



## Vancouver Senate

THE THIRD REGULAR MEETING OF THE VANCOUVER SENATE  
FOR THE 2020/2021 ACADEMIC YEAR**WEDNESDAY, 18 NOVEMBER 2020****6:00 P.M.****VIA ZOOM**

1. Call to Order and Territorial Acknowledgement – Prof. Santa J. Ono (information)

2. Senate Membership – Dr Kate Ross

## Nominating Committee

In response to the call for nominations issued at the previous meeting, one nomination has been received: Dr Julian Dierkes. He is therefore acclaimed as elected to the Senate Nominating Committee until 31 August 2023.

3. Minutes of the Meeting of 21 October 2020 – Prof. Santa J. Ono (approval) (docket pages 4-16)

4. Business Arising from the Minutes – Prof. Santa J. Ono (information)

5. Remarks from the Chair and Related Questions – Prof Santa. J. Ono (information)

6. Candidates for Degrees and Diplomas – Prof. Santa J. Ono (approval)

The list as approved by the faculties is available for advance inspection from the Senate Office.

The Chair of Senate calls for the following motion:

*That the candidates for degrees and diplomas as recommended by the faculties be granted the degree or diplomas for which they were recommended, effective November 2020 and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of the Senate be empowered to make any necessary adjustments.*  
(2/3 majority required).

7. Agenda Committee – J. Max Holmes

Meeting of the Convocation for 18 November 2020 (approval) (docket page 17)



8. Academic Policy Committee – Dr Kin Lo  
Revisions to Policy V-302: Graduate Student Leaves of Absence (approval) (docket page 18-26)
9. Awards Committee – Dr Sally Thorne  
New and Revised Awards (approval) (docket page 27-32)
10. Curriculum Committee – Dr Claudia Krebs
  - a) November Curriculum Proposals (approval) (docket page 33-51)
  - b) Veterans Transition Certificate in International Development and Human Security (information) (docket page 52-61)
11. Nominating Committee – Dr Paul Harrison  
Council of Senates Appointments & Committee Adjustments (approval) (docket page 62)
12. Tributes Committee – Dr John Gilbert
  - a) Emeritus Appointments (approval) (docket page 63)
  - b) Changes to Academic Regalia for the Office of Chancellor and of President & Vice-Chancellor (information) (docket pages 64-65)
13. Report from the Provost – Dr Andrew Szeri
  - a) Additional Supports for 2020 Winter session Term 2 Instruction (information) – with Associate Provost Simon Bates
  - b) Planning for Summer Session 2021 (information) (docket pages 66-71)
14. Other Business
15. IN CAMERA – Tributes Committee – Dr John Gilbert  
Candidates for Honorary Degrees (approval) (to be circulated separately)



## **THE NINETY-FOURTH AUTUMN MEETING OF THE CONVOCAATION**

WEDNESDAY, 18 NOVEMBER 2020

Directly following the adjournment of the Senate

Via Remote Attendance

1. Call to Order
2. Conferral of Degrees and Awarding of Diplomas and  
Certificates in Absentia
3. Adjournment



# VANCOUVER SENATE

## MINUTES OF 21 OCTOBER 2020

### DRAFT

#### Attendance

**Present:** S. Ono (Chair), K. Ross (Secretary), A. Szeri, S. Parker, S. Bates, J. Olson, G. Averill, M. MacDougall, B. Frank, J. Innes, S. Porter, R. Yada, Dr. Kelleher, M. Coughtrie, S. Gopalakrishnan, C. W. Marshall, M. Kuus, K. Lo, N. Ford, H. von Burgman, G. Faulkner, R. R. Boushel, J. Bulkan, H. Zerriffi, J. Dierkes, A. Singh, J. J. Stewart, S. Matsui, A. Scott, A. Collier, K. Smith, P. Choi, P. Englezos, S. Forwell, J. Fox, M. MacPhee, C. Krebs, A. Ivanov, C. Jaeger, S. Pelech, C. Menzies, S. Singh, L. Stothers, S. Thorne, Uzama, Faulkner, J. Benedet, A. Fisher, I. Price, Greigg, Lo, Ford, Kuus, J. G. Stewart, F. Andrew, L. Burr, A. Dulay, B. Fischer, J. Gilbert, P. Harrison, R. Spencer, M. Tan, C. Marshall, A. Zhao, G. Tsiakos, R. Topping C. J. Greenman, A. Gonzalez, J. Zheng, D. Agosti-Moro, D. Nguyen, C. Moonias, A. Alemzadeh Mehrizi, A. Sandhu, R. Helsley, N. Rygnestad-Stahl, T. Yan, N. Pang, D. Liu, J. Burnham, C. Hakim, M. Holmes, E. Bhangu,

**Regrets:** S. Point, M. Aronson, S. Grayston, I. Price, A. Greig, P. Wolf, H. Leong, M. Stewart M. Higgins, Godwin, T. Benbow, C. Evans,

**Clerk:** C. Eaton

#### Call to Order

The Chair of Senate, Dr Santa J. Ono, called the second regular meeting of the Senate for the 2020/2021 academic year to order at 6:08 pm.

#### Senate Membership

##### NEW MEMBERS:

The Registrar, Dr Kathleen Ross, welcomed the following new members to Senate:

Dr Claudia Krebs, Faculty Representative, Faculty of Medicine, until 31 August 2023 (to fill a vacancy)

Dr Steven Pelech, Faculty Representative, Faculty of Graduate & Postdoctoral Studies, until 31 August 2023 (to fill a vacancy).

Dr Jaclyn Stewart, Faculty Representative, Faculty of Science, until 31 August 2023 (to fill a vacancy)



## NOMINATING COMMITTEE

Dr Ross further advised that a vacancy for a non-student non-convocation on the Senate Nominating Committee continued. Interested Senators were asked to nominate by contacting the Clerk before 1 November 2020.

## Minutes of the Previous Meetings

Lynn Stothers	}	<i>That the minutes of the meeting of 16 September 2020 be adopted as presented.</i>
Sue Forwell		

Approved

## Remarks from the Chair

The President, Professor Santa J. Ono, updated the Senate on several initiatives, including the Indigenous Strategic Plan, the upcoming transition to Workday HR, Finance, and Student, climate change initiatives, and work on addressing systemic racism at UBC. He also extended his thanks again to everyone for their response to the COVID-19 pandemic, noting that the past months have been unprecedented in terms of change and uncertainty.

With respect to the Indigenous Strategic Plan, with last month's formal launch the President advised that we were now focusing on the work of bringing the plan to fruition. An Office of Indigenous Strategic Initiatives has been created to coordinate implementation, and we have created new associate director and administrative coordinator position to assist the extended planning manager role. Dr Ono noted that by mid-November, a high-level governance structure will be established with both coordinating and executive advisory committees. Fund priorities are being defined, a website being established, and an implementation toolkit will be trialed by the end of November. Dr Ono noted that some faculties and other units were already beginning to integrate ISP goals and actions into their own plans, and said that he would update the Senate regularly on progress.

The President advised that on 2 November, UBC will be implementing Workday, our core enterprise system which will replace the Student Information System, Human Resource Management System, and Financial Management System. He noted that a significant change such as this takes time and patience to be successful. Dr Ono advised that UBC would be offering a number of online courses for the UBC community to learn about Workday, including specific courses for faculty members, student employees, and basic information for all users.

Dr Ono noted that last week, UBC's senior executive attended a series of learning and dialogue activities on Systemic Bias and Anti-Racism in Higher Education. He advised that he had invited Professor Malinda Smith, recently appointed the Vice Provost, Equity, Diversity & Inclusion at the University of Calgary, along with UBC's Dr. Sara-Jane Finlay, Dr. Minelle Mahtani, and Dr. Sheryl Lightfoot, to facilitate one day of learning and dialogue activities. Additionally, two



shorter sessions were held for the UBC Board of Governors and our academic and administrative leadership on Revisiting the Equity Myth: Racialization, Indigeneity and Nuances of Blackness at Canadian Universities.

Finally, Dr Ono said that he was pleased to note that the Climate Emergency Task Force Recommendation report was currently being distributed to various groups across the campuses. He noted that in the coming weeks, we will be presenting to the Vancouver Deans, Executive Team, Senate committees and will present to full Senates this Winter.

Senator Burnahm asked if Senators could have access to the same anti-racism workshops held for the Board.

The President replied that they would work on organizing something for senators from both campuses.

Senator Zerrifi asked about a locating a COVID-19 testing centre nearer to campus as the nearest one was 12 km away.

Dr Ono said that UBC had already reached out to Vancouver Coastal Health about that situation earlier in the week, but had yet to hear back.

### Awards Committee

The Chair of the Senate Awards Committee, Professor Sally Thorne, presented.

#### NEW AND REVISED AWARDS

*See appendix A: Awards Report*

Sally Thorne Sue Forwell	}	<i>That Senate accept the new awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors.</i>
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Senator Pelech said that he was abstaining on this motion as he did not know if we should be blind to racial and gender considerations then this should be reflected in our reports.

Senator Thorne said that the Committee was looking into this matter in regards to a particular award.

Approved

*NB: Senator Pelech abstained.*

### Admissions Committee



The chair of the Senate admissions committee, Professor Carol Jaeger, presented.

**CHANGES TO UNDERGRADUATE ADMISSIONS – OPTIONAL USE OF SAT/ACT SCORES FOR ADMISSION FROM UNITED STATES CURRICULUM SECONDARY SCHOOLS**

Carol Jaeger	}	<i>That the UBC Undergraduate Admissions “Test Optional” Proposal for Students Enrolled in US Curriculum Secondary Schools be approved as presented, effective for the 2021 Winter Session only.</i>
Peter Choi		

Senator von Bergmann said that we should have an ongoing conversation regarding moving away from standardized testing for admissions on an ongoing basis.

Senator Fox said that the Senate Admissions Committee be discussing this that matter further over the upcoming year.

Approved

**CHANGES TO ADMISSION REQUIREMENTS – BACHELOR OF MEDIA STUDIES**

Carol Jaeger	}	<i>That the revised admission requirements for the Bachelor of Media Studies be approved as presented, effective for admission for 2020 Winter and thereafter.</i>
HsingChi Von Bergmann		

Senator Spencer noted that this proposal had somewhat convoluted requirements that may be a challenge for applicants.

Approved

**Nominating Committee**

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

**COMMITTEE ASSIGNMENTS**

Paul Harrison	}	<i>That Charles Menzies be appointed to the Senate of Carey Theological College;</i>
Anubhav Singh		



*That Austin Uzama be appointed to the Senate of St Mark's College;*  
*That Peter Choi be appointed the Faculty Council of the Vancouver School of Theology;*  
*That Christopher Marshall be appointed to the Senate of Regent College;*  
*That Jaclyn Stewart be appointed to the Senate Academic Building Needs Committee until 31 August 2023 and thereafter until replaced, to fill a vacancy;*  
*That Sue Grayston be appointed to the Senate Academic Building Needs Committee until 31 August 2023 and thereafter until replaced, to replace Merje Kuus;*  
*That Claudia Krebs be appointed to the Senate Academic Policy Committee until 31 August 2023 and thereafter until replaced, to replace Sue Grayston;*  
*That Steven Pelech be appointed to the Senate Admissions Committee until 31 August 2023 and thereafter until replaced, to replace Julian Dierkes;*  
*That Steven Pelech be appointed to the Senate Appeals on Academic Standing Committee until 31 August 2023 and thereafter until replaced, to fill a vacancy;*  
*That Claudia Krebs be appointed to the Senate Curriculum Committee until 31 August 2023 and thereafter until replaced, to fill a vacancy; and*  
*That Jaclyn Stewart be appointed to the Senate Curriculum Committee until 31 August 2023 and thereafter until replaced, to replace Joanne Fox.*

Approved

## REVIEW OF SENATE

Dr Harrison noted that the Senate Nominating Committee has met to consider the resolution of the previous Senate calling for a review or series of reviews of Senate operations this triennium. The Committee has appointed a working group to consider how best to organize such an endeavor and the Nominating Committee will report back to Senate later this term with recommendations. The Committee is aware of the desire of the previous Senate to have this matter addressed as soon as possible and for terms of reference to be set by this meeting;





however, this Senate's Nominating Committee believes that more preparation is needed to undertake this work properly.

## Report from the Provost

### NAMING OF SPINAL CORD RESEARCH CHAIR IN REHABILITATION RESEARCH AND DISESTABLISHMENT OF RICK HANSEN INSTITUTE AT UBC

Andrew Szeri Sue Forwell	}	<i>That the Senate approve and recommend to the Finance Committee of the Board of Governors in accordance with authority delegated to it from the Board of Governors that the name "Patrick Reid" be added to the name of the Chair; and That the Senate approve and recommend to the Board of Governors the disestablishment of the Rick Hansen Institute, effective December 3, 2020</i>
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The Provost, Dr Andrew Szeri, presented a recommendation regarding the Rick Hansen Foundation on the Spinal Cord Research Chair. He noted that Patrick Read was for the former chair of the Rick Hansen Foundation and prior to his death was a member of the Order of Canada. The institute in question has not been active since 2005 and much of its mandate has now been undertaken by the Rick Hansen Foundation.

Senator Harrison said that these seemed like a wonderful opportunity for the Centre for Accessibility given the amount of new funding that will be made available. He noted that there would be a gap of many months before that support would be available and asked why that was.

Dr Szeri agreed that this was excellent opportunity for the Senate for accessibility, they will be receiving between \$650 000- \$800 000 per year to carry out of new funds to carry out strategic work associated with their interests. He advised that because of the schedule of the payout of the funds under the currently existing agreements that we have with the Rick Hansen Foundation, which are lapsing on December 31 2020 there is a gap of a few months until the resources start flowing to the Center for Accessibility; however, that gap is a small one and the funds will flow in perpetuity.

Approved

## Report from the Librarian

### ANNUAL REPORT ON THE LIBRARY

Dr Susan Parker, the University Librarian, presented.

Dr Parker presented highlights for the 2019-2020 year for the UBC Library as well as an update on the effect of the COVID-19 pandemic on the Library's operations. She thanked the members



of the Senate Library Committee, Provost Andrew Szeri, and the staff of the UBC library system for their support.

Dr Parker noted that in 2019 the library launched a new strategic framework, the comprehensive framework was the result of nearly a year's work with consultants from Indiana Jones and associates and included several rounds of consultation with library employees UBC students, faculty and campus stakeholders. The framework identified their vision values and strategic directions, providing a blueprint for our future work. She noted that this was all done in alignment with UBC strategic plan. Dr Parker advised that work has been underway steadily on an implementation plan which will provide us specific directions in detail about how we move forward with our vision. She further noted that this framework has been crucial in helping to guide the Library's decisions over the last month in responding to the coven 19 outbreak.

Dr Parker then outlined the Library's support for research, learning, and scholarship at UBC, and its support for public knowledge, community engagement and open access more broadly.

The Librarian then described University's print, digital, and special collections, which currently included 3.1 million electronic resources and 5.6 million physical works.

With regards to the Library's physical space, Dr Parker noted that in the past fiscal year, they had completed renovations on the fourth and fifth floor of Kerner library and created a dedicated and purpose-built space for the new UBC Library research commons, including additional project and presentation rooms. Further upgrades to the Chapman Learning Commons in the barber Learning Center were completed these allowed for improved lighting a 15% increase in study spaces new furniture and enhanced computer workstations, the reconfiguration also makes it easier to navigate through the space on foot.

With respect to teaching support, Dr Parker advised that the Library had launched a new syllabus service for processing Course Reserves. This allows UBC faculty to submit course readings and syllabuses via direct upload into the library online course reserve system.

Dr Parker noted that the library strives to plan and manage our resources as effectively as we can and we position ourselves in doing so for sustained change and growth. She noted that the Library's collection development continues to shift from print resources to electronic ones, and suggested that this was in response to the evolving needs of UBC students and faculty as well as publishing trends. She noted that generally what UBC was buying in print was not available as an electronic option; however, she also advised that electronic option were often more expensive and this continues to challenge the Library as they develop our collections and we try to grow them to meet this very set of needs that researchers and students.

Dr Parker reiterated her comments from past years that The Library's collection budget predominantly goes toward purchases that are represented by materials that are invoice to us in US dollars. Due to the exchange rate with the Canadian dollar in the past year, this meant that UBC lost 17% of our buying power. She noted that the Library had received extra financial



support from the Provost, Dr. Szeri who recognizes the impact of inflation in the exchange rate on the library is purchasing power and he was able to give us funds to partially cover this delta. While Dr Parker extended her gratitude to the Office of the Provost and VP academic, she also warned that we have an unsustainable situation with currency exchanges.

Dr Parker noted that the Library spent about 40% of its budget on collections and 40% on salaries, and it tried to maintain these proportions year-to-year.

The Librarian then went over the impact of COVID-19 on the UBC Library and how they had responded. She noted that as with everyone at UBC the past months of presented us in the Library with unprecedented challenges as the UBC community has transitioned to remote work teaching and learning. While most of the libraries physical branches have been temporarily closed since mid March the library always has been and is very much open remotely and we have seen an increase in demand for librarian support, which we have continued to provide via Zoom or email. As an example, she noted that their online chat reference service had seen a significant increase this past summer, with a 70% increase in daily calls and inquiries over the same period of the year before. She further noted that their expenditures on streaming media have almost tripled, as we have mobilized to provide electronic materials to support online teaching. With most physical branched closed but not all material available electronically, the Library launched a materials pickup service in July to address this gap; materials can be ordered through the library catalog and are processed within seven business days at the most. To date, more than 5000 items have been ordered and picked up through the service. Dr Parker noted that they have also have been offering bookable study space in the Irving K barber Learning Center for UBC students, faculty and staff since the beginning of September. She said that they continue to make data driven decisions around opening additional library space for study in a way that is safe or users and that supports what students need. The current available study space hovers around 52% occupancy; however, the Library was looking at expanding available space gradually to meet demand and ensure physical distance and protocols can be followed.

Senator Zheng asked about the possibility of the IK Barber Learning library being open on Sundays.

Dr Parker said that there were utilization and staffing issues to consider. We were gradually expanding space as demand increases.

Senator Pelech said that he was surprised that salaries were maintained at 40% of the library's budget given the increased demands on the collection, and expressed a concern with reliance on electronic media as formats may become obsolete or materials otherwise inaccessibility in the future. He asked what the long-term strategy was with electronic records.

Dr Parker agreed agreed that tat medium accessibility was a huge issue for research libraries and that this was an issue being considered not just by UBC but by the Canadian Association for Research Libraries and by the US/Canadian Association of Research Libraries. She noted that these groups had spent a lot of time organizing around policy



and practices for collections and dealing with publishers and electronic formats. She emphasized that we still had over 5 million print volumes and one of the challenges in the question that you ask is that libraries that are much smaller and have fewer resources are abandoning their print resources because they can't house them and they can't care for them over time. UBC was fortunate in having its preservation and archives facility – PARC – for physical collections.

Senator Bhangu asked if we could open up more facilities in the near future.

Dr Parker said that they were monitoring usage now and we are not at capacity for what is currently open, so we were moving cautiously. If demand was expected to increase, such as for examinations or should the weather change, we would be prepared to respond.

Senator S. Singh asked if we could look for donations to support the Library's challenges around the exchange rate.

Dr Parker said yes, they did encourage donations, but we tended to encourage them for 1-time expenses rather than ongoing costs.

The Provost said that the President's Academic Excellence Initiative we outlined a graduate expansion of the library budget in its second phase.

The President congratulated Dr Parker on her recent election to the Board of the Association of Research Libraries.

## **Report from the Registrar**

### **2020-2023 TRIENNIAL ELECTION RESULTS (CONTINUED)**

Dr Ross advised that the last of UBC's triennial elections to Senate had now been completed; the following faculty members were 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. Steven Pelech, Professor, Faculty of Graduate and Postdoctoral Studies
- Dr. Jaclyn Stewart, Associate Professor of Teaching, Faculty of Science
- Dr. Claudia Krebs, Professor of Teaching, Faculty of Medicine

## **Adjournment**

Seeing no other business, the meeting was adjourned at 7:25 pm.



## Appendix A: Awards Report

### 1976 UBC Men's Volleyball Champions Award

Awards totalling \$2,400, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available through an endowment established by the members and coaching staff of the 1976 UBC Men's Volleyball Team, for members of the UBC Thunderbirds Men's Volleyball Team who are in good academic standing and have demonstrated leadership abilities on and off the court. Financial need may be considered. Preference will be given to students in second-year and up. The 1976 UBC Men's Volleyball Team had an impressive record, winning the U SPORTS National Championships in 1976, as well as three Canada West Championships in 1974, 1976 and 1977. They remain very active in UBC Athletics and have played a key role in maintaining the men's volleyball program throughout the years. The awards are made on the recommendation of the Head Coach of the Men's Volleyball team, with review and approval by the Athletic Awards Committee. (First award available for the 2020/2021 winter session).

### Sylvie McClean Memorial Award in Law

A \$10,000 award has been made available through an endowment established in memory of Marie-Claire Sylvie McClean (1933-2019), for domestic J.D. students with outstanding academic achievement who demonstrate financial need. Sylvie was born in Algeria. She earned a L.es L. and a D.E.S from the University of Paris Sorbonne, and received an M.A. from UBC in 1968. She taught French at UBC and in several high schools. Sylvie was an advocate for women's rights and education. She wrote her M.A. thesis on Colette and Simone de Beauvoir, and published a biography on Evelyn Fenwick Farris in 1997. Sylvie and her husband Bertie, a former Dean of the Faculty of Law, regularly hosted tutorials in their home for Law students enrolled in Bertie's Real Property class. This academic award is made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2021/2022 winter session).

### Kenneth and Sheila McArthur Award in Nursing

Awards totalling \$4,000 have been made available through an endowment established by Ken and Sheila McArthur for students completing the fourth-year of the Bachelor of Science in Nursing (BSN) program who have demonstrated empathy and a focus on patients in a professional practice course. Financial need may be considered. Each award will be valued ideally at not less than \$2,000. Ken and Sheila McArthur established this award to build opportunity within nursing and to ensure that empathy is celebrated as an indispensable component in the nurse-patient relationship that positively impacts the nurse, the patient and our healthcare system. Empathy was an innate quality held by Ken's mother, Elizabeth McArthur, a Senior County Nurse who graduated from the Calgary General Hospital School of Nursing in 1917. The awards are made on the recommendation of the School of Nursing. (First award available for the 2021/2022 winter session).

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## NEW AWARDS – ANNUAL

### **Canon Canada Scholarship in Environmental Sciences**

Scholarships totalling \$2,000 have been made available annually through a gift from Canon Canada for outstanding Bachelor of Science students in the majors or honours Environmental Sciences program. Canon Canada is a socially and environmentally responsible company that enacts its own environmental charter. In addition to encouraging energy-efficient and sustainable practices at its offices, Canon Canada also organizes community and environmental initiatives and runs multiple recycling and end-of-life electronics programs. The scholarships are made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences. (First award available for the 2020/2021 winter session).

### **Commerce Undergraduate Society Award in Business for IBPOC Students**

Awards totalling \$20,000 have been made available annually through a gift from the Commerce Undergraduate Society for Bachelor of Commerce students who identify as Indigenous, Black or a person of colour and are in good academic standing. Financial need may be considered. The Commerce Undergraduate Society is one of the largest business student organizations in Canada, and is committed to enhancing the personal, professional and academic experiences of Bachelor of Commerce students at UBC. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2020/2021 winter session).

### **International Council of Shopping Centers Foundation Canada Scholarship**

A \$2,000 scholarship has been made available annually through a gift from the International Council of Shopping Centers Foundation Canada, Inc (ICSC) for an outstanding domestic Bachelor of Commerce student in the Real Estate option. The ICSC Foundation Canada is the non-profit arm of the International Council of Shopping Centers, the international trade association for the retail real estate industry. The ICSC Foundation Canada aims to create a strong retail real estate industry by supporting the next generation of individuals to drive the field forward. The scholarship is made on the recommendation of the UBC Sauder School of Business. (First award available for the 2020/2021 winter session).

### **Soar Like an Eagle Foundation Centennial Scholars Award in Commerce**

Renewable entrance awards of up to \$5,000 each have been made available annually through a gift from Cliff Inskip (B.A.Sc. 1977, M.B.A. 1979) for outstanding domestic students entering the Bachelor of Commerce program directly from high school. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service, and recognized extra-curricular achievement. Preference will be given to students from single



parent households. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Raised in rural BC by a single mother with five children, Cliff beat the odds associated with financial hardship and after cycling and backpacking around the world he embarked on an international career in investment and corporate banking. He created this award to support students who have big ambitions and who demonstrate courage, perseverance and tenacity in overcoming challenging circumstances. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2021/2022 winter session).

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## **NEW AWARDS – INTERNAL**

### **School of Biomedical Engineering Scholarship**

Scholarships of \$5,000 each have been made available annually by the School of Biomedical Engineering for outstanding second-year domestic Bachelor of Applied Science students entering the Biomedical Engineering program. The scholarships are made on the recommendation of the School of Biomedical Engineering. (First award available for the 2020/2021 winter session).

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## **ADMINISTRATIVE CHANGES**

*Below is a list of administrative changes to annual awards requested by donors or adjudicating bodies. Administrative changes are small revisions that do not significantly alter the criteria of the award, such as changes to the award value or the number of awards offered, updates to language in the description to reflect organizational changes at the University, and changes to the donor's title or honorifics.*

### **8539 – Anne M. Stewart, Q.C. Student Emergency Fund**

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

The award title has been updated to clarify that the fund supports students in the Peter A. Allard School of Law. The way the award title is referred to in the description has revised accordingly to reflect the change in the award's title.

#### **Current Award Description**

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





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

**Proposed Award Name:** Anne M. Stewart, Q.C. Student Emergency Fund in Law

**Proposed Award Description**

The ~~UBC Law Student Emergency Award~~ Anne M. Stewart, Q.C. Student Emergency Fund in Law has been established by Anne M. Stewart, Q.C. (B.Sc. 1972, LL.B. 1975) to assist law students in any year of study who are faced with an unexpected financial challenge of a serious nature which impacts their well-being and/or their ability to continue in the program. The student must demonstrate that all other possible sources of support have been explored before an application is considered. All requests are determined on a case-by-case basis. Awards are adjudicated by Enrolment Services.





To: Senate  
From: Senate Agenda Committee  
Re: November Meeting of the Convocation  
Date: 18 November 2020

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As senators may be aware, what is referred to as “congregation” in Vancouver and “Convocation” in the Okanagan is both a celebratory/ceremonial event, and a formal Meeting of the University’s Convocation pursuant to Part 4 of the University Act for the purposes of “conferring degrees, including honorary degrees;” and “awarding diplomas and certificates of proficiency granted by the university” (hereafter “graduation” ). The Act further sets out certain rules for graduation – including setting a quorum of 20 convocation members – and empowers the Senates “to make rules governing procedure for the transaction of business by the convocation.” Over the past century, the former University Senate and the current Okanagan and Vancouver Senates have passed many resolutions setting rules for graduation. With the current COVID-19 situation, compliance with almost all of those rules are not possible as they expected, at least in part, an in-person graduation in the appropriate timeframe. To address this, last May the Senate suspended the relevant rules of order for the Convocation until 31 December 2020 and called itself into order as an extraordinary Meeting of the Convocation to allow for degrees to be formally conferred by the Chancellor or in his absence, the Vice-Chancellor. This report is to continue that practice. Thankfully, as all senators are automatically members of the Convocation, the Senate itself can serve as the necessary quorum, and the rules of business of the Convocation are also as set by the Senate. While last spring the Senate had hoped that in-person graduation may occur by this spring, that is looking increasingly unlikely and this early in the new year the Senate will likely be asked to continue the rule suspensions in the new year.

The Agenda Committee would recommend that Senate resolve as follows:

*That a formal meeting of the Convocation be convened on 18 November 2020, to directly follow the regularly-scheduled Senate meeting, such meetings to be convened via remote attendance; and*

*That the Order of Business for the 18 May 2020 Meeting of the Convocation be limited to a Call to Order, Conferral of Degrees and Awarding of Diplomas and Certificates in absentia, and Adjournment.*



18 November 2020

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: V-302: *Graduate Student Leaves of Absence*

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The Senate Academic Policy Committee has reviewed an editorial amendment to Policy V-302: *Graduate Student Leaves of Absence*. The change relates to an approval by Senate in December 2019 to remove the reference to the requirement that graduate students pay a fee while on leave from both the policy and the Academic Calendar. Since the on-leave fees have been eliminated by the Board and Senate, the remaining reference to this fee has no effect and would be misleading if left in the documents. The reference ought to have been removed in accordance with the December 2019 policy and Calendar revisions.

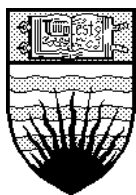
The following is recommended to Senate:

**Motion:** “*That the Senate approve amendments to V-302: Graduate Student Leaves of Absence, and the related Calendar entry, as presented.*”

Respectfully submitted,

Dr. Kin Lo, Chair  
Senate Curriculum Committee

## THE UNIVERSITY OF BRITISH COLUMBIA

SENATE POLICY:  
V-302.3

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

**Number & Title**

V-302: *Graduate Student Leaves of Absence*

**Effective Date:**

**1 December 2020 (anticipated)**

**Approval Date:**

**18 November 2020 (anticipated)**

**Review Date:**

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

**Responsible Committee:**

Vancouver Senate Academic Policy Committee

**Authority:**

*University Act, S. 37(1)*

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

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

*S. 40*

*“A faculty has the following powers and duties:*

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

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

### **Purpose and Goals:**

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

### **Applicability:**

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

### **Exclusions:**

This policy does not apply to:

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

### **Definitions:**

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

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

**Policy:**

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

***Awards and Fellowships for Students with On-Leave Status***

- 8) A graduate student granted a *leave of absence* retains the full value of any fellowship or other award for which the terms and conditions are established by the Faculty of Graduate and Postdoctoral Studies; award payments will be suspended at the onset of the *leave of absence* and will resume at the termination of the leave period, provided that the student returns to full-time study at that time.

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

***Categories of Leaves of Absence***

***10) Parental Leave***

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

***11) Leave for Health Reasons***

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

***12) Professional Leave***

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

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

13) *Personal Leave*

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

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

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

**Calendar Statement:**

As per the Applicability, Exclusions and Policy Sections above.

**Consultations**

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

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

**History:**

The policy on graduate student On-Leave Status has been subject to amendments from time to time as exhibited in the archive of Academic Calendars. At the 11 September 1991 meeting of the Vancouver Senate parental leave was added as a special leave category for graduate students and regular leave for doctoral students was reduced from two years to one. The policy was again revised in 2012 to clarify the types of leave available and add information about the total duration of

leaves granted in a graduate program. At this point, it was also renamed “Graduate Student Leaves of Absence.” In 2015, the policy was revised in order to clarify the denial of access to University facilities and resources while on a leave of absence in order to be in line with current practice and intent. Notation was added to indicate that appropriate supporting documentation may be required for all types of leave. The definition of a professional leave was expanded and clarified. In 2019, the policy was revised to remove the reference to the requirement that graduate students pay a fee while on leave.

**Related Policies:**

Academic Concession

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,329,0,0>

Academic Leave

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

Letter of Permission to Study at another Institution

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

Graduate Student Parental Accommodation Policy

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

Senate Appeals on Academic Standing

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

**Appendix:**

There is no appendix to this policy.





## UBC Policy Proposal Form Change to Calendar

<p><b>Faculty:</b> Graduate and Postdoctoral Studies</p> <p><b>Department:</b> N/A</p> <p><b>Faculty Approval Date:</b> N/A</p> <p><b>Effective:</b> 1 December 2020</p>	<p><b>Date:</b> 20 October 2020</p> <p><b>Contact Person:</b> Max Read</p> <p><b>Phone:</b> N/A</p> <p><b>Email:</b> max.read@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p>On-Leave Status</p> <p>...</p> <p>Leave to Pursue a Second Program of Study</p> <p>Following consultation with his or her program advisor and graduate supervisor, a graduate student may apply for a leave of absence from one program to pursue a second course of study.</p> <p>While on a leave of absence to pursue a second course of study, the graduate student is responsible for any tuition or other fees associated with the second program.</p> <p>Leave to pursue a second course of study may exceed 12 months.</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,341,191">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,341,191</a></p> <p><b>Present Calendar Entry:</b></p> <p>On-Leave Status</p> <p>...</p> <p>Leave to Pursue a Second Program of Study</p> <p>Following consultation with his or her program advisor and graduate supervisor, a graduate student may apply for a leave of absence from one program to pursue a second course of study.</p> <p>While on a leave of absence to pursue a second course of study, the graduate student is responsible for <del>the on-leave fees</del> <b>as well as</b> any tuition or other fees associated with the second program.</p> <p>Leave to pursue a second course of study may exceed 12 months.</p> <p><b>Type of Action:</b>            Editorial change related to <a href="#">a proposal to amend V-302</a> that was approved by the Vancouver Senate in December 2019.</p> <p><b>Rationale for Change:</b>            Since the “on-leave fees” have been eliminated by the Board and Senate, the reference to this fee in the above-noted</p>



	Calendar entry and V-302 para 15(b) has no effect, and would be confusing/misleading if left in the documents. This reference should have been removed along with the December 2019 policy change that removed para 5 from V-302 and the Academic Calendar.
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To: Vancouver Senate  
From: Senate Awards Committee  
Re: Awards for Acceptance by the Senate  
Date: 18 November 2020

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The Senate Awards Committee has reviewed the materials submitted by Development and Alumni Engagement and has enclosed the list of new and revised awards it deems ready for consideration by the Senate for approval:

The Awards Committee recommends:

*That Senate accept the awards as listed, that they be forwarded to the Board of Governors for approval, and that letters of thanks be sent to the donors*

Respectfully submitted by,  
Dr. Sally Thorne, Chair, Senate Awards Committee

18 November 2020

From: Senate Awards Committee

To: Senate

Re: Awards recommended for acceptance by the Senate Committee

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## **NEW AWARDS – ENDOWED**

### **Ron DeVall and Jim Mutrie Memorial Prize in Structural Engineering**

Prizes totalling \$2,100 have been made available through an endowment established by family, friends and colleagues in memory of Dr. Ron DeVall (1943-2020) and Jim Mutrie (1940-2019) for outstanding graduating M.A.Sc. and M.Eng. students in the Department of Civil Engineering studying structural engineering. Ron (B.A.Sc. 1966, M.A.Sc. 1968, Ph.D. 1972) and Jim (B.A.Sc. 1966) were close friends for over fifty years. They attended UBC together, and both began their careers at Read Jones Christoffersen. Ron and Jim were dedicated to the advancement of the engineering profession and contributed their expertise to national building codes and standards. This prize was established in recognition of Ron and Jim's contributions to the practice of structural engineering, and their efforts to increase the seismic safety of buildings in Canada. The prizes are made on the recommendation of the Department of Civil Engineering. (First award available for the 2020/2021 winter session).

### **Colleen Froese, M.D. and Wayne Brown Award in Rural Health**

Awards totalling \$2,000 have been made available through an endowment established by Colleen Froese (B.Sc. 1975, M.D. 1982) and Wayne Brown (B.Com. 1981) for third and fourth year M.D. students who are interested in practicing in a rural community. Preference will be given to students from underserved communities. Financial need may be considered. Dr. Froese grew up in Terrace and understands the need for physicians in rural communities. Dr. Froese and Mr. Brown established this award to help remove barriers for future generations of physicians who wish to contribute to the health and vitality of rural communities, and to improve access to health care for underserved populations. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2021/2022 winter session).

### **David Hoar and Noreen Rudd Scholarship in Biochemistry**

Scholarships totalling \$2,000 have been made available through an endowment established by David Hoar (B.Sc. 1966, Ph.D.) and Noreen Rudd (M.D. 1965) for outstanding undergraduate and graduate First Nations, Inuit and Métis students of Canada in the Department of Biochemistry. Preference will be given to students from areas in British Columbia outside of the

Lower Mainland and Greater Victoria. David is a geneticist and molecular biologist. He served on the Board of Directors at the Vancouver Aquarium. In 1988, he became the first person to testify in a Canadian court about DNA evidence. Noreen is a pediatrician and medical geneticist. She played a key role in the development of prenatal testing in Canada, and was a founding member of the Canadian College of Medical Geneticists. The scholarships are made on the recommendation of the Department of Biochemistry, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

### **Dr. Linda Matsuuchi Graduate Scholarship in Life Sciences**

Scholarships totalling \$5,000 have been made available through an endowment established in honour of Dr. Linda Matsuuchi (A.B., M.A., M.Phil., Ph.D.) for outstanding first and second-year graduate students who are studying life sciences and working in a research laboratory in the Faculty of Science. The term life sciences is intentionally broad and includes students pursuing research in the areas of biochemistry, biology, cell biology, genetics, microbiology, immunology, and zoology. Preference will be given to female students. During her tenure at UBC in the Department of Zoology, Dr. Matsuuchi has invested in the development of the lives of thousands of students. She has served as a role model and mentor, inspiring future scientists and creating opportunities for researchers around the globe. She received a Faculty of Science Achievement Award in 2007 in recognition of her contributions to the faculty. The scholarships are made on the recommendation of the Faculty of Science, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

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## **NEW AWARDS – ANNUAL**

### **Y.P. Heung Foundation Award in Arts**

Awards totalling \$18,000, valued at \$3,000 each, have been made available annually through a gift from the Y.P. Heung Foundation for domestic undergraduate students entering their second year of studies in the Faculty of Arts with outstanding academic achievement. Preference will be given to students who demonstrate community involvement. The Y.P. Heung Foundation was founded in 2012 and supports charitable activities in the arts and culture, education and health. The Y.P. Heung Foundation is committed to supporting programs that benefit youth in British Columbia, and established this award to support students pursuing higher education. These academic awards are made on the recommendation of the Faculty of Arts. (First award available for the 2020/2021 winter session).

### **Y.P. Heung Foundation Award in Arts for Indigenous Students**

Awards totalling \$9,000, valued at \$3,000 each, have been made available annually through a gift from the Y.P. Heung Foundation for undergraduate First Nations, Inuit or Métis students of

Canada entering their second year of studies in the Faculty of Arts with outstanding academic achievement. Preference will be given to students who demonstrate community involvement. The Y.P. Heung Foundation was founded in 2012 and supports charitable activities in the arts and culture, education and health. The Y.P. Heung Foundation is committed to supporting programs that benefit youth in British Columbia, and established this award to support students pursuing higher education. These academic awards are made on the recommendation of the Faculty of Arts. (First award available for the 2020/2021 winter session).

#### **Y.P. Heung Foundation Award in Science**

Awards totalling \$18,000, valued at \$3,000 each, have been made available annually through a gift from the Y.P. Heung Foundation for domestic undergraduate students entering their second year of studies in the Faculty of Science with outstanding academic achievement. Preference will be given to students who demonstrate community involvement. The Y.P. Heung Foundation was founded in 2012 and supports charitable activities in the arts and culture, education and health. The Y.P. Heung Foundation is committed to supporting programs that benefit youth in British Columbia, and established this award to support students pursuing higher education. These academic awards are made on the recommendation of the Faculty of Science. (First award available for the 2020/2021 winter session).

#### **Annette Stark Memorial Bursary in Nursing**

Bursaries totalling \$2,600 have been made available annually through an estate gift from Annette Stark (1938-2020) for students in the Bachelor of Science Nursing program. Dr. Stark (B.S.N. 1960, M.P.H., Ph.D.) was a Professor Emerita at the School of Population and Public Health in the UBC Faculty of Medicine. She served as the Director of Health Services Research and Development at UBC in the 1980s, and as an Associate Professor in the Department of Health Care and Epidemiology. Throughout the 1990s she held multiple directorships within the Health Sciences Division of the International Development Research Centre in Ottawa, and in 1993 became Head of Health Research for Southeast and East Asia. Dr. Stark was also a long-time member of the University Women's Club of Vancouver. The bursaries are adjudicated by Enrolment Services. (First award available for the 2021/2022 winter session).

#### **Kevin B. Westell Award in Law for IBPOC Students**

Awards totalling \$2,000 have been made available annually through a gift from Kevin B. Westell, for outstanding domestic J.D. students who identify as Indigenous, Black or as a person of colour. Preference will be given to students who have excelled in criminal justice. Kevin B. Westell (B.A., LL.B.) was admitted to the British Columbia Bar in 2009. He is a criminal lawyer and founding partner at Pender Litigation. These academic awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2020/2021 winter session).

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

### **Endowed Awards**

#### **6814 – Judah Shumiatcher Memorial Award in Architecture**

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

The donor has requested that the award be restricted to students entering their graduating year of the Master of Architecture program. This amendment to the award description is within the stated purpose of the endowment which is to support awards for graduate students studying architecture.

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

Awards totalling \$2,000 have been made available through an endowment established by the Shumiatcher Family and friends in memory of Judah Shumiatcher (1928-2019) for outstanding students in the Master of Architecture program. Preference will be given to students whose designs encourage and inspire human interaction, experience and exchange. Judah (B.Arch. 1966) was a visionary designer who chose to become an architect after meeting Frank Lloyd Wright in New York City. Awarded the Gold Medal of Excellence for his graduating thesis, Judah went on to design unique, human-centric private homes and commercial complexes all over North America. His work reflected his view that the most important element of architecture is the relationship between designed spaces and the people living, working and playing within them. The awards are made on the recommendation of the School of Architecture and Landscape Architecture, in consultation with the Faculty of Graduate and Postdoctoral Studies.

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

Awards totalling \$2,000 have been made available through an endowment established by the Shumiatcher Family and friends in memory of Judah Shumiatcher (1928-2019) for outstanding students **entering their graduating year** in the Master of Architecture program. Preference will be given to students whose designs encourage and inspire human interaction, experience and exchange. Judah (B.Arch. 1966) was a visionary designer who chose to become an architect after meeting Frank Lloyd Wright in New York City. Awarded the Gold Medal of Excellence for his graduating thesis, Judah went on to design unique, human-centric private homes and commercial complexes all over North America. His work reflected his view that the most important element of architecture is the relationship between designed spaces and the people living, working and playing within them. The awards are made on the recommendation of the School of Architecture

and Landscape Architecture, in consultation with the Faculty of Graduate and Postdoctoral Studies.

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18 November 2020

To: Vancouver Senate

From: Senate Curriculum Committee

Re: November Curriculum Proposals (approval)

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

The following is recommended to Senate:

**Motion:** *“That the new courses brought forward by the faculties of Arts, Education, and Graduate and Postdoctoral Studies (Applied Science, Education, and Land and Food Systems) be approved.”*

Respectfully submitted,

Dr. Claudia Krebs, Chair  
Senate Curriculum Committee



## **FACULTY OF ARTS**

### *New courses*

**ITAL 322 (3)** Italian for Reading Knowledge; **ITST 379 (3-6)** Gender and Sexuality in Italian Cinema; **ITST 380 (3)** Italian Food Cultures; **LING 440 (3)** Language as a Social Instrument; **URST 450 (3)** Urban Research

## **FACULTY OF EDUCATION**

### *New courses*

**CNPS 331 (3)** Communication Skills in Global Contexts; **ECPS 310 (3)** International Development and Human Security

## **FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES**

### **Applied Science**

#### *New courses*

**CIVL 519 (3)** Risk and Decision Analysis for Infrastructure Management

### **Education**

#### *New course*

**EDST 6603 (3)** Researching Educational Practice & Policy

### **Land and Food Systems**

#### *New courses*

**FOOD 516 (3)** Advanced Food Safety and Quality Management; **FRE 520 (2)** Professional Masters Seminar

**UNDERGRADUATE – NEW COURSES****ITAL – Department of French, Hispanic and Italian Studies****(FHIS) ITAL 322 (3) Italian for Reading Knowledge**

<b>Category:</b> 1 <b>Faculty:</b> Arts <b>Department:</b> French, Hispanic and Italian Studies <b>Faculty Approval Date:</b> Sept. 17, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020-21	<b>Date:</b> March 15, 2020 <b>Contact Person:</b> Dr. Luisa Canuto (Course Author) and Gaoheng Zhang (Italian Curriculum Chair) <b>Phone:</b> 2-1572 <b>Email:</b> luisa.canuto@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>ITAL 322 (3) Italian for Reading Knowledge</b>  Development of elementary to intermediate Italian reading skills. Aligned with CEFR Level A2/B1 reading objectives.  <i>Prerequisite:</i> Proficiency in another Romance language or Latin, or successful completion of ITAL 102 (or equivalent).	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;code=ITAL">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;code=ITAL</a>  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New Course  <b>Rationale for Proposed Change:</b> This course is intended to give students, no matter what their field of interest, the tools and knowledge to read Italian. It focuses on the essential elements of grammar, syntax and word formation drawing on similarities to and differences with other Romance languages. With this focus, it aims to enable students to read and comprehend different kinds of texts, including essays, excerpts from scholarly texts, newspaper or newsmagazine articles, etc. This course could also appeal to students from other departments who intend to consult Italian primary sources for their research projects.  The concept and format of this course would be partially based on a number of existing examples such as the UBC course, German 433, Reading Knowledge I, or the books <i>German for Reading Knowledge</i> (H. Jannach), <i>French for Reading Knowledge</i> (J. Palmeri; E.E. Milligan), <i>Reading French in the Arts and Sciences</i> (E. Stack)

	[ <b>Note:</b> Upon approval of this course, we plan to apply for an Open Education Resource Fund and develop OER materials.]
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*ITST 379 (3-6) d Gender and Sexuality in Italian Cinema*

<b>Category:</b> 1 <b>Faculty:</b> Arts <b>Department:</b> French, Hispanic and Italian Studies <b>Faculty Approval Date:</b> Sept. 17, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020-21	<b>Received:</b> March 9, 2020 <b>Contact Person:</b> Gaocheng Zhang <b>Phone:</b> 604-827-5264 <b>Email:</b> gaocheng.zhang@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>ITST 379 (3-6) d Gender and Sexuality in Italian Cinema</b>  Gender and sexuality in Italian cinema within the country's historical, socio-political, and cultural milieus.	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;code=ITST">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;code=ITST</a>  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New course  <b>Rationale for Proposed Change:</b>  Italy presents specific gender and sexuality dynamics, and Italian cinema has been a conveyance of these dynamics. This course may have several iterations in order to give students focused study of various periods in which gender and sexuality played a major role in shaping societal changes, or mirrored these changes in substantial ways.  This course will allow UBC students to examine gender arrangements and orders in various periods in Italian society and cinema. Italy is often viewed as a conservative, masculinistic, very catholic country, all of which have impact on its specific gender configurations and its cinematic representations. Students will then have a more complex and nuanced historical view of these dynamics within the Italian context, but I believe students will also make connections between Italian and their home country cultures, or

	between this and other similar courses offered at UBC that have gender and cinema components. The offering of a 300-level course will enhance the Italian minor program's offering, which is quite poor at the moment with only 5 courses to choose from.
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*ITST 380 (3) Italian Food Cultures*

<b>Category: 1 Faculty:</b> Arts <b>Department:</b> French, Hispanic and Italian Studies <b>Faculty Approval Date:</b> Sept. 17, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020-21	<b>Received:</b> March 5, 2020 <b>Contact Person:</b> Gaoheng Zhang <b>Phone:</b> 604-827-5264 <b>Email:</b> gaoheng.zhang@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>ITST 380 (3) Italian Food Cultures</b>  Analyses of Italian or Italian-style foodways and the role they play in articulating larger cultural issues.	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;code=ITST">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;code=ITST</a>  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New Course  <b>Rationale for Proposed Change:</b>  This course will provide more choices for Italian minor students once they move beyond the 100- and 200-level language courses. Food is an integral part of Italian culture and one of the first things that come to students' minds when speaking about the country. The offering of such a course is also in line with the curricula offered by mainstream Italian Studies programs in North America. The topic of Food Studies is used in this course to explore larger social and cultural issues concerning contemporary Italy, such as gender order, class divisions, history of war and deprivation, racial and ethnic diversity.

**LING – Department of Linguistics****LING 440 (3) Language as a Social Instrument**

<b>Category:</b> 1 <b>Faculty:</b> Arts <b>Department:</b> Linguistics <b>Faculty Approval Date:</b> Sept. 17, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020-21	<b>Date:</b> May 2, 2020 <b>Contact Person:</b> Strang BURTON <b>Phone:</b> 778-887-4073 <b>Email:</b> strang.burton@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>LING 440 (3) Language as a Social Instrument</b> Language as a tool that shapes and is shaped by technology, media, politics and power relations in society. Considers multiple levels of linguistic structure from a cross-linguistic perspective.  <i>Prerequisites:</i> LING 200 and 201	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=LING">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=LING</a>  <b>Present Calendar Entry:</b> None  <b>Type of Action:</b> New course  <b>Rationale for Proposed Change:</b> Language is central to currently raging debates about many social, political, and cultural issues, both as one of the key battlegrounds that are being fought over (e.g., gender-neutral pronouns), and as a tool with which the opposing parties attempt to frame the discussion and influence their audiences (e.g., by using derogatory labels). As specialists on language, linguists have a unique professional expertise to offer to such debates, providing fact-based knowledge about language-related issues, as well as useful analytical and conceptual frameworks for analyzing the terms in which debates are conducted. However, the courses currently offered by the Linguistics Department at UBC (as well as most other institutions) focus almost exclusively on teaching students how to analyze (cross)language data patterns, employing an assortment of theoretical frameworks and experimental techniques. The department currently lacks a course that connects linguistic theories and analytical machinery to language's use as an instrument that affects and informs society. This proposed course is not a

	<p>sociolinguistics course (such as LING 445), that is, it is not a course that describes and theorizes social variations and stratification in language, as reflected for instance in regional or class-based accents and dialects. Instead, the proposed course will provide students with the background knowledge and analytical tools to understand how language is deployed, or even weaponized, as a social instrument, at all levels of linguistic structure (e.g., phonetics, phonology, morphology, syntax, semantics, pragmatics). This will enable and empower students to actively participate in debates in the public arena coming from a linguistically-informed perspective, and to link their theoretical and empirical knowledge about language to their role and responsibility as critically engaged citizens.</p>
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**URST – Department of Geography***URST 450 (3) Urban Research – to be cross-listed with existing course GEOG 450*

<p><b>Category:</b> 1 <b>Faculty:</b> Arts  <b>Department:</b> Geography  <b>Faculty Approval Date:</b> Sept. 17, 2020  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2020-21</p>	<p><b>Date:</b> February 10, 2020  <b>Contact Person:</b> Jessica Dempsey, Associate Head, and Elvin Wyly (Course Author)  <b>Phone:</b> 22663  <b>Email:</b>  undergraduate.program@geog.ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>URST 450 (3) Urban Research</b>  Historical, legal, and quantitative analysis of urban research. Emphasis on spatial, racial, and political dynamics of urban inequality.</p> <p><i>Prerequisite:</i> Fourth-year standing required  <i>Equivalency:</i> GEOG 450</p>	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=URST">http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&amp;code=URST</a></p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b>  Add new URST course that will cover the same learning outcomes as existing course GEOG 450, and add equivalency with GEOG 450.</p> <p><b>Rationale for Proposed Change:</b></p>

	<p>GEOG 450 is a course in the Department of Geography that is applicable to the Minor in Urban Studies, an interdisciplinary program administered through the Department of Geography.</p> <p>Since the Minor of Urban Studies was first published in the UBC Calendar in 2017, the program has grown to over 80 students. To meet the growing demand and acknowledge the highly interdisciplinary nature of the program, we have had to review our course offerings at UBC and look for opportunities to articulate the discipline within current course options. We found that GEOG 450: Urban Research is the perfect candidate for a new URST course cross listing. Urban Studies is the core focus of the course, and for many years the course has enrolled students from within and outside Geography..</p> <p>Registration will be encouraged for those in the Urban Studies Minor. No prerequisites in quantitative research methods are required.</p> <p>URST 450 will be identical to GEOG 450. Cross-listing GEOG 450 with a newly created course code URST 450 will allow students interested in Urban Studies to more easily locate this course in the calendar.</p> <p>URST 450 course content will cover the same calendar entry, course learning outcomes, and syllabus used for GEOG 450. The syllabus for GEOG 450 is attached to this report for reference, as recommended by the Senate Offices.</p> <p>A signed consultation from the Department of Geography accompanies this proposal, along with a signed budget impact form.</p> <p><i>Note: This Category 1 proposal is linked to a corresponding Category 2 proposal for</i></p>
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	<i>GEOG 450 to include “Equivalency: URST 450.” The two should be processed together.</i>
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## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Education  <b>Department:</b> ECPS  <b>Faculty Approval Date:</b> September 22, 2020  <b>Effective Session (W or S):</b> Winter  <b>Effective Academic Year:</b> 2020/2021</p>	<p><b>Date:</b> May 27<sup>th</sup>, 2020  <b>Contact Person:</b> Tim Laidler  <b>Phone:</b> 604-822-0488  <b>Email:</b> tim.laidler@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>          (40 word limit for course descriptions)</p> <p>CNPS 331 (3) – Communication Skills in Global Contexts</p> <p>A diversity of communication skills are essential when working in international contexts. The focus of this course is on developing specific skill sets for expanding effective communication competence in a diversity of contexts.</p>	<p><b>URL:</b></p> <p>N/A</p> <p><b>Present Calendar Entry:</b></p> <p>N/A</p> <p><b>Type of Action:</b></p> <p>Create new course</p> <p><b>Rationale for Proposed Change:</b></p> <p>CNPS 331 broadens students' awareness of the impact of communication skills in global contexts. This course acknowledges that military culture is distinctly different from civilian and other non-military cultures, and as such facilitates student's transition along a continuum of cultural verbal and non-verbal communication styles.</p> <p>The main focus of this course is on developing specific skill sets for expanding effective communication competence in one-on-one and group settings. These communications skills will be studied, modelled and practiced in a skills learning lab.</p> <p>As part of the Veteran Transition Certificate in ID&amp;HS, this course would provide the students the opportunity to enhance their existing skills, acquired from their military service, in interpersonal relations in specialized settings such as post-conflict and conflict humanitarian and development settings.</p> <div style="margin-top: 20px;"> <input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>              (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)           </div> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p>



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

### Category: (1)

<p><b>Faculty:</b> Education  <b>Department:</b> ECPS  <b>Faculty Approval Date:</b> September 22, 2020  <b>Effective Session (W or S):</b> Winter  <b>Effective Academic Year:</b> 2021/2022</p>	<p><b>Date:</b> August 24th, 2020  <b>Contact Person:</b> Lorrie Miller  <b>Phone:</b> 604-822-0488  <b>Email:</b> lorrie.miller@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b>  (40 word limit for course descriptions)</p> <p><b>ECPS 310 (3) – International Development and Human Security</b></p> <p>This course supports the acquisition of skills and tools necessary for evidence-based practice in post-conflict and conflict humanitarian and development settings. The course promotes capacity and self-awareness regarding the practical and ethical issues related to various assistance and intervention strategies commonly used in development practice, and students learn the cycle of intervention or project design and impact assessment.</p>	<p><b>URL:</b> New URL requested</p> <p><b>Present Calendar Entry:</b></p> <p>N/A</p> <p><b>Type of Action:</b></p> <p>Create new course</p> <p><b>Rationale for Proposed Change:</b></p> <p>The Veteran Transition Certificate in International Development &amp; Human Security is a proposed certificate program aimed at providing Veterans with further education on interpersonal relations and human development to translate the skills they have learnt through military training to new career opportunities following military service.</p> <p>As part of this certificate, this is a required course that will provide the students the opportunity to enhance their existing skills, acquired from their military service, in interpersonal relations in specialized settings such as post-conflict and conflict humanitarian and development settings</p> <p><input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>  (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>  (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Applied Science <b>Department:</b> Civil Engineering <b>Faculty Approval Date:</b> October 31, 2019 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2020	<b>Date:</b> September 30, 2020 <b>Contact Person:</b> Terje Haukaas <b>Phone:</b> N/A <b>Email:</b> <a href="mailto:terje@civil.ubc.ca">terje@civil.ubc.ca</a>
<b>Proposed Calendar Entry:</b>  <b>CIVL 519 (3) Risk and Decision Analysis for Infrastructure Management</b> Simulation and risk analysis; decision-making under uncertainty; methods to identify, value and implement flexibility in civil engineering systems design; applications to multiple civil engineering disciplines. <i>This course is not eligible for Credit/D/Fail grading.</i> <b>Prerequisite:</b> STAT 251	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/course.s.cfm?page=name&amp;code=CIVL">http://www.calendar.ubc.ca/vancouver/course.s.cfm?page=name&amp;code=CIVL</a>  <b>Present Calendar Entry:</b>  N/A  <b>Type of Action:</b> New Course  <b>Rationale for Proposed Change:</b>  This graduate course provides needed coverage of this topic for graduate students in project and construction management and in water resource, environmental, structural, and transportation engineering. These topics align with the interests of a recently hired faculty member.  <input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>  (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)  <b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.  <input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b>



## UBC Curriculum Proposal Form Change to Course or Program

**Category: (1)**

<p><b>Faculty:</b> Education  <b>Department:</b> Educational Studies  <b>Faculty Approval Date:</b> Sep 22, 2020  <b>Effective Session (W or S):</b> W  <b>Effective Academic Year:</b> 2020</p>	<p><b>Date:</b> April 29, 2020  <b>Contact Person:</b> Deirdre Kelly  <b>Phone:</b> 2-3952  <b>Email:</b> deirdre.kelly@ubc.ca</p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>EDST 603 (3) Researching Educational Practice &amp; Policy</b>  <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p><b>URL:</b> None at present- new course</p> <p><b>Present Calendar Entry:</b> None at present- new course</p> <p><b>Type of Action:</b> Create new course</p> <p><b>Rationale for Proposed Change:</b></p> <p>Syllabus for the new course the last time it was offered as EDST 508A (attached).</p> <p>Historically, the Department of Education Studies has used EDST 508 to pilot new graduate courses in methods or methodology or as a platform for visiting scholars to share their methodological expertise. In the case of the EdD in Educational Leadership &amp; Policy program, EDST 508A and EDST 508B have been in use for over 20 years to designate the core research course requirements. We propose to give these each its own name and course number that will reflect their distinctive foci and avoid confusion with other uses of EDST 508.</p> <p style="text-align: right;"><b>Not available for Cr/D/F grading (undergraduate courses only)</b></p> <p><input type="checkbox"/> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are</p>



offered for Cr/D/F unless there is a significant reason as to why it should not be so.

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



## THE UNIVERSITY OF BRITISH COLUMBIA


## UBC Curriculum Proposal Form

### Change to Course or Program

**Category: 1**

<b>Faculty:</b> Land & Food Systems <b>Department:</b> <b>Faculty Approval Date:</b> April 20, 2020 <b>Effective Session:</b> W <b>Effective Academic Year:</b> 2020	<b>Date:</b> November 5 <sup>th</sup> , 2019 <b>Contact Person:</b> Jerzy Zawistowski <b>Phone:</b> 2-9449 <b>Email:</b> jzawisto@mail.ubc.ca
<b>Proposed Calendar Entry:</b>  <b>FOOD 516 (3) Advanced Food Safety and Quality Management</b>  <b>Prerequisites: All of FNH 301, FNH 313, FNH 403.</b>	<b>Present Calendar Entry:</b> None (new course)  <b>Type of Action:</b> Create New Course  <b>Rationale:</b> <p>This course will require students to evaluate food processing and manufacturing systems by analyzing product specifications and the conditions under which such products are manufactured to evaluate specific food safety and food quality risks. Students will design and apply preventative measures and monitoring activities conducive to the development of an environment for continuous improvement.</p> <p>Using the information gathered thru the process described earlier the student will design specific total food safety and quality management systems based on current industry models. The same level of expertise is used when these systems are audited for certification and regulatory compliance.</p> <p>This is a graduate course that represents a progressive application of other undergraduate and graduate courses, like toxicology, HACCP, sensory analysis, food microbiology, and others.</p> <p>Currently the food industry is undergoing a rapid upgrade of their food safety and quality management systems. The objective of this course is to provide students with food safety and quality systems approach to evaluate risks, including interpretation, specific design, and implementation of food safety and food quality management systems based on current</p>



	<p>models (e.g. Global Food Safety Initiative, GFSI). Students will learn and apply auditing principles for internal and third-party audits using current approaches (e.g. auditing the Safe Quality Food (SQF) code).</p> <p>Students with this expertise will be at the forefront of the industry, be it in research and development, sensory analysis, process and equipment engineering, consulting and education, Hazard Analysis and Critical Control Points (HACCP), Quality Assurance (QA), and Quality Control (QC) or in any other sector of the food industry organization.</p> <p> <b>Not available for Cr/D/F grading.</b> (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p><b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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## UBC Curriculum Proposal Form Change to Course or Program

### Category: 1

<b>Faculty:</b> Land & Food Systems <b>Department:</b> <b>Faculty Approval Date:</b> May 21, 2020 <b>Effective Session (W or S):</b> W <b>Effective Academic Year:</b> 2021	<b>Date:</b> February 3, 2020 <b>Contact Person:</b> Kelleen Wiseman <b>Phone:</b> 2-9704 <b>Email:</b> kelleen.wiseman@ubc.ca
<b>Proposed Calendar Entry:</b>  <b>FRE 520 (2) Professional Masters Seminar</b>	<b>URL:</b> n/a  <b>Present Calendar Entry:</b> n/a  <b>Type of Action:</b> Create new course.  <b>Rationale for Proposed Change:</b>  <p>For the past several years the Master of Food and Resource Economics (MFRE) program has required students to take FRE 521C (2) Topics in Food and Resource Economics. During this time FRE 521C (2) has been run as a seminar course rather than a topics course. For this reason, a new 2 credit seminar course (FRE 520 MFRE Seminar) is proposed as a replacement of FRE 521C (2) within the MFRE curriculum. The course outline, which is attached to this proposal, is the course outline for the current version of FRE 521C with the updated course number and title. This outline provides all of the details regarding how FRE 521C has operated, and how FRE 520 will operate in the future.</p> <div style="margin-top: 20px;"> <input type="checkbox"/> <b>Not available for Cr/D/F grading (undergraduate courses only)</b>            (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)         </div> <div style="margin-top: 20px;"> <b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.         </div>

	<input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail</b> <b>grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
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18 November 2020

To: Vancouver Senate

From: Senate Curriculum Committee

Re: November Certificate Proposal (information)

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Please find attached the following new certificate for your information:

**FACULTY OF EDUCATION**

*New certificate*

Veteran Transition Certificate in International Development & Human Security

Respectfully submitted,

Dr. Claudia Krebs, Chair  
Senate Curriculum Committee

# **UBC Faculty of Education Undergraduate Certificate Proposal**

## **Proposed Undergraduate Certificate Program:**

Veterans Transition Certificate in International Development & Human Security

Date of Submission: August 24th, 2020

## **Sponsoring Faculty:**

Faculty of Education,  
Department of Educational and Counselling Psychology, and Special Education (ECPS),  
The Institute for Veterans Education and Transitions (IVET)

## **Contact Person:**

Name: Dr. Lorrie Miller, Associate Director - The Institute for Veterans Education and Transitions (IVET)

Telephone: 604-822-0488

Email: [lorrie.miller@ubc.ca](mailto:lorrie.miller@ubc.ca)

\*As of July 2020, the contact person for this certificate has been changed from Tim Laidler, Executive Director, to Dr. Lorrie Miller, Associate Director of the Institute for Veterans Education and Transitions (IVET), and documentation regarding this proposal reflects this change.

## **Supporting UBC Partners or External Partners:**

This certificate will be administered through the Faculty of Education's Institute for Veterans Education & Transitions (IVET). Founded in 2020 and based in UBC's Faculty of Education, the programs located in IVET assists military veterans in transitioning back to civilian life and, in particular to post-secondary education at UBC.

Others involved in this Undergraduate Certificate program include:

- The UBC President's Office
- Faculty of Education
- Teacher Education Office (TEO)

## Background and Description

The University of British Columbia is a highly regarded university that offers a wide variety of undergraduate and graduate degree programs. Military-connected individuals, however, have found the abundance of academic paths daunting. In their transition from military service to post-secondary education the process of transition is seen as a barrier due to the rigid structure of the military training environment in contrast to the range of options available in the post-secondary sector. As a result, the prospect of applying to UBC is often perceived as inaccessible, and military-connected individuals have instead gravitated towards trade and training programs with well-defined academic and career outcomes. Still, when veterans were surveyed in the Life After Service Survey (LASS), it was found that their career goals vary greatly and cannot be adequately obtained solely through defined trade and training programs. Access to post-secondary degrees and university level training makes possible a far broader range of options. The proposed certificate program is designed to help veterans prepare for such options.

In the spring of 2018, UBC President Santa J. Ono tasked Dr. Marv Westwood with making UBC a Veteran Friendly Campus. Dr. William Borgen suggested offering a suite of courses for Veterans through the Faculty of Education. The Associate Dean of Teacher Education, Dr. Marianne McTavish and Dr. Lorrie Miller, Teacher Education Office (TEO), offered assistance by providing advice regarding admission and progress through the sequence of various courses. The Department of Educational and Counselling Psychology, and Special Education (ECPS), where this program will be situated, supports this initiative.

To reduce barriers for military-connected individuals, we are proposing a 1-year (part-time, 15-credit) certificate, offered for veterans who are transitioning out of military service. The certificate will be offered with one start date per year – initially a September intake – and will involve five 3-credit courses. The collection of courses included in this certificate are carefully curated and designed to help veterans to develop communication and writing skills that are critical in university courses, while also building on and expanding the skills and experiences that military-connected individuals have obtained through their military training in international contexts, preparing them to access new academic and career opportunities along with personal growth following their military service.

## Rationale

This certificate program is designed to support military-connected individuals transitioning from military service into post-secondary training opportunities as they explore new academic and career opportunities.

The proposed title, **Veteran's Transition Certificate in International Development and Human Security**, is pragmatic as it recognizes the unique needs of the population served, provides a description of content to be taught within the program, while being conducive to recruitment of veterans into the program, and supportive of their employment prospects following the program. Many individuals transitioning from military to civilian careers wish to continue serving the global community, and so gravitate towards working in the field of

international development and/or human security. As such, the certificate title appeals to students looking to continue their education at a post-secondary institution and to employers looking to hire these graduates. The title also recognizes the transition that participants are undertaking as they explore possibilities in a university context.

The content of the certificate focuses on three things:

- enhancing writing and communication competencies that are needed for success in university courses, as well as future endeavours in a range of institutional, geographical and cultural contexts
- developing the foundational and critical understanding of international development and security concepts within a global context.
- Providing an opportunity to explore issues of culture in depth by focusing on indigeneity in Canada, enhancing awareness of culture and its impact in a variety of communities.

### **RATIONALES FOR COURSE INCLUSION:**

- **LLED 200 - Introduction to Writing in Academic & Professional Registers (3)**  
Rationale: LLED 200 provides students with opportunities to develop academic reading and writing communication skills. This will be done by adapting the course content to reflect the needs of the military-connected students. In addition, it provides the opportunity to increase awareness of the ways key language features vary across different academic and professional registers.

Section with some restrictions, and priority given to IVET students.

- **ECPS 310 - International Development and Human Security (3)**

Rationale: ECPS 310 critically explores foundational contemporary concepts in international development and human security in various global environments, such as the Global South, Middle East, and Central Asia. This course supports students with the acquisition of skills and tools necessary for evidence-based practice in development analysis, planning and implementation, and considers conflict sensitivity in fragile zones. The course methods and content promote capacity and self-awareness regarding the practical and ethical issues related to various assistance and intervention strategies commonly used in development practices. This course was piloted in the Winter 2019 term 2, (January 2020) as EPSE 390A - Special Topics (3 credits).

Like with all courses, instructors will have the ability to augment the syllabus to match their particular specialization; however, in addition, course content is expected to include a variety of global contexts to provide the diversity of perspectives pertaining to notions of development, privilege, and security. Instructors are expected to bring in perspectives outside of the west, and global north.

Section with some restrictions, and priority given to IVET students.

- **CNPS 331 - Communications Skills in Global Contexts (3)**

Rationale: CNPS 331 facilitates student's development along a continuum of cultural verbal and non-verbal communication styles. Acknowledging that military oral traditions developed within a hierarchical rank structure that is productive in military contexts but can be counterproductive in non-military ones. This course broadens their awareness of the impact of different communication skills, which are essential when working with international development.

Section with some restrictions, and priority given to IVET students.

Rationale: In a learner-centered certificate, an elective can be selected to allow students the ability to develop their own specific areas of interest. Advising will be made available to students to ensure that students are aware of diverse academic and career opportunities.

For elective courses that fall outside of the list here, students will need to seek pre-approval from their academic advisor to ensure that the elective aligns with the theme of the certificate.

Examples of electives that will be suggested to students based on their relevance to the Certificate include, but are not limited to:

- CNPS 427 Guidance Planning and Decision Making
- CNPS 433 The personal and Social Development of the Adult
- CNPS 365 Introduction to Theories of Counselling
- CNPS 362 Interviewing Skills
- ADHE 329 Developing Short Courses, Workshops and seminars
- EDCP 323 Outdoor Environmental Education: Curriculum and Pedagogy\*
- EDCP 496 Global Education and Curriculum\*
- EDUC 440 Aboriginal Education in Canada (3)\*

Outside the Faculty of Education (with prior approval of advisor) *possible electives include, but are not restricted to:*

- SOCI 301 Sociology of Development and Underdevelopment (pre-requisites apply)
- SOCI 302 Racial and Ethnic Inequality (pre-requisites apply)
- AFST 352A Perspectives in African Studies A Social Science Approach
- GEOG 353 Geographies of Migration and Settlement (International regimes regulating migration, changes in global demographics, immigration policies of nation states, international migration patterns, settlement policies and outcomes.)
- FNEL 381 Biocultural Diversity: Language Community and Environment (Critical exploration of the links between linguistic, biological and cultural diversity; including connections with linguistic relativity, linguistic identity, language and place; and strategies for collective, interdisciplinary action to promote and support the protection of languages, cultures, and the environment.)
- GRSJ 305 Social Justice Issues in Community and International Organizing (pre-requisites apply)



- **GRSJ 306 Globalization and Social Justice: Gender, Race, and Sexuality in International Politics** (pre-requisites apply)

\*Although these courses are commonly taken by B.Ed. Secondary teacher candidates, they are also included as core and elective courses in other diploma programs. We see the benefits in advising our students to consider these courses seeing as they link into the global & human contextual element of the certificate.

- **300/400 Electives (6 credits total):**

Restricted sections of the following courses will be provided for military-connected students, and as such readings and content will be adapted both to reflect the overarching theme of the certificate and to ensure that the specific needs of the military-connected students are met.

## Length & Duration

This Certificate requires the completion of five three-credit courses for a total of 15-credits. The Certificate is intended to be completed within one academic year, but like with other Faculty of Education undergraduate certificates, students will have up to 5 years to complete this certificate as we recognize students' life situations including, student's military engagements and other commitments may require a longer study period. Course scheduling will be offered in accordance with UBC calendar term dates.

## Certificate Curriculum

**LLED 200 (3)** - Introduction to Writing in Academic & Professional Registers

**ECPS 310\* (3)** – International Development & Human Security (offered in W2019 as EPSE 390A)

**CNPS 331\* (3)** - Communications Skills in Global Contexts

**300/400 Elective (6 credits in total):** Approved elective credits include:

- EDUC 440 (3) - Aboriginal Education in Canada
- CNPS 433 (3) - The Personal and Social Development of the Adult
- CNPS 362 (3) - Interviewing Skills
- CNPS 365 (3) - Introduction to Theories of Counselling
- CNPS 363 (3) - Career Counselling
- Other 300/400 Level course to be approved by academic advisor such as:
  - EPSE 390A (3) Selected Topics
  - EDUC 490A (3) Special Studies in Education

\* ECPS 310 & CNPS 331 are new courses being proposed. They are required courses in this certificate and are pending approval.

## Target learners

This Certificate program is designed for military-connected individuals transitioning from military to civilian life and aims to offer them new academic and career opportunities, resources, and critical perspectives beyond those traditionally offered them.

## **Student Admission Criteria**

Applicants to this certificate program must meet the minimum standards for admission to study at the University of British Columbia, including language proficiency, and all other requirements for admission - <https://you.ubc.ca/applying-ubc/requirements/>. To register in courses offered for credit, students must be admitted to the Faculty of Education, UBC-Vancouver campus.

Applicants must show proof of time of service in either the Regular or Reserve Allied Forces, by providing their service number, MPRR (Members Personnel Record Resume), or equivalent official military records.

## **Program Delivery Format**

The Certificate would consist of the proposed and existing courses. They would be delivered in face-to-face, online, or mixed formats, as per the discretion of the instructor and university guidelines.

The new Certificate program will include an advisor to oversee the delivery of the certificate program, including advising regarding course electives.

## **Marketing / promotion strategy**

Promotion of the Certificate in International Development & Human Security program will be done through IVET, an institute within the Faculty of Education focused on supporting Veterans, and will utilize social media campaigns and in-person recruitment of the target population. IVET will provide resources to be promoted by the Faculty of Education's various communications streams.

## **Assessment of impact on departmental and university resources**

There is no anticipated impact on unit, departmental, or university resources. This certificate program will be run through ECPS, and the costs associated with its development and delivery will be fully covered by the Faculty of Education's IVET budget, which is separate from the general running of ECPS. In addition, the costs associated with the development and delivery of this Certificate program, including office space, staff and administrator salaries, will be covered by the external funding secured through the Royal Canadian Legion, Veterans Affairs Canada, and the UBC President's Office. Given these external and special funding sources, there will be no financial or resource impacts on the University and associated departments.

## **Assessment of financial viability**

Financial modelling for the Certificate has been conducted and approved by the Department, Faculty, and Provost's Office. Because the Certificate courses are offered as part of the regular academic schedule, they do not add a cost to the unit or department even though priority sections will be created for the IVET students. These priority sections will be open to other UBC students to ensure that break-even numbers are met. In addition, these sections will be taught by instructors within the Department and sessionals as needed, and therefore no external hires will be required. To ensure that instructors and sessionals are adequately supported in teaching these students, IVET will provide onboarding orientation to familiarize them with the needs of working with military-connected students. Therefore, the existence of the Certificate programs will not impose any significant costs on the Faculty, and no changes that would increase their cost are proposed or anticipated. Accordingly, the Certificate program is expected to remain financially viable.

## **Fees**

Tuition for courses applied toward the Certificate will be charged on a per-credit basis. Current tuition fees are found in the UBC Calendar: [Certificate programs](#) with fees collected from students who register for the Certificate as per standard Certificate application process via the [Faculty of Education](#).

## **Consultation:**

Consultation regarding the creation of this Certificate program was conducted with the Faculty of Education, the Department of Education and Counselling Psychology, and Special Education, the Department of Language and Literacy Education, as well as the Faculty of Arts, the Department of Political Science, and the School of Public Policy and Global Affairs. Consultations included: Maxwell Cameron School of Public Policy and Global Affairs, Richard Price, Political Science, Paul Evans, Brian, Job, and Joenita Paulrajan, Extended Learning.

The Certificate is managed by The Institute for Veterans Education and Transitions (IVET) within ECPS, in consultation with the Teacher Education Office.

Mr. Tim Laidler	Executive Director, IVET
Dr. Lorrie Miller	Associate Director, IVET
Dr. Marianne McTavish	Associate Dean, Teacher Education



## UBC Curriculum Proposal Form Change to Course or Program

### Category: (1)

<p><b>Faculty:</b> Education  <b>Department:</b> ECPS  <b>Faculty Approval Date:</b> Sept. 22, 2020  <b>Effective Session (W or S):</b> Winter  <b>Effective Academic Year:</b> 2021/2022</p>	<p><b>Date:</b> August 24th, 2020  <b>Contact Person:</b> Dr. Lorrie Miller  <b>Phone:</b> 604-822-0488  <b>Email:</b> <a href="mailto:lorrie.miller@ubc.ca">lorrie.miller@ubc.ca</a></p>
<p><b>Proposed Calendar Entry:</b></p> <p><b>Veteran Transition Certificate in International Development &amp; Human Security</b></p> <p>This certificate program is designed to support military-connected individuals transitioning from military service as they explore new academic and career opportunities.</p> <p><b>Admission Requirements</b></p> <p>Applicants to this certificate must meet the minimum standards for admission to study at the University of British Columbia, including language proficiency, and all other requirements for admission [link to: <a href="https://you.ubc.ca/applying-ubc/requirements/">https://you.ubc.ca/applying-ubc/requirements/</a>]. To register in courses offered for credit, students must be admitted to the UBC Faculty of Education, Vancouver campus.</p> <p>Applicants must show proof of time of service in either the Regular or Reserve Allied Forces, by providing their service number, MPRR (Members Personnel Record Resume), or equivalent official military records.</p> <p><b>Certificate Requirements</b></p> <p>Students must complete a total of 15 credits, consisting of:</p>	<p><b>URL:</b> New page</p> <p><b>Present Calendar Entry:</b> None</p> <p><b>Type of Action:</b> New Certificate Program</p> <p><b>Rationale for Proposed Change:</b></p> <p>The abundance of academic paths has been found to be daunting for military-connected individuals transitioning into post-secondary education from military service due to the rigid structure of the military training environment. As such, the prospect of applying to UBC is often perceived as inaccessible and as a result, they have gravitated towards trade and training programs with defined academic and career outcomes. However, veterans were surveyed in the Life After Service Survey (LASS), and it was found that their career goals vary greatly and cannot be adequately attained through defined trade &amp; training programs.</p> <p>This certificate program is designed for military-connected individuals transitioning from military to civilian life and aims to offer them new academic and career opportunities outside of traditional routes.</p>



<ul style="list-style-type: none"> <li>• LLED 200 (3)</li> <li>• ECPS 310 (3)</li> <li>• CNPS 331 (3)</li> <li>• 6 credits of 300-400 level elective courses to be selected with approval of an advisor to ensure that they align with the theme of this certificate. This is typically two 3-credit courses.</li> </ul> <p><b>Contact Information</b></p> <p>Phone: 604.822.0488 Email: info.ivet@ubc.ca</p>	
<p><b>Proposed Calendar Entry:</b></p> <p>The Faculty of Education</p> <p>Contents</p> <p>...</p> <p>Undergraduate Certificate in Textiles Studies</p> <p><b>Veterans Transition Certificate in International Development &amp; Human Security</b></p> <p>Diploma in Education</p> <p>...</p>	<p><b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,0,0">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,0,0</a></p> <p><b>Present Calendar Entry:</b></p> <p>The Faculty of Education</p> <p>Contents</p> <p>...</p> <p>Undergraduate Certificate in Textiles Studies</p> <p>Diploma in Education</p> <p>...</p> <p><b>Type of Action:</b> Add new certificate program to The Faculty of Education homepage.</p>



To: Senate  
From: Senate Nominating Committee  
Re: Membership of the Council of Senates and Adjustments to Senate Committees  
Date: 5 November 2020

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The Senate Nominating Committee has met to consider vacancies on the Council of Senates, adjustments to the memberships of committees of Senate, and a request for an additional member to be added to a committee ex officio.

The Committee took into consideration disciplinary and demographic balance in making its recommendations as well as the preferences expressed by senators earlier this year for committee and Council appointments. For the information of new senators, the “representative committees” noted below are special standing committees created solely for the purposes of having a single member as a chair who then serves on the Council of Senates ex officio.

The Committee is pleased to recommend that Senate resolve as follows:

*That the composition of the Senate Awards Committee be amended to add “Director, international Recruitment & Awards” an ex-officio non-voting member;*

*That Andre Ivanov be appointed to the Senate Academic Building Needs Committee until 31 August 2023 and thereafter until replaced, to replace Sue Grayston;*

*That Julian Dierkes and Matthew Tan be elected to the Council of Senates;*

*That Charles Menzies be appointed to Council of Senates Representative Committee 1 until 31 August 2023 and thereafter until replaced, to replace Anna Kindler;*

*That Ingrid Price be appointed to Council of Senates Representative Committee 2 until 31 August 2023 and thereafter until replaced, to replace Susan Forwell;*

*That Janette Bulkan be appointed to Council of Senates Representative Committee 3 until 31 August 2023 and thereafter until replaced, to replace Santokh Singh; and*

*That James Olson be appointed to Council of Senates Representative Committee 5 until 31 August 2023 and thereafter until replaced, to replace Rickey Yada.*



18 November 2020

To: Vancouver Senate

From: Senate Tributes Committee

Re: Emeritus Status

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The Senate Tributes Committee was advised that a name was inadvertently omitted from the list of 2020 Emeritus appointments provided by Faculty Relations to the Committee and subsequently approved by Senate. The Committee has considered the matter and Human Resources has verified that all criteria for Emeritus status are satisfied.

The Committee is pleased to recommend that Emeritus status be granted to:

Last Name	First Name	Rank	Faculty	Emeritus
Krutchén	Philippe	Professor	Applied Science	Professor Emeritus of Electrical & Computer Engineering

The following is recommended to Senate:

**Motion:** *“That the above list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professor Emeritus be added to the Roll of Convocation.”*

Respectfully submitted,

Dr. John H.V. Gilbert, Chair  
Senate Curriculum Committee



18 November 2020

To: Vancouver Senate

From: Senate Tributes Committee

Re: Regalia – Report for Information

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Pursuant to the power to set and revise the academic regalia for the offices of Chancellor and President, Vice Chancellor of the University, delegated to the Tributes Committee by Senate at its September 16, 2020 meeting and valid to November 30, 2020, the Tributes Committee is pleased to report that the regalia design was approved as attached.

Respectfully submitted,

Dr. John H.V. Gilbert, Chair  
Senate Curriculum Committee



Chrystal Sparrow | Hat & Gown Designs 2020 | UBC Ceremonies and Events

PRESIDENT'S GOWN & HAT

Black/Silver/Picto Red



CHANCELLOR'S GOWN & HAT

Black/Gold/Picto Red



BLUE GOWN

Blue/Gold/Black/Picto Red



ANCIENT EYE

Picto Red



Black



EAGLE CLASP

Bronze Eagle



Silver Eagle



## The University of British Columbia

### Academic Delivery: 2021 Summer Session

November 15, 2020

**Summary:** It is proposed that UBC's plans for Summer Session should expand opportunities for in person instruction in a measured way over the prior Winter Session. Priorities for in person delivery would include courses that cannot practically be delivered remotely, and which are necessary for students to complete in order to finish their studies, followed by courses that benefit considerably from in person instruction within the available resources. Remote instruction must remain for most courses while the pandemic continues to be a significant factor. The phased return to a degree of in person instruction described here assumes that public health orders and guidelines permit this, and the availability of study permits, and the ease of travel continue to improve. At the time of writing of this document, UBCO is actively considering its own plans.

The COVID-19 pandemic has placed great strain on the UBC community and our mission to teach and learn, and to conduct research. UBC invested heavily to ensure a successful, high-quality hybrid approach to the delivery of academic programs for 2020/21 Winter Session. Over 3,000 courses were offered in Winter Session Term 1, after extensive redesign and development for online instruction. Consideration prioritized equitable access for all students, blending of synchronous and asynchronous delivery, flexible and creative design of labs and assessments, and the fostering of interactive and inclusive learning communities. For many courses the foundational architecture had to be reimaged, and significant investments, in both funding and time shifted away from other commitments such as research, were needed to enable thoughtful assessment, planning, redesign, development and execution of these courses. Given this complex context and drawing on the collective experience and expertise across the university, significant resources, support and tools were mobilized to aid the successful adaptation of courses for online delivery. With these supports in place, UBC was well positioned to deliver a high-quality educational experience whether remotely or face-to-face. As a result of the prudent move to primarily online instruction in 2020 Summer Session and 2020/21 Winter Session, however, survey results show that three in four UBCV faculty members are experiencing more stress, anxiety or sadness and are having difficulty focusing or concentrating. More than one half have taken on additional caregiver responsibilities; and one in three are experiencing household conflict. Despite these challenges, UBCV faculty members have reported the time dedicated to teaching has increased to almost 150% of normal, in order to support students' learning effectively. Careful consideration – and likely additional resources – will be necessary to ensure these issues are not exacerbated by expanding opportunities for in person instruction.

Students also have found the experience of primarily remote teaching to be challenging. We acknowledge that some courses simply cannot be offered online and without access to in person teaching and learning, students' academic progression will be impeded. These challenges encompass technical issues (connectivity, bandwidth, hardware), challenges associated with participation from

remote time zones (despite the extensive mitigation efforts of many faculty to accommodate), workload volume and complexity (greater number of in-course assessments of lower weight, activities spread over multiple platforms and tools) and loss of community, networks and peer support (despite the best efforts and programming offered through virtual Collegia and a variety of other supports). A combination of formal surveys (e.g., through the AMS/GSS) and informal feedback (e.g., through in-course/program 'pulse checks'), together with on-going consultation with student leadership, is providing information as the W1 term progresses. The annual Undergraduate Experience Survey is scheduled for deployment in January, which includes questions about remote learning experiences. The results of this, when available, will also help shape plans for Summer Session 2021.

With these experiences in hand, and in the light of better understanding of the dynamics of SARS-COV-2 transmission, it now seems possible to undertake a measured expansion of in person instruction in 2021 Summer Session, compared to a year prior.

## Principles

The following principles have been developed to guide our approach to teaching and learning:

1. The University will place the health and wellbeing of students, staff, and faculty above all other considerations.
2. The University will continue to follow the guidance and direction of the Provincial Health Officer, and the Health Authorities with respect to protecting public safety, and make decisions in consultation with the Ministry of Advanced Education, Skills and Training.
3. The University is committed to the highest standards in teaching and learning, student experience, and student support services, irrespective of modality of educational engagement.
4. The University will provide support to faculty and teaching assistants to enable high quality instruction, whatever the mode of delivery.
5. Students in remote or rural settings will receive careful consideration and support, given the extra challenges of internet connectivity they may face.
6. Decisions regarding in-person and remote learning will be driven by program quality and fairness across all student demographics, and pedagogical needs as determined by Faculties.
7. The University will prioritize advising to enable students nearing completion the ability to complete their courses of study, or to complete elements that cannot easily be undertaken online, wherever possible.
8. The University acknowledges that students and their families are experiencing financial challenges, and will do what it can to address these in concert with provincial and federal government programs.
9. Tuition, fees, and related costs will balance fairness, manner of program delivery, service levels, and the need to manage responsibly the finances of the university.
10. The University will provide as much certainty as possible to students, faculty and staff by making and communicating decisions as early as possible.
11. The University will introduce needed public health restrictions as they occur, recognizing that it will be extremely challenging to shift completely the mode of delivery mid-way through an academic

term. In this respect, due consideration will be given to the impacts on students, particularly those that may not be residing close to our campuses.

12. The University will collaborate with peer institutions across British Columbia and Canada to share and create academic programming where it can enhance efficiency and maintain quality.

## 2021/22 Summer Session

UBC faces an important decision about how to conduct instruction in 2021 Summer Session. This decision must be made in a context of persistent uncertainty:

- the future course of the pandemic, globally and locally, remains unknown;
- the timing of access to effective vaccines and treatments is not known;
- the potential exists for changing orders and recommendations from the Provincial Health Officer and the health authorities persists; and,
- the ability of international students (including graduate students acting as TAs) to acquire study permits and to travel internationally to Canada, while improving, still suffers from delays owing to the backlog of necessary paperwork and possibly also students' reluctance to travel during a pandemic.

On the positive side of the arguments for and against a measured expansion of in person instruction, there are the following considerations:

- The dynamics of SARS-COV-2 transmission are better understood, being enabled by prolonged close contact with infected individuals<sup>1,2</sup>.
- Strategies to limit prolonged close contact in educational settings are suggested by ongoing research (including at UBC), focusing on assigned seating and patterns of classroom utilisation. The value of these approaches extends not just to students in cohort-based programs, but also to students who take courses with different colleagues in different classes.
- Digital applications can aid in completion of self-assessments, attendance tracking and contact tracing.
- Summer Session typically sees smaller numbers of students on campus, combined with better weather offering more opportunity for outdoor activity. In summer session 2020/21, the Vancouver campus registered 34,755 students (headcount) compared with the 58,366 students registered for winter session.
- Some students, staff and faculty living in close proximity to campus may be less reliant on public transportation in summer, with more options afforded by better weather.
- There is an increasing number of students accumulating a backlog of required laboratory coursework, which must be addressed to avoid delays in graduation.

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<sup>1</sup> Klompas M, Baker MA, Rhee C. Airborne Transmission of SARS-CoV-2: Theoretical Considerations and Available Evidence. *JAMA*. 2020;324(5):441–442. doi:10.1001/jama.2020.12458

<sup>2</sup> B.C. Centre for Disease Control. Interim Guidance: Public Health Management of cases and contacts associated with novel coronavirus (COVID-19) in the community. September 25, 2020. [http://www.bccdc.ca/resource-gallery/Documents/Guidelines%20and%20Forms/Guidelines%20and%20Manuals/Epid/CD%20Manual/Chapter%201%20-%20CDC/2019-nCoV-Interim\\_Guidelines.pdf](http://www.bccdc.ca/resource-gallery/Documents/Guidelines%20and%20Forms/Guidelines%20and%20Manuals/Epid/CD%20Manual/Chapter%201%20-%20CDC/2019-nCoV-Interim_Guidelines.pdf)

- Graduate courses and upper year undergraduate courses tend to be more easily accommodated within the classroom inventory, given typical enrolments.
- UBC now has positive experience running hundreds of in person courses during the pandemic.
- Remote instruction versions of some courses from 2020/21 Summer Session have been built and used, which affords a backup plan in case 2021/22 Summer Session must be redirected to remote instruction for public health reasons. To be sure, this backup plan would be less traumatic to execute than the emergency transition to remote teaching of March 2020.
- A reduction in demand for conference services in summer 2021 has increased the availability of on campus housing that can accommodate students.

There are the following caveats with respect to expanding in person instruction:

- Programs must make judicious choices about what to plan in terms of in person instruction, with a view toward the consequences of a potential pivot back to remote teaching that might be required by prevailing public health considerations.
- Course designs must be carefully planned so as not to increase significantly the workload for faculty, nor to create an expectation to teach two parallel versions of a course, online and in-person.
- The move to increase in person instruction will introduce new stresses in students, faculty and staff that must be carefully monitored and addressed where possible.

In this document, we expand on these factors to consider in making the important decision about 2021/22 Summer Session. In formulating the approach, the key individuals or parties to work with and to consult include:

- the Associate Provost, Teaching and Learning;
- the Executive – especially the Vice President, Students;
- the Deans;
- the Associate Deans, Academic and Associate Deans, Students;
- the Associate Vice-President Enrolment Services & Registrar;
- the Vice-Provost & Associate Vice-President, Enrolment & Academic Facilities;
- The Senate Teaching and Learning Committee and Senate;
- the Faculty Association;
- the Board of Governors;
- the elected student government leadership; and
- the COVID-19 Campus Leadership Advisory Committee.

## Timing of the decision

A decision is needed soon. In a typical year, scheduling for summer would have started by now. Any delay for Summer Session planning will impact the scheduling and registration for the succeeding winter session. UBC has perhaps 1 month (November, 2020) before operational issues become critical.

## Provincial Health Officer's orders and guidelines

In preparation for the 2020/2021 academic year, public post-secondary institutions collaborated with stakeholders, the BC CDC, WorkSafeBC, and the Deputy Provincial Health Officer to develop comprehensive health and safety guidelines for campus operations. The post-secondary [Go-Forward Guidelines](#) (October 2020 edition) identify general occupational health and safety protocols to assist with the development of campus safety plans. The goal of these protocols is to support the gradual increase of in person teaching, learning, research, administrative and support services, while reducing the risk of COVID-19 transmission. The most significant requirement is that UBC have COVID-19 Safety Plans that outline the policies, guidelines, and procedures put in place to reduce the risk of COVID-19 transmission. The UBC community has contributed countless hours to ensuring that this requirement has been satisfactorily met. On August 7, 2020, the Provincial Health Officer issued a *Gatherings and Events Order* that clarified that the restriction on gatherings of more than 50 people does not apply to educational activities at post-secondary institutions. Groups larger than 50 may assemble at post-secondary institutions if they are engaged in educational activities, provided that appropriate risk mitigation strategies are in place.

For in person instruction, the Go-Forward Guidelines recommend the following:

- Develop safety plans for each campus/building to reduce the risk of COVID-19 transmission, including protocols for access to buildings and facilities.
- Implement instructor and student orientation procedures prior to room usage where applicable.
- Where possible, consider the use of cohorts and assigned seating in classrooms for students who work and/or learn together to reduce the number of close contacts and to facilitate contact tracing should it become necessary.
- Practice physical distancing, in conjunction with enhanced hand hygiene and cleaning protocols.
  - Implement measures to restrict the number of people within the physical space at any given time.
  - Consider using shifts to minimize close contact.
  - Consider supplemental portable handwashing stations where needed.
- In situations where the learning environment permits appropriate physical distancing, the use of non-medical masks is a matter of personal choice. It is important not to stigmatize people wearing (or not wearing) masks in such circumstances. [n.b. Of course, at the time of this writing there is a mask mandate that has been adopted by UBC. The prevailing conditions in Summer Session must be carefully watched with respect to the public health guidelines about masks.]

Other features need to be in place to support an expansion of in-person teaching for 2021 Summer Session. We are recommending that new resources be prioritized to support our students' learning and in particular the satisfaction of graduation requirements that are feasible to complete only in an in person setting. Other considerations needed may include:

- Continued attention to public health practices of students, staff and faculty;



- Maintenance of the ability for students to participate in educational activities exclusively online;
- Accommodation for faculty members who face additional health vulnerabilities that complicate the potential for in person instruction;
- Mandatory attendance-taking (perhaps employing attendance surveys) to facilitate contact tracing, if needed, and assigned seating to minimize close prolonged contacts during in person classes;
- Following public health guidelines concerning self-assessment and testing;
- Modification of infrastructure and introduction of barriers to promote spatial separation such as plexiglass shields<sup>3</sup> at front of general teaching classrooms;
- Upgrading of general teaching classrooms to permit better access to lecture capture facilities for use in synchronous and asynchronous remote participation;
- Continuation or expansion of supports offered by CTLT and Faculty-based learning support units, including the learning technology rover program and course redesign consultations, and additional technical support through UBC IT, UBC Studios and AV services;
- Expanded availability of study spaces that allow students to attend a class in person, followed immediately by an on-line class;
- 14-day quarantine of returning out-of-country students with sufficient notice to make plans and to travel for the start of Summer Session.

## Looking toward Winter Session 2021/22

The uncertainties compound regarding the course of the pandemic, and the availability of treatments or vaccines, the further one looks into the future. Nevertheless, the planning for Winter Session 21/22 must begin soon. The planning must be developed with the principles articulated here in mind. A key aspect of flexibility shared with Summer Session is that most of the courses to be delivered will have already been designed and run in Winter Session 20/21, should any transition back toward greater remote instruction prove necessary. If the university has evolved methods of safely conducting key courses in person over Summer Session, and further developed the capacity to host larger numbers of students on the campuses, UBC will be in an excellent position to support the educational aspirations of our students.

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<sup>3</sup> The Go-Forward Guidelines refer to Plexiglas as an engineering control. WorksafeBC uses the same language on their post-secondary institution site: [education-advanced](#). Finally, a BC CDC document refers to Plexiglas shields as a strategy for use 'where physical distance cannot be easily maintained': [http://www.bccdc.ca/Health-Info-Site/Documents/COVID19\\_ToolsStrategiesSaferOperations.pdf](http://www.bccdc.ca/Health-Info-Site/Documents/COVID19_ToolsStrategiesSaferOperations.pdf)