

Vancouver Senate

THE SECOND SPECIAL MEETING OF THE
VANCOUVER SENATE
FOR THE 2019/2020 ACADEMIC YEAR

WEDNESDAY, 22 JULY 2020

6:00 P.M. to 8:30 P.M.

1. **Call to Order and Territorial Acknowledgements – Dr Santa J. Ono** (information)

2. **Membership**

New Member:

Dr Steven Lewis Point, O.B.C, Chancellor, to replace Mr James Lindsay Gordon (end of term).

3. **Remarks from the Chair and Related Questions – Dr Santa J. Ono**

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

Establishment of the School of Creative Writing (approval) (docket pages 3-29)

5. **Curriculum Committee Dr Peter Marshall**

- a) Transcript Notation due to COVID-19 (approval) (docket pages 30-35)
- b) Changes to Subject and Course Codes for Workday Implementation (approval) (docket pages 36-47)

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

Triennial Review (approval) (docket pages 48-61)

7. **Ad Hoc Committee on Academic Diversity and Inclusion – Julia Burnham**

Final Report (approval) (docket pages 62-109)

8. **Report from the Registrar – Dr Kate Ross**

- a) Casting of Deciding Vote in Tied Election to Senate (approval) (docket pages 110- 112)
- b) 2020-2023 Triennial Election Results (information) (docket page 113)
- c) Matters Approved by Email Consent between Meetings of Senate (information)(docket page 114)



d) Update on the Integrated Renewal Plan (information)

9. **Other Business**

Under the *Rules and Procedures of Senate*, a consideration of business other than that in the call for the special meeting is not permitted.

22 July 2020

From: Senate Academic Policy Committee

To: Vancouver Senate

Re: Establishment of the UBC School of Creative Writing

The Senate Academic Policy Committee has considered the establishment of the UBC School of Creative Writing within the Faculty of Arts. (Note: while the following documentation refers to renaming the existing program, the proposal actually seeks to create a new academic unit.) The current Creative Writing program was founded in 1954 and has existed since 1995 as a program with its tenure streams resident in the Department of Theatre & Film. The program now offers three degrees: MFA, BFA, and BA Minor. Curricula is delivered both on-campus and via distance instruction across the full range of storytelling genres.

The UBC Creative Writing program has grown enormously over the past decades, and currently has approximately 200 graduate students, 75 BFA students, and an undergraduate Creative Writing Minor that serves over 4,500 students annually. The FTE faculty complement stands at 21.5, consisting of 14 tenure-track faculty (with two hires in growth positions already approved for 2020-21) and 7.5 lecturers, in addition to one continuing sessional and 16 adjunct professors. The program has also become a champion of diversity and engagement with Indigenous and other communities, including a recent tenure-track hire in Indigenous Creative Writing. It is the largest, oldest, and best-known Creative Writing program in Canada, with award-winning faculty and an international reputation. It is also exemplary in the scope and range of its curricular offerings. Many Creative Writing programs focus on the traditional genres of fiction and poetry, while screenwriting and writing for television are often taught within media programs, and graphic forms are taught in an art school context. UBC Creative Writing combines all these storytelling forms and more—including emerging media such as interactive storytelling and writing for videogames—in a unified curriculum that encourages multi-disciplinary research and teaching. In evolving to a School, Creative Writing will continue to build on its existing interdisciplinary relationships with the Department of Theatre & Film; the Department of Art History, Visual Art, and Theory; and the Bachelor of Media Studies program. The School designation captures this expansive, forward-thinking vision of storytelling forms and provides space for the continued development of curriculum and research as new media evolves.

Given the program's growth both in terms of degree offering and profile, it now better serves UBC's academic and strategic objectives for the program to become a standalone school. Creative Writing's orientation towards professional communities of practice in the publishing and media industries makes the school designation most appropriate within the context of the Faculty of Arts, which similarly houses the School of Music; School of Social Work; and the



School of Journalism, Writing, and Media. The change will not affect any existing programs or courses, nor is there any anticipated budgetary impact.

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

Motion:

“That Senate approve the establishment of the UBC School of Creative Writing, as set out in the attached.”

Respectfully submitted,

Dr. Paul Harrison, Chair
Senate Academic Policy Committee



April 2, 2020

To: Andrew Szeri, Vice President Academic and Provost
From: Gage Averill, Dean of Arts
RE: **Name change proposal for Academic Senate – UBC School of Creative Writing**

A handwritten signature in black ink, appearing to be 'Gage Averill', is written over the 'From:' line and extends into the 'RE:' line.

The Faculty of Arts is pleased to bring forward a name change of the UBC Creative Writing Program to the UBC School of Creative Writing in the Faculty of Arts for consideration by Vancouver Senate. This proposal has been approved by the Faculty of Arts Council on March 24, 2020.

“Since its founding in 1954, the UBC Creative Writing Program has offered a curriculum designed to provide students with the tools necessary to succeed as practicing writers. In the last two and half decades, the program has grown exponentially in response to strong demand. The program now offers three degree streams: MFA, BFA and BA Minor. It offers on-campus and distance instruction across the full range of storytelling genres including fiction, poetry, screen and TV writing, creative nonfiction, and writing for young adults. From an administrative standpoint, UBC Creative Writing has existed since 1995 as a program with its tenure streams resident in the Department of Theatre & Film. Given the program’s growth both in terms of degree offering and profile, it is ready to become a stand-alone school. The renaming will not affect any existing programs or courses, nor is there any anticipated budgetary impact.”

I direct your attention to the proposal, which provides a much more detailed rationale and which documents the extensive processes of consultation that have been undertaken. This proposal is submitted with the strong support of the Office of the Dean of Arts.

PROPOSAL FOR THE UBC SCHOOL OF CREATIVE WRITING

1. EXECUTIVE SUMMARY

This document proposes that the existing UBC Creative Writing Program be evolved administratively into a new UBC School of Creative Writing which would operate as a self-governing unit within the Faculty of Arts.

Since its founding in 1954, the UBC Creative Writing Program has offered a curriculum designed to provide students with the tools necessary to succeed as practicing writers, publishers, or to serve in other capacities in the media realm. Over that time, UBC Creative Writing has become the best-known creative writing program in Canada with faculty and alumni whose work has garnered national and international acclaim.

In the last two and half decades, the program has grown exponentially in response to strong demand. The program now offers three degree streams: MFA, BFA and BA Minor. It offers on-campus and distance instruction across the full range of storytelling genres including fiction, poetry, screen and TV writing, creative nonfiction, and writing for young adults. The program has been a centre for innovation in online and blended learning, and in developing instruction for emerging fields such videogame writing and design, podcasting, and interactive storytelling. The program has also become a champion of diversity and engagement with Indigenous and other communities.

From an administrative standpoint, UBC Creative Writing has existed since 1995 as a program with its tenure streams resident in the Department of Theatre & Film. Given the program's growth both in terms of degree offering and profile, it now better serves UBC's academic and strategic objectives for the program to become a stand-alone school.

2. OBJECTIVES

The proposed new UBC School of Creative Writing will:

- Strengthen a globally recognized brand, enabling the program to better attract students to UBC from across Canada and around the world
- Align Creative Writing's administrative structure with Faculty of Arts typical practices
- Facilitate and animate Creative Writing's connections and partnerships with alumni, as well as cultural and professional communities beyond the university
- Improve Creative Writing's ability to advance UBC's academic and strategic objectives

A complete discussion of how school status synchronizes Creative Writing with the UBC Strategic Plan is found below under Strategic Considerations in the section Academic Rationale.

3. ACADEMIC RATIONALE

3.1 Administrative History:

Creative Writing instruction at UBC began in 1954 in the English Department. Classes were organized as workshops, small seminars involving peer critique. While a rich context for learning and community, workshops have a high instructor-student ratio and a resulting high cost of operations relative to other teaching models.

Various administrative arrangements have been struck to mitigate this cost reality. In 1995, Creative Writing was clustered with other units for administrative purposes, including the Department of Theatre and Film, where the program's tenure streams reside to this day.

In 2005, while still technically resident in Theatre and Film, Creative Writing assumed control of its own budget and curriculum development. This change allowed for a number of key innovations. In specific, these were: (1) the development of an optional-residency online graduate program; (2) the creation of large-enrolment on-campus lecture classes; and (3) the establishment of a Creative Writing minor degree.

The combination of these elements has proven an unqualified success. Creative Writing is now able to serve the needs of workshop students, those at a distance, and a booming population of undergraduates who understand that writing skills can be very usefully combined with their pursuits in other areas. Balancing these offerings, Creative Writing has returned to financial health in the Faculty.

3.2 Growth:

The success of the improved program offerings is evident in dramatically increased student enrollment. The Creative Writing Program graduated 17 MFAs in 2005. It currently has 200 MFA students enrolled in on-campus and distance programs, approximately 75 BFA students, and an undergraduate program including the Creative Writing Minor that serves over 4500 students annually. Going forward, growth is expected to continue through open-access and continuing education courses, additional online and blended learning classes, and certificate programs.

Note that the growth described since 2005 has happened in a structurally and procedurally stable way. Policies and procedures are in place for faculty, BFA students, MFA students, and TAs, with regular training sessions and operational handbooks. Combined with financial health, this contributes to Creative Writing's readiness to evolve and grow as a school.

3.3 Current Program Profile:

After its significant growth over the past 15 years, the UBC Creative Writing Program has emerged as Canada's leading place for writing instruction. The program has a wide range of

offerings, with points of entry for aspiring literary writers, local and international, as well as those who wish to harness narrative and storytelling skills for other purposes. The publishing profile of Creative Writing's alumni speaks to its national profile and influence. Creative Writing alumni have recently won \$100,000 Simonovitch Prize, the \$50,000 Writers' Trust Fellowship, National Magazine awards, the Ethel Wilson Fiction Prize, the Hubert Evans Non-fiction Prize, and the Canadian Jewish Literary Book Award; been finalists for the Governor General's Awards and the Giller Prize; written and produced television shows for Global, CTV, and Netflix; and written films that premiered at the Toronto International Film Festival. In 2018 MFA Alumna Eden Robinson, the internationally acclaimed Haisla and Heiltsuk novelist and short story writer, received an honorary doctoral degree from UBC to recognize her substantial literary contributions.

Creative Writing faculty members have published critically praised fiction, non-fiction, and drama; won the \$100,000 Scotiabank Giller Prize, the Rogers Writers' Trust Fiction Prize and Engel-Findley Award, and the Fred Kerner Book Award from the Canadian Authors Association; been finalists for the BC Book Awards, the Amazon Canada First Novel Award, the Governor General's Award, and the Rogers Writers' Trust Fiction Prize. Other recognitions include a Guggenheim Fellowship, Peabody Award, National Endowment for the Arts fellowship, SSHRC awards, and a Wall Scholar Research Award. Creative Writing faculty have international reputations, with work published and translated in the US, Germany, France, Italy, the Netherlands, and many other places. Faculty also play a crucial ongoing role in Canadian letters via service on granting bodies, awards juries, external program reviews and assessments, and participation in literary festivals.

The program's profile and role in literature is notably international, in part because of the student population. The Optional Residency MFA program draws students from Asia, Europe, and beyond. But this international profile owes also to the publishing record of faculty, which has served to promote the Creative Writing program across the world. Faculty have published in over 50 countries and over 40 languages. The resulting international network affords the Creative Writing Program the opportunity to involve high profile writers from places such as India and China, enmeshing the community in a global literary culture and improving the experience for students.

In moving towards self-governance, two forms of organization were considered by the Creative Writing program: a School or a Department. Departments in the Faculty of Arts have traditionally been organized around longstanding disciplinary identities, and they most often offer the Bachelor of Arts degree (and MA/PhD). Schools more typically offer professionalized degrees (Social Work; Journalism; Music; the Bachelor of International Economics; Librarianship, Archiving and Information) and have a strong orientation to communities of practice. The centrality of the BFA/MFA degree in Creative Writing and its orientation towards the publishing and media industries make the designation as a School more in line with the norms and with cognate units in the Faculty of Arts.

Because of the diversity of courses offered within the Creative Writing program, its alumni go on to work in a range of fields, from the television and film industries to journalism, communications, freelance writing, and arts education. Students within the program have the

opportunity to develop and apply professional skills in many of these fields through the curriculum and community partnerships. An environmental scan of North American Creative Writing programs shows a variety of administrative structures with no discipline-specific standard. Some are housed within English Departments (York, Concordia, Cornell), some have undergraduate and graduate programs housed separately (University of Texas), and some are freestanding programs (Columbia, Michigan, Iowa). There is no other program that offers the range of genres and curriculum at UBC. The distinctive nature of the Creative Writing program, as well as its size, positions it as a leader in the field, a level of stature that will be supported by the School designation.

3.4 Ongoing Innovation:

UBC Creative Writing has prioritized innovation in the development of its program and course offerings. Its large undergraduate multi-genre lecture courses were a first of their kind in Canada. More recently, Creative Writing innovations have included a large-scale TLEF grant creating blended on-campus/online versions of courses in Fiction, Poetry, Graphic Forms, and New Media to date. Continuing education programs in writing the novel on the EdX platform and a developing certificate in Video Game Writing represent innovations in online learning and extend the program's reach to a large audience beyond the boundaries of the Point Grey campus. The program has also moved to diversify its curriculum and to address the legacy of colonialism, and has hired its first tenure-stream faculty member in Indigenous Creative Writing.

3.5 Community Consultations

In developing the proposal to become the UBC School of Creative Writing, the program consulted with students, alumni, and community partners. A survey sent out to 1105 alumni yielded 161 responses, with 97% in support. A survey of 200 MFA students yielded 38 responses with 97% in support. The Chair of Creative Writing also met with the Creative Writing Students Association (which includes both undergraduate and graduate students) to answer questions and receive comments regarding the proposal, as well as answering questions by email. Community partners such as Harper Collins Canada and the Vancouver Writers' Fest also indicated their support.

3.6 Strategic Considerations

The proposal that UBC Creative Writing become a school is grounded in the understanding that this will help the unit better synchronize its efforts with the UBC Strategic Plan. This consideration is particularly germane with respect to key objectives in that plan.

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

By strengthening a robust existing brand, the UBC School of Creative Writing will be better positioned than ever to attract the highest quality instructors and students, and

continue to produce exceptional creative work with national and international profile.

2. *Inspire and enable students through excellence in transformative teaching, mentoring, advising and the student experience.*

By streamlining its administrative structure, the UBC School of Creative Writing will be better positioned to implement innovative curricular developments and improve student results and experience.

3. *Partner with Indigenous Communities on and off campus to address the legacy of colonialism and to co-develop knowledge and relationships.*

With a new hire in Indigenous Creative Writing, the UBC School of Creative Writing will actively seek partnerships and collaborations with FNIS, CIS, and community groups.

4. *Build a diverse culture that integrates our theme of innovation, collaboration and inclusion, and infuses them through all our activities.*

A more autonomously administered UBC School of Creative Writing will have an advantage in continuing to collaborate with the community and promote diversity of culture and identity in its offerings and practices.

6. *Significantly expand student access, alumni networks and institutional partnerships to reinforce global and local connections.*

The improved profile and visibility of the UBC School of Creative Writing will allow it to develop further or existing partnerships and connections.

4. UBC CREATIVE WRITING OFFERINGS

4.1 Degree Programs

Graduate Programs: On-Campus and Optional-Residency MFA

Objectives / Learning Outcomes:

The MFA Program continues to provide students with an interdisciplinary, technologically forward-thinking education that offers students instruction in multiple genres of writing; prizes integration between the on campus and distance programs; offers professional connections and ties to the publishing industry in Canada and around the world; and is increasingly appealing to international students, such as those in newer markets like India and Australia.

Structure:

The degree program is studio-based, with workshops as the primary pedagogical tool at the graduate level. The MFA is a terminal degree designed to be used professionally on graduation in production, publication, and teaching.

Demand trends continue to make the selection process highly competitive. Of approximately 161 on campus applicants in 2019, 15 were accepted. Of approximately 111 Optional Residency applicants in 2013, 24 were accepted.

The academic requirements of the MFA degree are 36 credits of coursework, including 6 credits of thesis, and that coursework must cover at least three genres. 11 genres are offered on campus:

- fiction
- creative non-fiction
- writing for screen and television
- poetry
- playwriting
- radio
- writing for children and young adults
- writing of graphic forms
- writing of lyric forms (songwriting)
- translation
- writing for new media

The Optional Residency program offers the same genres, with the exception of radio and new media; however, distance students wishing to work in those areas are able to approach on campus faculty for supervision. The summer residency intensive course session offered each July

brings together students from around the world. It supplements creative writing curriculum with lectures on writing craft and process and visits with industry professionals.

Approximately 200 graduate students are enrolled in the on-campus and optional-residency programs. Of 35 faculty—including tenure-track professors, adjuncts, lecturers, and interdisciplinary appointments—13 supervise graduate students. This year, the Program is running searches for three additional full-time tenure track appointments, two research faculty and one in educational leadership.

Bachelor of Fine Arts in Creative Writing (majors)

Objectives / Learning Outcomes:

The undergraduate BFA provides rigorous undergraduate study in an intensive studio environment for majors in Creative Writing. As it does for MFA students, UBC Creative writing offers BFA students access to professional connections to a network of writing, producing and publishing contacts in Canada and internationally.

Structure:

Like the MFA, the BFA degree course of study is built around workshop courses in which students read and critique each other's work, alongside craft discussions that include the reading and viewing of professional work. The rigorous and collaborative studio experience fosters dynamic thinking, hands-on learning and strong connections to the professional literary world. Workshops, mentorship and student-focused programs offer talented undergraduates as close to an MFA-level experience as possible. Small class sizes guarantee an exceptional learning environment in which every student can strive toward their professional potential.

Similar demand dynamics are at play in gaining acceptance to the BFA program as they are with the MFA. With only one in four applications gaining acceptance, the selection process is highly competitive and those accepted are invariably among the very best new young writers in Canada. The program's reputation for inclusive and innovative education attracts a diverse and experienced cohort, including a growing percentage of self-identified Indigenous students and strong transfer students from competing institutions.

The BFA offers workshops in the following genres:

- fiction
- creative nonfiction
- writing for screen and television
- poetry
- writing for video games
- writing for children and young adults
- playwriting
- writing for radio

- writing for lyric forms (songwriting)
- writing for graphic forms
- writing for new media

Bachelor of Arts Minor in Creative Writing

Objectives / Learning Outcomes:

The BA Minor in Creative Writing is designed to integrate the study of writing skills with that of other disciplines. The degree stream is grounded in the awareness that such tools – an understanding of narrative development and story structure, for example – can be powerfully combined with the pursuit of other objectives in business, psychology, the sciences and other areas. The BA Minor makes a range of genres available to interested undergraduates, and gives undergraduate students in all disciplines unprecedented access to the flexible learning of core creative writing concepts.

Structure:

The Minor Program in Creative Writing is the first of its kind in the world: a creative writing stream dedicated to teaching undergraduate students of any discipline, offering access to learning via non-traditional lecture courses, web-integrated “flipped” classrooms, and studio-experience workshops.

The program mandate is twofold: 1) to maintain the same rigorous craft-based course of study that has served as the bedrock of the program’s reputation, and 2) to ensure a positive and interactive undergraduate student experience that makes creative writing tools powerfully relevant to a student’s other pursuits.

The proof of that relevance can be sensed in the growth of enrolments. Since 2007, the open-enrolment course offerings have grown from 62 undergraduate seats to 4400 across a broad selection of courses in an array of genres. At the same time, the program continues to focus on offering the best undergraduate experience possible with the most flexible learning opportunities available, and continues to innovate with a large-scale TLEF grant that has created hybrid in-class/online learning versions of courses in Fiction, Poetry, New Media, and Graphic Forms.

The Minor Program connects students from all faculties and disciplines within the university. Students from all disciplinary backgrounds learn to use story, language and narrative structure to intersect with their own career and life goals.

Other Degree Programs

In addition to the MFA, BFA, and BA Minor, the Creative Writing Program contributes to two joint MFA programs: the MFA in Film Production and Creative Writing and the MFA in

Creative Writing and Theatre (both programs run in collaboration with the Theatre & Film Department).

Creative Writing also contributes to a range of other degree programs. Faculty teach and offer graduate supervision in the MACL (Master's of Children's Literature) program as well as the MFA in Film Production. At the undergraduate level, Creative Writing offers courses in Writing for New Media and Interactive Storytelling to the Bachelor in Media Studies and Co-ordinated Arts Programs. Creative Writing faculty also sit on the BMS Executive Committee and Steering Committee. Faculty also sit on graduate committees in other departments and programs.

4.2 Community Outreach and Professional Development Programs

Outreach has played a critical role in the profile and reputation of the Creative Writing program to date. And the more strongly branded UBC School of Creative Writing will be able to build on existing connections to foster strong partnerships and collaborations with a variety of communities.

Ongoing outreach activities include the following:

Creative Writing Summer Residency

Since 2006, the summer writing residency has offered Optional-Residency MFA students a ten-day intensive of workshops, lectures, seminars and panel discussions. In 2013, this intensive was offered to on-campus MFA students as well. Recent programming has included: panels and individual meetings with editors from major publishing houses such as HarperCollins and McLelland and Stewart; lectures and craft talks by visiting writers, including Evelyn Lau, Amy Stuart, Joanne Arnott, and Michael V. Smith; alumni networking and social events; and opportunities to engage in collaborative discussions through student groups such as the Indigenous Reading Circle and the Intersections Reading Group.

Alumni Association

The UBC Creative Writing Alumni Association was founded in the summer of 2014 after a survey of alumni revealed an overwhelming desire for alumni engagement. Alumni and active students formally selected a student-run governing committee that continues to work to provide community, programming and support for alumni.

SSHRC and Award Support

The Creative Writing Program offers support and mentorship to students applying for SSHRC Awards and other sources of funding. Student success in these competitive awards gives a strong indicator of the calibre of the applications. In 2019 students in the program received a total of 18 SSHRC awards, 1 Affiliate Award, and 3 Aboriginal Graduate Fellowships.

New Shoots

For over 30 years, this collaboration between UBC Creative Writing and the Vancouver School Board offers Creative Writing graduate students the chance to work with groups of high school students who have an interest in writing. With many participating schools in lower income catchments, *New Shoots* provides a vital outlet for students needing encouragement and quality writing instruction. *New Shoots* concludes with a public reading of student work and the production of an anthology.

Young Adulting

This new online magazine reviews young adult, middle grade, and new adult books weekly. It features books by a diversity of authors that represent teens from all walks of life. The site creates a space where students, who are emerging writers themselves, can start insightful conversations with the young adult literary world. The magazine aims to develop a platform where authors and scholars can add their voices to the conversations alongside the student reviewers. *Young Adulting's* reviewers are current and past students of UBC's Creative Writing and Master of Children's Literature programs.

The magazine is partially funded by UBC's Creative Writing program and the [Social Sciences and Humanities Research Council](#) (SSHRC).

Visiting Writers and Speakers Series

The Creative Writing Program has attracted a roster of marquee visiting writers from Canada and the US, including: Karen Solie, Miriam Toews, Michael Crummey, Tess Gallagher, Yann Martel, Tracey Lindberg, Hiromi Goto, Alicia Elliott, Katherena Vermette, Alexander MacLeod, Lisa Moore, Nicole Brossard, Rawi Hage, Elizabeth May, and many others. Many of these authors participated in workshops, exposing students to varied and eclectic perspectives on the craft of writing. The Creative Writing Program has also worked with UBC partners such as Green College to sponsor visiting authors for free public presentations and readings at UBC on topics such as utopian and dystopian trends in literature and culture. In 2017 the Program held a joint sold-out event with SFU with writer Maggie Nelson. In 2018 the Program served as academic host department for the UBC Connects speaker Isabel Allende, and also partnered with the Vancouver Writers' Festival to host internationally acclaimed writer Zadie Smith.

PRISM International

For more than fifty years, quarterly magazine *PRISM international* has published award-winning Canadian writers such as Margaret Atwood, Michael Ondaatje, Irving Layton, and Evelyn Lau, prominent international authors such as Ted Hughes, Jorge Luis Borges, and Tennessee Williams, and Nobel Prize winners Salvador Quasimodo, Gabriel Garcia Marquez, and Seamus Heaney. Edited, managed, and produced by MFA Students, *PRISM* continues to publish the best

in contemporary writing and translation from Canada and around the world. *PRISM* reaches an audience of readers in over 40 nations.

Nineteen Questions

Nineteen Questions is an online magazine of interviews with established writers conducted by students of the UBC Creative Writing Program. The magazine has included interviews with acclaimed writers such as Ruth Ozeki, Alberto Manguel, Audrey Niffenegger and Marilynne Robinson, among others. The magazine is intended to inspire emerging writers to chart their own paths while facilitating a global cultural conversation.

Brave New Play Rites Festival

Now in its 33rd year, this series of exciting public performances showcases staged productions of twelve plays by Creative Writing students. Additional short plays are presented in the public Stage Reading Series. Festival plays have gone on to national and international production. This year's plays are offered in partnership with Studio 1398 and the Playwrights Theatre Centre.

Stage Writes

A new reading series, Stage Writes, was established in 2019. Stage Writes is dedicated to promoting the work of student playwrights in the on campus BFA and MFA Creative Writing Program (as well as the online MFA Residency Program). The Reading Series features readings of scenes written by the students which will be presented with actors, as well as a Headline Guest Reader (for example, an alumni who is a professional playwright or a professional playwright from Vancouver or across the country).

Creative Writing Reading Series

Supported by the program and organized by Creative Writing MFA and BFA students respectively, two monthly readings series, *Locution* and *Outwrite*, offer current students as well as published alumni acclaimed within their genres the opportunity to share their work in a formal onstage reading. These readings are popular with both the public and potential applicants to the program.

HarperCollins Canada UBC Prize for Fiction

In 2013, HarperCollins Canada, The Cooke Agency and UBC Creative Writing partnered to create a literary prize open to students and alumni of the UBC Creative Writing Program. The winner of the prize is offered literary representation by the Cooke Agency, and an advance and contract to publish by HarperCollins Canada. Two winners of the prize have been published so far: *The Dutch Wife* by Ellen Keith (a national bestseller), and *The Ghost Keeper* by Natalie

Morrill, winner of a Jewish Book Award. Forthcoming is the 2018 winner, *Five Little Indians* by Michelle Good.

Screenwriting Industry Networking

The Creative Writing Program regularly hosts networking opportunities for screenwriting students. Events include panel discussions with agents and producers, career talks by visiting screenwriters, and opportunities for students to pitch projects to TV and film producers. A collaboration with the Cold Reading Series offers UBC student screenwriters the opportunity to have their scripts performed by actors on a live stage.

Vancouver Writers Fest

UBC Creative Writing is proud to be a valued friend of the Vancouver Writers Fest. Faculty regularly host and participate in festival events, and many of graduates appear as guest authors. With a public attendance of over 16,000, the Vancouver Writers Fest is the city's most important celebration of writers and writing and an important showcase of the strength and talent of the Creative Writing program's authors. Faculty also regularly present their work through the VWF's year-round "Incite" events at the Vancouver Public Library, and serve as interviewers for distinguished international authors such as Marlon James and Kate Atkinson.

Affiliations – AWP (Associated Writing Programs), CCWWP (Canadian Creative Writers and Writing Programs) and EACWP (European Association of Creative Writing Programs)

UBC faculty regularly present and participate on panel discussions related to creative writing pedagogy at the Associated Writing Programs Conference, the largest gathering of educators, industry professionals, students and writers in the world, with over 12,000 attendees from the US and abroad. In 2019, UBC Creative Writing was a major sponsor of the AWP Conference in Portland, OR; students, faculty, and alums presented on 14 panel sessions. UBC has had board members on the CCWWP since its inception and has hosted the CCWWP annual conference, and is an institutional member of EACWP.

5. FUNDING

The Creative Writing Program is funded by the Faculty of Arts and follows the faculty's funding formula. The 2019/20 operating budget is \$3,193,247.

In addition, the Optional Residency MFA program charges students professional fees and generates approximately \$550,000. The EdX open-enrollment online courses in Novel Writing generate approximately \$71,000.

The Creative Writing Program also runs a series of smaller enterprises. PRISM, the Program's international literary magazine, generates approximately \$64,000 in grants and \$40,000 in sales annually. The remaining enterprises, such as the New Shoots Program and the Brave New Play Rites festival, collectively generate approximately \$10,000 annually.

6. GOVERNANCE

As with the existing Creative Writing Program, the UBC School of Creative Writing will be a unit within the Faculty of Arts and its Director will report to the Dean of Arts. The School of Creative Writing will represent a key administrative change, however, in that independent programs have no official status in the university system. In at least this respect, establishing school designation for Creative Writing will eliminate an outstanding anomaly in the Faculty of Arts.

In terms of governance going forward, existing structures will remain with one key addition: the creation of an Advisory Board for the School. The board will be made up of interested, diverse, and qualified members of the broader community, with a range of voices, writers, publishers, and arts organizations represented.

The continuing faculty population is made up of 13 tenure stream positions, 6 full time lecturers, and three 50% 12-month lecturers, for a total of 20.5 FTE not including adjunct instructors. This year searches are being run for three tenure stream faculty positions: two research faculty and one instructor. Tenure stream and permanent faculty at the School of Creative Writing will contribute to administrative and governance needs via participation in a range of standing committees.

Standing committees include:

- Admissions, MFA (on campus)
- Admissions, MFA (optional residency)
- Admissions, BFA
- Curriculum Review and Renewal
- Pedagogy
- Promotion and Tenure
- Merit Review
- Equity and Inclusion
- SSHRC Award Support
- Visiting Writers and Program Guests
- Student and Faculty Awards and Distinctions
- Peer Teaching Review

Other committees, such as hiring and head searches, are formed on an as-required basis. Faculty meetings are held once a month. Program policy and strategic planning, as well as general reporting and problem solving, form the content of these.

7. LIST OF FACULTY

Last Name	First Name	Rank
Maillard	Keith	Professor
Svendsen	Linda	Professor
Lyon	Annabel	Associate Professor
McGowan	Sharon	Associate Professor
Medved	Maureen	Associate Professor
Ohlin	Alix	Associate Professor/Chair
Taylor	Timothy	Associate Professor
Wade	Bryan	Associate Professor
Belcourt	Billy-Ray	Assistant Professor
Lee	Nancy	Assistant Professor
Pohl-Weary	Emily	Assistant Professor
Williams	Ian	Assistant Professor
Vigna	John	Instructor
Acheson	Alison	Lecturer
Brown-Evans	Taylor	Lecturer
Chong	Kevin	Lecturer
De Vries	Maggie	Lecturer
Graefe	Sara	Lecturer
Hussain	Tariq	Lecturer
Leavitt	Sarah	Lecturer
Musgrave	Susan	Lecturer
Warrener	Sheryda	Lecturer
Armstrong	Theodora	Adjunct Professor
Boychuk	Peter	Adjunct Professor
Browning	Sioux	Adjunct Professor
Catron	Mandy	Adjunct Professor
Currin	Jen	Adjunct Professor
Del Bucchia	Dina	Adjunct Professor
Ferguson	Jenny	Adjunct Professor
Gatchalian	Chris	Adjunct Professor
Gill	Charlotte	Adjunct Professor
Hartman	Rachel	Adjunct Professor

Hungerford	Stephanie	Adjunct Professor
Hunt	Stephen	Adjunct Professor
Lau	Doretta	Adjunct Professor
Moss	Jennifer	Adjunct Professor
Shaben	Carol	Adjunct Professor
Tater	Mallory	Adjunct Professor
Wong	Lindsay	Adjunct Professor
Tsiang	Sarah	Adjunct Professor
Kinch	Martin	Sessional - Continuing



Consultation Request – Proposed Unit Name Change

We are requesting feedback on the proposal to formally change the existing UBC Creative Writing Program to the UBC School of Creative Writing, which will operate as a self-governing unit within the Faculty of Arts. Since its founding in 1954, the UBC Creative Writing Program has offered a curriculum designed to provide students with the tools necessary to succeed as practicing writers. In the last two and half decades, the program has grown exponentially in response to strong demand. The program now offers three degree streams: MFA, BFA and BA Minor. It offers on-campus and distance instruction across the full range of storytelling genres including fiction, poetry, screen and TV writing, creative nonfiction, and writing for young adults. From an administrative standpoint, UBC Creative Writing has existed since 1995 as a program with its tenure streams resident in the Department of Theatre & Film. Given the program’s growth both in terms of degree offering and profile, it is ready to become a stand-alone school. The renaming will not affect any existing programs or courses, nor is there any anticipated budgetary impact. Please see the attached proposal for a more detailed rationale.

We anticipate that you may have some interest in this proposal. If you do, we would appreciate receiving your comments via this form. **Please respond no later than Tuesday March 31, by return email. Thank you!**

Response:

In your comments, please indicate your interest and/or level of support for the proposal:

- I support the proposal as written I support the proposal with changes (please suggest changes)
- I have no interest in the proposal I oppose the proposal (please indicate reasons)

Brief Rationale:

This is an important step for Creative Writing that BMS fully supports. The unit has been and will continue to be a strong contributor and innovator in media studies focused curriculum and I believe the new structure will only allow for more forward-thinking initiatives. All the best in your new status!

Respondent Information:

Name and Position: Christine D’Onofrio, BMS Chair	Dept./School: Media Studies Program
Faculty: Arts	Phone/Fax: 604-715-7744

Additional specific feedback to aid in the refinement of the proposal:

1. What, if any, benefits do you envision from the renaming of the Creative Writing Program to the UBC School of Creative Writing?

-Autonomy and an ability to initiate new pathways in the discipline.

2. What, if any, effect might the renaming of the School have on your unit/group/organization?

-As stated above, I believe it would have a positive effect for Media Studies.

3. What, if any, concerns do you have regarding the proposal? How could we strengthen the proposal to address these concerns?

-None, the proposal is very rational, logical and comprehensible. BMS supports it fully!



Consultation Request – Proposed Unit Name Change

We are requesting feedback on the proposal to formally change the existing UBC Creative Writing Program to the UBC School of Creative Writing, which will operate as a self-governing unit within the Faculty of Arts. Since its founding in 1954, the UBC Creative Writing Program has offered a curriculum designed to provide students with the tools necessary to succeed as practicing writers. In the last two and half decades, the program has grown exponentially in response to strong demand. The program now offers three degree streams: MFA, BFA and BA Minor. It offers on-campus and distance instruction across the full range of storytelling genres including fiction, poetry, screen and TV writing, creative nonfiction, and writing for young adults. From an administrative standpoint, UBC Creative Writing has existed since 1995 as a program with its tenure streams resident in the Department of Theatre & Film. Given the program’s growth both in terms of degree offering and profile, it is ready to become a stand-alone school. The renaming will not affect any existing programs or courses, nor is there any anticipated budgetary impact. Please see the attached proposal for a more detailed rationale.

We anticipate that you may have some interest in this proposal. If you do, we would appreciate receiving your comments via this form. **Please respond no later than Tuesday March 31, by return email. Thank you!**

Response:

In your comments, please indicate your interest and/or level of support for the proposal:

- I support the proposal as written
- I support the proposal with changes (please suggest changes).
- I have no interest in the proposal
- I oppose the proposal (please indicate reasons)

Brief Rationale:

The proposal justifies the change as addressing an organizational anomaly and enables Creative Writing to continue its remarkable development through greater autonomy, clarity of faculty lines / organizational structure, and branding.

Respondent Information:

Name and Position: Laurie McNeill	Dept./School: First-Year & Interdisciplinary Programs
Faculty: Arts	Phone/Fax: 604-827-5179

Additional specific feedback to aid in the refinement of the proposal:

1. What, if any, benefits do you envision from the renaming of the Creative Writing Program to the UBC School of Creative Writing?

N/a

2. What, if any, effect might the renaming of the School have on your unit/group/organization?

n/a



3. What, if any, concerns do you have regarding the proposal? How could we strengthen the proposal to address these concerns?

n/a



Consultation Request – Proposed Unit Name Change

We are requesting feedback on the proposal to formally change the existing UBC Creative Writing Program to the UBC School of Creative Writing, which will operate as a self-governing unit within the Faculty of Arts. Since its founding in 1954, the UBC Creative Writing Program has offered a curriculum designed to provide students with the tools necessary to succeed as practicing writers. In the last two and half decades, the program has grown exponentially in response to strong demand. The program now offers three degree streams: MFA, BFA and BA Minor. It offers on-campus and distance instruction across the full range of storytelling genres including fiction, poetry, screen and TV writing, creative nonfiction, and writing for young adults. From an administrative standpoint, UBC Creative Writing has existed since 1995 as a program with its tenure streams resident in the Department of Theatre & Film. Given the program’s growth both in terms of degree offering and profile, it is ready to become a stand-alone school. The renaming will not affect any existing programs or courses, nor is there any anticipated budgetary impact. Please see the attached proposal for a more detailed rationale.

We anticipate that you may have some interest in this proposal. If you do, we would appreciate receiving your comments via this form. **Please respond no later than Tuesday March 31, by return email. Thank you!**

Response:

In your comments, please indicate your interest and/or level of support for the proposal:

- I support the proposal as written
- I support the proposal with changes (please suggest changes).
- I have no interest in the proposal
- I oppose the proposal (please indicate reasons)

Brief Rationale:

Given its recent growth, it makes no sense to keep Creative Writing within Theatre & Film. This is a reasonable, straightforward proposal which will bring administrative organization in line with practical realities.

Respondent Information:

Name and Position: G. Winthrop-Young, Head	Dept./School: Central, Eastern and Northern European Studies
Faculty: Arts	Phone/Fax: 2-5155



Consultation Request – Proposed Unit Name Change

We are requesting feedback on the proposal to formally change the existing UBC Creative Writing Program to the UBC School of Creative Writing, which will operate as a self-governing unit within the Faculty of Arts. Since its founding in 1954, the UBC Creative Writing Program has offered a curriculum designed to provide students with the tools necessary to succeed as practicing writers. In the last two and half decades, the program has grown exponentially in response to strong demand. The program now offers three degree streams: MFA, BFA and BA Minor. It offers on-campus and distance instruction across the full range of storytelling genres including fiction, poetry, screen and TV writing, creative nonfiction, and writing for young adults. From an administrative standpoint, UBC Creative Writing has existed since 1995 as a program with its tenure streams resident in the Department of Theatre & Film. Given the program’s growth both in terms of degree offering and profile, it is ready to become a stand-alone school. The renaming will not affect any existing programs or courses, nor is there any anticipated budgetary impact. Please see the attached proposal for a more detailed rationale.

We anticipate that you may have some interest in this proposal. If you do, we would appreciate receiving your comments via this form. **Please respond no later than Tuesday March 31, by return email. Thank you!**

Response:

In your comments, please indicate your interest and/or level of support for the proposal:

- I support the proposal as written I support the proposal with changes (please suggest changes).
 I have no interest in the proposal I oppose the proposal (please indicate reasons)

Brief Rationale:

The evolution of the UBC Creative Writing Program into the UBC School of Creative Writing would strengthen Creative Writing’s ability to advance UBC’s academic mission, creating more opportunities for teaching, learning and research collaborations with related units.

Respondent Information:

Name and Position: Alfred Hermida, Director	Dept./School: Journalism, Writing, and Media
Faculty: Arts	Phone/Fax: 604 822 6682

Additional specific feedback to aid in the refinement of the proposal:

1. What, if any, benefits do you envision from the renaming of the Creative Writing Program to the UBC School of Creative Writing?
2. What, if any, effect might the renaming of the School have on your unit/group/organization?



3. What, if any, concerns do you have regarding the proposal? How could we strengthen the proposal to address these concerns?



Consultation Request – Proposed Unit Name Change

We are requesting feedback on the proposal to formally change the existing UBC Creative Writing Program to the UBC School of Creative Writing, which will operate as a self-governing unit within the Faculty of Arts. Since its founding in 1954, the UBC Creative Writing Program has offered a curriculum designed to provide students with the tools necessary to succeed as practicing writers. In the last two and half decades, the program has grown exponentially in response to strong demand. The program now offers three degree streams: MFA, BFA and BA Minor. It offers on-campus and distance instruction across the full range of storytelling genres including fiction, poetry, screen and TV writing, creative nonfiction, and writing for young adults. From an administrative standpoint, UBC Creative Writing has existed since 1995 as a program with its tenure streams resident in the Department of Theatre & Film. Given the program’s growth both in terms of degree offering and profile, it is ready to become a stand-alone school. The renaming will not affect any existing programs or courses, nor is there any anticipated budgetary impact. Please see the attached proposal for a more detailed rationale.

We anticipate that you may have some interest in this proposal. If you do, we would appreciate receiving your comments via this form. **Please respond no later than Tuesday March 31, by return email. Thank you!**

Response:

In your comments, please indicate your interest and/or level of support for the proposal:

- I support the proposal as written
- I support the proposal with changes (please suggest changes).
- I have no interest in the proposal
- I oppose the proposal (please indicate reasons)

Brief Rationale:

This is a logical step and it makes sense given the high profile of UBC creative writing programs that they would form a distinct academic unit. Given the professional focus and engagement with alumni and other writing professionals, becoming a school rather than a department seems appropriate. As Director of a School, I feel that the designation is valuable, especially in terms of external recognition and engagement with public stakeholders, and believe it will allow the new school to increase their profile and the quality of their students and faculty even more. We look forward to continue to partner with CreativeWriting in the BMS and the MACL program in their new form.

Respondent Information:

Name and Position: Luanne Freund	Dept./School: School of Information
Faculty: Arts	Phone/Fax: 604 822 0825

Additional specific feedback to aid in the refinement of the proposal:

1. What, if any, benefits do you envision from the renaming of the Creative Writing Program to the UBC School of Creative Writing?
Noted above
2. What, if any, effect might the renaming of the School have on your unit/group/organization?



None

3. What, if any, concerns do you have regarding the proposal? How could we strengthen the proposal to address these concerns?
4. None



Consultation Request – Proposed Unit Name Change

We are requesting feedback on the proposal to formally change the existing UBC Creative Writing Program to the UBC School of Creative Writing, which will operate as a self-governing unit within the Faculty of Arts. Since its founding in 1954, the UBC Creative Writing Program has offered a curriculum designed to provide students with the tools necessary to succeed as practicing writers. In the last two and half decades, the program has grown exponentially in response to strong demand. The program now offers three degree streams: MFA, BFA and BA Minor. It offers on-campus and distance instruction across the full range of storytelling genres including fiction, poetry, screen and TV writing, creative nonfiction, and writing for young adults. From an administrative standpoint, UBC Creative Writing has existed since 1995 as a program with its tenure streams resident in the Department of Theatre & Film. Given the program’s growth both in terms of degree offering and profile, it is ready to become a stand-alone school. The renaming will not affect any existing programs or courses, nor is there any anticipated budgetary impact. Please see the attached proposal for a more detailed rationale.

We anticipate that you may have some interest in this proposal. If you do, we would appreciate receiving your comments via this form. **Please respond no later than Tuesday March 31, by return email. Thank you!**

Response:

In your comments, please indicate your interest and/or level of support for the proposal:

- I support the proposal as written
- I support the proposal with changes (please suggest changes).
- I have no interest in the proposal
- I oppose the proposal (please indicate reasons)

Brief Rationale:

The Creative and Performing Arts are a significant strength at UBC. Rebranding this Creative Writing program as a School will help to strengthen the positioning of this important area.

Respondent Information:

Name and Position: T. Patrick Carrabré, Director and Professor	Dept./School: School of Music
Faculty: Arts	Phone/Fax: 604-822-5436

Additional specific feedback to aid in the refinement of the proposal:

1. What, if any, benefits do you envision from the renaming of the Creative Writing Program to the UBC School of Creative Writing?
2. What, if any, effect might the renaming of the School have on your unit/group/organization? It will strengthen the artistic brand of UBC Arts.
3. What, if any, concerns do you have regarding the proposal? How could we strengthen the proposal to address these concerns?

22 July 2020

From: Okanagan and Vancouver Senate Curriculum Committees

To: Okanagan and Vancouver Senates

Re: Transcript Notation due to COVID-19 Pandemic

Situation at Present

The transcript notation that was previously approved by the Senate Curriculum Committees was presented to the Vancouver Senate on 27 May 2020 and referred back to the Vancouver Committee. (A copy of that submission is attached to this proposal as Appendix A.) The Vancouver Student Senate Caucus felt the notation did not accurately reflect the hardships students have faced this year and requested that the Vancouver Senate Curriculum Committee review it again. Consequently, the motion was tabled at the Okanagan Senate meeting the following day. However, the Okanagan Student Senate Caucus did not support the position held by its Vancouver counterparts; the Okanagan group endorsed the notation that was to have been presented to the Okanagan Senate on 28 May 2020.

As a reminder, the previously-approved notation reads as follows:

“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.”

Points from the Vancouver Student Senate Caucus

The Senate Secretariat engaged with the student senators of both Committees to explain the situation at present and to solicit suggestions for alternate notations. The senators were provided with examples of other COVID-related notations from comparator institutions (those examples immediately follow this memo). They were also informed that this notation will appear on every transcript for courses last term for both campuses of UBC; by nature of the format needs to be succinct; and that the Registrar has advised against hyperlinks in, what is, a printed document.

In response to this engagement process, below are the points that the Vancouver Caucus wished to communicate; they appear exactly as submitted to the Senate Office:

- This statement merely states that COVID-19 occurred

- Many students have had to pack up their lives and move home in days, which significantly changes the learning environment mentally and physically
- Students who were already facing financial hardships may not have had access to laptops and other computer equipment that was necessary to facilitate learning
 - Any measures they would have taken to procure this equipment would have only added an additional burden to an already overwhelming situation
- The statement does not clearly communicate when the disruption happened during the Academic Term, which is necessary since many Universities were impacted at different points during their academic term (eg. during instruction, exams, etc.)
- The choice to Cr/D/F were not only as a result of COVID-19 hardships but also *certain faculty responses*.
 - In the Faculty of Science, instructors were forced to limit the weight of the final to 5% or 30% (whichever resulted in the higher mark for the student).
 - This caused students who might not have experienced any hardships from COVID-19 to still Cr/D/F their courses as their originally worth 15% midterm might have transformed to be worth 65%
- The statement could easily communicate far more if there was a link included in the statement where people could access more information about what happened during the term.
 - Someone with little knowledge of UBC academic governance can reasonably assume grading decisions would be standardized across the university but this isn't true at UBC - any transcript notation should reflect this fact
- This statement implies that students who did opt for Pass/Fail or Cr/D/F were students who simply could not cope with a difficult situation
- Some courses were originally designated as Pass/Fail and did not change, and some students may have originally opted for Cr/D/F prior to COVID.
- Also implications for courses with “hands-on” - labs, practicums, clinical rotations, etc.

Taking into consideration both the points from the Vancouver Student Senate Caucus and the nature and limitations of transcript notations, separately the Vancouver student senators and the Secretariat offered revised notations for the Senate Curriculum Committees' consideration. The Committees ultimately agreed upon the version that appears directly below.

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 COVID-19 pandemic disrupted regular academic activities. Modes of instruction and assessment were shifted to on-line activities mid-term, including changes to exam practices and weighting in some cases. Deadlines to withdraw or change to Credit/D/Fail or Pass/Fail grading were extended by some programs.”

Proposed UBC text (after amendments from SCCs) referred back:

“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.”

Other Known Examples:**Queens U**

“During the 2020 winter term, Queen’s University classes and exams were disrupted by the COVID-19 pandemic. The final weeks of in-person courses and final exams were replaced by alternate methods of delivery. Some students received final grades based on Pass/Fail grading rather than a letter or numeric grade.”

U 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>

NB: Link does not contain more information than what is in notation at this time.

McGill

"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.”

UVIC

“Disruption of Studies due to COVID19”

U Southern California

“Semester was disrupted due to COVID-19.”

Princeton University

“The Covid-19 pandemic required all classes to transition to remote instruction for the second half of the spring 2020 semester. Grading patterns reflect this disruption, as some instructors moved to a Pass/D/Fail only basis for assessment, and students were permitted to elect the Pass/D/Fail option in all other undergraduate courses.”

Johns Hopkins

“Due to the global COVID-19 pandemic, final grades for all undergraduate students in spring 2020 semester-long and second-half semester courses were reported as Satisfactory/Unsatisfactory. Final grades for courses completed in the first half of spring 2020 were reported in the standard manner.”

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."



22 July 2020

From: Okanagan and Vancouver Senate Curriculum Committees

To: Okanagan and Vancouver Senates

Re: Future State of Subject and Course Codes in Workday

The Okanagan and Vancouver Senate Curriculum Committees met jointly with members of the Integrated Renewal Program (IRP) to consider the future state of subject and course codes in UBC's new student information system, Workday. The Committees were provided with an overview of the issues to be resolved, decisions to be made, analysis conducted by the IRP team, and options to be considered. The discussion spanned two meetings. The first meeting resulted in requests for further analysis by the IRP team, and the second resulted in the recommendation that appears below.

Identified Issue

UBC has historically allowed each campus Senate to approve courses with the same subject code and course number (i.e. course code) whether or not they are aligned in subject, content, or course requirements. While new shared course codes are no longer approved, many such courses still exist and are offered on both campuses. Some courses that share a course code are exactly the same, some are similar, and some are completely different. Workday is being established as one student information system for all of UBC. Within the system, each course must have a unique course code. Therefore, the Committees were tasked with resolving the issue of the courses on each campus that share a course code.

Decisions Considered by the Curriculum Committees

The Committees were asked to jointly consider two decisions:

1. an approach for differentiating shared course codes;
2. the scope of codes that the approach should be applied to.

For decision 1, the IRP team initially recommended appending a standard differentiator (e.g. O, V, or other identifier) to either all existing subject codes or the shared subject codes on both campuses (e.g. ENGLO or ENGLV).

For decision 2, the IRP team did not make a recommendation and instead presented the Committees with the options of changing all subject codes on both campuses, changing only those subject codes that are used on both campuses, or changing only those subject codes used on both campuses and have course numbers used on both campuses. An analysis of the change impacts and implementation effort for each option was provided.



The following principles guided the Committees' decision-making:

- Prioritize student experience and their ability to achieve desired outcomes
- Seek logical consistency in approach
- Seek a solution that can adapt to change and accommodate growth (“futureproofing”)
- Support individual units to achieve local objectives related to course codes
- Take an equitable approach across the two campuses
- Consider the effort required to enact an solution in relation to its long-term value

Analysis

For the first meeting, the IRP team provided the Committees with its initial analysis of code approaches and scope options. The discussion that ensued resulted in requests for further analysis of possibilities for decision 1. For the second meeting, the IRP team provided follow up analysis of the specific suggestions made by Committee members; only one suggestion was recommended.

Taking into consideration the full scope of analysis, and guided by the decision principles that appear above, the Committees ultimately made the following decisions:

1. Course codes are to be differentiated by an underscore followed by the campus identifier (i.e.. ENGL_O and ENGL_V)
2. The approach is to be applied to all subject codes on both campuses

Recommendation

That Senate approve in principle the differentiation of course codes by a campus identifier following the subject code, and that such approach be applied to all course codes on both campuses at UBC.

INTEGRATED RENEWAL PROGRAM

Future State of Course Codes – Part II

Joint Senates Curriculum Committees

June 11, 2020



REVIEW OF REQUIRED DECISIONS

In the future, each UBC course must have a unique course code (subject code + course number). Therefore, the courses that currently share a code across the two campuses must be differentiated.

The two Senates have been asked to jointly consider two decisions:

1. An approach for differentiating shared course codes.
2. The scope of codes that the approach should be applied to



DECISION PRINCIPLES

- Prioritize student experience and their ability to achieve desired outcomes
- Seek logical consistency in approach
- Seek a solution that can adapt to change and accommodate growth (“futureproofing”)
- Support individual units to achieve local objectives related to course codes
- Take an equitable approach across the two campuses
- Consider the effort required to enact an solution in relation to its long-term value



DECISION 1: HOW TO DIFFERENTIATE COURSE CODES

22 July 2020

Vancouver Senate

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Recap of discussion from May 12th Joint SCC meeting:

Key considerations raised by committee:

- Importance of providing clarity for students about course subjects
- Importance of maintaining disciplinary identity as represented through subject code
- Importance of not inadvertently creating subject codes that are undesirable (e.g. “CHEMO”; “POLIO”)
- Some members favored changing the course numbering system rather than the subject code

Key considerations raised by IRP team:

- Course codes are used to support logic/processes in Workday (e.g. academic rules/requirements, search functions); some coding options may have adverse impacts on system functionality/usability
- Course codes are ‘consumed’ by many other systems which will integrate with Workday (e.g. Scientia, BCCAT, Canvas, local applications); some coding options may have adverse impacts on functionality/usability of these systems
- Course codes are generally visible to users as configured throughout the system
- Executive guidance has suggested that units on the two campuses should not be put in a position where they need to negotiate with each other to arrive at a solution

DECISION 1: COMMITTEE SUGGESTIONS

22 July 2020

Vancouver Senate

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The committees raised several potential options for differentiating course codes.

Subject Code suggestions	Course number suggestions
Revisit the possibility of using special characters to separate the course code and campus identifier (e.g. hyphen: CHEM-O; “at” sign: CHEM@O). <i>Both of these options were supported as acceptable in a straw poll.</i>	Move to a 4 digit numbering system, with one number serving as a campus identifier; potentially utilizing a decimal as a way to differentiate between campuses (e.g. CHEM 1.221 and CHEM 2.221)
Start existing course codes with the campus identifier (e.g. VCHEM; OCHEM)	Have each campus use exclusively even or odd course numbers
Create an option to signify when courses are identical on both campuses (e.g. APSC-U)	Add a campus-identifying letter to either the beginning or end of the course number
General suggestions	
Leave it to the affected units to differentiate course numbers by changing some courses to a new number	

DECISION 1: FOLLOW UP ANALYSIS – SUBJECT CODES

The IRP Student team pursued subsequent analysis with Workday on several options related to subject codes.

OPTION	Hyphen	“At”	Underscore, before or after subject code		O/V before subject code
Examples	POLI-O ITAL-V	POLI@O ITAL@V	POLI_O ITAL_V	O_POLI V_ITAL	OPOLI VITAL
Considerations	Hyphen is read as minus/exclusion in WD and other systems, does not return appropriate search results	@ may result in hyperlinking or other embedded meaning when exporting codes into other docs or integrating with other systems	Preferred for integrations with other systems and data conversions. Is generally read as “space” with no inherent meaning for other systems.		No major functionality concerns, but may create some less desirable codes or readability issues
Recommendation	No	Not recommended, but possible	Yes – considered best option for subject code differentiation		Not recommended, but possible

DECISION 1: FOLLOW UP ANALYSIS – COURSE NUMBERS

The IRP Student team pursued subsequent analysis with Workday on options related to course numbers.

Options	Four digit numbering with one number representing campus	Four digit numbering utilizing decimal and campus-identifier number
<p>Examples CHEM 234 becomes:</p>	<p>CHEM 2341 and CHEM 2342 (trailing digit) OR CHEM 2134 and CHEM 2234 (second digit)</p>	<p>CHEM 1.234 and CHEM 2.234</p>
<p>Considerations</p>	<p>Cannot accurately represent ranges of courses that could meet academic requirements. This would require presenting long lists of eligible courses, creating a poor user experience.</p> <p>Maintaining both historical 3 digit course numbers and new 4 digit course numbers to support academic requirements, pre-requisites, and other eligibility rules, will add a magnitude of complexity to implementation and maintenance while also affecting the readability of rules for students.</p>	<p>Decimal is a non-standard character in Workday course number field; high risk of introducing academic requirement configuration problems, and issues with each product release/upgrade. Canvas is likely to have difficulty utilizing course numbers with a decimal.</p>
	<p>Changing course numbers in general has an extremely high change impact and maintenance impact compared with changing course subject codes. Every active course would have to be re-numbered, as opposed to a change to the subject codes, which would be applied to all relevant courses at the subject level.</p>	
<p>Recommendation</p>	<p>Resolving the shared course code issue through a change to numbering approach is NOT RECOMMENDED.</p>	

DECISION 1: DIFFERENTIATING COURSE CODES

What should be the approach to differentiating course codes?



DECISION 2: SCOPE OF NEW COURSE CODES

22 July 2020

Vancouver Senate

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Recap of discussion from May 12th Joint SCC meeting. The committees considered three options:

Option 1	Option 2	Option 3 (recommended by IRP)
Change <u>all</u> subject codes on both campuses	Change <u>only</u> those subject codes that are used on both campuses	Change <u>only</u> those subject codes used on both campuses that have shared course numbers
353 subject codes (278/75); 11,000+ courses	47 subject codes/campus; 4,968 courses	33 subject codes/campus; 4,257 courses
Implementation/change effort - XXL	Implementation/change effort - XL	Implementation/change effort - XL

Key considerations raised by committee:

- Comprehensive, consistent approach was seen to have high value for students

Key considerations raised by IRP team:

- UBC will need to implement and maintain both ‘original’ and ‘new’ codes and all related eligibility rules until all active students with original course codes become inactive – the more codes changed, the greater the effort. Changing all codes is an exponentially greater effort, introducing risk to timely implementation.
- Change effort for impacted academic units and Senate & Curriculum Services will be significant.

DECISION 2: SCOPE OF NEW COURSE CODES

To which courses should the new course code be applied?



To: Senate
From: Nominating Committee
Re: 2017-2020 Triennial Review Report
Date: 7 July 2020

Background

As senators are aware, every triennium the Nominating Committee solicits comments from senators, senate committees, and members of the campus community on Senate's operations. A website (<https://senate.ubc.ca/2017-20-vancouver-senate-triennial-review>) was established earlier this academic year to provide background information and inform submissions. Broad feedback was welcomed; however, to focus comments on tangible areas for improvement, the Nominating Committee suggested that submissions consider the following questions:

- 1) Is the current size and composition of Senate appropriate, and is representation suitably balanced between groups?
- 2) Do the Rules and Procedures of Senate effectively support Senate's functions on behalf of the University?
- 3) Do Senate committees have appropriate mandates and terms of reference to aid Senate in academically governing the campus?
- 4) Does the Senate have sufficient resources to fulfill its mandate?
- 5) Do Senate committees have appropriate sizes and compositions?
- 6) How can the Senate improve its communication with the campus?
- 7) How can Senate better ensure that all its constituent groups (e.g., convocation members, deans, faculty members, senior administrators, students) are engaged in its work?
- 8) Do you have any feedback regarding the Council of Senates?
- 9) Do you have any other comments or suggestions?

In response to that general call and specific prompting by the Secretary to Senate committees, several dozen submissions were received. The Committee appreciates all of the comments, and recognizes the effort and consideration that went into raising issues and proposing potential improvements and solutions to the Nominating Committee. In most triennial reviews, the Nominating Committee has been able to, by consensus, agree on recommendations to the Senate. With this review, that has not been possible and a number of formal votes were held to resolve recommendations. The Committee notes that as a result, regrettably, all of its members are not in favour of all of these recommendations. This has almost always been not due to a disagreement on a situation being an issue, but rather has been due to disagreement on either the efficacy of a proposed solution, or a sense that a proposed solution will cause greater problems than the proposed solution. The Committee regrets that it cannot find unanimity, and hopes that these types of issues can be further examined by the proposed external review below.

The Senate Nominating Committee would recommend that Senate resolve as follows:

That Senate approve the recommendation in Part 1 (External Review) of this report;

That Senate approves the recommendations in Part 2 (Committee Terms of Reference Amendments) of this report;

That Senate approves the recommendations in Part 3 (Committee Composition Amendments) of this report;

That Senate approves the recommendations in Part 4 (Amendments to the Rules and Procedures of Senate) of this report; and

That Senate approves the recommendations in Part 5 (Recommendations to Committees and Officers of the University) of this report.

Part 1: External Review

Recommendation: External Review of Senate

“That the Senate support in principle that a review or reviews of the operations of the Vancouver Senate be arranged for the 2020-2023 triennium, with such terms of reference and other details to be recommended by the Senate Nominating Committee, after consultation with the Secretary, to the 2020-2023 Senate no later than October 2020.”

Throughout this review, the Nominating Committee heard several comments, most vocally from the student members of Senate but also from several faculty members, that it was time again to conduct a fuller review of Senate’s operations, such as was last done in 2005 with the “Report of the Ad Hoc Committee for the Review of Senate”. That may take the form of an external review (such as the Senate requires for academic units) or a series of reviews of discrete areas of operation with various external experts and consultants as the subject areas require. The Committee is also mindful that the world is still currently in a pandemic, and typical external review procedures are being adjusted as a result. Finally, the Committee is aware that this may be a costly exercise for the University and thus work over the next term will be required to properly scope and cost out such an exercise. Thus, at this time it is recommending approval in principle and instruction for the next Nominating Committee to review and consider the detailed implementation of such a review.

Throughout this triennial review, a number of topics arose that the Nominating Committee would suggest be considered in a broader review. These include:

The internal organization of the Senate, including its committee structure, committee leadership, and the rules and procedures of Senate;

Involvement and Engagements of the various estates that form the Senate’s membership (i.e., faculty, students, administrators, members of the convocation, and others) in its work;

Senate Membership, including issues of equity, diversity, and inclusion; (keeping in mind the limitations and requirements of the *University Act*);

Operation of appeals and quasi-judicial tribunals;

Senate Resourcing and Staffing;

Scheduling of Senate and its Committees

The involvement of Senate in strategic planning at the university-level

Enforcement/implementation of senate decisions and rules

The Nominating Committee is not suggesting that the above should be taken as an exhaustive list.

This recommendation was unanimously supported by the Nominating Committee.

Part 2: Committee Terms of Reference Amendments

Recommendation: Senate Agenda Committee Terms of Reference

“That the terms of reference for the Senate Agenda Committee be amended to add the following

‘To advise the Secretary on the orientation program for new and returning members of Senate.’”

At present, the orientation of new senators is coordinated by the Registrar. The Committee agrees with that approach but would suggest that a committee of Senate also have formal responsibility for that process.

This recommendation was unanimously supported by the Nominating Committee.

Recommendation: Senate Curriculum Committee Terms of Reference

“That the terms of reference for the Senate Curriculum Committee be amended to add ‘and life-long learning’ following ‘continuing education’”.

The Senate Curriculum Committee originally proposed adding “extended learning” in place of “continuing education” as one of its terms. The Nominating Committee believes that an update in diction would be beneficial, but notes that “continuing education” is the term used in our enabling legislation, the *University Act*. In consideration of the desire for a broader term and continuity with our constitutional documents, the Nominating Committee would propose “continuing education and life-long learning” as a compromise.

This recommendation was unanimously supported by the Nominating Committee.

Recommendation: Senate Tributes Committee Terms of References

That the terms of reference for the Senate Tributes Committee be amended as follows (next text in bold, removed text struck through):

To consider persons who are suggested to the Committee or whom it considers to be suitable recipients for honorary degrees, and to make recommendations to Senate.

- *To ~~recomm~~end to Senate emeritus status in appropriate cases. **make recommendations to Senate with respect to emeritus status.***

- *To prepare a statement regarding deceased members of Senate to be recorded in the minutes.*

- *To consider **matters related to regalia and academic dress** ~~colours for new degree programs~~, and to make recommendations **thereon** to Senate.*

- *To consider rules governing procedure for the transaction of business by the convocation **and at congregation ceremonies**, and to make recommendations thereon to Senate.*

The Tributes Committee has suggested several changes to their terms of reference to more accurately reflect the kinds of decisions it recommends to the Senate. Specifically, these changes provide better clarity as to the Committee's role and function with respect to decisions around emeritus status, academic regalia and congregation ceremonies at UBC's Vancouver Campus, including anticipation of some of the decisions that may require its deliberation in the coming years. The Senate Nominating Committee largely agrees with the suggestions made, with one modification (rather than replacing "convocation" with "congregation", the committee recommends both words be used as while "congregation" is the historic term at UBC, "convocation" is the word used in the *University Act*.

This recommendation was unanimously supported by the Nominating Committee.

Part 3: Committee Composition Amendments

Recommendation: Enlargement of the Senate Academic Policy Committee

"That the membership of the Senate Academic Policy Committee be expanded by three senators, one of whom must be a student."

The Nominating Committee would note that the Academic Policy Committee is often one of the busiest at Senate, and also one of the most requested for committee assignments. To better support the Committee's work and to allow for greater participation, the Nominating Committee would recommend that three additional members be added to the current 13 members of the Academic Policy Committee. In keeping with usual practice regarding ratios from various estates on Senate, the number of seats reserved for student members of Senate is also recommend to be expanded from two to three.

This recommendation was unanimously supported by the Nominating Committee.

Recommendation: Agenda Committee Membership

“That the membership of the Senate Agenda Committee be expanded to add the chairs of the Senate Teaching & Learning Committee and the Senate Research & Scholarship Committee as voting members ex-officio.”

Presently, the Agenda Committees membership is two student members of senate, one convocation member of senate, one dean, and the chairs of five other standing committees of Senate (Academic Policy, Admissions, Awards, Curriculum, and Nominating). These five were originally selected as they were the five that tended to generate most business on Senate agendas. Since that time, the Teaching and Learning Committee has become more active, and Senate has established a new Research & Scholarship Committee. In consideration of their work, the Nominating Committee believes that the chairs of those committees should also be added to the membership of the Agenda Committee so as to better coordinate the work of Senate committees and the Senate.

This recommendation was not unanimously supported by the Nominating Committee.

Recommendation: Appeals on Academic Standing Committee Membership

“That the membership of the Senate Committee on Appeals on Academic Standing be expanded by three senators, one of whom must be a student.”

The Nominating Committee would note that the Appeals on Academic Standing Committee is often one of the most arduous and time-consuming Senate Committees. In consideration of that, the Committee often hears matters via panels of five senators chaired by its chair or a vice-chair. To better support the Committee’s work and to allow for greater participation, the Nominating Committee would recommend that three additional members be added to the current 11 members of the Academic Policy Committee. In keeping with usual practice regarding ratios from various estates on Senate, the number of seats reserved for student members of Senate is also recommend to be expanded from three to four. The Nominating Committee would note that it did consider more substantive revisions to the membership of the appeals committee; however, due to a lack of consensus for a change it determined that this topic would be better considered as part of the external review recommended in Part 1.

This recommendation was unanimously supported by the Nominating Committee.

Part 4: Amendments to the Rules and Procedures of Senate

Recommendation: Training for Appeals Committee Members

“That the Rules and Procedures of Senate be amended as follows:

That the following new section be added following the current Section 28:

No member of the Senate Committee on Student Appeals of Academic Discipline, the Senate Committee on Appeals on Academic Standing, or the Senate Admissions Committee shall hear an appeal until they have attended any training program that may be required by the respective Committee from time to time.’ And

That all subsequent and referential section numbers be renumbered accordingly.”

The Nominating Committee agrees with a concern that the current Rules and Procedures of Senate do not mandate attendance at the quasi-judicial training provided for members of the appeals committees generally either by outside legal counsel or the Justice Institute of British Columbia, and that such training may not be offered frequently enough given changes in committee memberships, especially for student members. The Nominating Committee agrees that such training must be mandatory, and further agrees that for members who join mid-term, the Registrar must make alternate arrangements for their training prior to such a member participating in hearings.

This recommendation was not unanimously supported by the Nominating Committee.

Recommendation: Committee Chair Term Limits

“That the Rules and Procedures of Senate be amended as follows:

That the following new sections be added following the current Section 42:

‘## All Senate committees shall elect a chair and a vice-chair from amongst their members who are senators at least triennially.’

‘## Except for the Senate Agenda Committee and those committees established to ensure representation on the Council of Senates, no senator shall chair more than one standing committee of Senate.’

‘## No Senator shall serve as chair of a standing committee of Senate for more than six (6) consecutive years’ and

That all subsequent and referential section numbers be renumbered accordingly.”

The Nominating Committee deeply appreciated the effort and experience of senators who have chaired committees for many years. That said, it has also heard a concern that some committees have grown complacent in their leadership over many years with the same chair, and that a forced renewal from time to time would help bring new ideas to the forefront without the awkwardness of removing a long-serving and appreciated chair in an election. The Committee agrees that renewal from time to time would be in the interests of Senate. The Committee also heard a suggestion that committee membership in general should also be term limited; with

respect, the Committee does not agree with that sentiment. While it accepts the argument that leadership of a committee should be held in rotation, to remove experienced members from a committee all together would be too harmful to continuity of work.

This recommendation was unanimously supported by the Nominating Committee.

Recommendation: Committee Chair Election

That Section 42 of the Rule and Procedures of Senate be amended as follows (new text in bold):

*“42: All Senate committees shall elect a chair and at least one vice-chair from amongst their members who are senators **by secret ballot. Prior to such an election, candidates shall be given an opportunity to address their nomination and answer any questions committee members may have.** Should a committee elect more than one vice-chair, its chair shall determine which vice-chair shall chair a meeting or otherwise represent the Committee in his or her absence.”*

The Nominating Committee would note that while in practice some committee chairs are already elected by secret ballot, this is not mandated by the *Rules and Procedures of Senate* and thus some may currently be elected by resolution. The Committee agrees with the notion of the importance of a secret ballot in such decisions, and further with making explicit the opportunities to speak to and question nominations and nominators prior to an election.

This recommendation was not unanimously supported by the Nominating Committee.

Recommendation: Senate Committee Agendas

“That the Rules and Procedures of Senate be amended as follow:

That the following new section be added following the current Section 44:

‘## Agendas for committee meetings shall be proposed by committee chairs to their committees for each meeting after consultation with any vice-chairs and the secretary to the committee.’ and

That all subsequent and referential section numbers be renumbered accordingly.”

At present, Senate committee agendas are set by each committee after being developed by the committee chair and secretary. For continuity, training, and further input, the Nominating Committee agrees that Committee vice-chairs should also be involved in that process.

This recommendation was not unanimously supported by the Nominating Committee.

Recommendation: Senators as Observers at Committees

“That the Rules and Procedures of Senate be amended as follows:

That the following new section be added following the current Section 36:

‘##: Rule 36 notwithstanding, except in the case of the consideration of appeals or if a committee otherwise resolves, all members of Senate are permitted to attend meetings of any Senate committee of which they are not members as non-participating observers. Senators who so attend will be held to the same standards for confidentiality of materials and proceedings as committee members. Observers must inform the secretary of their intention to attend at least 24 hours prior to the meeting and while reasonable efforts shall be made to accommodate all observers, space may be limited due to room capacity constraints.’

and

That all subsequent and referential section numbers be renumbered accordingly.”

Rules 36 currently provides “Attendance at meetings of Senate committees is normally limited to members of the committee. Others may attend only with the permission, or at the request of, the Committee”. The Nominating Committee did hear submissions from the some senators asking for committee meetings to be open to the public generally in the interests of transparency, as well as concerns from committee members arguing that opening the meetings would be harmful to free and open consideration of draft proposals on subjects that may be confidential, to giving preliminary feedback to initial ideas that are not yet in a state for public consideration, and result in members speaking more for external audiences rather than to their fellow committee members. The Committee would note that at the time this rule was set, the decision was made to make Senate meetings themselves as open as possible (of the hundreds of resolutions the Senate considers each year, less than 10 tend to be considered in-camera), and to refrain from generally delegating to committees any final decision-making authority of Senate so that decisions are made in an open forum. Having heard student concerns, which seemed most focused on student committee members not being able to attend meetings due to their class or work schedules, the Nominating Committee is pleased to recommend an exception to the usual closed meeting rule. The Committee recognizes that this does not fully address the students’ concerns.

This recommendation was not unanimously supported by the Nominating Committee.

Part 5: Recommendations to Committees and Officers of the University

Recommendation: Appeals Procedures

“That the Senate appeals committees be requested to review their procedures for accessibility, and in particular, to consider if greater parity or constituency is warranted between the procedures for academic standing and academic discipline disputes and what timelines and scheduling patterns are used.”

The Nominating Committee has considered a submission noting the differences in procedures between the admissions, academic standing, and academic discipline appeals committees. While it is not common for students to need to avail themselves of any of these processes, let alone multiple processes, the Committee is sympathetic to the idea of being mindful of differences and ensuring that where possible they are purposeful rather than incidental.

This recommendation was not unanimously supported by the Nominating Committee.

Recommendation: Policy Implementation

“That the Senate Academic Policy Committee be requested to consider amendments to Policy V-1 to address policy implementation and implementation reviews.”

The Committee notes that currently the Senate does not have consistent mechanisms for ensuring or monitoring implementation of the policies, resolutions, and regulations that it passes, nor reviewing such activities. The Nominating Committee agrees that such mechanisms would be useful and suggest that Policy V-1: Format, Development & Administration of Senate *Policies* would be the appropriate tool for such a system.

This recommendation was not unanimously supported by the Nominating Committee.

Recommendation: Senate Curriculum Committee Approval Procedures

“That the Senate Curriculum Committee be requested to review its sub-committee structure and any internal delegations of final approval authority.”

The Senate Nominating Committee received a submission from one senator suggesting that the Senate Curriculum Committee’s delegation of powers to its Graduate Sub-Committee (which has the same membership as the Graduate Council’s Curriculum and New Programs Committee) should be reconsidered. Not knowing the details of the concern, the Nominating Committee would ask the Curriculum Committee to consider the matter further.

This recommendation was unanimously supported by the Nominating Committee.

Recommendation: Senate Diversity

“That the Registrar and the Council Elections Committee be requested to take whatever reasonable steps they feel appropriate to encourage as many candidates as possible - especially those from diverse backgrounds - in Senate elections and encourages all member of the UBC community to do the same, and that the Registrar and Council Elections Committee report back to the Senate with their considerations of this matter by the end of the 2020-2021 academic year.”

The Nominating Committee notes that it received substantive recommendations from the several sources regarding a variety of areas around equity and diversity, including on appeals panels, on Senate, and on its committees. The Nominating Committee thanks those who made these

suggestions and greatly values the diversity of our campus community. At this time, it notes that Senate is primarily an elected body with elections primarily conducted on the basis of faculties. Under such a system, there is no way of ensuring that ethnic, gender, or other identity factors (other than academic discipline) are ensured election to Senate without broader changes to the Senate membership. The committee strongly recommends that this be an area of focus for the review recommended in Part 1 of this report.

This recommendation was not unanimously supported by the Nominating Committee.

Recommendation: Teaching and Learning Committee Membership and Curriculum Committee Membership

“That the Senate Nominating Committee consider adding the Director of the First Nations House of Learning (or designate) as an ex officio, voting member to the Senate Teaching & Learning Committee and the Senate Curriculum Committee.”

The Senate Teaching & Learning Committee and the Senate Curriculum Committee have considered their membership in light of the various pedagogical and curricular initiatives currently underway and planned to support both the learning of indigenous students themselves and broader academic inquiry into indigenous matters. These committees are of the opinion that a Director would be uniquely placed to participate in deliberations, but recognize the frequent calls upon the incumbent (and her predecessors) to participate in University committees and the draws upon her time and attention (and the draws upon the time and attention of other indigenous members of the academy) by such service. The Nominating Committee agrees with the suggestion in principle but wishes to consult with the director and others on how best to incorporate indigenous perspectives into Senate committee processes.

This recommendation was unanimously supported by the Nominating Committee.

Recommendation: Committee Chair Training Process

“That the Secretary be directed to prepare a specific training and orientation process for new and continuing chairs of standing and ad hoc committees of Senate.”

The Committee would note that currently, the Senate and committee orientation processes do not directly address the parliamentary, organizational, and procedural skills needed to effectively chair committees of Senate. The Committee agrees that this should be a resource made available to new committee chairs.

This recommendation was unanimously supported by the Nominating Committee.

Recommendation: Senate Resources

“That the Senate note the concerns raised regarding the staff resources available for the Senate.”

During the course of the triennial review, the Committee was made aware of concerns regarding Senate Secretariat staffing levels and their implications for the work of Senate. More specifically, several Senators, including chairs of standing committees, expressed concern about work overloads for the Secretariat and the effects of that overload on the well-being of staff, the prioritization of tasks, and the timeliness of task completion. We recognize that recommendations about staffing in the Secretariat are beyond the scope of the triennial review, but we think it appropriate to bring these concerns to the attention of Senate. We hope that some consideration will be given to reviewing and adjusting staffing levels, as needed, either as part of an external review or independent of that process.

Recommendation: Senate Office Budget

“That the Senate recommend that the Council of Senates amend the terms of reference for the Council Budget Committee to add to its terms of reference ‘To review the annual budget submission for the Senate Office and make whatever recommendations it sees fit to any office or officer of the University.’”

The Nominating Committee would note that presently, the Senate Office budget is considered by the University as a subset of the Enrolment Services budget under the vice-presidents academic on both campuses. In the past, this has resulted in budget cuts demanded by senior administrators curtailing the ability of the Senate to do its work due to either staff layoffs or substantial cuts to non-salary expenses, generally to provide funding for other initiatives. While the current Associate Vice-President for Enrolment Services has been highly supportive of the work of Senate, and early in her term of office worked to mitigate and, in some cases, reverse the negative effects of earlier budget decisions, the Nominating Committee feels that Senate itself must have more direct input into the process for determining the financial resources need to support Senate’s work, and that the Council Budget Committee, in the course of its legislated duty to “assist in the preparation of the University budget” is the best placed to do so.

This recommendation was unanimously supported by the Nominating Committee.

Recommendation: Committee Year Plans

“That each senate standing committee prepare and publish annual year plans (outlining what topics the committee expects to consider over the academic year) at their September or October meetings, with the understanding that such plans may change due to emerging issues and developments thought-out the year.”

The Nominating Committee notes that many but not all committees of senate already undertake such a process. The Nominating Committee agrees that the practice would be of value for each senate committee, and also for the Senate Agenda Committee in considering how best to organize the workload of the Senate as a whole.

This recommendation was not unanimously supported by the Nominating Committee.

Recommendation: Committee Self-Reflection

“That at the end of each academic year, each committee of Senate engage in a self-reflection discussion on its operations and effectiveness over the past year.”

This matter was first proposed to the Nominating Committee as a “review” of each committee chairs performance. While the Nominating Committee found that specific approach to be unduly confrontational, it did agree that committees as a whole should be more reflective on their performance (including the effectiveness of their officers).

This recommendation was not unanimously supported by the Nominating Committee.

Recommendation: Code of Conduct/Conflict of Interest Regulations

“That Senate supports in principle the development and adoption of a formal Code of Conduct and Conflict of Interest Regulations for Senators; and

That the Senate Agenda Committee be directed to review the work to date and to recommend such a code and regulations to the Senate for consideration by the end of the 2020 academic year.”

The Senate does not currently have a code of conduct outside of the *Rules and Procedures of Senate*. A draft document was circulated to senators last year with mixed replies; some senators felt that this was an appropriate means of controlling the behavior of senators that may compromise the integrity of Senate or its work, others felt that this was a “heavy handed” approach that would stifle the ability of senators to communicate with their constituents and other persons/groups. While the Nominating Committee recognizes the utility of such a code, it also recognizes that the previous draft may have been too legalistic in its approach and could be revised in such a way to support both the orderly operation of Senate as well as the rights of individual senators.

Presently, the University’s conflict of interest policy is maintained by the Board of Governors. While it applies to senators in their capacity as employees of the University (for those who are employees), it does not apply in their capacity as senators nor to those whose only relationship with the University is as senators. The Nominating Committee agrees that this is an issue, and out of respect for Senate’s legislated mandate to govern its own affairs, feels that Senate should continue the development of its own regulations. Feedback provided to the Agenda and Nominating Committee last year was largely supportive of this idea in principle, with some specific concerns around implementation and enforcement that still need to be resolved. The Committee thus recommends support in principle while those concerns are addressed.

This recommendation was unanimously supported by the Nominating Committee.

Recommendation: Open/Closed Meeting Procedures

“That the Senate Agenda Committee be directed to prepare amendments to the Rules and Procedures of Senate setting out under what criteria the Senate and its committees may meet in camera.”

Section 20 of the Rules and Procedures of Senate currently allows for it to meet *in camera* (a.k.a in closed session). While the Senate has generally refrained from meeting in camera for almost all business, in a few cases in recent years it has, and some members of Senate have questioned what criteria is used or should be used for such decisions. The Rules and Procedures of Senate are currently silent on what criteria should be applied, and the Nominating Committee agrees that this is a deficiency that should be rectified. As a starting point, the Committee would recommend those criteria already used to determine if committee minutes should be kept private. These are:

Discussions and dealings with other entities or persons where disclosure of the information being discussed may compromise the relationship of the University with them or its relationship with its stakeholders;

Labour relations or human resources issues;

Financial, personnel, contractual and/or other matters for which a decision must be made in which premature disclosure would be prejudicial;

Matters which the Senate or the University are required by contract or law to keep confidential;

Matters related to civil or criminal proceedings; and

Personal information related to an individual

To this, there may also be reasonable grounds to keep private, at least for a time, discussions where the University’s strategic or competitive interests may be harmed by public disclosure, politically sensitive topics that may harm the University if not communicated in an appropriate manner outside of the Senate or University, and matters that they Okanagan Senate or Board of Governors may view as requiring confidentiality.

This recommendation was unanimously supported by the Nominating Committee.

Recommendation: Elections Procedures

“That the Registrar be requested to conduct the triennial review of elections procedures in as open a manner as possible.”

The Committee notes that elections are not under the purview of the Senate under the University; rather, they are conducted by the Registrar under such rules approved by the Council of Senates (which also has a committee serving as the appeals body for elections matters). That said, as part

of the triennial review, several submissions were made regarding elections procedures, and the committee was also made aware of concerns regarding decisions of the University elections staff. The Committee understands that the Registrar already plans to solicit public comments on elections procedures and wishes for the Senate to show support for that initiative.

This recommendation was unanimously supported by the Nominating Committee.

Recommendation: Student Senator Transition Dates

“That the Registrar be requested to seek a further legal opinion regarding the possibility of amending the terms of office for student Senators to begin on 1 May of each year rather than the current 1 April of each year.”

The Committee notes that past senates and registrars have already received two internal legal opinions on the difficulty in changing these dates of office given the stipulations made in the *University Act*. Given the importance of this matter to student senators, and with all respect to the University’s learned legal staff, the Committee would suggest that the Registrar seek a third opinion.

This recommendation was unanimously supported by the Nominating Committee.

22 July 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.

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.

Motion:

“To receive the report of the Senate Ad Hoc Committee on Academic Diversity and Inclusion; to approve the recommendations therein; and to discharge the committee.”

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

July 2020

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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: SACADI Membership

The SACADI benefited from the contribution of an array of perspectives and voices during its tenure.

At the time of authoring this final report, membership is as follows:

- Julia Burnham (Chair; Student Senator)
- Alex Gonzalez (Vice-Chair; Student Senator)
- Paolo Baca (Associate Director, Undergraduate Admissions, Enrolment Services)
- Sara-Jane Finlay (Associate Vice-President Equity and Inclusion)
- Peter Marshall (Senator, Faculty of Forestry)
- Kristen Pike (Associate Director, Strategic Indigenous Enrolment Initiative, Enrolment Services)
- Santokh Singh (Senator, Joint Faculties)
- Mark Thachuk (Senator, Faculty of Science)

Though no longer part of the Committee, the following individuals were SACADI members:

- Dorine Akwiri (Student)
- Jakob Gattinger (Student Senator)
- Marium Hamid (Student Senator)
- Paula Littlejohn (Student)
- Jeanie Malone (Student)
- Debra Martel (former Associate Director, First Nations House of Learning)
- Anne Murphy (Senator, Joint Faculties)

Appendix B: 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 C: 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 2020

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).



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.

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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

Introduction

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 will actively recruit, support, retain, and advance students, faculty, staff, and leaders from systemically marginalized communities.

—
UBC researcher working in a laboratory.

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 will foster environments of learning, research, and engagement that value building and exchanging multiple and intersectional ways of knowing.

—
UBC instructors and students at the Audain Art Centre.

Actions

—
*UBC student
working at the
Audain Art
Centre.*



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

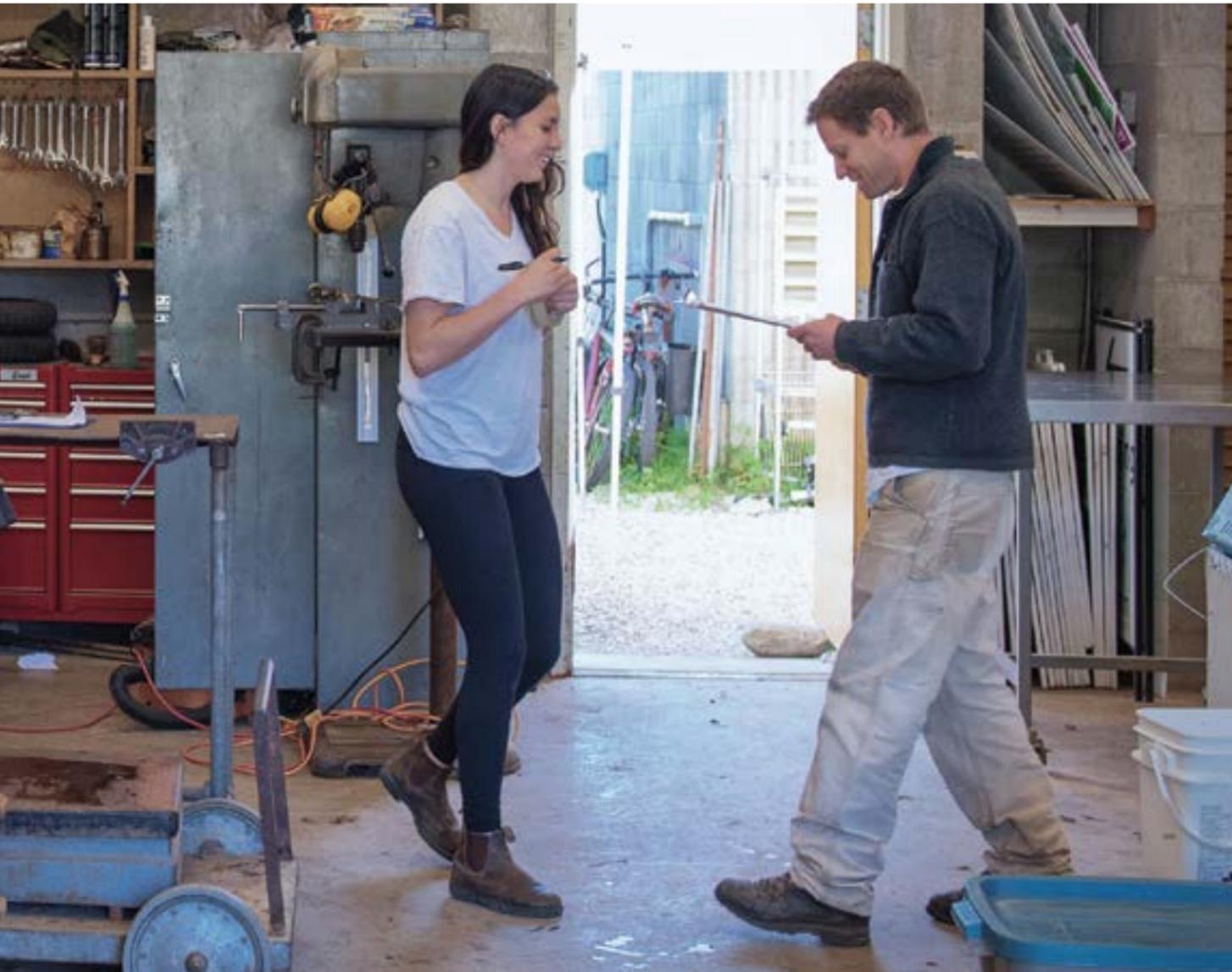
Work in alignment with the Indigenous Strategic Plan to support learning, research, and engagement at UBC that reflect the Truth and Reconciliation Commission of Canada's Calls to Action, the National Inquiry into Missing and Murdered Indigenous Women and Girls' Calls for Justice, and are consistent 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:

An IAP Working Group comprised of equity and inclusion experts, community members with a diverse range of lived experience, influencers, and stakeholders from both UBC Vancouver and UBC Okanagan campuses was convened to consider previous strategic planning for inclusion, and to develop a framework for the IAP. They developed a definition of what inclusion means at UBC and articulated the resulting five goal areas for advancing inclusion at UBC.

An Actions Development Workshop in May 2019 led a cohort of over 70 students, staff and faculty at UBC who are champions, implementers, and/or people with lived experience, in a series of facilitated exercises to synthesize and distill action ideas into preliminary draft actions, followed by iterative team review and feedback processes, within the EIO and with UBC leadership, to refine draft actions and identify relevant, preliminary high-level metrics.

Meetings with developers of mid-level institutional plans to develop a shared understanding of approaches and measures and create synergies where possible.

Presentation to UBC Executive in October 2019 for endorsement.

Publication of the final approved IAP along with the “What We Heard” reports that clarify how campus consultations informed the IAP.

A broad scan was undertaken of the current literature, and of previous plans and reports from the UBC community.

Campus-wide consultations, guided by an Inclusion Advisory Committee, in the spring of 2019, focused on informing the UBC communities about the IAP and opportunities to get involved.

These consultations reached 1,600+ individuals and generated 5,400+ ideas for actions that would contribute to creating a more inclusive UBC.

Targeted consultations in the summer and fall (August through September) of 2019 focused on soliciting feedback on the draft actions from over 250 students, staff, and faculty across campuses with lived experience of being historically, persistently, or systemically marginalized, and hosting presentations and consultations with UBC leadership (Vice-Presidents, Deans, senior administrative and academic leaders, and university-wide committees). This feedback was reviewed and integrated into revisions to produce the current version of the plan.

Presentation to the Board of Governors in December 2019 for information.

Beginning implementation and working out the shared measures of progress and mechanisms for communication.



THE UNIVERSITY
OF BRITISH COLUMBIA



To: Senate
From: Jessica Iverson, Returning Officer on behalf of Kate Ross, Registrar
Re: Casting of Deciding Vote in Tied Election for Student Member of Senate from the
Faculty of Land and Food Systems
Date: 10 June 2020

I write to inform you that the election of a student member of Senate from the Faculty of Land and Food Systems, held 28 April-12 May 2020 has resulted in a tie. Pursuant to Section 16 (3) of the *University Act*, "If there is a tie vote between 2 or more candidates for an office at the University of British Columbia," and "...if the office is as a member of a senate, the senate must cast the deciding vote."

The two tied candidates are Kelvin Au and Anisha Sandhu. Each has been informed of the situation and was asked to draft a short statement for your consideration before casting the deciding vote. These are attached for your consideration.

Vancouver Senate:

Through my years as a student in the faculty of Land and Food Systems, my passion for understanding the complex issues within diverse components of our local and global food systems have grown tremendously. I now pursue my degree by consistently analyzing different perspectives while finding critical solutions to complex issues. This approach highlights a restorative theme in my skill set to thoroughly lead and support UBC students. It is simple to support and advocate for students when the entirety of their needs and desires align, however, it becomes much more complicated and sometimes cumbersome when they do not. I have the leadership and experience to analytically work through these challenging complexities to enhance unity within our university.

Moreover, the role of the Senator requires the ability to work in large and small teams. During my time as a UBC Sustainability Ambassador, I attended weekly meetings of 25+ people from different faculties to discuss the success and short-comings of sustainability initiatives that occurred on and off-campus. Through this collaboration, I enhanced my ability to respect and understand different perspectives to collectively agree on improvements for our UBC community. Additionally, I facilitated planning with a small group for the third-annual "Career Connection" event. Such planning required engaging with the student body to ensure our event met UBC students' expectations.

If elected Senator, I will keep a transparent and engaging platform to ensure students feel comfortable voicing their feedback, while utilizing my leadership skills to problem-solve and empathize with each individual's needs.

Sincerely,



Anisha Sandhu

Kelvin Au is a Land and Food Systems undergraduate studying a Bachelor of Science in Food and Nutritional Sciences. Currently, he is a healthcare worker serving as a patient food service supervisor at BC Children's and Women's Hospital and Eagle Ridge Hospital. He also serves as a teaching assistant to Dr. Michael Johnson in LFS 252, Quantitative Data Analysis.

Kelvin became involved with the Hospital Employees' Union as a shop steward; acting as an intermediary between workers and management. He is well-adapted to read statutes such as the BC *Employment Standards Act* and collective agreements. He is passionate about fairness and compassion in labour issues as healthcare work can be dirty, dangerous and demeaning. At LFSUS, he served as an election coordinator, working with Halla Bertrand, to fairly administer LFS elections pursuant to the BC *University Act* and applicable UBC and AMS regulations. He also served as the LFS's AMS representative during the summer and fall of 2019. Despite his short tenure, he chaired the AMS's Fermentation Committee and sat on the Human Resources and Operations Committees with some current Senate members.

Kelvin urge electors to search on Facebook (@kelvinforlfs) on his outreach to students throughout the campaign. He is the only presently running candidate who has penned and promoted a platform to outline exactly what he plans to do as a Senator and moreover, as a LFSUS executive. If elected, he plans use his page to promote LFSUS and Senate activities to increase transparency and interest in our work.

22 July 2020

From: Dr Kate Ross, Registrar

To: Vancouver Senate

Re: 2020-2023 Triennial Election Results

Set out below are the third in a series of triennial election results.

Representatives of the Faculties to Senate

Further to the third call 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 on 21 May 2020, seven (7) 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 HsingChi von Bergmann, Professor, Faculty of Dentistry**
- **Dr Sue Grayston, Professor, Faculty of Land and Food Systems**
- **Dr Anubhav Singh, Assistant Professor, Faculty of Land and Food Systems**
- **Dr Shigenori Matsui, Professor, Peter A. Allard School of Law**
- **Mr James Stewart, Associate Professor, Peter A. Allard School of Law**
- **Dr Ingrid Price, Associate Professor of Teaching, Faculty of Pharmaceutical Sciences**

Additionally, further to the election for representatives from the Faculty of Forestry that closed on 4 June 2020, the following faculty members are elected as representatives of the Faculty on the Vancouver Senate for terms beginning on 1 September 2020 and ending 31 August 2023 and thereafter until successors are elected:

- **Dr Janette Bulkan, Associate Professor, Faculty of Forestry**
- **Dr Hisham Zerriffi, Associate Professor, Faculty of Forestry**

Three (3) positions remain open after three rounds of nominations. Another call will be made in September 2020. An election for Convocation representatives to the Vancouver Senate closed on 15 July 2020. Results of that election were not available at the time this report was authored.

*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 as allowed by the Regulations.



To: Senate
From: Dr Kate Ross, Registrar
Re: Confirmation of Email Approval of Resolution Regarding International Baccalaureate,
Advanced Placement, and General Certificate of Education – Advanced Level Courses
Date: 27 June 2020

This is to confirm that as no objections were received by the deadline of 26 June 2020 to the following resolution distributed to the Senate via email and posted to senate.ubc.ca, it is approved as of that date:

That UBC continue to offer advanced placement and credit for International Baccalaureate – Higher Level, Advanced Placement, and General Certificate of Education – Advanced Level students under the modified assessment modes used for those courses and examinations completed in the spring of 2020.