need for further analysis beyond the timeline of our work, SACADI feels that we are not in a position to make specific recommendations to each standing committee (see above H. 1. iv.). Rather, our recommendations focus on the development of a long-term strategy to be able to address issues of equity, diversity, and inclusion within the Senate, which will in turn allow for a deeper reflection of standing committee structures and practices.

Recommendation: *That the Nominating Committee recommend to Senate the creation of a structure or committee to address academic diversity and inclusion, and continue the ongoing work of SACADI.*

References

1. Inclusive Excellence at UBC: <https://equity.ubc.ca/resources/inclusive-excellence/>

Appendix A: Links to Additional Resources

a. UBC Policies, Guidelines, and Reports

- 1) [Senate Statement on Academic Freedom](#)
- 2) [Equity & Inclusion Office Publications](#)
- 3) [UBC Report: Renewing Our Commitment to Equity and Diversity](#) (Task Force Report) (PDF)
- 4) [University's response to the Task Force and recommendations](#)
- 5) [UBC Statement on Respectful Environment for Students, Faculty and Staff](#) (PDF)
- 6) [Employment Equity](#) (Board Policy #HR10)
- 7) [Discrimination](#) (Board Policy #SC7)
- 8) [University Response to At-Risk Behaviour](#) (Board Policy #SC13)
- 9) [Advertising of Position Vacancies](#) (Policy #HR11)
- 10) [Access to the University of British Columbia \(Financial Aid\)](#) (Policy #LR10)
- 11) [Accommodation for Students with Disabilities \(Policy #LR7\)](#)
- 12) [Conflict of Interest and Conflict of Commitment](#) (Policy #SC3)

b. Reports

- 1) [UBC Strategic Plan: Shaping the Next Century](#)
- 2) [2018 Undergraduate Students Diversity Module](#)
- 3) [2017 Workplace Experience Survey](#)
- 4) [Employment Systems Review](#) [2018]
- 5) [2016-2017 Employment Equity Report](#)
- 6) [2017-2019 UBC Equity & Inclusion Office Report](#)
- 7) [2016-2017 UBC Equity & Inclusion Office Report](#)
- 8) [Transforming UBC and Developing a Culture of Equality and Accountability: Confronting Rape Culture and Colonialist Violence](#) [2014]
- 9) [Implementing Inclusion: A Consultation on Organizational Change to Support UBC's Commitments to Equity and Diversity](#) [2013]
- 10) [Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC](#) [2010]

c. External Resources

- 1) [UN Declaration on the Rights of Indigenous Peoples](#)
- 2) [University of California, Davis on Academic Diversity](#)

d. Other References/Further Reading

Henry, F., James, C., Li, P. S., Kobayashi, A., Smith, M. S., Ramos, H., & Enakshi, D. (2017). *The equity myth*. UBC Press.

Appendix B: Additional Working Principles

The SACADI has referenced the following principles in its work:

a. UBC Equity and Inclusion Office Principles of Inclusive Excellence

Cultural and social differences of learners enrich and enhance the University.

A welcoming campus community actively engages all of its diversity in the service of student and institutional learning.

Excellence cannot be achieved without inclusion.

We need structural and systemic support for all students, faculty, and staff in order for students to thrive, and for the university to achieve excellence in research and teaching.

Inclusion is more than just numbers.

It is not enough to welcome students from all backgrounds; their experience enriches the learning environment, and their wellbeing while attending matters.

Systems-change must be prioritized.

We need to examine policies, procedures, and practices, and set up measurable outcomes to keep the university accountable.

Collaboration and partnerships are key to success.

The Equity & Inclusion Office works collaboratively with partners and builds upon existing strengths.

b. Universities Canada Principles of Inclusive Excellence

1. We believe our universities are enriched by diversity and inclusion. As leaders of universities that aspire to be diverse, fair and open, we will make our personal commitment to diversity and inclusion evident.
2. We commit our institutions to developing and/or maintaining an equity, diversity and inclusion action plan in consultation with students, faculty, staff and administrators, and particularly with individuals from under-represented groups [1]. We commit to demonstrating progress over time.
3. We commit to taking action to provide equity of access and opportunity. To do so, we will identify and address barriers to, and provide supports for, the recruitment and retention of senior university leaders, university Board and Senate members, faculty, staff and students,

particularly from under-represented groups.

4. We will work with our faculty and staff, search firms, and our governing boards to ensure that candidates from all backgrounds are provided support in their career progress and success in senior leadership positions at our institutions.
5. We will seek ways to integrate inclusive excellence throughout our university's teaching, research, community engagement and governance. In doing so, we will engage with students, faculty, staff, our boards of governors, senates and alumni to raise awareness and encourage all efforts.
6. We will be guided in our efforts by evidence, including evidence of what works in addressing any barriers and obstacles that may discourage members of under-represented groups to advance. We commit to sharing evidence of practices that are working, in Canada and abroad, with higher education institutions.
7. Through our national membership organization, Universities Canada, we will work to generate greater awareness of the importance of diversity and inclusive excellence throughout Canadian higher education.

[1] Under-represented groups include those identified in the federal Employment Equity Act – women, visible minorities, Aboriginal peoples, and persons with disabilities – as well as, but not limited to, LGBTQ2+ people and men in female-dominated disciplines.

c. [Universities Canada Principles of Indigenous Education](#)

1. Ensure institutional commitment at every level to develop opportunities for Indigenous students.
2. Be student-centered: focus on the learners, learning outcomes and learning abilities, and create opportunities that promote student success.
3. Recognize the importance of indigenization of curricula through responsive academic programming, support programs, orientations, and pedagogies.
4. Recognize the importance of Indigenous education leadership through representation at the governance level and within faculty, professional and administrative staff.
5. Continue to build welcoming and respectful learning environments on campuses through the implementation of academic programs, services, support mechanisms, and spaces dedicated to Indigenous students.
6. Continue to develop resources, spaces and approaches that promote dialogue between Indigenous and non-Indigenous students.
7. Continue to develop accessible learning environments off-campus.
8. Recognize the value of promoting partnerships among educational and local Indigenous communities and continue to maintain a collaborative and consultative process on the specific needs of Indigenous students.
9. Build on successful experiences and initiatives already in place at universities across the country to share and learn from promising practices, while recognizing the differences in jurisdictional and institutional mission.

10. Recognize the importance of sharing information within the institution, and beyond, to inform current and prospective Indigenous students of the array of services, programs and supports available to them on campus.
11. Recognize the importance of providing greater exposure and knowledge for non-Indigenous students on the realities, histories, cultures and beliefs of Indigenous people in Canada.
12. Recognize the importance of fostering intercultural engagement among Indigenous and non-Indigenous students, faculty and staff.
13. Recognize the role of institutions in creating an enabling and supportive environment for a successful and high-quality K-12 experience for Aboriginal youth.

Recognizing that other stakeholders have a role to play – governments, businesses, Indigenous organizations – university leaders also commit to the following actions to bring these principles to life:

- Raise awareness within institutions about the importance of facilitating access and success for Indigenous students on campus.
- Raise awareness among government partners and stakeholders of these commitments and the importance of investing in sustainable initiatives that advance higher education opportunities for Indigenous youth.
- Raise awareness in public discourse of positive Indigenous students' experience in university and their contributions to Canadian society.
- Develop partnerships with the private sector to foster opportunities for Indigenous people.
- Continue to listen to and collaborate with Indigenous communities.

10 January 2029

To: Senate Standing Committees

From: Vancouver Senate Ad Hoc Committee on Academic Diversity and Inclusion

Re: Consultation on Inclusion Action Plan and other Equity, Diversity and Inclusion Matters

a. Background and Terms of Reference

The Senate Ad Hoc Committee on Academic Diversity and Inclusion was established in January 2018 in response to a proposal 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. Meetings over the following year focused on information gathering and assessment, engaging with diverse entities on campus that address related issues.

The Committee reported to Senate on November 20, 2019 on its work overall, in anticipation of reaching out the Senate Standing Committees (with this document and subsequent meetings, where possible) regarding the work of the Committee with reference to the implementation of the Inclusion Action Plan and to invite discussion of other possible initiatives to enhance Academic Diversity and Inclusion at UBC.

b. Academic Diversity and Inclusion: Definition

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

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

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.

c. The Inclusion Action Plan and the Senate

Much of the Committee's work since July 2019 has focused on reviewing and providing detailed feedback on the Inclusion Action Plan that was then under development by the UBC Equity & Inclusion Office and which was presented to Senate at its May 2019 meeting. A particular focus of our work has been in determining which actions may be of interest to, or under the jurisdiction of, Senate and its Committees, and to provide guidance to the Equity & Inclusion Office in this regard.

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

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

The current stage of our work is to engage with Senate Committees directly to determine whether or not the actions identified in the IAP are appropriate to the Senate and its Committees, to evaluate the feasibility of action along these lines, and to elicit suggestions for further actions that might be taken in the Senate and Senate Committees to further the ideals of diversity and inclusion, including those not identified within the IAP thus far.

d. Request for Input

Attached please find two documents for your review: 1) a list of IAP actions that our ad hoc Committee has identified as being of interest to Senate and its Committees; and 2) the final version of the IAP itself. We ask that your committee review these with the following questions in mind:

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

We ask that you make space on one of your regular meeting agendas before the end of February so that one of our committee members may engage with the Committee members and hear what they have to say on these questions. Written responses are also welcome from the Committee Chair and any Committee members. Please send these to Vancouver.senate@ubc.ca.

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

Appendix:

Current SACADI Membership:

- Anne Murphy, Joint Faculties Senator (Chair, 2019-20) (Joint Faculties)
- Julia Burnham (Vice-Chair, 2019-20) (Student member of Senate)
- Paola Baca (Enrolment Services Undergraduate Admissions, Ex-Officio)
- Sara-Jane Finlay (Associate Vice-President Equity and Inclusion, Ex-Officio)
- Peter Marshall, Senator, Faculty of Forestry
- Santokh Singh, Joint Faculties Senator
- Mark Thachuk, Senator, Faculty of Science

- Alex Gonzalez (Student member of Senate)
- Paula Littlejohn (Student, non-Senator)
- Kristen Pike (Associate Director, Strategic Aboriginal Enrolment Initiatives, Ex-Officio)
- Vacancy (Student, non-Senator)

INCLUSION ACTION PLAN

INCLUSION AT UBC:

At UBC, inclusion is a commitment to creating a welcoming community where those who are historically, persistently, or systemically marginalized are treated equitably, feel respected, and belong. Inclusion is built by individual and institutional responsibility through continuous engagement with diversity to inspire people, ideas, and actions for a better world.

1.0 Goal: Recruitment, Retention, and Success

UBC will actively recruit, support, retain, and advance students, faculty, staff, and leaders from systemically marginalized communities.

Draft Actions

A. Recruit for EDI Skills and Competencies **LEADS:** Provosts; Senates; VP Human Resources

Continue and enhance active recruitment for equity, diversity, and inclusion skills and competencies, and increase the capability and capacity to collaborate in a diverse environment through all searches and in career progression for leadership, staff and faculty.

This does not appear to be a Senate role, except possibly for rare Senate role in searches?

B. Equitable Recruitment & Admissions **LEADS:** Provosts; VP, Human Resources; VP, Students

Revise, renew, and replace recruitment and hiring/admissions processes to actively take into account equity issues in the assessment of merit, through job postings, criteria development, and selection of students, staff, faculty, and leadership at UBC.

Senate should be listed here as a LEAD. Committees: Nominating, Admissions.

C. Access through Affordability **LEADS:** Provosts; VP, Human Resources; VP, Students

Reduce financial barriers to studying and working at UBC, particularly for Indigenous and other marginalized students, and support affordability strategies for transit, housing, and childcare for faculty, staff, and students.

Senate should be listed here as a LEAD. Committees: Awards, Teaching and Learning (e.g. initiatives re: affordability of course materials).

D. Inclusive Spaces & Initiatives **LEADS:** Provosts; VP, Human Resources; VP, Students

Support mentorship, peer support, and affinity/resource groups that enhance spaces for and initiatives toward inclusion. Promote extra-curricular programming, professional development opportunities and events that help build inclusive cultures.

Senate has a role here. Committees: Curriculum (for some extra-curricular programming), Academic Building Needs (if "spaces" refers to physical spaces)

E. EDI in Scholarship LEADS: Provosts; Senates; VP, Human Resources

Expand and enhance opportunities for scholarship rooted in differences in worldviews that advances equity, diversity, and inclusion.

Senate Committees: Teaching and Learning, Curriculum, Research and Scholarship

F. EDI in Promotion LEADS: Provosts; VP, Human Resources

Create and embed best practice guidelines for the recognition and valuing of EDI-related work, in collaboration with Provosts, Deans, and collective bargaining units, in scholarship, teaching, educational leadership, and service for faculty.

POSSIBLE Senate Committees: Teaching and Learning (regarding student evaluation of teaching), Curriculum, Research and Scholarship?

G. Enhance Performance Review Processes & Discussions LEADS: VP, Human Resources; Provosts

Update performance review processes, discussion guides, and merit pay policies, in collaboration with Provosts, Deans, and collective bargaining units, for staff and emerging leaders to include criteria for recognizing participation in initiatives and other contributions to advance equity, diversity, and inclusion.

Senate is appropriately not listed.

H. Implement Recommendations of Systems Reviews LEADS: VP, Human Resources; VP, Students; Provosts

Implement the recommendations of the 2019 [Employment Systems Review](#) that assesses disparities in experiences for faculty and staff, and conduct a similar review to examine any disparities in experiences for students, including student-staff, Teaching Assistants, and Post-Docs.

Senate is appropriately not listed.

2.0 Goal: Systems Change

UBC will be intentional and proactive in changing systems, structures, policies, practices, and processes to advance equity, diversity, and inclusion.

Draft Actions**A. EDI Decision-Making Principles LEADS:** All VPs, Board of Governors, Senate

Develop, consult on, and implement guidelines for decision-making that incorporate equity, diversity, and inclusion principles.

Relevant to all Senate Committees, links to the terms of reference evaluations happening this year in Senate

B. Indigenous Strategic Plan LEADS: President; Provosts; VP, Human Resources; VP, External

Relations

Support understanding and implementation of the [Indigenous Strategic Plan](#) across all units.

Senate consultation, reports to senate on for accountability. Agenda committee: to schedule reports to Senate.

C. Inclusion Action Planning LEADS: University Executive, Senate

Ensure plans that incorporate inclusion actions are developed by and communicated throughout each Executive Portfolio and each Faculty.

Ideally, implemented in all Senate committees, links to the terms of reference/triennium review happening W2019 year in Senate.

D. Leadership & Succession Planning LEADS: Provosts, All Vice-Presidents

Develop and implement criteria for advancing into mid-level and senior leadership that requires that all leaders demonstrate commitment to principles of equity, diversity, and inclusion and reflect the diversity of the UBC community.

Relevant to the Council of Senates for appointment of the Chancellor.

E. Degree Requirements LEADS: Senate, Provosts

Incorporate equity, diversity, and inclusion skills and competencies into degree requirements.

Senate Committee: Curriculum

F. Job Descriptions & Performance Reviews LEADS: VP, Human Resources; Provosts

Incorporate equity, diversity, and inclusion skills and competencies into job descriptions and provide training in how to assess these skills and competencies through performance reviews for staff and evaluations for faculty.

Senate is appropriately not listed.

G. Workplace Accommodations for Disability LEADS: VP, Human Resources; VP, Finance & Operations

Develop and enact an institutional level accommodation policy for faculty and staff with disabilities that is supported by a central accommodation fund.

Senate is appropriately not listed.

H. Inclusive Infrastructure LEADS: Provosts; VP, Human Resources; VP, Students

Develop infrastructures for supporting and accommodating faculty, staff, and students with respect to religious, spiritual, and cultural observances, and flexible work, housing, and childcare arrangements.

Senate should be listed as LEAD. It is responsible in some areas, consultative in others: Policy

73 is joint Senate and Board; new religious observances policy. Committee: Academic Policy (and its working group).

I. Accessibility LEADS: VP, Finance & Operations; VP, External Relations

Enhance the accessibility of physical and virtual spaces on UBC campuses for students, staff, and faculty.

Senate role is warranted, on a general consultative level, and for Academic Building Needs Committee

J. IAP Planning, Implementation & Reporting LEADS: Provosts; All Vice-Presidents

Provide resources for department, Faculty, and administrative unit level planning, implementation, and reporting on the Inclusion Action Plan.

Senate role is warranted: on a general consultative level, and for possible reporting on the Committee level (to be discussed with committees). Links to the terms of reference/triennium review happening W2019 year in Senate.

K. Equity Leads LEADS: Provosts; All Vice-Presidents

Appoint a faculty or staff member within each department or unit who is responsible for coordinating the implementation of commitments made in the Executive or Faculty level plans at the local level, supported by an Equity Leads Network facilitated by the Equity & Inclusion Office.

Senate is appropriately not listed.

3.0 Goal: Capacity Building

UBC will enhance institutional and individual capacities and skills to succeed in and advance inclusive environments and work to sustain and continually evolve that capacity as skills and capabilities are increased.

Draft Actions

A. EDI Education & Training Programs LEADS: Provosts; VP, Human Resources; VP, Students; VP, Research & Innovation

Resource, develop, implement, and evaluate comprehensive education and training programs on equity, diversity, and inclusion for students, faculty, and staff. Embed this education and training in recruitment processes, onboarding, assessment and performance reviews, and professional development for staff and faculty; and in curricular and co-curricular contexts for students.

Senate should be listed as a LEAD. Committees: Curriculum, Teaching and Learning

B. Dialogue & Engagement LEADS: Provosts; VP, Human Resources; VP, Students; VP External Relations

Facilitate and provide opportunities for dialogue and conversation around sensitive topics at UBC and beyond. Build conflict engagement skills and practices among all members of UBC's community to equip people for working across differences.

Senate should be listed as LEAD: could be Academic Policy Committee-related if it relates to free speech on campus and academic freedom. Training for new senators, and for appeals.

C. EDI Leadership Training LEADS: Provosts; VP, Human Resources

Develop EDI curriculum and deliver/leverage training specifically for leadership at all levels to deepen understanding and encourage modelling of inclusive behavior, with a focus on applied skills and performance management in diverse workplaces.

Senate is appropriately not listed.

D. EDI Curriculum & Program Requirements LEADS: Provosts; Senates

Embed equity and inclusion education into curriculum and program requirements for all students that incorporates intercultural understanding, empathy and mutual respect (see Truth and Reconciliation Commission's [Calls to Action 63\(iii\)](#) and UBC's [Indigenous Strategic Plan](#)).

Senate Committees: Curriculum, Teaching and Learning

4.0 Goal: Learning, Research & Engagement

UBC will foster environments of learning, research, and engagement that value building and exchanging multiple and intersectional ways of knowing.

Draft Actions

A. EDI Awards, Funding & Incentives LEADS: Provosts; VP, Research & Innovation

Establish awards, funding, and incentives that recognize outstanding equity, diversity, and inclusion initiatives and contributions in learning, research, and engagement, including community-engaged research and community-led initiatives.

Senate role should be listed as LEAD. Committees: Awards, Admissions, Teaching and Learning, Research and Scholarship.

B. Inclusive Teaching & Learning LEADS: Provosts; Senates

Encourage and support instructors and teaching assistants to implement inclusive course design, teaching practice, and assessments.

Senate Committees: Curriculum, Teaching and Learning

C. Funding Applications & Award Nominations LEADS: VP, Research & Innovation; Provosts

Embed equity, diversity, and inclusion principles in the review processes for all funding programs and award nominations including VPRI administered internal funding competitions, internal

research awards, institutional nominations for external awards and honours, and funding programs that require adjudication and peer-review. Equitably support researchers to develop funding proposals and award nominations.

Possible Senate involvement. Committee: Awards, Research and Scholarship.

D. Research Funding LEADS: Provosts, VP, Research & Innovation

Advance the principles and intended outcomes of the equity, diversity, and inclusion initiatives of the Canada Research Chair Program and the Dimensions Charter, as well as other existing and future government funding programs.

Possible Senate involvement. Committee: Research and Scholarship

E. Equitable Community Relationships LEADS: VP, External Relations; VP, Finance & Operations; VP, Research & Innovation; Provosts

Proactively build and strengthen UBC's relationships and improve institutional systems to appropriately recognize and compensate community members' engagement, and work more effectively with communities and organizations representing those who have been marginalized.

Senate is appropriately not listed.

F. Student Learning LEADS: Senates; VP, Students; Provosts

Review and improve mechanisms to ensure that student perspectives on the inclusiveness of their learning experiences are integrated into the improvement of teaching.

Senate Committee: Teaching and Learning

G. Indigenous Strategic Plan Alignment LEAD: All VPs; Indigenous Engagement Committee (BOG); Provosts

Work in alignment with the [Indigenous Strategic Plan](#) to support learning, research, and engagement at UBC that reflect the [Truth and Reconciliation Commission's Calls to Action](#), [the National Inquiry into Murdered and Missing Indigenous Women & Girls' Calls to Justice](#), and are consistent with [United Nations Declaration on the Rights of Indigenous Peoples](#).

Senate should be listed as LEAD. Committees: Policy, Curriculum, Teaching and Learning, & General Senate Consultation.

5.0 Goal: Accountability

UBC will hold itself accountable to its commitment to inclusion through clear and timely processes, thorough evaluation, and transparent reporting to the UBC communities on its progress on this action plan.

Draft Actions

A. Mechanisms for Annual Reporting LEADS: VP, Human Resources; Provosts, VP Students

Establish mechanisms for annual reporting on inclusive actions to institutional level, including plans for future progress.

Report to Senate; Agenda Committee to schedule (on an annual basis?)

B. WorkDay Institutional Data LEADS: VP, Human Resources; VP, Finance & Operations; VP, Students

Ensure Workday collects institutional data with appropriate privacy safeguards to enable regular systematic analyses of access, engagement, promotion, success, attrition, etc., for students, staff, and faculty.

Senate is appropriately not listed.

C. Enhanced Reporting Mechanisms LEADS: VP, Human Resources, Board of Governors

Review and enhance streamlined mechanisms and related policies to better support people who experience harassment, discrimination, retaliation, and bullying to report incidents and policy breaches, and ensure annual reporting on aggregated incidents.

Report aggregated data to Senate; Agenda Committee to schedule (on an annual basis?)

D. External Contractors LEAD: VP, Finance & Operations

Create EDI criteria to engage all external contractors to work toward supporting an inclusive environment at UBC, and as a condition for being added to the preferred list of vendors or contractors for UBC.

Senate is appropriately not listed.

E. External Reviews LEADS: Provosts; Deans

Create terms of reference for the self-study document and directions to reviewers for external department and/or program reviews that includes:

- a. an examination of the diversity of people within the department and concrete efforts to address any under-representation
- b. an analysis of the integration of historically marginalized forms of knowledge into the curriculum
- c. a demonstration within the department of the fulfillment of the Truth and Reconciliation Commission's [Calls to Action, particularly Call 63\(iii\)](#)

Senate should be listed as a LEAD. External reviews of academic units is a Senate policy. Committees: Academic Policy Committee, Nominating Committee (runs reviews of Senate, were one to take place)

F. Annual Reporting on this Plan LEAD: EIO

Report annually to the campuses' community on the progress of this plan, including actions planned and undertaken in each division, progress made, and updated information on changes in the metrics

Senate does not lead, but relates to reporting to Senate annually (noted above).

The background of the slide is a photograph of a large, diverse crowd of people gathered outdoors. In the background, there are several white and blue pop-up tents. The scene is set under lush green trees, and a string of pink and white triangular bunting is visible in the upper left. The overall atmosphere is that of a large-scale community or university event.

Building Inclusive UBC: An Inclusion Action Plan

Building Inclusive UBC

In 2018, the University of British Columbia developed a new strategic plan, *Shaping UBC's Next Century: Strategic Plan 2018-2028*. During the planning process, the UBC community converged on three themes: inclusion, collaboration, and innovation. These three themes are cross cutting, spanning the core areas of People and Places, Research Excellence, Transformative Learning, and Local and Global Engagement.

Two students sitting on the Pride staircase at UBC Okanagan.

Table of Contents

	OUR COMMITMENT	6
	INTRODUCTION	8
	INCLUSION AT UBC	12
GOAL 1.0	RECRUITMENT, RETENTION, & SUCCESS	14
	Actions	16
GOAL 2.0	SYSTEMS CHANGE	18
	Actions	20
GOAL 3.0	CAPACITY BUILDING	22
	Actions	24
GOAL 4.0	LEARNING, RESEARCH, & ENGAGEMENT	26
	Actions	28
GOAL 5.0	ACCOUNTABILITY	30
	Actions	32
	APPENDICES	i
	Appendix 1: Glossary of Terms and Acronyms	ii
	Appendix 2: Inclusion Action Plan Development Process	iv

Our Commitment

Our Commitment to Inclusion

Welcome to the Inclusion Action Plan, which operationalizes the theme of inclusion, and supports the themes of innovation and collaboration in *Shaping UBC’s Next Century: 2018–2028 Strategic Plan*. This plan presents an opportunity for UBC to continue to develop its potential as a groundbreaking 21st century institution, including its leadership in creating global influence through its equitable, diverse, and inclusive campuses.

The emerging research is unequivocal: diversity enhances innovation, and inclusive spaces are required to ensure that diverse teams are able to collaborate effectively. As the world becomes more connected, and UBC focuses on contributing to global citizenship and finding solutions to complex issues, this plan supports our continuing progress.

The Inclusion Action Plan also supports our commitments to reconciliation, and recognition of our locations on the traditional, ancestral, and unceded territories of Indigenous peoples. This history and relationship with these lands frames our efforts to understand decolonization in the context of all our inclusion efforts.

Equity, diversity, and inclusion are the conditions for attracting and retaining the best and brightest students, staff, and faculty from around the world, and understanding how we best create the environments in which we work, learn, and live. Inclusion is a commitment for us all, and I look forward to following our progress and learning closely as we work together to achieve the goals in this plan.

—
Santa J. Ono
President and Vice-Chancellor

Working Together to Move Ideas into Action

UBC is committed to inclusion—that commitment is clearly set out in this Inclusion Action Plan, with actions to help us continue to work toward inclusion for students, staff, and faculty on UBC’s campuses. Equity, diversity, and inclusion efforts have been underway at UBC for years, and the data shows we are making steady progress —however, our community members are telling us they want to see more change. This Inclusion Action Plan represents an opportunity to create greater impact through clarifying and aligning our efforts together, and building greater shared responsibility across the institution for honouring our collective commitment to inclusion.

Inclusion is key to supporting positive engagement among our students, staff, and faculty—increasing engagement in work and learning that affect UBC’s quality of scholarship and influence in greater society. We recognize that this work can be difficult, and that leadership needs to come from the ground up, the middle out, and the top down to ensure that we are supporting each other in our learning and creating impact across the institution. We also recognize that the commitment we’re making together requires critically examining progress and lessons learned to ensure that resources we’re investing are based on the best available evidence and contributing to a more inclusive space to work, learn, and live. We look forward to working and learning with you through the next seven years of implementing this plan.

—
Deborah Buszard
Deputy Vice-Chancellor and Principal, UBC Okanagan
Ainsley Carry
Vice-President, Students
Barbara Meens-Thistle
Vice-President, Human Resources
Andrew Szeri
Provost and Vice-President, Academic, UBC Vancouver

Enhancing Efforts

Equity, diversity, and inclusion (EDI) are key to achieving the best learning, working, and living environments for everyone who is part of UBC. With this Inclusion Action Plan, UBC can chart a clear course to enable all those who have made and are making efforts toward greater equity, diversity, and inclusion to see where there are opportunities to collaborate, learn from each other, and support greater impact. The groundwork is there in many places across this institution and with this plan we hope to enhance progress on this important work.

Our location on the traditional, ancestral, and unceded territories of the Musqueam, Squamish, Tsleil-Waututh and Syilx Okanagan Nations provides us with guidance and growing relationships to ensure that this Inclusion Action Plan supports the implementation of the Indigenous Strategic Plan across UBC. In addition, the Inclusion Action Plan recognizes that it is also developing in the context of UBC’s Sustainability Strategy, Wellbeing Strategy, and Focus on People 2025 Framework. While these are related in important ways, their different perspectives provide opportunities for UBC to make progress in a number of areas that are supportive of the UBC experience and UBC’s impact in the world. With the alignment to the strategic plan; the sponsorship of UBC’s leadership; and the tools, processes, and EDI education and research support from the Equity & Inclusion Office, UBC will continue to increase inclusiveness, with all the institutional and individual benefits that that will bring.

—
Sara-Jane Finlay
Associate Vice-President, Equity & Inclusion

The strategic plan defines inclusion as “a commitment to access, success, and representation of historically underserved, marginalized, or excluded populations”. To operationalize the inclusion theme of the strategic plan, UBC has developed an Inclusion Action Plan (IAP).

The purpose of the IAP is to:

- Report on the results of an extensive consultation process to develop goals and actions on building a more inclusive institution;
- Develop a guiding framework that identifies inclusion goals for UBC and collaborative institutional actions needed to advance inclusion at UBC over the next seven to ten years;
- Build on and connect existing equity, diversity, and inclusion efforts across UBC’s campuses under a single high-level framework;
- Develop a ‘menu’ of actions to ensure academic departments and operational units across UBC can incorporate inclusive actions into their unit-level planning.



—
UBC community members at the Forestry Science Centre.

The IAP is grounded in UBC’s location on the traditional, ancestral and unceded territory of the Musqueam and Syilx Okanagan Nations. In exploring inclusion, this plan recognizes Indigenous people and Indigenous concerns as both within and beyond a conversation on inclusion at UBC. For this reason, throughout the plan, some actions express direct linkages between the work of this plan and UBC’s Indigenous Strategic Plan.

The IAP presents an opportunity to support UBC’s commitment to Indigenous engagement, including with the Musqueam and Syilx Okanagan Nations, and with the Indigenous peoples of Canada more broadly. It respects that the institution’s efforts in this area, including delineation of strategic actions to advance this work, are reflected in the Indigenous Strategic Plan.

Introduction

UBC has made great efforts, and good progress, to increase equity, diversity, and inclusion over the last 20 years; however, academic structures, systems, and processes were designed for a different time and population.

In the late 20th century, the university's doors began to open to new groups of students, faculty, and staff, while the systems and structures have not fully adapted to ensure equitable outcomes in education and careers.

Why Do We Need a Commitment to Inclusion?

We have heard from our community—UBC's student and workplace experience surveys show clear trends of less positive scores for students, staff, and faculty from most equity-seeking groups. UBC's workforce representation is, in many occupational groups, not proportional to the available workforce for those occupations. Bullying, harassment, sexual misconduct, and discrimination issues continue. The progress is there, but it is expected that with the focus provided by this plan, UBC will be better able to build collaborative efforts across its departments and units to create inclusive campuses for all our students, staff, and faculty. UBC, as a world-leading university with influence on society, merits the excellence of a community of diverse and engaged faculty, staff, and students to tackle the challenges of the 21st century.

What the Inclusion Action Plan Achieves

The IAP represents the ideas, suggestions, and expertise of faculty, staff, students, and alumni from across our campuses. It proposes a high-level framework for supporting collective action toward advancing inclusion at UBC over the next seven years. The actions included in this plan reflect promising practices and suggestions gathered through extensive consultations, and are considered to be those actions most relevant to UBC's current context. The actions cover a wide range of areas and in committing to making progress on specific actions, the plan proposes that divisions will pick and choose the ones that are most relevant to them, to their local context, and in areas where there is the potential for change to be tracked and measured. No one individual, unit, or department is expected to complete all of these actions. Building an inclusive campus requires individual and collective responsibility to develop innovative responses.

The timeline of seven years, with an institutional evaluation at midpoint, recognizes and is expected to accommodate the iterative nature of implementation for some of these actions, while still noting annual progress toward the goals. It also recognizes that the groundwork for accomplishing these actions has been happening in different spaces across UBC for years. The IAP presents an opportunity to highlight, coordinate, and amplify many of these efforts that have been, and are currently, underway throughout the institution, e.g., the work in the Integrated Renewal Project to ensure WorkDay and its functions support this IAP, etc. It provides a roadmap for innovating and learning together about how to continue to develop inclusion across UBC.

At UBC, inclusion is a commitment to creating a welcoming community where those who are historically, persistently, or systemically marginalized are treated equitably, feel respected, and belong.

Inclusion is built by individual and institutional responsibility through continuous engagement with diversity to inspire people, ideas, and actions for a better world.

Inclusion at UBC

1.0 Goal: Recruitment, Retention, and Success

—
UBC researcher working in a laboratory.

UBC will actively recruit, support, retain, and advance students, faculty, staff, and leaders from systemically marginalized communities.

Actions

A. Recruit for EDI Skills and Competencies

LEADS: Provosts; Senates; VP, Human Resources

Continue to enhance active recruitment for equity, diversity, and inclusion (EDI) skills and competencies, and increase the capability and capacity to collaborate in a diverse environment through all searches and in career progression for leadership, staff, and faculty.

B. Equitable Recruitment and Admissions

LEADS: Provosts; VP, Human Resources; VP, Students

Revise, renew, and replace recruitment and hiring/admissions processes to actively take into account equity issues in the assessment of merit, through job postings, criteria development, and selection of students, staff, faculty, and leadership at UBC.

C. Access through Affordability

LEADS: Provosts; VP, Human Resources; VP, Students

Reduce financial barriers to studying and working at UBC, particularly for Indigenous and other marginalized students, and support affordability strategies for transit, housing, and childcare for faculty, staff, and students.

D. Inclusive Spaces and Initiatives

LEADS: Provosts; VP, Human Resources; VP, Students

Support mentorship, peer support, and affinity/resource groups that enhance spaces and initiatives toward inclusion. Promote extra-curricular programming, professional development opportunities and events that help build inclusive cultures.

E. EDI in Scholarship

LEADS: Provosts; Senates; VP, Human Resources

Expand and enhance opportunities for scholarship rooted in differences in worldviews that advances equity, diversity, and inclusion.

F. EDI in Promotion

LEADS: Provosts; VP, Human Resources

Create and embed best practice guidelines for the recognition and valuing of EDI-related work, in collaboration with Provosts, Deans, and collective bargaining units, in scholarship, teaching, educational leadership, and service for faculty.

G. Enhance Performance Review Processes and Discussions

LEADS: VP, Human Resources; Provosts

Update performance review processes, discussion guides, and merit pay policies for staff and emerging leaders in collaboration with Provosts, Deans, and collective bargaining units, to include criteria for recognizing participation in initiatives and other contributions to advance equity, diversity, and inclusion.

H. Implement Recommendations of Systems Reviews

LEADS: VP, Human Resources; VP, Students; Provosts

Implement the recommendations of the 2019 Employment Systems Review that assesses disparities in experiences for faculty and staff, and conduct a similar review to examine any disparities in experiences for students, including student staff, teaching assistants, and post-docs.

2.0 Goal: Systems Change

—
*UBC faculty and staff working in front of the
Indian Residential School History and Dialogue Centre.*

UBC will be intentional and proactive in changing systems, structures, policies, practices, and processes to advance equity, diversity, and inclusion.

Actions

A. EDI Decision-Making Principles

LEADS: All VPs, Board of Governors, Senates

Develop, consult on, and implement guidelines for decision-making that incorporate equity, diversity, and inclusion principles.

B. Indigenous Strategic Plan

LEADS: President; Provosts; VP, Human Resources; VP, External Relations

Support understanding and implementation of the Indigenous Strategic Plan across all units.

C. Inclusion Action Planning

LEADS: University Executive, Senates

Ensure plans that incorporate inclusion actions are developed by and communicated throughout each Executive Portfolio and each Faculty.

D. Leadership and Succession Planning

LEADS: Provosts, All VPs

Develop and implement criteria for advancing into mid-level and senior leadership that requires that all leaders demonstrate commitment to principles of equity, diversity, and inclusion and reflect the diversity of the UBC community.

E. Degree Requirements

LEADS: Senates, Provosts

Incorporate equity, diversity, and inclusion skills and competencies into degree requirements.

F. Job Descriptions and Performance Reviews

LEADS: VP, Human Resources; Provosts

Incorporate equity, diversity, and inclusion skills and competencies into job descriptions and provide training in how to assess these skills and competencies through performance reviews for staff and evaluations for faculty.

G. Workplace Accommodations for Disability

LEADS: VP, Human Resources; VP, Finance & Operations

Develop and enact an institutional level accommodation policy for faculty and staff with disabilities that is supported by a central accommodation fund.

H. Inclusive Infrastructure

LEADS: Provosts; VP, Human Resources; VP, Students

Develop infrastructures for supporting and accommodating faculty, staff, and students with respect to religious, spiritual, and cultural observances, and flexible work, housing, and childcare arrangements.

I. Accessibility

LEADS: VP, Finance & Operations; VP, External Relations

Enhance the accessibility of physical and virtual spaces on UBC campuses for students, staff, and faculty.

J. IAP Planning, Implementation & Reporting

LEADS: Provosts; All VPs

Provide resources for department, Faculty, and administrative unit level planning, implementation, and reporting on the IAP.

K. Equity Leads

LEADS: Provosts; All VPs

Appoint a faculty or staff member within each department or unit who is responsible for coordinating the implementation of commitments made in the Executive or Faculty level plans at the local level, supported by an Equity Leads Network facilitated by the Equity & Inclusion Office.

3.0 Goal: Capacity Building

UBC will enhance institutional and individual capacities and skills to succeed in and advance inclusive environments and work to sustain and continually evolve that capacity as skills and capabilities are increased.

UBC Okanagan students having a discussion.

3.0 Goal:
Capacity Building

Actions



—
UBC instructor teaching at Orchard Commons.

A. EDI Education and Training Programs

LEADS: Provosts; VP, Human Resources; VP, Students; VP, Research & Innovation

Resource, develop, implement, and evaluate comprehensive education and training programs on equity, diversity, and inclusion for students, faculty, and staff. Embed this education and training in recruitment processes, onboarding, assessment and performance reviews, and professional development for staff and faculty; and in curricular and co-curricular contexts for students.

B. Dialogue and Engagement

LEADS: Provosts; VP, Human Resources; VP, Students; VP, External Relations

Facilitate and provide opportunities for dialogue and conversation around sensitive topics at UBC and beyond. Build conflict engagement skills and practices among all members of UBC’s community to equip people for working across differences.

C. EDI Leadership Training

LEADS: Provosts; VP, Human Resources

Develop EDI curriculum and deliver/leverage training specifically for leadership at all levels to deepen understanding and encourage modelling of inclusive behavior, with a focus on applied skills and performance management in diverse workplaces.

D. EDI Curriculum and Program Requirements

LEADS: Provosts; Senates

Embed equity and inclusion education into curriculum and program requirements for all students that incorporates intercultural understanding, empathy and mutual respect (see [Truth and Reconciliation Commission of Canada’s Calls to Action](#) (iii) and [UBC’s Indigenous Strategic Plan](#)).

4.0 Goal: Learning, Research, and Engagement

—
UBC instructors and students at the Audain Art Centre.

UBC will foster environments of learning, research, and engagement that value building and exchanging multiple and intersectional ways of knowing.

Actions

—
UBC student
working at the
Audain Art
Centre.

Vancouver Senate

Docket Page 310 of 374



A. EDI Awards, Funding, and Incentives

LEADS: Provosts; VP, Research & Innovation

Establish awards, funding, and incentives that recognize outstanding equity, diversity, and inclusion initiatives and contributions in learning, research, and engagement, including community-engaged research and community-led initiatives.

B. Inclusive Teaching and Learning

LEADS: Provosts; Senates

Encourage and support instructors and teaching assistants to implement inclusive course design, teaching practice, and assessments.

C. Funding Applications and Award Nominations

LEADS: VP, Research & Innovation; Provosts

Embed equity, diversity, and inclusion principles in the review processes for all funding programs and award nominations including VP Research & Innovation-administered internal funding competitions, internal research awards, institutional nominations for external awards and honours, and funding programs that require adjudication and peer-review. Equitably support researchers to develop funding proposals and award nominations.

D. Research Funding

LEADS: Provosts, VP, Research & Innovation

Advance the principles and intended outcomes of the equity, diversity, and inclusion initiatives of the Canada Research Chairs Program and the Dimensions Charter, as well as other existing and future government funding programs.

E. Equitable Community Relationships

LEADS: VP, External Relations; VP, Finance & Operations; VP, Research & Innovation; Provosts

Proactively build and strengthen UBC's relationships and improve institutional systems to appropriately recognize and compensate community members' engagement, and work more effectively with communities and organizations representing those who have been marginalized.

F. Student Learning

LEADS: Senates; VP, Students; Provosts

Review and improve mechanisms to ensure that student perspectives on the inclusiveness of their learning experiences are integrated into the improvement of teaching.

G. Indigenous Strategic Plan Alignment

LEADS: All VPs; Indigenous Engagement Committee; Provosts

Work in alignment with the Indigenous Strategic Plan to support learning, research, and engagement at UBC that reflect the Truth and Reconciliation Commission of Canada's Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, and are consistent with the United Nations Declaration on the Rights of Indigenous Peoples.

5.0 Goal: Accountability

UBC will hold itself accountable to its commitment to inclusion through clear and timely processes, thorough evaluation, and transparent reporting to the UBC communities on its progress on this action plan.

—
Staff members from UBC Financial Operations.

Actions



—
Staff working at the UBC Farm.

A. Mechanisms for Annual Reporting

**LEADS: VP, Human Resources;
Provosts; VP, Students**

Establish mechanisms for annual reporting on inclusive actions, including plans for future progress.

B. WorkDay Institutional Data

LEADS: VP, Human Resources; VP, Finance & Operations; VP, Students

Ensure Workday collects institutional data with appropriate privacy safeguards to enable regular systematic analyses of access, engagement, promotion, success, attrition, etc., for students, staff, and faculty.

C. Enhanced Reporting Mechanisms

LEADS: VP, Human Resources; Board of Governors

Review and enhance streamlined mechanisms and related policies to better support people who experience harassment, discrimination, retaliation, and bullying to report incidents and policy breaches, and ensure annual reporting on aggregated incidents.

D. External Contractors

LEAD: VP, Finance & Operations

Create EDI criteria to engage all external contractors to work toward supporting an inclusive environment at UBC, and as a condition for being added to the preferred list of vendors or contractors for UBC.

E. External Reviews

LEADS: Provosts; Deans

Create terms of reference for the self-study document and directions to reviewers for external department and/or program reviews that includes:

- an examination of the diversity of people within the department and concrete efforts to address any under-representation;
- an analysis of the integration of historically marginalized forms of knowledge into the curriculum;
- a demonstration within the department of the fulfillment of the Truth and Reconciliation Commission of Canada’s Call to Action, particularly Call 63 (iii).

F. Annual Reporting on this Plan

LEAD: Equity & Inclusion Office

Report annually to the campus communities on the progress of this plan, including actions planned and undertaken in each division, progress made, and updated information on changes in the metrics for each goal.

Appendices

Inside the Earth Sciences Building at UBC Vancouver.



—
UBC community members working
in the Ridington Reading Room.

2SLGBTQIA+

Two Spirit, Lesbian, Gay, Bisexual, Trans, Queer (or Questioning), Intersex, Asexual (or sometimes Ally). The placement of Two Spirit (2S) first is to recognize that Indigenous people are the first peoples of this land and their understanding of gender and sexuality precedes colonization. The ‘+’ is for all the new and growing ways we become aware of sexual orientations and gender diversity.

Diversity

Differences in the lived experiences and perspectives of people that may include race, ethnicity, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical disability, mental disability, sex, gender identity or expression, sexual orientation, age, class, and/or socioeconomic situations.

Equity

Recognizing that everyone is not starting from the same place or history, deliberate measures to remove barriers to opportunities may need to be taken to ensure fair processes and outcomes.

Equity 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.

It considers power, access, opportunities, treatment, impacts, and outcomes, in three main areas:

- Representational equity: the proportional participation at all levels of an institution;
- Resource equity: the distribution of resources in order to close equity gaps; and
- Equity-mindedness: the demonstration of an awareness of, and willingness to, address equity issues.

EIO

Equity & Inclusion Office: equity.ubc.ca

EDI

Equity, Diversity, and Inclusion

Historically, persistently, or systemically marginalized

This language was intentionally and carefully chosen during the development of this plan to recognize that:

- UBC and other institutions throughout Canada were created at a time when societal norms privileged and included some groups and disadvantaged and excluded others. In Canada, these disadvantaged groups have been defined as Indigenous people, women, people with disabilities, racialized people, and 2SLGBTQIA+ people.
- This history entrains a legacy of day-to-day barriers that contributed to past, and perpetuate current, inequities which compound over time;
- Our systems, in the form of policies, practices, culture, behaviours, and beliefs continue to maintain these barriers in the ways that they continue to create the institution. It is often not an individual intentional, systematic, effort to discriminate. It is an unconscious, unrecognized practice of doing things as they have always been done (and recreating the historical exclusions).

IAP

Inclusion Action Plan

Inclusion

Inclusion is an active, intentional, and continuous process to bring marginalized individuals and/or groups into processes, activities, and decision-making to address inequities in power and privilege, and build a respectful and diverse community that ensures welcoming spaces and opportunities to flourish for all.

Intersectionality

The interconnected nature of social categorizations such as race, class, disability, sexual orientation, and gender identity as they apply to a given individual or group.

The term was coined by lawyer, civil rights advocate, and critical race theory scholar Kimberlé Crenshaw to describe the “various ways in which race and gender intersect in shaping structural and political aspects of violence against women of color” (1994).

Intersectional identities create overlapping and interdependent systems of marginalization, discrimination or disadvantage.

LEADS

UBC leaders who are accountable for ensuring progress on the actions.

Inclusion Action Plan Development Process

The Inclusion Action Plan development process has been underway since the fall of 2018. In summary, the content of the IAP was informed by the following:





THE UNIVERSITY
OF BRITISH COLUMBIA



DRAFT 2.0 - May 2020

UBC INDIGENOUS STRATEGIC PLAN

2020





CONTENTS

limləmt, hay č xʷ q ə, Thank you	6
Message from President Ono	7
Truth before reconciliation	8
Looking back on our journey	10
A collective voice for the way forward	14
UBC Indigenous Strategic Planning process	16
Meaningful reconciliation at the centre	18
Our relationships	20
Vision, mission and values	21
Implementing Indigenous human rights	24
Transforming intent into action	26
Starting today	36
Planning team	37
Photo credits	38



The road we travel is equal in importance to the destination we seek. There are no shortcuts. When it comes to truth and reconciliation, we are forced to go the distance.

—Justice Murray Sinclair, Truth and Reconciliation Commission of Canada

DRAFT 2.0 - May 2020

DRAFT 2.0 - May 2020



limləmt, hay č xʷ q ə, Thank you

We honour, celebrate and thank the xʷməθkʷəy̓əm (Musqueam) and Syilx peoples on whose territories the University of British Columbia has the privilege to be situated.

The UBC Vancouver-Point Grey campus is located on the traditional, ancestral and unceded territories of the xʷməθkʷəy̓əm (Musqueam) people.

The UBC Okanagan campus is located on the traditional, ancestral and unceded territory of the Syilx Okanagan Nation.

The xʷməθkʷəy̓əm and Syilx peoples have been stewards and caretakers of these territories since time immemorial. To acknowledge and support this important role, UBC

strives toward building meaningful, reciprocal and mutually beneficial partnerships with the xʷməθkʷəy̓əm and the Syilx peoples.





I am humbled to share with all UBC students, faculty, staff and partners the 2020 UBC Indigenous Strategic Plan (ISP). The purpose of the Plan is to guide UBC towards our goal of becoming a leading voice in the implementation of Indigenous peoples' human rights, as articulated in the United Nations Declaration on the Rights of Indigenous Peoples and other international human rights law.

The UN Declaration is part of a global societal agenda for the 21st Century and an essential component of reconciliation in Canada. Through this Plan, we at UBC will play a leading role in its implementation as a part of our academic mission.

The advancement of Indigenous peoples' human rights is of the utmost importance to the University. We are uniquely suited to act as a living laboratory, a place to develop and implement innovative and path-breaking research,

teaching, and engagement with Indigenous communities.

The Province of British Columbia is the first government in Canada and the Common Law world to pass legislation implementing the UN Declaration. With this Plan, we are responding to this mandate and want to set a positive example for other universities across Canada, and the world, on how to continue to uphold our responsibilities to Indigenous peoples. Through the Plan, we also hope to demonstrate the success that can be achieved for all members of society when we work together toward a better and more just future.

We know that implementing this Plan will take hard work and the resolve of all members of the UBC community at every level, especially those at the highest level. Through this Plan, we commit ourselves to taking meaningful collective action for a more just and equitable future for all.

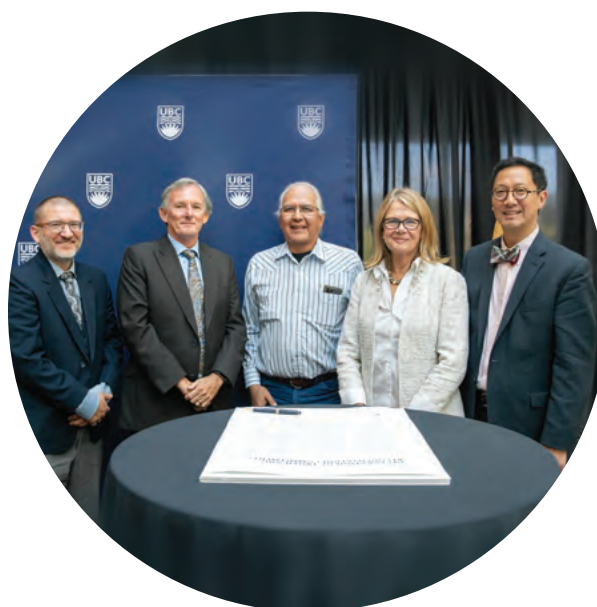


Truth before reconciliation

Due to the leadership and bravery of thousands of Indigenous peoples across Canada, it is now well documented that the ultimate objective of the residential school system was to destroy the cultural, political and social institutions of Indigenous peoples. This included a targeted campaign to forcibly remove children from the care of their parents and to place them under the control of a state that regarded them as less than human. At the same time, land was stolen, the Indian Act heavily restricted Indigenous peoples' lives, and a reserve pass system was set in place to monitor movement of Indigenous people. Many aspects of cultural expression were also made illegal, including language and ceremony. These actions represent a conscious and deliberate attempt to eradicate Canada of the sophistication and rich cultural diversity among Indigenous peoples.

As an entity created by and governed under provincial legislation, the University of British Columbia has been, and continues to be, in many respects, a colonial institution. An understanding of the role that UBC, and all post-secondary institutions in Canada have played in colonization is important to put the Indigenous Strategic Plan into context.

As acknowledged by President Uno in 2018, universities bear part of the responsibility for this history, not only for having trained many of the policy makers and administrators who operated the residential school system, and doing so little to address the exclusion from higher education that the schools so effectively created, but also for tacitly accepting the silence surrounding it. In years past, even after the signing of human rights declarations and ethics



agreements that followed World War II, university professors conducted research at residential schools that exploited their deplorable conditions without attempting to change them.

In modern times, the continuing failure to address this history has meant that the previous ways of thinking—or of not thinking—about the residential school system have remained largely intact. By failing to confront a heinous history, we have become complicit in its perpetuation. This is not a result that we, as a university, can accept any longer.

The last of the residential schools closed in Canada in 1996, but the experience of Indigenous peoples in Canada after contact with Europeans, and the inter-generational effects of residential schools, makes it easy to understand why many have struggled to flourish in public school systems, and even more so in post-secondary education institutions.

For many Indigenous students, faculty and staff, colonialism is a daily reality at UBC. One need not look far to recognize the value that has been placed on Eurocentric approaches to teaching and research to understand why so many do not see themselves reflected in the classroom and workplace. When Indigenous worldviews, as expressed in their legal traditions, governance institutions, economies and social structures, are excluded from life on campus, we deprive both Indigenous and non-Indigenous community

members of broader understandings of what it means to be a scholar, an inventor, an advocate, a healer and an entrepreneur, among other areas of expertise.

In the last decade we have experienced a significant national shift in the recognition of Indigenous peoples' rights. With it has come a new set of expectations for all educational institutions. Nationally, the key drivers of this shift started with the Truth and Reconciliation Commission of Canada's (TRC) work and publication of its 94 Calls to Action in 2015, including Call to Action #43 which calls "upon federal, provincial, territorial, and municipal governments to fully adopt and implement the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation". This was followed by Canada's full endorsement, without qualifications, of the United Nations Declaration on the Rights of Indigenous Peoples in 2016.

Just as the update to this Plan was beginning to move forward, the National Inquiry into Missing and Murdered Indigenous Women and Girls delivered its final report, along with its 231 Calls for Justice, in early June 2019.

Most recently, in November 2019, British Columbia passed the Declaration on the Rights of Indigenous Peoples Act.

In its final report, the Truth and Reconciliation Commission delivered a call to educational institutions at all levels to build student capacity for intercultural leadership with understanding, empathy, and mutual respect. It also calls on us all to implement the United Nations Declaration on the Rights of Indigenous Peoples. Provincial mandates now require universities in British Columbia to have response plans in place and report annually on their implementation progress. Through this Plan, our aim is to foster a more inclusive and respectful environment where the truth about our failings as an educational institution in the past serves as a continuous reminder of why the work ahead must be prioritized throughout the University.



Reconciling our collective colonial history will require enormous effort and work. Ending colonialism will not happen instantly, but there are concrete steps UBC has taken, and plans to take, to advance this as a priority.

Since 2009, UBC has been working to define what path the University should take on its reconciliation journey. The development of the first Aboriginal Strategic Plan occurred in 2008. This Plan started with a working group, who completed a consultation and revisions process, and put together a comprehensive framework that defined 10 areas in which meaningful actions to address Indigenous peoples' concerns should occur. Subsequent implementation reports were published in 2010, 2012, and 2014.

The need for an updated Indigenous Strategic Plan was first identified by the Indigenous Strategic Plan Implementation Committee and the First Nations House of Learning. Under their guidance and leadership, the process to begin updating the Plan began in late 2017. This development process included several cross-body campus working groups and an on-line discussion forum which concluded in June 2018. The 2018 Plan, while retaining the framework identified by its 2009 predecessor, identified key areas of need and opportunity in a new global and national context.

Through this early engagement process, we came to understand that engagement with Indigenous peoples no longer means only developing

new programs. Reconciliation, as defined by these inquiries and the United Nations Declaration on the Rights of Indigenous Peoples, is now a collective responsibility of the entire University to play an active role in supporting the Indigenization of our university.

A great amount of work went into the development of the 2018 Plan which provided the structural framework for ongoing engagement with UBC's Indigenous partners and community members. Following the completion of this framework, the Implementation Committee initiated further engagement across the UBC community to develop a clear plan of action for all Faculties and operating groups at UBC.

DRAFT 2.0 - May 2020

UBC has been fortunate to be the academic home for many Indigenous people who have already taken up the work of advancing Indigenous peoples' human rights in different ways. Due to their commitment, the UBC community has maintained a strong leadership role in educating and advocating for Indigenous perspectives, worldviews and experiences. However, the burden to advance this work can no longer be carried by a few, and we must all make the commitment to do this work. Thus, a core objective for this Plan will be to create broader responsibility, at all levels of the University community, to advance

Indigenous peoples' rights and alleviate the onus these champions have been carrying for some time.

As demonstrated by the initiatives taken to date, our journey is marked by incremental forms of success. These successes are important, however, they are limited in scope and, taken together, have not yet provided a sufficient model for advancing reconciliation. They have addressed neither the underlying issues at the centre of the University's structure nor the work the University needs to undertake to lay an enduring foundation for the future relationship with Indigenous peoples on our campuses and beyond.

A new model of planning is needed, which lays a longer-term foundation and re-calibrates our relationship with Indigenous students, faculty, staff and partners in a systemic way. Our collective goal must be to move beyond the implementation of program specific initiatives to lay a foundation for long-term relationships that actively advance the human rights of Indigenous peoples on campus, in British Columbia, in Canada and across the world.



In the lead up to and following the implementation of the 2009 Plan, UBC took incremental steps to advance Indigenous engagement and inclusion.

The following is a list of many (but not all) of those steps.



2010

UBC Okanagan
Aboriginal Centre

2010

UBC Okanagan bilingual
street signs in nsyilxcən

2012

School of Community
and Regional Planning –
Indigenous and Community
Planning Specialization
(Graduate Studies)

2014

Centre for
Excellence in
Indigenous
Health

2015

Massive Open
Online Course
(MOOC)
Reconciliation
Through Indigenous
Education

2017

Indigenous Research
Support Initiative

2017

Reconciliation
Pole raised at UBC

2019

Indigenous
Student
Collegium at
Vancouver
campus

2010s**2012**

UBC-Okanagan
Nation Alliance
Memorandum of
Understanding
Renewed

2014

Specialization in
Aboriginal Law

2012

UBC Okanagan
Centre for
Indigenous
Media Arts

2012

UBC-Langara
Aboriginal
Transfer Program

2015

UBC-Okanagan
Nation Alliance
Memorandum of
Understanding

2016

UBC Okanagan –
shilíʔtn, a permanent
installation by Syilx
artist Les Louis

2018

Indian Residential
School History and
Dialogue Centre
and Apology

2019

Musqueam
flag installed
on Vancouver
campus

2019

UBC Okanagan
Declaration
of Truth and
Reconciliation
Commitments

2020

Senior Advisor
to the DVC and
Principal on
Indigenous Affairs

The Indigenous Strategic Plan is the result of extensive engagement. The Okanagan campus, together with the Okanagan Nation, began this process with the development of a Declaration of Truth and Reconciliation Commitments and the implementation of five key recommendations received from the Aboriginal Committee to the Deputy Vice-Chancellor and Principal regarding meaningful support for reconciliation.

Inspired by the UBC Okanagan Declaration, Indigenous and non-Indigenous community members on the Vancouver and Okanagan campuses were engaged in a process to review the 2018 Indigenous Strategic Plan and explore opportunities to further ground its goals and objectives within the local, national and global imperative of reconciliation.

This engagement process occurred over the 2019/2020 school year and involved meetings with deans and executives, faculty and staff, students and our Indigenous community partners. It also included a university-wide survey including UBC alumni.

The Indigenous Strategic Plan, which resulted from these extensive engagements, forms UBC Vancouver's response to the Truth and Reconciliation Commission of Canada's Calls to Action.

The engagement process centred on three key themes:

Research – How UBC engages in and conducts research that impacts Indigenous peoples and promotes research initiatives that promote Indigenous inclusion and the values of respect, relationship, responsibility and reverence.



Learning and Teaching –

The structures, systems and policies that promote a safe and inclusive learning environment for Indigenous students and support them to achieve success, however they choose to define it. It also relates to all aspects of the programs and curriculum that support and promote Indigenous worldviews, knowledge systems, languages, culture, systems of law and governance, as well as the expertise of the instructors that develop and deliver curriculum throughout UBC.

This Plan is the result of more than 2,500 unique engagements, and over 15,000 ideas, opinions and comments shared by Indigenous and non-Indigenous individuals across both campuses and with our Indigenous community partners. The feedback received was collated and analysed and ultimately culminated in the eight goals and 43 actions the University will collectively take to advance our vision.

Service – Support systems and processes in place for prospective Indigenous students, current Indigenous students, Indigenous faculty and staff as well as initiatives that promote meaningful engagement with our Indigenous community partners locally, nationally and internationally.





Workshops with
UBCO leadership and
Indigenous Caucus



Engagement sessions
with UBCO and UBCV
campus communities



Engagement
sessions with
Musqueam Indian
Band and the
Okanagan Nation
Education Council



President's Group
Leadership Forum



Open houses with
UBCO and UBCV
campus communities



1,200+
In-person Engagements



Indigenous Strategic
Planning Committee is
engaged on 2018 draft



2017
Creation of Ad Hoc
Committee to guide
Indigenous Strategic
Planning process



16+

Individual Meetings
with Deans and
Executives

UBC Indigenous Strategic Planning Process



1,273

Responses

Online Survey to
UBCV & UBCO
campus communities



15,000+

Individual Ideas, Opinions
and Comments

Meaningful reconciliation at the centre



Our engagement process was designed to be somewhat analogous to the story of the raising of the Reconciliation Pole, installed here at UBC in April 2017.

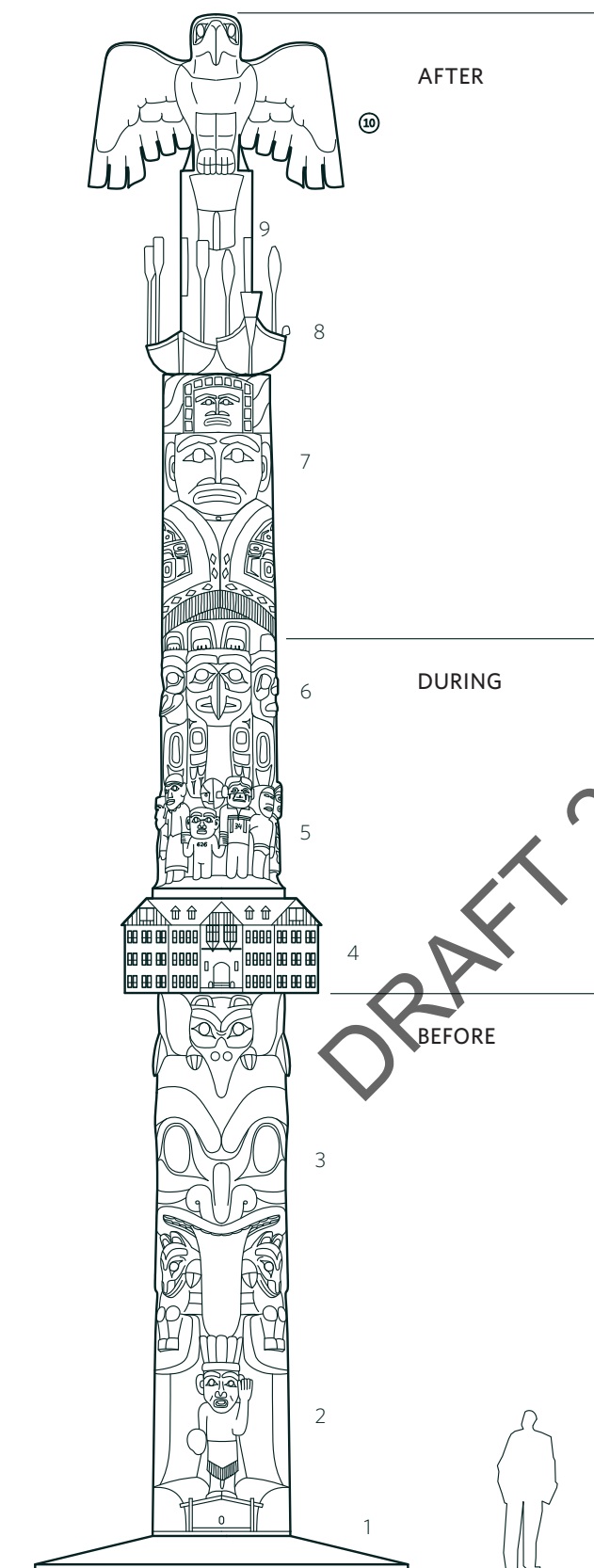
About the Artist – Born in 1952 at Masset, BC, Haida Gwaii, master carver Tsidansuu (Edenshaw), James Hart, has been carving his whole life. He is also a skilled jeweller and print maker and is considered a pioneer among Northwest Coast artists in the use of bronze casting. Hart has replicated traditional Haida totem poles and designed new poles and sculptures found across the globe. Between 2009 and 2013 Hart created, designed, and carved The Dance Screen (The Scream Too), a monumental sculpture now residing at the Audain Art Museum in Whistler. James Hart was awarded the Order of British Columbia (2003), and honorary doctorates in Fine Arts from Emily Carr University of Art + Design (2004) and Simon Fraser University (2017). In 2016, he was elected a member of the Royal Canadian Academy of Arts.

About Reconciliation Pole – The Reconciliation Pole is situated on the unceded ancestral and traditional territory of the hən'q'əmin'əm' speaking Musqueam people. The pole, carved from an 800-year-old red cedar log, was installed on April 1, 2017.

The Reconciliation Pole recognizes a complex history, which includes the history of the Indian residential schools that operated for more than 100 years, the last one closing in 1996. Indian residential schools forcibly separated an estimated 150,000 children from their parents, families, and culture. Many students died in the schools and many more suffered severe forms of psychological, physical, and sexual abuse. For the Haida people today, carving and publicly raising new poles is a way of honouring history and celebrating the ongoing vitality of cultural practices. Though culturally distinct, the Reconciliation Pole honours all First Nations who have persisted through the dark experience of the schools and look to a better future.

The Reconciliation Pole took a team of experienced carvers to complete over a number of months, led by Haida artist James Hart, with a small amount of carving by some members of the University community as a way of sharing ownership of the pole's message of reconciliation. The pole depicts First Nations, Inuit and Métis peoples' genocidal experience with this country's residential school system and how, despite this past, Indigenous peoples are reclaiming their culture and rights.

With the blessing of Musqueam, the pole was raised through the efforts of hundreds of people, both Indigenous and non-Indigenous, young and old, who together pulled on a handful of ropes in the same direction. This image alone is a powerful symbol of unity and a demonstration of what can be achieved when we work towards a common set of goals. The implementation of this Plan, like the pole raising, will take a major collective effort, with all Faculties and operating units pulling in the same direction.



What Story Does Reconciliation Pole Tell?

Haida poles are read from bottom to top.

- 1 Surrounding the base of the pole are salmon symbolizing life and its cycles.
- 2 Between the legs of Bear Mother is sGaaga (Shaman) who stands on top of the Salmon House and enacts a ritual to ensure their return.
- 3 Bear Mother holds her twin cubs, Raven looks out from between Bear Mother's Ears.
- 4 A Canadian Indian residential school house, a government-instituted system designed to assimilate and destroy all Indigenous cultures across Canada.
- 5 The children holding and supporting one another are wearing their school uniforms and numbers by which each child was identified. Their feet are not depicted as they were not grounded during those times.
- 6 Four Spirit Figures: killer whale (water), bear (land), eagle (air) and Thunderbird (the supernatural). They symbolize the ancestries, environment, worldly realms and the cultures that each child came from.
- 7 The mother, father and their children symbolize the family unit and are dressed in traditional high-ranking attire symbolizing revitalization and strength of today.
- 8 Above the family is the canoe and longboat shown travelling forward—side by side. The canoe represents the First Nations and governances across Canada. The longboat represents Canada's governances and Canadian people. This symbolism respectfully honours differences, but most importantly displays us travelling forward together side by side.
- 9 Four Coppers, coloured to represent the peoples of the world, symbolize and celebrate cultural diversity.
- ⑩ Eagle represents power, togetherness, determination and speaks to a sustainable direction forward.

The 668,000+ copper nails covering areas of the pole are in remembrance of the many children who died at Canada's Indian residential schools — each nail commemorates one child.

UBC has a complex network of relationships with and obligations to Indigenous peoples locally and globally. The diagram below is provided as a starting point for understanding this network of relationships. It is crucial that UBC recognizes and attends to each and every one of our relationships within this network in purposeful and meaningful ways.

Our nearest relationships and responsibilities are with our host nations of Musqueam and the Okanagan Nation Alliance with whom we have deepening and formalized relationships as expressed through a Memorandum of Affiliation (with Musqueam) and a Memorandum of Understanding (with the ONA).

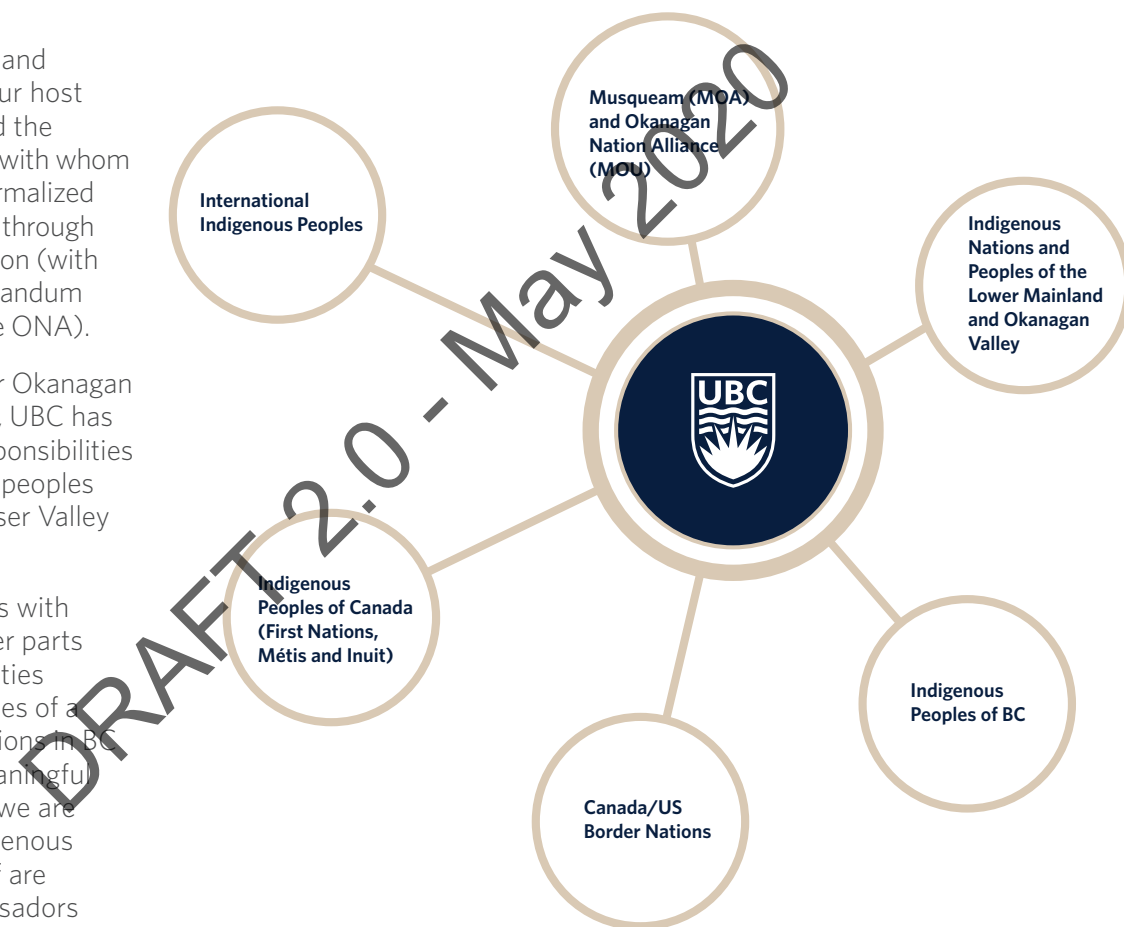
Working outward from our Okanagan and Vancouver campuses, UBC has relationships with and responsibilities to Indigenous nations and peoples in the lower mainland/Fraser Valley and Okanagan Valley.

We also have relationships with Indigenous nations in other parts of the province. UBC facilities are located on the territories of a number of Indigenous nations in BC and we strive to build meaningful partnerships everywhere we are hosted. Many of our Indigenous students, faculty and staff are proud citizens and ambassadors of these nations.

Next, we have relationships with trans-boundary nations whose governments are based in the United States, representing yet another set of relationships and responsibilities that we as a university community must nurture.

Then, there are Indigenous peoples across Canada including First Nations, Inuit and Métis peoples, all of whom hold inherent and protected rights within Canada's constitutional framework. UBC has yet another set of obligations and responsibilities to all Indigenous nations and peoples of Canada.

Finally, as emerging international leaders in the advancement of Indigenous human rights, this Plan creates opportunities for UBC to continue to build relationships with Indigenous peoples across the globe.



Like 'Aboriginal', the term 'Indigenous' refers to First Nations, Inuit and Métis people, either collectively or separately. It is the preferred term in international usage, e.g. the United Nations Declaration on the Rights of Indigenous Peoples, and is increasingly being chosen over 'Aboriginal' both formally and informally in Canada.

This Plan has a bold and long-term vision for UBC, the progress of which will be monitored closely through implementation measures and updated on an ongoing basis until our

goals are achieved. We hope that as the Plan is implemented that a gradual shift will take place in UBC's culture creating an environment where respect for Indigenous rights is woven into the

daily life of the University. For students, faculty and staff this will mean an environment in which they feel valued, respected and in which they will have every opportunity to thrive.

Vision

UBC as a leading university globally in implementation of Indigenous peoples' human rights.

Mission

To guide UBC's engagement with Indigenous peoples and its commitment to reconciliation, as articulated and called for by the Truth and Reconciliation Commission of Canada.

Values

Throughout the engagement process and creation of this finalized Indigenous Strategic Plan we have emphasized the values of excellence, integrity, respect and accountability and this is evident in the final strategic plan document. We engaged directly with a cross-section of the UBC community in

finalizing this Plan, and their voices and inputs have guided the Plan now being put into action.

As this Plan is implemented, we will continue to emphasize these values of excellence, integrity, respect and accountability as we ensure that this Plan works best for Indigenous peoples and the University as a whole.

The Indigenous Strategic Plan is also committed to upholding the value of academic freedom in the context of Indigenous human rights. UBC's Strategic Plan 2018-2028 defines academic freedom as "a scholar's freedom to express ideas through respectful discourse and the pursuit of open discussion, without risk of censure."

ACTION PLAN

DRAFT 2.0 - May 2020

**// We're involved in a national project
of remedial learning, and the
academy is in the front row. //**

— Marie Wilson, Truth and Reconciliation Commission of Canada



The Indigenous Strategic Plan provides thoughtful guidance for action and a framework for reconciliation in a post-secondary context. In post-TRC Canada, we are morally and ethically compelled to implement these global human rights standards. Pursuing reconciliation is a collective university responsibility, a thread that runs through all areas

of the University. The following section is designed to guide and enable Faculties and others to follow through on the University's commitment to meaningful reconciliation. It is intended not as a portfolio in itself but rather, as a guide to help Faculties, units and portfolios develop their own plans for implementation, considering their

unique contexts and capabilities. In short, it is an enabling document. In implementing Indigenous human rights as a university community, we build an environment in which students, faculty and staff will share intercultural understanding, empathy, and mutual respect for the rights of all peoples.

Goals

1

Leading at all levels: Prioritize the advancement of Indigenous peoples' human rights and respect for Indigenous peoples at all levels of UBC's leadership and accountability structure.

2

Advocating for the truth: Facilitate open dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights.

3

Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.

4

Indigenizing our curriculum: Include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses.

5

Enriching our spaces:
Enrich the UBC campus landscape with a stronger Indigenous presence.

6

Recruiting Indigenous people: Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.

7

Providing tools for success:
Forge a network of Indigenous peoples' human rights resources for students, faculty, staff and communities.

8

Creating a holistic system of support:
Provide exceptional and culturally supportive services for Indigenous students, faculty, staff and communities.

Transforming intent into action

The following section provides a guiding framework of actions for Faculties, programs and operational units to develop their own plans for implementation.

GOAL 1

Leading at all levels: Prioritize the advancement of Indigenous peoples' human rights and respect for Indigenous peoples at all levels of UBC's leadership and accountability structure.

Action 1

Develop Indigenous-focused committees, advisories and leadership roles across the University ensuring that Indigenous engagement is broadly integrated into all aspects of the University's academic and operational functions.

Action 2

Ensure that all Faculties and cross-university strategies identify Indigenous engagement and the advancement of Indigenous peoples' human rights as a specific strategic area of focus and commitment.

Action 3

Align UBC's operating budget to provide meaningful and flexible allocations and resourcing for each goal identified in this Plan.

Action 4

Provide support for senior administrators and faculty members whose leadership advances the goals and objectives of this Plan in Faculty and operational plans.

Action 5

Work with other research universities in British Columbia, the province, Musqueam, the Okanagan Nation and other Indigenous partners to strategically review the University Act, 1996 and prepare to address any inconsistencies with the principles set out in the Truth and Reconciliation Commission of Canada's Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, and the United Nations Declaration on the Rights of Indigenous Peoples.

“I think the onus is on leadership to acknowledge and demonstrate respect for Indigenous partnerships.”

—ISP Engagement Participant

GOAL 2

Advocating for the truth: Facilitate open public dialogue about truth, reconciliation and the recognition of Indigenous peoples' human rights.

Action 6

Complete an institution-wide study, and publish a public report of the findings, that identifies UBC's participation in the implementation of Crown colonial policies.

Action 7

Develop a communications strategy to ensure that every current and prospective student, faculty, staff member and partner of the University is aware of the unceded status of the lands on which UBC facilities are situated and the enduring relationship between Indigenous peoples and their territories.

Action 8

Provide free and publicly accessible educational tools, events and resources that promote the local and global implementation of Indigenous peoples' human rights, the Truth and Reconciliation Commission's Calls to Action and the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

Action 9

Establish a multi-disciplinary advisory group of Indigenous women and Indigenous 2SLGBTQQIA people to oversee public dialogue at the University regarding the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice.

Take a stronger stance in how we approach and advocate for more systematic change beyond just the UBC community.

—ISP Engagement Participant

GOAL 3

Moving research forward: Support research initiatives that are reciprocal, community-led, legitimize Indigenous ways of knowing and promote Indigenous peoples' self-determination.

Action 10

Create dedicated strategic programming to catalyze research that is co-developed with and led by Indigenous communities locally and globally.

Action 11

Establish Research Chair positions for faculty who demonstrate excellence in the application of Indigenous ways of knowing in research and advance the implementation of Indigenous peoples' human rights locally, nationally and around the world.

Action 12

Support research opportunities for students to become global leaders in the advancement of Indigenous knowledge systems in health, governance, education, law, business, the sciences, the arts and Indigenous languages.

Action 13

Co-develop research protocols and community-specific ethical research guidelines with interested community partners to ensure students and Faculties are approaching research opportunities with communities in a respectful and formalized manner. This includes the imperative of free, prior and informed consent and protocols on the ownership, control, access and possession of Indigenous data.

Action 14

Provide Indigenous people who are engaged in research with equitable and timely compensation that recognizes the significant value of their participation to the research process and outcomes.

Involve Indigenous communities in all facets of research including active and meaningful collaboration – from planning and design, to execution, data collection, data analysis, interpreting outcomes, and broadly sharing research results.

—ISP Engagement Participant

GOAL 4

Indigenizing our curriculum: Include Indigenous ways of knowing, culture, histories, experiences and worldviews in curriculum delivered across Faculties, programs and campuses.

Action 15

Undertake university-wide, Faculty-level curriculum reviews to ensure Indigenous histories, experiences, worldviews and knowledge systems are appropriately integrated and that all Faculties are fully compliant with the Truth and Reconciliation Commission's Calls to Action.

Action 16

Ensure all academic programs, undergraduate and graduate, include substantive content in at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the Faculty.

Action 17

Provide equitable and timely financial compensation to Indigenous people who support the Indigenization of curriculum.

Action 18

Continue to partner with Indigenous communities locally and globally to develop accredited post-secondary Indigenous knowledge programs that can be delivered in communities and on campus.

Any student should walk out of their graduating ceremony with an understanding of this past, and an appreciation of Indigenous peoples.

—ISP Engagement Participant



“Students need to see modern Indigenous people in an academic setting. They need to view Indigenous people as people in the here and now who hold knowledge and power.”

—ISP Engagement Participant

GOAL 5

Enriching our spaces: Enrich the UBC campus landscape with a stronger Indigenous presence.

Action 19

Engage with Musqueam, the Okanagan Nation and other Indigenous host nations, as appropriate, regarding the design and development of UBC facilities.

Action 20

Establish a cultural expert program that brings Musqueam, Okanagan Nation and other interested nations' cultural experts and Indigenous knowledge holders to the UBC campuses to work, teach and promote their expertise.

Action 21

Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures.

Action 22

Identify and make visible the generational connections of Indigenous peoples to culturally significant places across UBC campuses.

Action 23

Implement an Indigenous procurement strategy which prioritizes the provision of goods and services from Indigenous businesses and vendors.

GOAL 6

Recruiting Indigenous people: Position UBC as the most accessible large research university globally for Indigenous students, faculty and staff.

Action 24

Broaden the criteria for tenure, promotion and merit for faculty and staff to recognize excellence in incorporating Indigenous knowledge systems into teaching, curriculum development and research, including recognition of service in Indigenous-specific areas that goes above and beyond expectations.

Action 25

Develop Indigenous recruitment, retention and advancement policies, which strategically increase Indigenous faculty and staff numbers on both campuses.

Action 26

Identify apprenticeships and new employment opportunities for members of, and in partnership with, Musqueam, the Okanagan Nation and other Indigenous communities.

Action 27

Integrate competence or interest in developing competence in teaching Indigenous content and working with Indigenous students and colleagues into university job descriptions.

Action 28

Increase Indigenous student access to needs-based financial aid for tuition, child-care and housing.

Action 29

Increase needs-based access to child-care services and affordable housing options for Indigenous faculty and staff.

Action 30

Work with Musqueam and the Okanagan Nation to understand their members' desires for tuition assistance and explore what the University's role might be in addressing these desires.

A first step in the right direction would be to work towards a major increase in Indigenous students, staff, and faculty. The more we are able to increase Indigenous access to UBC, the more this knowledge will become part of our community in non-tokenizing ways.

—ISP Engagement Participant

GOAL 7

Providing tools for success: Forge a network of Indigenous peoples' human rights resources for students, faculty, staff and communities.

Action 31

Develop a research information repository and communication portal that assists students, faculty, staff, communities and researchers at large to access resources, information, publications and reports about Indigenous issues and knowledge.

Action 32

Develop, communicate and keep updated a comprehensive online database of current Indigenous programs, initiatives and courses at the University.

Action 33

Create a professional development program that assists faculty and staff to foster safe and inclusive classrooms and workplaces.

Action 34

Develop and deliver Indigenous history and issues training for all faculty and staff to be successfully completed within the first year of employment at UBC and to be reviewed on a regular basis.

Action 35

Identify Indigenous faculty and staff mentors who volunteer to be available, recognized and compensated for providing professional advisory services to their colleagues in the development and delivery of Indigenous content and tools for fostering culturally safe classrooms and workplaces.

Action 36

Create easily accessible structures and mechanisms on each campus for Indigenous communities to partner with the University on initiatives that advance their unique goals and interests.

Action 37

In consultation with Indigenous knowledge-experts, establish an International Indigenous Higher Education Advocacy Group to develop a global strategy for the advancement of Indigenous peoples' human rights in research and curriculum.

“My colleagues and I are keen to integrate Indigenous ways of knowing into our teaching, but don't have the tools, are apprehensive about teaching materials we don't understand well ourselves, and want to ensure that we are being authentic and respectful.”

—ISP Engagement Participant

GOAL 8

Creating a holistic system of support: Provide exceptional and culturally supportive services for Indigenous students, faculty, staff and communities.

Action 38

Review all university policies and operational practices to ensure they support the recognition of Indigenous peoples' human rights, and the equity and inclusion of Indigenous students, faculty, staff and community members.

Action 39

Strengthen relationships with educational providers and support a comprehensive, multi-pathway approach for transitioning Indigenous students from K-12 or college to undergraduate studies, or from undergraduate studies to graduate studies.

Action 40

Partner with Musqueam, the Okanagan Nation and other Indigenous host nations to provide in-community university transition support services to interested community members.

Action 41

Enhance trauma, violence and other counselling or cultural support services for Indigenous students, faculty and staff.

Action 42

Complete, on a regular basis, service level reviews with Indigenous students, faculty and staff to ensure campus wellness programs and other services increasingly meet their needs.

Action 43

Expand upon UBC's discrimination and harassment policies to clarify and uphold UBC's zero tolerance for racism, cultural violence, sexual violence or any form of discrimination against Indigenous students, faculty, staff and community members.

“I would like to see support programs that specifically address Indigenous students' issues from an Indigenous perspective.”

—ISP Engagement Participant



Much of the current state of troubled relations between Aboriginal and non-Aboriginal Canadians is attributable to educational institutions and what they have taught, or failed to teach, over many generations. Despite that history, or, perhaps more correctly, because of its potential, the Commission believes that education is also the key to reconciliation.

— 2015 Report of the Truth and Reconciliation Commission of Canada



With a new standard of excellence in the promotion of Indigenous peoples' human rights set out in this Plan, the work of implementation committees to set priorities and provide direction throughout the University can now begin. To ensure the Plan remains a focal point of the University's work, the implementation committees will begin working with all Faculties and operational units throughout the University to:

- Collect baseline data under the performance measurement framework in order to track short-term and long-term progress;
 - Incorporate the actions into existing and upcoming strategic plans; and
 - Develop annual work plans to advance each of the actions, which includes specific milestones and timelines.
- This Plan will be reviewed every three years by the University's leadership, in consultation with the broader UBC community and our Indigenous partners to ensure we continue to advance the vision.
- Develop a performance measurement framework for measuring progress under this Plan including both qualitative and quantitative performance measuring;
 - Support all Faculties and operational units to report publicly on the achievements and challenges that come from taking the actions identified in this Plan;





Ian Cull

Anishinaabe, Dokis First Nation
 Senior Advisor to the Deputy Vice-Chancellor and Principal on Indigenous Affairs



Sheryl Lightfoot, PhD

Lake Superior Band of Ojibwe, Keweenaw Bay

Senior Advisor to the President on Indigenous Affairs, Canada Research Chair of Global Indigenous Rights and Politics, Associate Professor, Political Science, Public Policy and Indigenous Studies



Margaret P. Moss PhD, JD, RN, FAAN

Enrollee of the Three Affiliated Tribes of North Dakota (Hidatsa/Dakota)

Director of the First Nations House of Learning, Associate Professor in the Faculty of Applied Science, School of Nursing



Vicki George, CLA, BA

Wet'suwet'en Nation
 Assistant Director, First Nations House of Learning



Alex Ash, MPPGA

Indigenous Strategic Planning Manager



Castlemain Group

Castlemain is a leading Indigenous advisory company in Canada and worked alongside our team to engage the UBC community and its partners in the development of the UBC Indigenous Strategic Plan



COVER/BACK: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver. Photo: Paul Joseph / UBC Brand & Marketing



PAGE 9: UBC President Santa Ono and Chief Wayne Sparrow, Musqueam Indian Band, together at the Reconciliation Pole raising ceremony. Photo: Kevin Ward / UBC First Nations House of Learning



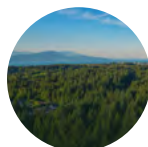
PAGE 2/3: Reconciliation Pole Raising Ceremony, April 1, 2017, UBC Vancouver. Photo: Kevin Ward / UBC First Nations House of Learning



PAGE 10/11: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver. Photo: Paul Joseph / UBC Brand & Marketing



PAGE 4/5: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver. Photo: Paul Joseph / UBC



PAGE 12/13: Point Grey Peninsula, Vancouver. Photo: Martin Dee / UBC Brand & Marketing



PAGE 6: Top picture: UBC Okanagan Mace, Sheldon Louis, Okanagan Indian Band. The artwork of the three symbolic spirit icons was given to UBC's Okanagan campus in 2005 by the Okanagan Nation elders. Photo: Darren Hull / UBC



PAGE 14: Big picture: shil?tn, a permanent installation, Les Louis, Lower Similkameen Band, Okanagan Nation Alliance, installed at UBC Okanagan on September 27, 2016. Photo: Don Erhardt / UBC

Bottom picture: The House Post of qiyəplenəxʷ (Capilano), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver on March 20, 2012. Photo: Hover Collective / UBC Brand & Marketing



Circle picture: Okanagan Nation Alliance flag was permanently installed at UBC Okanagan on September 27, 2018. Photo: Don Erhardt / UBC



PAGE 7: Big picture: Haida Park at MOA, various artists, UBC Vancouver. Photo: Hover Collective / UBC Brand & Marketing



PAGE 15: Big picture: Musqueam Post or sʔi:qəy qəqən (double-headed serpent post), Brent Sparrow Jr., Musqueam, installed at UBC Vancouver on April 6, 2016. Photo: Hover Collective / UBC Brand & Marketing

Circle picture: Professor Santa Ono, UBC President and Vice-Chancellor. Photo: Paul Joseph / UBC Brand & Marketing



Circle picture: Musqueam Indian Band flag was permanently installed at UBC Vancouver on February 25, 2019. Photo: Paul Joseph / UBC



PAGE 8: Big picture: Residential School History and Dialogue Centre, UBC Vancouver, officially opened on April 9, 2018. Photo: Paul Joseph / UBC



PAGE 16: Indigenous Strategic Plan engagement session, Sty-Wet-Tan Great Hall, UBC First Nations Longhouse. Photo: Martin Dee / UBC First Nations House of Learning

Circle picture: Signing the UBCO TRC Declaration of Commitments. From left, Ian Foulds, Aboriginal Advisory Committee co-chair, Ian Cull, Senior Advisor to the DVC on Indigenous Affairs, Eric Mitchell, Cultural Safety Educator and adjunct professor in the Faculty of Creative and Critical Studies, Deborah Buszard, UBC Deputy Vice-Chancellor and Principal, and Santa Ono, UBC President and Vice-Chancellor. Photo: Don Erhardt



PAGE 18: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida, UBC Vancouver Campus. Photo: Hover Collective / UBC Brand & Marketing



PAGE 21: Okanagan Valley. Photo: Hover Collective / UBC Brand & Marketing



PAGE 22/23: Blessing the Reconciliation Pole at its raising ceremony. Photo: Paul Joseph / UBC Brand & Marketing



PAGE 24/25: Ginaawaan, Darin Swanson, Haida Hereditary Chief, at the Reconciliation Pole raising ceremony. Photo: Paul Joseph / UBC Brand & Marketing



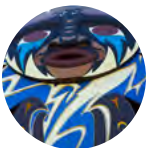
PAGE 26: UBC First Nations Longhouse. UBC Vancouver. Photo: Don Erhardt / UBC First Nations House of Learning



PAGE 27: Artist James Hart carving the Reconciliation Pole. Photo: Paul Joseph / UBC Brand & Marketing



PAGE 28: Haida Park at MOA, various artists, UBC Vancouver. Photo: Hover Collective / UBC Brand & Marketing



PAGE 29: Thunder, Thomas Cannell, Musqueam, installed at UBC Vancouver in September 2009. Photo: Kevin Ward / UBC First Nations House of Learning



PAGE 30: Victory Through Honour, Ellen Neel, Kwakwaka'wak, installed at UBC Vancouver on October 30, 1948. Photo: Kevin Ward / UBC First Nations House of Learning



PAGE 31: The House Post of qiyəplenəxʷ (Capilano) [rear view], Brent Sparrow Jr., Musqueam, installed at UBC Vancouver on March 20, 2012. Photo: Kevin Ward / UBC First Nations House of Learning



PAGE 32: Ceiling ornaments at the Residential School History and Dialogue Centre, UBC Vancouver. Photo: Paul Joseph / UBC



PAGE 33: Man and Raven Housepost, Stan Bevan, Tahltan-Tlingit-Tsimshian, and Ken McNeil, Tahltan-Tlingit-Nisga'a, Sty-Wet-Tan Great Hall, UBC First Nations Longhouse. Photo: Martin Dee / UBC First Nations House of Learning



PAGE 34/35: Indigenous Graduation Celebration, UBC First Nations Longhouse, 2015. Photo: Don Erhardt / UBC First Nations House of Learning



PAGE 36: Big picture: Reconciliation Pole, 7idansuu (Edenshaw), James Hart, Haida. UBC Vancouver. Photo: Paul Joseph / UBC Brand & Marketing



Circle picture: Indigenous Strategic Plan engagement session, Sty-Wet-Tan Great Hall, UBC First Nations Longhouse. Photo: Martin Dee / UBC First Nations House of Learning





OFFICE OF THE DEAN

27 May 2020

From: Faculty of Commerce and Business Administration

To: Vancouver Senate

Re: Dual degree (Bachelor of Commerce and Bachelor of Business Administration) program option with the University of Hong Kong

The Faculty of Commerce and Business Administration is pleased to present to the Vancouver Senate for its consideration a new dual degree (Bachelor of Commerce and Bachelor of Business Administration) program option with the University of Hong Kong (HKU).

This four-year dual degree with the Faculty of Business and Economics at HKU will offer both Canadian and international students not only an enriched program of study but also the unique opportunity to immerse themselves in two distinct academic, social, and cultural environments at top universities in Asia and North America. Students will be admitted on broad-based principles by a joint admissions committee and must be admissible to both universities. The first and last years of study will be at HKU and the middle two at UBC. This structure enables students to satisfy the individual degree requirements of both degrees at both institutions. Upon successful completion of a total of 145 credits, students will be awarded a Bachelor of Commerce (B.Com.) from UBC and a Bachelor of Business Administration (B.B.A.) from HKU.

The Senate Curriculum, Academic Policy, and Admissions Committees have reviewed the material forwarded to them by the Faculty of Commerce and Business Administration and deem the enclosed proposal ready for approval.

Motion:

"That the new dual degree (Bachelor of Commerce and Bachelor of Business Administration) program option with the University of Hong Kong be approved."

Respectfully submitted,

Dr. Robert Helsley, Dean
Faculty of Commerce and Business Administration



THE UNIVERSITY OF BRITISH COLUMBIA

BCOM / BBA Dual Degree Option Proposal Overview

Faculty of Business and Economics, University of Hong Kong and UBC Sauder School of Business

International Partnership

Increasingly, top-ranked universities are partnering to provide highly qualified students with distinctive international learning experiences. UBC joins this trend by partnering with University of Hong Kong to develop a four-year Dual Degree with the Faculty of Business and Economics at the University of Hong Kong (HKU).

The Dual Degree will offer both Canadian and international students an enriched programme of study. Dual Degree students will be given the unique opportunity to immerse themselves in two distinct academic, social, and cultural environments at top universities in Asia and North America. The UBC-HKU Dual Degree Programme will be very attractive to students and their families who have links to both cities, to students who wish to take their international exposure and experience to a higher level, and for students who wish to understand multinational business environments and cultures. It will graduate students who, with this experience and knowledge, will be sought by companies and businesses in any part of the world.

About University of Hong Kong

The University of Hong Kong, Asia's Global University, delivers impact through internationalisation, innovation and interdisciplinarity. It attracts and nurtures global scholars through excellence in research, teaching and learning, and knowledge exchange. It makes a positive social contribution through global presence, regional significance and engagement with the rest of China.

The Faculty of Business and Economics (FBE) strives to nurture first-class business leaders and to foster both academic and applied research to serve the needs of Hong Kong, China and the rest of the world in the fast-changing global economy. They engage leading scholars from all corners of the world who instil students with global knowledge. With the highest proportion of non-local undergraduate students amongst all Faculties at HKU, and two undergraduate programmes ranked amongst the University's Top 5 and Hong Kong's Top 10 programmes, FBE attracts the best and brightest students from Hong Kong and beyond.

HKU is highly sought after by the top students in Hong Kong, Mainland China and Asia. Academic standards in Asia are the highest in the world. Many of HKU's graduates are employed in the business and financial centre of Hong Kong and Asia.

Dual Degree

The Dual Degree is a direct-entry programme. Students will be admitted on broad-based principles by a joint admissions committee and must be admissible to both universities. An interview may be required. Students will pay tuition to and follow the regulations of the university they are attending at the time. 10-20 students will be enrolled each year.

A total of 145 credits will be completed in a minimum of four years of study. Students will be awarded a Bachelors of Business Administration (B.B.A.) degree from HKU and a Bachelors of Commerce (B.Com.) degree from UBC. The 1st and 4th years of study will be at HKU, and the 2nd

and 3rd years at UBC. This structure will enable students to satisfy the individual degree requirements of both degrees at both institutions.

The Dual Degree defines international education as more than recruiting international students to the UBC campus or sending UBC students abroad. This collaboration brings together two business schools at two popular and highly respected universities by:

- strengthening an existing international partnership
- bridging the two academic cultures through mindful reflection and perspectives on international comparisons
- cultivating a cohort of students in the programme, and future alumni

Last updated October 18, 2019



BC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Commerce Department: Undergraduate Faculty Approval Date: 2019 Nov 26 Effective Session: Winter Term 1, 2021	Date: November 6, 2019 Contact Person: Pam Lim, Kin Lo Phone: 2-8430 Email: pam.lim@sauder.ubc.ca, kin.lo@sauder.ubc.ca
Proposed Calendar Entry: UBC Bachelor of Commerce Dual Degree with Faculty of Business and Economics, University of Hong Kong <p>This program offers qualified undergraduate students the opportunity to complete an intensive transpacific dual degree program and, in one course of study, earn both a Bachelor of Commerce degree from UBC and a Bachelor of Business Administration degree from the University of Hong Kong (HKU). Students in the Dual Degree Program complete their first and fourth years in Hong Kong and their second and third years of study at the Point Grey (Vancouver) campus of UBC. At the conclusion of their studies students will earn both a University of Hong Kong Bachelor of Business Administration and a UBC Bachelor of Commerce.</p> <p>Equivalent in number of credits to close to five years of study, this program option is earned in four years through intensive study and scheduling.</p> <p>Admissions Individuals interested in pursuing this program must apply for admission to the UBC Bachelor of Commerce, and where prompted, select the Dual Degree with the University of Hong Kong option. Acceptance into the program will be determined by a HKU–UBC Sauder Dual Degree Admissions Committee. Applicants to the program must meet the approved admission requirements in place at each institution and program including evidence of academic achievement and intellectual</p>	URL: TBA Present Calendar Entry: None Type of Action: New Dual Degree program between UBC Sauder School of Business and the Faculty of Business and Economics at the University of Hong Kong. Rationale: International mobility and an overseas experience have become invaluable assets for young graduates starting a career. The HKU–UBC Dual Degree partners UBC Sauder School of Business with a prestigious Asian university to provide both Canadian and international students with a uniquely international study experience in business, allowing them to develop their intellectual and professional capabilities from a cross-cultural and transpacific perspective.



readiness. An interview may be required. The Dual Degree program is not open to students with a previous degree. Successful students are admitted simultaneously to the UBC Bachelor of Commerce and the HKU Bachelor of Business Administration.

Applicants who are unsuccessful in their admission to the Dual Degree program will automatically be considered for admission to the UBC Bachelor of Commerce degree program. Applicants wishing to be considered for admission to the University of Hong Kong (and not UBC), a separate application is required; please contact University of Hong Kong directly. For more information please see the [Dual Degree program website](#).

Degree Requirements

In order to receive both degrees students must ensure the individual program requirements for each institution's specific degree are fulfilled. Each institution manages its own degree requirements.

Students are required to complete a minimum of two years of coursework completed at each institution. The minimum credits administered by UBC include the credits required by the B.Com. second and third year core and at least fifty percent of the credits specified within the chosen option. To view the complete set of requirements of the UBC Bachelor of Commerce Dual Degree program with the University Hong Kong, please refer to the [Dual Degree program website](#).

Students in the Dual Degree program will be registered at both HKU and UBC simultaneously and must fulfill the applicable registration and tuition requirements throughout their program.

Students must meet each institution's continuation requirements. However, only those credits administered by the specific institution will apply towards that institution's continuation policies.

Graduation

Students will graduate from each institution only when the program requirements from



both programs are completed. Students may attend the convocation ceremonies of each institution. The student will receive two parchments:

1. UBC, Bachelor of Commerce; and,
2. University of Hong Kong, Bachelor of Business Administration

For further information on the Dual Degree program, including information on applying, please see the [Dual Degree program website](#).



MEMORANDUM OF UNDERSTANDING

Between

The University of British Columbia, through its Sauder School of Business, Faculty of Commerce and Business Administration (“**UBC**”)

and

The University of Hong Kong, through its Faculty of Business and Economics (“**HKU**”)

Regarding

A Dual Undergraduate Degree Programme

TABLE OF CONTENTS

1. Overview
 - 1.1. The Partners
 - 1.2. Background
 - 1.3. Purpose
 - 1.4. Proposal
2. Admission to the Dual Degree Program
 - 2.1. Admission Eligibility
 - 2.2. Joint Admission
 - 2.2.1. Joint Selection Committee
 - 2.2.2. Admission Process
 - 2.2.3. Language Requirements
 - 2.2.4. Registration
3. Courses and Requirements
 - 3.1. Credits
 - 3.2. Curricular Requirements and Exemptions
 - 3.3. Advising
 - 3.4. Academic Progress in the Program
 - 3.5. Academic Integrity and Community Standards
 - 3.6. Program Changes
4. Recruitment and Implementation of the Program
 - 4.1. Recruitment
 - 4.2. Implementation
5. Oversight and review
 - 5.1. Quality assurance
 - 5.2. Teaching quality
 - 5.3. Joint Academic Advisory Committee
6. Finances
 - 6.1. Tuition and Fees
 - 6.2. Scholarships and Loans
 - 6.3. Housing
 - 6.4. Health coverage
7. Amendments, duration and termination
 - 7.1. Amendments
 - 7.2. Duration
 - 7.3. Termination

MEMORANDUM of UNDERSTANDING (MOU) BETWEEN

THE UNIVERSITY OF BRITISH COLUMBIA, through its Sauder School of Business, Faculty of Commerce and Business Administration ("**UBC**")

AND

THE UNIVERSITY OF HONG KONG, through its Faculty of Business and Economics ("**HKU**")

(Each HKU and UBC may be referred to each individually as a "**Partner**" and collectively, HKU and UBC will be referred to herein as the "**Partners**")

1 OVERVIEW**1.1 The Partners**

Building on a decades-long partnership and collaboration between UBC and HKU, this MOU is entered into through the formal signing of this document. UBC is a global centre for teaching, learning and research, consistently ranked among the top 20 public universities in the world and recently recognized as North America's most international university. In particular, UBC's Sauder School of Business, Faculty of Commerce and Business Administration ("**UBC FCBA**"), accredited by AACSB for 16 years since its inception in 2003, has around 40,000 alumni working around the globe. UBC is ranked as the best in Canada for Business and Economics. HKU, currently ranked as the "Most International University" in the world, attracts and nurtures outstanding scholars from around the world, developing leaders through a global presence, regional significance and engagement with the rest of China. In particular, HKU's Faculty of Business and Economics (hereinafter "**HKU FBE**"), accredited by AACSB and EQUIS, admits some of the best students in Asia, while its MBA has consistently been ranked as the best in Asia over the past 9 years. The collaboration between the two universities extends from common membership of international networks, collaborative research, alumni teaching at each institution, a long-standing undergraduate exchange, collaborative teaching programs at the postgraduate level, and a HKU-UBC House on the UBC Vancouver campus. Recognizing the unique resources and expertise of the Partners namely, the high standards of teaching and leading edge research, as well as the high potential for developing education and offering valued awards in this area, this MOU records the intentions of both Partners to engage in joint activities and mutual recognition in the area of undergraduate education that will support and extend their missions and visions.

1.2 Background

The Partners have been discussing the basis on which they can together provide quality education to students that will be to the benefit of both Partners and their respective students, and the support that they will offer to each other in the pursuit of their educational goals. The major elements of this MOU will be approved through the respective and appropriate internal quality assurance processes of each institution.

1.3 Purpose

The purpose of this MOU is to specify proposals for educational provision and support that will add to the opportunities for global education offered to students worldwide, that will maintain or enhance the academic achievement levels of incoming students, that will facilitate student mobility and flexibility, that will add to the development and standing of both institutions globally and that will increase each Partner's educational capacity across borders in today's global educational environment. The Partners

will furthermore benefit from collaboration and sharing of information for the purposes of student recruitment, benchmarking, and the advancement of teaching and learning. The primary beneficiaries will be the students undertaking study defined by this MOU, through adding a significant global dimension, a deep global understanding, cultural sensitivity, and the ability to work within a multicultural world, to their undergraduate education.

1.4 The Program

NOW THEREFORE THIS AGREEMENT WITNESSETH that in consideration of the mutual covenants herein contained and other good and valuable consideration exchanged between the Partners (the receipt and sufficiency whereof is hereby acknowledged by the parties hereto), the parties covenant and agree as follows:

The Partners agree to collaborate as set forth in this MOU to allow undergraduate students to pursue an intensive program of study leading to Bachelors degrees from each institution, through the mutual recognition of the credits obtained at the Partner institution.

This joint program is officially named the Undergraduate Business Dual Degree Program Option between HKU and UBC (hereinafter the “**Dual Degree Program**” or the “**Program**”).

The Program is for students who would like to develop their intellectual and professional capabilities from a cross-cultural perspective across two continents. The dual campus experiences offer unique access to the best North American and Asian educational provision in two cities that are particularly notable for the high levels of interaction.

Students admitted to the Program will spend their first year study in the Program in the HKU-FBE. Then such students will spend their next two years of study in the Program in the UBC FCBA.

UBC will be the host institution for students in years 2 and 3 of the Program. HKU will be host institution for year 1 and 4 of the Program.

The curriculum alignment arrangements of each Partner institution will allow successful students to complete the degree requirements of each Partner institution, and be awarded a Bachelor of Business Administration (B.B.A.) degree from HKU, and a Bachelor of Commerce (B.Com.) degree from UBC.

2 ADMISSION

2.1 Admission Eligibility

The Program is open to students satisfying both the eligibility criteria and standards for undergraduate studies at the time of application at both HKU FBE and UBC FCBA, separately and jointly in accordance with the process set forth in this Section 2 of the MOU.

2.2 Joint Admissions

2.2.1 Joint Selection Committee

Each Partner will determine the eligibility of applicants independently based on their respective institution's admission process. A joint selection committee, called the Dual Degree Admissions Committee, composed of representatives from both Partners, will select from these eligible applicants, the students to be admitted into the Dual Degree Program.

2.2.2 Admission Process

Students are required to apply through the UBC undergraduate application system, and select the Dual Degree Program option. All data pertaining to that application will be shared with HKU. The selection process includes a review of the applicant's

academic achievements, the online application file, an interview and/or any other required supporting documents. The Partners, through the Dual Degree Admissions Committee, determine jointly the details and timeline for admissions every academic year.

2.2.3 Language Requirements

English proficiency will be assessed through prior academic qualifications or during interviews, as is appropriate to the admissions requirements of each Partner institution. Students are required to show evidence of proficiency in a second language to satisfy the requirements of HKU. Students are required to meet UBC's English Language Admission Standard. Details of these requirements will be made available on the websites of the Partner institutions that describes the Program.

2.2.4 Registration

Students will be registered at both institutions, and will be able to enjoy the full range of academic opportunities and campus facilities at both institutions. The students will also be bound by the policies of both Partner institution.

3 COURSES AND REQUIREMENTS

3.1 Credits

On the basis of equivalent standards of the two Partner institutions, each Partner agrees to recognize the credits earned at the other institution for the purposes of fulfilling the specific requirements of its own degree. In the following, two ECTS credits from HKU (based on the European Credit Transfer and Accumulation System) is equivalent one credit from UBC.

The requirements for HKU Degree: Students will be expected to transfer a maximum of 144 ECTS credits from the UBC B.Com. Years 2 and 3 courses in the form of Advanced Standing to their HKU degree. They will accumulate a minimum of 144 ECTS credits from their HKU courses in Years 1 and 4. Students must complete all other requirements of HKU B.B.A degree requirements.

The requirements for UBC Degree: A maximum of 60 credits may be transferred from the HKU B.B.A. degree program to use toward UBC's B.Com. degree requirements. They will accumulate a minimum of 61 credits from their UBC courses in Years 2 and 3. Students must complete all the other requirements of UBC's B.Com degree requirements, .

3.2 Curricular Requirements and Exemptions

At HKU, curricular requirements and appropriate exemptions are to be determined by the Dean of the HKU FBE in consultation with any other relevant personnel of either Partner.

At UBC, curricular requirements and appropriate exemptions are to be determined by the Dean of UBC FCBA in consultation with any other relevant personnel of either Partner.

3.3 Advising

A liaison officer will coordinate the Program at each institution. The Program liaison officers will ensure that students receive proper academic advising during their enrollment in the Dual Degree Program. Advisors will also have a key role in arranging individual academic planning sessions for each of the Dual Degree Program students. Students are required to attend any orientation program offered by the Partners for international students.

3.4 Academic Progress in the Program

Academic progress will be reviewed through existing policies and procedures and by the

appropriate personnel at each Partner.

The Dual Degree Academic Advisory Committee (see Section 5.3 below) will review issues relating to student progression. (i) In cases where students are not progressing satisfactorily in the Dual Degree Program, a joint review of the case by both Partners will be conducted, which will be consultative and non-binding. Each Partner has the authority, following their normal processes, to discontinue a student from their studies at the host institution. The case of any such student will subsequently be considered by the normal discontinuation processes at the Partner institution. (ii) Any request by a student to transfer from the Dual Degree Program to a single degree program at one of the Partners will be considered initially by the Dual Degree Academic Advisory Committee.

3.5 Academic Integrity and Community Standards

Decisions on disciplinary matters associated with violations of academic policy or community standards are made by the Partner at which the violation occurred, according to the existing policies and rules at that institution. Cases should nevertheless be discussed by the Dual Degree Academic Advisory Committee prior to, and following, normal proceedings.

If a student is dismissed by either Partner, they will be dismissed from the Dual Degree Program. However, each Partner retains the right to allow the student to continue in the single degree program at their institution.

3.6 Program Changes

If program changes occur at either Partner institution, newly admitted students will follow the new Dual Degree Program requirements.

4 RECRUITMENT AND IMPLEMENTATION OF THE PROGRAM

4.1 Recruitment

The Partners agree to assist each other by jointly organizing recruitment activities and jointly developing promotional materials. Program outreach and promotions will consist of the following:

- Printed and/or electronic materials including flyers and brochures describing the Program
- Program description on HKU and UBC websites
- Presence at study abroad events
- Special information sessions
- Social media content

4.2 Implementation

UBC FCBA is in charge of the implementation and continuity of the Program at UBC. It will ensure the academic co-ordination between the Partners, to give students the best education possible from this Dual Degree Program collaboration. The Admissions and Academic Liaison section of the Registry at HKU, in consultation with HKU FBE is in charge of the implementation and continuity of the Program at HKU, while the HKU FBE will be in charge of the academic co-ordination between the Partners, to give students the best education possible from this Dual Degree Program collaboration.

5 OVERSIGHT AND REVIEW

5.1 Quality assurance

The Dual Degree Program will be subject to the normal quality assurance processes for any degree program at the respective Partner institution. Feedback from students regarding their study (through standardized surveys or other such evaluation exercises as are appropriate to the host institution), as well as study progress reports as are appropriate to the host institution, shall be made available to the other Partner on request. The Program will be reviewed every 5 years by both Partners in order to assess its success and to make any adjustments as required.

5.2 Teaching quality

Students in the Dual Degree Program will enroll in regular courses available to other (non-Dual Degree) students attending the host institution during their four years of study, and examined by the standards of the host institutions.

5.3 Joint Academic Advisory Committee

In support of the creation and development of the Dual Degree Program, a Dual Degree Academic Advisory Committee will be established.

This Dual Degree Academic Advisory Committee shall be composed of HKU and UBC faculty members, comprising Deans, their representatives, and/or professors in the respective units.

The responsibilities of this Dual Degree Academic Advisory Committee will be for overall strategy, guidance and framework for the Dual Degree Program, university level approval and quality assurance review, including the five-year review.

6 FINANCES

6.1 Tuition and Fees

Students accepted into the Dual Degree Program pay the relevant tuition and other fees to the host institution offering the courses in which they are registered and in accordance to the rules and procedures of that Partner institution. Information will be made available to students and potential students on the websites of each Partner. There will be no transfer of funds, set off or cost sharing between the two Partners.

6.2 Scholarships and Loans

Students shall be entitled to any scholarship, loan or bursary from the host institution while attending the host institution as is provided for any single degree student.

6.3 Housing

While at UBC, every effort will be made for students to receive priority from UBC Student Housing for accommodation in Year 2. Students can apply to UBC housing services for Year 3.

While at HKU, students enrolled in the Program will receive priority for University housing in Year 1, and will have access to HKU housing services in Year 4. If a Dual Degree student is not a resident of Hong Kong and if they do not stay in HKU halls of residence or HKU residential colleges in any of those years, they will be entitled to an accommodation bursary in the same way as any other non-local student at HKU.

Students are responsible for all housing costs during their enrollment at HKU and UBC.

6.4 Health coverage

While at UBC, students are required to enroll in the Medical Services Plan of the B.C.

Government. They are entitled to use the facilities of the UBC Student Health Service. Full details are available at <https://students.ubc.ca>

While at HKU, students are advised to take out medical insurance for specialist consultation and hospitalization. They will have access to the services of the HKU University Health Service. Full details are available at <http://www.handbook.hku.hk/ug/full-time-2018-19/student-services/health-services>

7 AMENDMENTS, DURATION AND TERMINATION

7.1 Amendments

Any amendments to this MOU shall require the prior approval of the Joint Academic Advisory Committee and any other relevant approval internal to either Partner.

7.2 Duration

This MOU shall remain in force for a period of five years, renewable thereafter for further periods of five years following a positive Program Review.

7.3 Termination

This MOU may be terminated by either Partner, after having given one year of advance notice. All efforts will be made by both Partners to resolve difficulties through the Joint Academic Advisory Committee, and, if unsuccessful, through the senior management of the two Partners. Both Partners agree that, in the unlikely event of the MOU being terminated, they will continue to fully support each student admitted into the Program until the completion of their studies for the Dual Degree Program

For the University of British Columbia For the University of Hong Kong

Name of signatory

Name of signatory

Name of signatory

Name of signatory

Date

Date

27 May 2020

From: Dr Kate Ross, Registrar

To: Vancouver Senate

Re: 2020-2023 Triennial Election Results

Set out below are the second in a series of triennial election results. Convocation elections will be held in the summer.

A) Representatives of the Faculties to Senate

Further to the calls for nominations for faculty members of the Vancouver campus to fill the two (2) positions for representatives of each Faculty* on the Vancouver Senate issued first on 2 April 2020 and subsequently on 23 April 2020, thirteen (13) 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 Faculties on the Vancouver Senate for terms beginning on 1 September 2020 and ending 31 August 2023 and thereafter until successors are elected:

- **Dr Maura MacPhee, Professor, Faculty of Applied Science**
- **Dr Sathish Gopalakrishnan, Associate Professor, Faculty of Applied Science**
- **Dr Merje Kuus, Professor, Faculty of Arts**
- **Dr C. W. Marshall, Professor, Faculty of Arts**
- **Dr Kin Lo, Associate Professor, Faculty of Commerce and Business Administration**
- **Dr Adlai Fisher, Professor, Faculty of Commerce and Business Administration**
- **Dr Nancy Ford, Associate Professor, Faculty of Dentistry**
- **Dr Robert Boushel, Professor, Faculty of Education**
- **Dr Guy Faulkner, Professor, Faculty of Education**
- **Dr Julian Dierkes, Associate Professor, Faculty of Graduate and Postdoctoral Studies**
- **Dr Alex Scott, Associate Professor, Faculty of Medicine**
- **Dr Abby Collier, Professor, Faculty of Pharmaceutical Sciences**
- **Ms. Karen Smith, Lecturer, Faculty of Science**

A third call for nominations for the remaining seven (7) seats was issued on 21 May 2020. An election for representatives from the Faculty of Forestry is scheduled to close on 4 June 2020.

*The Faculty of Commerce and Business Administration, the Faculty of Education and the Peter A. Allard School of Law conduct their own elections for these positions.

B) Representative of the Professional Librarians to Senate

Further to the call for nominations for professional librarians of the Vancouver campus to fill the one (1) position for a representative on the Vancouver Senate issued on 2 April 2020, one (1) valid nomination has been received. Therefore, pursuant to Section 15 of the *University Act*, the following professional librarian is acclaimed as elected as representative of Professional Librarians on the Vancouver Senate for a term beginning on 1 September 2020 and ending 31 August 2023 and thereafter until a successor is elected:

- **Mr. George Tsiakos, General Librarian, Law Library**

27 May 2020

From: Dr Kate Ross, Registrar

To: Vancouver Senate

Re: Revisions to *Sudden Examination Disruption Procedures*

The Registrar is responsible for the schedule and coordination of university examinations, and relatedly, the policy and procedures governing the disruption of an examination, as described in the *Sudden Examination Disruption Procedures* policy abstract posted on the Senate website.

This policy and its procedures, while not specifically enabled by *Policy V-125 – Term and Formal Examination Scheduling*, are nonetheless impacted, as there is a section related to scheduling examinations, the parameters of which are broadened by the proposed revisions to *Policy V-125* brought forward by the Senate Academic Policy Committee.

The revisions set out below are presented to Senate for its information. For brevity, only the impacted section is included. Should Senate approve the proposed changes to *Policy V-125*, *Sudden Examination Disruption Procedures* will be updated accordingly.

Sudden Examination Disruption Procedures

...

III Inclement weather, natural disasters and campus wide power outages

Procedures

The Public Affairs Office will inform the media of the decision regarding examinations.

Information will be posted by Scheduling Services on the examination website and on <http://www.ubc.ca/bulletins/> .

Scheduling Services will reschedule Winter Term 1 examinations on the Saturday (and when necessary Sunday) following the first full week of classes in Term 2. Scheduling Services will reschedule examinations for Winter Term 2 and the Summer Terms on the day(s) following the last day of formal examinations for that term.

~~Scheduling Services will reschedule examinations on the following Sunday provided that this day falls within the examination period.~~

To: Senate
From: Dr Kate Ross, Registrar
Re: Confirmation of email Approval of Resolutions Regarding 2020 Spring Meetings of the Convocation
Date; 19 May 2020

This is to confirm that as no objections were received by the deadline of 16 May 2020 to the following resolutions distributed to the Senate via email and posted to senate.ubc.ca, they are approved as of that date:

- 1) That rules of the Convocation be suspended until 31 December 2020 to allow remote attendance at Meetings of the Convocation via such remote attendance means as deemed acceptable to the Secretary to the Convocation;
- 2) That the usual Meetings of the Convocation in May and June 2020 be cancelled;
- 3) That formal meetings of the Convocation be called for 27 and 28 May 2020, to directly follow the regularly-scheduled Senate meetings, such meetings to be convened via remote attendance; and
- 4) That the rules of the convocation be suspended for the 27 and 28 May 2020 Meetings of the Convocation to limit the Order of Business at to a Call to Order, Conferral of Degrees and Awarding of Diplomas and Certificates in absentia, and Adjournment.