



Vancouver Senate

THE FOURTH REGULAR MEETING OF THE
VANCOUVER SENATE
FOR THE 2020/2021 ACADEMIC YEAR**WEDNESDAY, 16 DECEMBER 2020****6:00 P.M.****VIA ZOOM**

1. Call to Order and Territorial Acknowledgment – Prof. Santa J. Ono (information)
2. Minutes of the Meeting of 18 November 2020 – Prof. Santa J. Ono (approval) (docket pages 3-21)
3. Business Arising from the Minutes – Prof. Santa J. Ono (information)
4. Remarks from the Chair and Related Questions – Prof. Santa J. Ono (information)
5. Admission Committee – Prof. Carol Jaeger
 - a) Revisions to English Language Admissions Standard (approval) (docket pages 22-28)
 - b) Suspension of Admission to Master of Science in Surgery (TBD) (approval) (docket pages 29-35)
6. Agenda Committee – J. Max Holmes
Extension of Suspension of the Rules and Procedures of Senate Due to the COVID-19 Pandemic (approval) (docket pages 36-37)
7. Academic Policy Committee – Dr Kin Lo
Academic Leave for Programs in the Faculty of Pharmaceutical Sciences (approval) (docket pages 38-49)
8. Awards Committee – Dr Sally Thorne
 - a) Exception to Awards Regulation for a New Award (approval) (docket pages 50-52)
 - b) New and Revised Awards (approval) (docket pages 53-60)



9. Curriculum Committee – Dr Claudia Krebs

Curriculum Proposals from the Faculties of Arts, Commerce & Business Administration, and Graduate & Postdoctoral Studies (approval) (docket page 61-97)

10. Nominating Committee – Dr Paul Harrison

External Review of Senate (approval) (docket pages 98-101)

11. Teaching & Learning Committee – Dr Joanne Fox

Review of Academic Concession Practices and Remote Invigilation Tools (information) (docket page 102)

12. Tributes Committee – Dr John Gilbert

Emeritus Appointments (approval) (docket pages 103-105)

13. Report from the Provost – Dr Andrew Szeri

Appointment of University Killam Professors (information) (docket pages 106-107)

14. Reports from the Registrar – Dr Kate Ross

Confirmation of Email Approval of Matters between Meetings (information) (docket page 108)

15. Other Business

NB: The Notice of Motion given by Senator Holmes at the previous meeting has been withdrawn by the senator.



VANCOUVER SENATE

MINUTES OF 18 NOVEMBER 2020

DRAFT

Attendance

Present: S. Ono (Chair), K. Ross (Secretary), A. Szeri, S. Parker, S. Bates, J. Olson, G. Averill, M. MacDougall, B. Frank, M. Aronson, R. Helsley, J. Benedet J. Innes, S. Porter, R. Yada, Dr. Kelleher, M. Coughtrie, S. Gopalakrishnan, C. W. Marshall, M. Kuus, K. Lo, N. Ford, H. von Burgman, 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, S. Grayston, I. Price, P. Wolf, H. Leong, M. Stewart M. Higgins, Godwin, C. Evans, F. Andrew, G. Faulkner, A. Dulay, B. Fischer, J. Gilbert, P. Harrison, R. Spencer, M. Tan, 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, N. Rygnestad-Stahl, T. Yan, N. Pang, D. Liu, J. Burnham, C. Hakim, M. Holmes, E. Bhangu, Uzama,

Regrets: S. Point, A. Greig, T. Benbow, L. Burr.

Clerk: C. Eaton

Call to Order

The Chair of Senate, Dr Santa J. Ono, called the third regular meeting of the Senate for the 2020/2021 academic year to order at 6:12 pm.

SENATE MEMBERSHIP

NEW MEMBERS:

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

Morgan Lorenz, Student, Faculty of Education, until 30 September 2021 and thereafter until replaced.

NOMINATING COMMITTEE

Dr Ross advised that as a result of the call for nominations issued at the previous meeting, one nomination had been received: Dr Julian Dierkes. He was therefore acclaimed as elected to the Senate Nominating Committee until 31 August 2023.



Minutes of the Previous Meetings

Lynn Stothers
Haymen Leong

}

That the minutes of the meeting of 21 October 2020 be adopted at corrected.

Corrections: Senators Evans, Krebs, and Price were present.

Senator Pelech's remarks on page 4 were extended to read "Senator Pelech said that he was abstaining on this motion as he felt that we should be blind to racial and gender considerations for allocation of awards, and this should be reflected in the requirements for award candidates"

Approved

NB: Senator Alemzadeh-Mehrzi abstained.

Remarks from the Chair

The President opened his remarks by congratulating and thanking the Workday team. He noted that they had worked tirelessly for many months to ensure a smooth transition UBC's new Finance and Human Resources information systems.

Dr Ono noted that the Peter Wall Institute for Advanced Studies was inviting nominations for faculty members to serve as UBC Presidential and UBC Foundation appointees to its Board of Trustees. The deadline for nominations is December 4. join its Board of Directors.

Dr Ono noted that last week he spoke to a virtual meeting of the presidents of the universities who are members of the Universities Climate Change Coalition (UC3). He reminded Senate that he assumed the presidency of the UC3 earlier this year, taking over from former University of California President Janet Napolitano after she retired. Dr Ono said that many interesting ideas came forward during the discussion that we will be building on as a coalition. Key strategic initiatives include establishing a UC3 webinar series on key climate issues, decarbonization tactics/strategies, and technologies. These will further encourage opportunities for UC3 member universities to exchange ideas, lessons learned and encourage robust dialogues to help advance climate action. Dr Ono said that another proposal from the meeting was a UC3 Fellows/Scholars Pilot Program. This is an ideal platform for universities in the coalition to engage graduate students and postdocs and could potentially become a vehicle for fellows/scholars to mentor undergraduate students. Dr Ono further noted in regards to climate change and UBC, we are continuing our work on the Climate Emergency Task Force recommendations and hope to present at report of the task force at an upcoming Senate meeting.



The President advised that next week he would be announcing the appointment of a Senior Advisor to the President on Race and Inclusive Excellence. The senior advisor will be involved in examining issues of anti-racism and will participate in the mechanisms and structures at both campuses to realize our goals of anti-racism. Besides advising on issues of racism, among other responsibilities, they will support the implementation of the Inclusion Action Plan, liaise with senior leaders and members of anti-racism groups and communities of colour, and develop and implement an effective outreach strategy to the UBC community to advance understanding of issues of reach and racism.

With regards to the ongoing COVID-19 Pandemic, Dr Ono said that while there was good news regarding COVID vaccines – one of which has a significant UBC connection – their delivery is still months away and with daily case numbers climbing above 600 and deaths and hospitalization also rising, this is not a time to be complacent. The President reminded everyone of the need to adhere to the Provincial Health directives and UBC's own COVID guidelines to keep ourselves, our loved ones, and our community safe.

The President updated Senate on UBC's fundraising activities, noting that UBC was on track to achieve its best fundraising year ever despite the challenges of social distancing. Our fundraising results are at \$108 million, which is well ahead of our 3-year average. This is also the fastest we've ever reached the \$100 million mark. Our alumni engagement results are at almost 75% of our goal. In particular regards to anti-racism initiatives, the President noted that Development and Alumni Engagement; Vice-President, Students; and Enrollment Services offices were currently working together on fundraising for awards for black students in support of student racial diversity.

The President closed by reminding Senators of the installation next Wednesday of the Honourable Steven Lewis Point as UBC's 19th chancellor and our virtual celebration of graduation.

Candidates for degrees

Paul Harrison
Max Holmes

}

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.

Approved

AGENDA COMMITTEE

The Chair of the Senate Agenda Committee, Mr Max Holmes, presented.



MEETING OF THE CONVOCATION FOR 18 NOVEMBER 2020

Max Holmes
Dante Agosti-Moro

}

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.

Approved

ACADEMIC POLICY COMMITTEE

The Chair of the Senate Academic Policy Committee, Dr Kin Lo, presented.

V-302: GRADUATE STUDENT LEAVES OF ABSENCE

Kin Lo
Julian Dierkes

}

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

Approved

AWARDS COMMITTEE

The Chair of the Senate awards committee, Dr Sally Thorne, presented.

NEW AND REVISED AWARDS

See appendix A: Awards Report

Sally Thorne
Sue Forwell

}

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.



Senator Pelech asked if the Awards Committee had yet had a chance to discuss the issue of awards that were specified for members of certain ethnic groups.

Dr Ross said that the BC Human Rights Commission can give dispensation for awards that support disadvantaged groups and UBC was undertaking that process.

Senator Thorne said that the Awards Committee has had and will continue to have conversations; in these instances, her committee feel UBC has done its due diligence and there is a sound rationale for these proposals to be approved.

Senators Evans, Zerriffi, Menzies, and Krebs spoke in favour of having awards that supported students from marginalized communities.

Approved

Curriculum Committee

The Chair of the Senate Curriculum Committee, Dr Claudia Krebs, presented.

NOVEMBER CURRICULUM PROPOSALS

See Appendix B: Curriculum Report

Claudia Krebs Carol Jaeger	}	<i>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.</i>
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Senator Harrison said he supported the proposal but had a concern about the use of undergraduate pre-requisites for graduate courses, noting that Civil Engineering and Food Science were doing so. He asked that the Curriculum Committee consider this moving forward.

Approved

NEW CERTIFICATE: VETERAN TRANSITION CERTIFICATE IN INTERNATIONAL DEVELOPMENT & HUMAN SECURITY

Dr Krebs noted that the Senate Curriculum Committee had recently approved the above-named certificate and Senate welcomed Dr. Lorrie Miller and Mr Tim Laidler from the Institute for Veterans Education and Transitions to speak to the proposal. 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.

Nominating Committee

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

MEMBERSHIP OF THE COUNCIL OF SENATES AND ADJUSTMENTS TO SENATE COMMITTEE

Paul Harrison
Kin Lo

} *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.



Approved

NB: Senator Menzies abstained.

Tributes Committee

The Chair of the Senate Tributes Committee, Dr Gilbert, presented.

EMERITUS APPOINTMENTS

See Appendix C: Emeritus appointments

John Gilbert	}	That the 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
Dante Agosti-Moro		

Approved

REGALIA OF THE CHANCELLOR AND OF THE PRESIDENT & VICE-CHANCELLOR

Senator Gilbert advised that 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.

Dr Gilbert expressed his fondness for the new regalia and asked that his thanks be conveyed to the artist and all others responsible.

The President agreed, noting their beauty as well as their appreciated comfort and lightness.

Report from the Provost

ADDITIONAL SUPPORTS FOR 2020 WINTER SESSION TERM 2 INSTRUCTION

Dr Simon Bates, Associate Provost for Teaching & Learning and directed of continuing education presented on behalf of the Provost.



Senator Bates noted that many new challenges come from the distributed nature of the student body, including logistical issues around time zones, connectivity issues, and challenges around human interactions. He advised that UBC was now a global campus and had students distributed around the world. He said that this had been a challenging term for everyone and would continue to be as we approached the examination period, with students, faculty, and relevant support staff reporting increases in workload. Overall, Senator Bates said that while not perfect, UBC's collective response has been remarkably successful. He then outlined examples of supports provided for faculty and students.

Senator Menzies noted that in his personal experience, class sizes in Arts seem to have increased, and asked if that was increases in enrolment or a decrease in section numbers.

Senator Bates said that he had noted the same in first-year Science courses.

The Registrar said that enrolment had increased but only slightly, and that we should see if fewer sections were being offered and if this resulting in larger average class sizes.

Senator Holmes said that there were increased concerns expressed by some faculties around academic integrity, but also concerns around tools used for remote invigilation; he asked if there was any evidence of increased academic integrity issues with the switch to online learning, and asked what the ethical considerations were with using such tools, including privacy considerations. Secondly, he asked what UBC was doing to give students more choices and flexibility when they struggle, particularly around withdrawal dates, Credit/D/Fail availability, or other options. He noted that last May the Senate had asked for both support for students and a monitoring of the situation and it wasn't clear to him what was being done.

Senator Bates said that the faculties were seeing an increased number of academic misconduct cases this year compared to previously, some of which are brought forward by fellow students, particularly in regards to tutoring services that were actually contracted cheating services. He noted that over the summer they had been working on a set of principles around the use of remote invigilation tools to support faculty making decisions around how they wanted to design their course assessments. He agreed that there were concerns around privacy and ethical considerations and said that they wanted to have a full discussion on that through the Senate Teaching & Learning Committee because where there may be circumstances where the use of some tools may be appropriate or not, and there may be settings in some tools that are appropriate or not.

With respect to Senator Holmes' second question, Senator Bates said that the motion that was resolved **implored** the faculties to be compassionate and flexible in responding to student concerns and that he believed the faculties were doing so via the academic concession policies. He said that the Teaching and learning Committee was gathering the specifics for these situations across the University.



Senator Joanne Fox, Chair of the Senate Teaching & Learning Committee said that her Committee had discussed this at their last meeting, and have decided that they wanted to collect more data and context about how students were being supported. The Committee has asked for data from each faculty and from the Registrar for consideration at their next meeting.

Senator Marshall said that the demands on both students and faculty this term have been immense. He noted that his own teaching preparation time has more than doubled with the shift to online learning, and that the student experience in online learning was diminished no matter how much effort was made by faculty members. He echoed Senator Holmes' call for increased concessions for students, noting the impact on students, faculty, and their families. He said that this cannot become the new normal for the University and we had to realize the teaching, research, and familial sacrifices made by this shift; this is not an easy year and should not be presented to the public as an easy year, and that even with huge investments from the University this was not sustainable.

Senator Spencer said that he appreciated the heartfelt comments from Senator Marshall and asked if any positives have come out of this.

Senator Bates said that faculty have thought more about the balance between synchronous and asynchronous activities. One specific example he gave was that that recorded lectures show some benefit for non-native English speakers as they can easily go back and review materials.

Senator Pratap-Singh said that with 1/3rd of his class outside of Canada, he had to change his format from synchronous to asynchronous and many of his colleagues did the same. He asked if we considered reducing the expected course load for faculty given the increased time demands.

Senator Bates said that teaching load varied across the faculties and departments so it was difficult to generalize, but that we were trying to put supports in place to help faculty members with the transition.

Senator Singh expressed his agreement with the previous speakers and noted that there were opportunities to be found around new ways or methodologies that this pandemic has challenged us to think about. He agreed that this was much more time consuming than the old ways of doing things, but stressed the importance of realizing this was a new experience for students as well and that we should learn from them and calibrate our approaches from what they share in response.

Senator Hakim said that he empathized with the concerns raised by previous speakers around stress and workload for both faculty and students. He said that he also agreed with Senator Holmes regarding a need to be more compassionate with extensions and concessions, and noted that many students had raised these as needed things this term, rather than waiting to see what would happen as we go into finals. He asked if UBC would extend its deadlines with Withdrawals or Credit/D/Fail.



Senator Bates said that across many faculties there has been generosity with withdrawals and other forms of academic concession. The academic concession policy provides flexibility for both late withdrawals and for interim concessions such as deferred standings for students on a case by case basis.

Senator Gopalkrishnan said that the flexibility offered by online instruction had made his class schedule more regular as space constraints were no longer a limiting factor. He said that in speaking with his students, they would like a hybrid model going forward with both face-to-face and virtual interactions, and that this would be especially useful for students who commute long distances.

Senator Krebs said that she was happy to see support for education improve for Term 2, noting that faculty were reaching or at burnout. She asked how methods of support would be communicated to faculty members and who would make the decisions around who gets additional support. She noted that right now, many faculty members felt isolated at home and don't have interactions with colleagues to learn of things in informal ways, so information had to flow from deans to associate deans to heads to faculty members.

Senator Bates said that the individual communication pathways varied across the faculties, but that there were also regular meetings of heads and directors that give us the opportunity to communicate matters directly for them to then share with their departments.

Senator Krebs also noted the increased in workload for University staff members who support faculty members and students this term. She asked how we can support and celebrate the staff members that keep UBC working.

Senator Bates said that we hoped staff could take a break, use their holiday time, and recuperate. He said that it was hard to sort out further recognition schemes, but we did recognize how instrumental their work is to the teaching and learning enterprise of the University.

Senator Krebs noted that increase in emotional labour done by faculty members as they see their students under stress and suffering this term. She said that this should not be forgotten.

The President said that this was noted.

The Chair reminded Senators that under our Rules of Order, a senator was normally only to speak twice to any given motion. He said that he had been lenient about that given the importance of this matter, but was growing concerned at the length of debate while there were other matters on the agenda.

Senator Menzies said he agreed with Senator Marshall and that the additional support for the transition to online teaching needed to be continued and expanded in a realistic way. Faculty



Members should not be using research funds to support transitions to online teaching. He further noted that part of the challenge is that some instructors were teaching online in the same way they did with their face-to face classes; he said that we need to rethink our entire processes for teaching. Dr Menzies recognized that this was a learning experience and stressful and as a new thing, this is to be expected, but he said that he hoped that we have also learned from this experience moving forward and that the administration would need to support these transformations going forward.

Amendment to Agenda

Max Holmes
Chris Hakim

} *That the Agenda be amended to add the following motion:*

That Senate direct the Faculties to normally grant formal withdrawal (W) standing upon the request of a student for a course or courses taken in the 2020 Winter Session for an additional 10 weeks past the eighth week of classes for courses that are offered for a single term, and additional 8 weeks past the twelfth week for courses that span two terms; and

That Senate direct the Faculties to normally allow a student to opt for Credit/D/Fail standing for an additional 16 weeks after the deadline to drop a course without Withdrawal (W) standing; and

That Senate encourages the Faculties to be as flexible and accommodating as possible to requests for academic concession regarding the credit limit or course applicability rules for Credit/D/Fail standing.

The Provost, Dr Andrew Szeri, spoke against amending the agenda. He noted that there were important matters covered by the proposed motions; however, this would result in modifying student records in ways that were difficult to predict and should vary by discipline. Dr Szeri suggested that such a motion was a blunt instrument and that the matter should be further explored by relevant Senate Committees that had the necessary expertise and could consult with the faculties before making a recommendation so as to ensure that we considered the long-term wellbeing of our students.

Senator Matsui said that this was a serious matter that needed a lot of debate and review. He expressed a concern at how much time Senate had to consider it.



Senator Uzama said he agreed with the Provost and suggested that the matter should be referred to a committee.

In response to a parliamentary inquiry from Senator Zerriffi, the Clerk advised that if Senate wished to refer this matter to Committee, two ways to do that would be to either approve this being added to the agenda and then refer it, or, should the original motion to amend the agenda be not approved or be withdrawn, to request that the agenda be amended to add a different motion to refer the same substantive matter to a committee.

Senator Holmes said that he understood the time concerns and the desire for people to want to discuss this at committee. He noted that there was a resolution approved by the Senate in May calling on the Teaching & Learning Committee to work on these issues over this term, and that he had raised this matter with both the committee and with the Provost's office repeatedly but had not seen action from the Senate. He noted that nearly one hundred students had contacted him looking for more flexibility around withdrawal dates, and that this Senate meeting was the last opportunity for action ahead of examinations. He said that we should give those students the courtesy of considering the substantive matter now.

Senator Harrison said that he agreed with Senator Holmes and that this was a timely matter as the December meeting would be too late.

Senator Szeri said that the Teaching & Learning Committee was already reviewing this matter so he did not think a referral was needed.

Senator Fox, Chair of the Teaching & Learning Committee said that she agreed with the urgency of considering this matter now. She said that on Monday her committee met and while they didn't discuss this particular motion, they discussed similar issues and felt that they needed more data on how academic concessions were being used this term.

Senator Hakim said that the Senate's next meeting is on December 16th and that even with a decision tonight it would take time for communication and implementation and so he agreed with Senator Holmes on the timeliness of considering this matter now.

Senator Evans said that he understood the desire for further review but that it was important for the Senate to give direction or advise tonight and there was no way a recommendation of Teaching and Learning Committee could be acted on in a timely manner.

In response to a parliamentary inquiry from Senator Uzama, the Clerk advised that to call a special Senate meeting to address this matter would require ten (10 days' notice.

By general consent, at the request of Senator Holmes a roll call vote was held on this motion.

Yes

No

Abstained



Fox, Gonzales,
Gopalakrishnan, Harrison,
Holmes, Krebs, Liu, Hakim,
Nguyen, Alemzadeh Mehrizi,
Sandhu, J.J. Stewart, Lorenz,
Rygnestad-Stahl, Agosti-Moro,
Bhangu, Burnham, Evans,
Fischer, Pang, Parker,
Marshall, Yan, Moonias,
Zerriffi, Zheng, Stothers

Matsui, Collier, Coughtrie,
Fisher, Ford, Frank, Jaeger,
Kuus, Scott, Ivanov, Dulay,
MacDougall, Gilbert, Kelleher,
Averill, Faulkner, Menzies, J.G.
Stewart, Olson, Benedet, Szeri,
Greenman, Dierkes, Smith, Lo,
von Bergmann, Leong,
MacPhee, Uzama,
Aronson, Englezos, Yada,
Boushel, Helsley, Thorne, Singh,
Bates, Pelech, Forwell, Porter.

Higgins, Andrew,
Pratap-Singh, Tsiakos,
Price, Bulkan, Tan,
Spencer, Topping,
Kozak.

Not Approved

2021 Summer Session

The Provost presented a report on plans for the 2021 Summer Session. This was summarized as 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.

Senator Szeri elaborated on his written report, noting that remote instruction must remain in place for most courses while the pandemic continued to be a significant factor. Our ability to enact more in person learning for September was dependent on public health orders and guidelines, and also ease of travel and availability of study permits for students from around the world. In addition to student concerns, Dr Szeri also reminded the Senate of the need to make accommodations for faculty members who face additional health vulnerabilities that can complicate their participation in in person instruction.

In closing, Dr Szeri noted that as the President noted earlier in the evening, there was positive news regarding vaccines; however, production and distribution will take many months and we must begin our winter Session planning very soon.

Senator Scott said that we should ensure we incorporate the disease modelling and position papers of the BC Centre for Disease Control (BC CDC) into our decision-making processes.



The Provost noted that we were looking at research data, in particular that around transition modes and seating in classrooms and that some of this research was done in consultation with the BC CDC.

Other Business

NOTION OF MOTION

Senator Holmes gave notice of motion for the next regular meeting of Senate:

That Senate direct the Faculties to normally grant formal withdrawal (W) standing upon the request of a student for a course or courses taken in the 2020 Winter Session for an additional 10 weeks past the eighth week of classes for courses that are offered for a single term, and additional 8 weeks past the twelfth week for courses that span two terms; and

That Senate direct the Faculties to normally allow a student to opt for Credit/D/Fail standing for an additional 16 weeks after the deadline to drop a course without Withdrawal (W) standing; and

That Senate encourages the Faculties to be as flexible and accommodating as possible to requests for academic concession regarding the credit limit or course applicability rules for Credit/D/Fail standing.

IN CAMERA – Tributes Committee

CANDIDATES FOR HONORARY DEGREE

Adjournment

Seeing no other business, the meeting was adjourned at 8:52 pm.



Appendix A: Awards Report

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).

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).

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.



Appendix B: Curriculum Report

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

**Appendix C: Emeritus Report**

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



16 December 2020

To: Vancouver Senate

From: Senate Admissions Committee

Re: Additional English Proficiency Test Options for Admission in 2021 (approval)

The Senate Admissions Committee recommends approval of the following:

Motion: ***THAT THE** Senate approves the proposed Additional English Proficiency Test Options for Admission in 2021W.*

Respectfully submitted,

Prof. Carol Jaeger, Chair
Senate Admissions Committee

Additional English Proficiency Test Options for Admission in 2021W

Prepared by UBC Undergraduate Admissions and the International Student Initiative
October 2020

Overview

As you are aware, all applicants to UBC's undergraduate programs must satisfy the English Language Admissions Standard (ELAS) in some form in order to gain admission. For many applicants, this requirement is satisfied by submitting an English proficiency test with a score suitable for one of our entry points.

The tests most commonly submitted to UBC are IELTS and TOEFL tests which are normally completed by students in a controlled environment in a physical testing center. However, the ongoing pandemic continues to force testing centers to close, sometimes on short notice, and often for unspecified lengths of time making it difficult for students to prepare for and meet this important admission requirement.

Last admission cycle, in March 2020, test center shut downs in Asia arising from the pandemic occurred after the UBC deadline to meet ELAS had passed. While we did extend our deadlines and provided additional means to satisfy ELAS through waiver requests for students who had been affected, a significant majority of applicants already had a proficiency test score that they could use for the purposes of completing their application. The impact of the pandemic in its early stages were not pronounced in our admission process at that time.

This 2021W admission cycle is, at least in its early stages, different. Many students are being impacted by current test center closures and our previous approach of encouraging students to submit waiver requests may not be sustainable. The volume of individual waiver requests that would require review by Undergraduate Admissions may be large and time consuming and the ISI reports that some schools have voiced concerns that the additional requirement to produce letters of support attesting to English language proficiency for students to submit waivers is onerous.

To ensure that UBC can receive completed applications from a diverse set of applicants, and maintain an efficient English language review process during this admission cycle, this proposal recommends that UBC accept additional language tests, offered via online platforms. The tests recommended and some notes about them are submitted below for consideration. Please note that the recommendations contained in this proposal are being made for the 2021W admission cycle only.

Additional English Tests Considered and Recommendations

The Undergraduate Admission reviewed a handful of English proficiency tests and identified 3 tests that could address the challenges noted above. All of the tests considered are offered through online platforms and are taken by individuals outside of a physical test center location (most often the student's home for safety reasons). The main points of consideration for each surrounded the skills being tested within the test and the security features being employed.

1. TOEFL iBT – Special Home Edition
2. CAEL Online
3. Duolingo English Test

TOEFL iBT – Special Home Edition

Overview

The TOEFL iBT – Special Home Edition (SHE) is identical in content, format, scoring and on-screen experience to the iBT test taken at a test center. ETS has made this version of the test highly available given the current test center shutdowns and official scores are also available to students from ETS within 6 to 10 days after the test is taken.

This online test is taken at home and monitored by a human proctor online. The test has a fairly rigorous check in process to ensure that test conditions are adequate. Test takers must show the proctor their ID through webcam on their computer, they need to show the computer screen they are using with a small mirror, and they must complete a 360° camera sweep of the room that they are situated in.

No headphones or earphones are permitted while the test is being taken and test takers must also remain in view of the camera at all times. The computer that test takers use is locked down by the testing software so that test takers cannot browse when the test is being administered. The entire test, from the check-in process to the completion of the test itself, is real-time human monitored ensuring a high standard of security.

It is currently offered everywhere that the traditional in-person TOEFL iBT is offered with the exception of China and Iran. This is an important limitation of the exam given the volume of applications we receive from mainland China.

Recommendation

The TOEFL iBT-SHE is identical to the TOEFL iBT that students take in test centers in structure, content, scoring, and on-screen experience. Considering UBC's long-standing use of this test and that the online version has a sufficient security approach with real-time human monitoring of the test

conditions, our recommendation is to accept the TOEFL iBT-SHE at the same score thresholds currently in use for the TOEFL iBT.

CAEL Online

Overview

The CAEL Computer Edition test is operated by Paragon Testing Enterprises (a private subsidiary of UBC) and is an approved test to meet our current ELAS requirements. Much like the TOEFL iBT – SHE, the CAEL Online version is also identical to the Computer Edition test that completed in approved test centers and does assess for reading, writing, listening, and speaking ability.

Much like the TOEFL iBT – SHE, CAEL Online is real-time human proctored for the entire duration of the test (around 3.5 hrs). Students are held to an ID check and also need to fulfill a room sweep with their camera before the start of the test. The test is written in one sitting but students are provided three optional breaks of short duration. Additionally, the ratio of proctors to test takers is 1:2 which promotes a substantial degree of in-test security and reliability.

The CAEL Online test is expected to be offered on an ongoing basis even after the pandemic subsides according to information provided to UBC from Paragon staff, but it is currently only available in Canada and the United States. Although plans to expand the test to international regions have been discussed, it does not appear that additional test availability exists outside of these regions.

Recommendation

The CAEL Online test, much like TOEFL – iBT SHE, is identical test to its in-person offering and has appropriate security measures and proctoring in place to ensure reliable, consistent, and accurate scoring. For these reasons, we recommend that we accept the CAEL Online test to satisfy our ELAS requirements at the same score thresholds that we accept the Computer Edition test.

Duolingo English Test (DET)

Overview

The Duolingo English Test (DET) has gained momentum in the last year with the closing of traditional English language testing centers due to the ongoing pandemic. Unlike the other more common English Language proficiency tests such as the TOEFL and IELTS, it is only offered online (no test centers exist) and is a computer adaptive test (CAT) in which test prompts become harder or easier depending on how well a student might have completed previous items in the test. Of the tests recommended, this feature is unique to the DET and makes the duration of the test much shorter than its more commonly available counterparts (the DET test is completed in under an hour while TOEFL and IELTS tests typically take ~3 hours). The shorter duration of the test along with its much lower cost (a DET is ~\$50 while other tests can exceed \$200) are attractive features that are being marketed as a way to promote accessibility. A complete overview of the DET test is available via the most recent [DET Technical Manual \(August 2020\)](#) which describes the design, delivery, item descriptions, and scoring of the test. The technical manual also outlines (Section 7.3) the most recent approach to establish correlations between the TOEFL and IELTS test. Their studies demonstrated that the DET correlates strongly to both tests (at least as well as the TOEFL and IELTS test correlate to each other). This evidence suggests that UBC could use the DET to gain a reasonable and comparable assessment of English ability that is provided with the more commonly available English tests. Although the DET has tested for all 4 important language skills, sub scores have only recently been introduced in July 2020 which report measures of combined/integrated skills. They are labelled Literacy (reading and writing), Conversation (listening and speaking), Comprehension (reading and listening), and Production (writing and speaking).

It is important to note that the DET test is not without criticism. One significant area of criticism is that the DET's unique test tasks are not reflective of, and do not directly assess for academic discourse level English that is needed in a university setting. One example of this is this DET's use of C-test items. C-tests are test prompts that ask test takers to fill in missing words taken out sentences in a short paragraph. It is debated that while this may assess some form of reading ability, it is not the type of reading exercises that students would utilize while attending an English medium university. There is [research paper](#) that discusses this concern and others quite broadly and is relevant in this discussion.

With respect to security, the DET does have a well-developed security protocol similar to what has been described for the other online tests. ID verification and camera sweeps of the room that the student is taking a test in are required, but the one area where the approach to security is slightly different than the TOEFL iBT-SHE as the CAEL Online is that the proctoring is completed post-test using AI augmentation and expert human proctoring. Their approach to security has been described

in a [paper](#) produced by the Duolingo team. A unique feature of the DET test is that it contains an ungraded video interview. This video is made available to admissions staff and can be used to assist in back-end fraud detection (Note: UBC does a form of this - we contrast TOEFL and IELTS test photos to UBC student card photos when students arrive to campus to check for instances of contract cheating)

At this time, many Canadian post-secondary institutions, including McGill, Queen's, Dalhousie, University of Toronto, and the University of Alberta have approved the DET as suitable to meet their English Language requirements. Additionally, the DET can be taken in mainland China whereas the TOEFL iBT-SHE and CAEL Online cannot. This helps resolve a significant test access issue for our prospective applicant pool.

Recommendation

For the 21W admissions cycle, we recommend that UBC approve the use of the DET to meet UBC's ELAS. Although the test is relatively new and assesses English language ability differently than a TOEFL or IELTS test, there appears to be sufficient evidence that the DET does correlate well to the judgements that those tests reach about English ability. The acceptance of the DET would be for this year only and we can review the outcomes achieved this year with our own institutional data on the test to consider a more formal approach that can be established for future admission cycles.

The DET is graded on a scale of 160 and the concordance data that they have generated suggests that ~105-110 would be equivalent to a 6.5 IELTS Overall; and a 115 would be ~92-96 on the TOEFL iBT Overall. Considering that the DET is a newer test that uses somewhat unique methodology, and that we want to ensure that students are adequately prepared, we are recommending that DET scores to meet traditional entry pathways be set at 125 overall on a single sitting of the test. Students who submit scores from 105–120 would be considered for Vantage College or the Conditional Admission Program pathway. The 125 score threshold for traditional entry is conservative and should provide UBC with enough of a buffer to reliably identify those candidates that would have met our ELAS standard if they were to take one of the other approved tests.

Additionally, given the challenges described above, we recommend restricting submissions of the DET to only those students who do not have access to the TOEFL -iBT SHE or the CAEL Online test. This will reduce the volumes of DET test submitted and improve our ability to manage the uncertainty associated with the short format CAT methodology used by the DET. And lastly, we also recommend a case-by-case review of the ungraded video interview question, and the ungraded writing sample that is provided by DET. This additional material, while brief, will assist in deciding whether scores at the 125 threshold could either meet the traditional standard or be stewarded to Vantage College or the Conditional Admission program.

For the 20W admission cycle, a small handful of students did submit DET tests as part of their ELAS waiver requests which we are also referencing when making this recommendation. Our experience in reviewing these specific waiver requests was that the additional supporting documentation received on behalf of students who produced test scores in the 115-130 range was sufficient and indicative of a level of preparation that was suitable for English level study at UBC (i.e. the documentation submitted was aligned with other waiver requests that we had approved in the past). Considering this experience, the novel approach of the DET test, and the concerns about validity above, we believe a score threshold of 125 for traditional entry, along with the submission restrictions and individual review of video and writing samples discussed above will be sufficient as an English language measure we can use for this year.

Summary

After considering and reviewing a handful of English proficiency tests, the Undergraduate Admissions Office, along with the International Student Initiative, feel that utilizing the combination of these three tests with the scoring recommendations made above, would allow UBC to support students who currently don't have safe access to traditional tests in testing centers. It will also promote the completion of admission applications, especially from international regions and applicants, to assist in the achievement of our overall enrolment goals. At this time, many of our peer institutions across Canada are adopting or have adopted similar recommendations to the ones we have made above, and formal approval of these recommendations for the 21W undergraduate admission cycle would help us move into greater alignment with these peers in what is shaping up to be another challenging and unpredictable enrolment cycle.



16 December 2020

To: Vancouver Senate

From: Senate Admissions Committee

Re: Category 1 Proposal- Master of Science Surgery (approval)

The Senate Admissions Committee recommends approval of the following:

Motion: ***THAT THE** Senate approves the suspension of admissions to the Master of Science in Surgery until further notice.*

Respectfully submitted,

Prof. Carol Jaeger, Chair
Senate Admissions Committee



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Medicine Department: Surgery Faculty Approval Date: Effective Session (W or S): S Effective Academic Year: 2021	Date: July 28, 2020 Contact Person: Gary Redekop and Alice Mui Phone: n/a Email: alice.mui@ubc.ca , gary.redekop@vch.ca
Proposed Calendar Entry: Surgery Degree Offered: M.Sc. [...]	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1237
Program Overview The Department of Surgery offers opportunities and facilities for full-time study leading to the Master of Science in Surgery.	Present Calendar Entry: Surgery Degree Offered: M.Sc. [...]
Master of Science	Program Overview The Department of Surgery offers opportunities and facilities for full-time study leading to the Master of Science in Surgery.
Admission Requirements The Master of Science in Surgery is not accepting applications for admission until further notice. Applicants must satisfy the admission requirements of the Faculty of Graduate and Postdoctoral Studies as well as those required by the Surgery Graduate and Postdoctoral Studies Committee. Prerequisites for application are an M.D., M.B., D.M.D., D.V.M., or equivalent.	Master of Science Admission Requirements Applicants must satisfy the admission requirements of the Faculty of Graduate and Postdoctoral Studies as well as those required by the Surgery Graduate and Postdoctoral Studies Committee. Prerequisites for application are an M.D., M.B., D.M.D., D.V.M., or equivalent.
Type of Action: Suspend admissions	Type of Action: Suspend admissions
Rationale for Proposed Change:	Rationale for Proposed Change:



The 2020 program review of the Masters of Science in Surgery identified gaps in best practices and suggestions on how to improve the overall program structure. To do so would require significant resources and the demand for the program does not justify such an investment. The Department of Surgery is interested in the proposal brought forward from the School of Population and Public Health regarding a Masters that would be joined with clinical programs.

☐

**Not available for Cr/D/F grading
(undergraduate courses only)**

(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)

Rationale for not being available for

Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

☐

Pass/Fail or

☐

Honours/Pass/Fail grading

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



UBC Library Curriculum Consultation

For new courses or programs, or substantial changes to existing ones, consultation with the Library is essential in the early planning stages and, ideally, two weeks should be given to complete this consultation form. The name of your librarian consultant may be found at: <http://directory.library.ubc.ca/librarianconsultants>. Please complete the top portion of the form and send it to the librarian consultant electronically.

To:

Name: Sally Taylor	Date: July 28, 2020
Library Branch/Division: Woodward	

From:

Name: Alice Mui & Gary Redekop	Dept./School: Surgery
Faculty: Medicine	Phone: n/a
E-mail: Gary.redekop@vch.ca ; alice.mui@ubc.ca	Fax: n/a

We are proposing curriculum changes for the following courses or programs:

MSc in Surgery – suspending admissions

This section to be completed by librarian:

Please indicate the effect in terms of library support, appending additional pages if necessary.

Since the change is to suspend admissions, there is no impact on the Library. As described in the Category 1 change form, we look forward to learning more about the proposed Master's program from SPPH that would be joined with clinical programs.

Library Service or Resource	Description of Effect (cost, etc.)
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	
Reference assistance (e.g., ongoing one-on-one help)	

Collections – required and recommended readings, course reserves	
Collections – depth of the collection in relevant areas	
Collections – electronic resources required and licences (e.g., impact on simultaneous users, contract considerations)	
Collaboration with other libraries, UBC or otherwise, if interdisciplinary program (consult with the other branches/libraries affected and include their comments with yours)	
Physical facilities (e.g., sufficient room for group work; in-library work, etc.)	
Other (specify)	

- ☐ Proposal has an impact on the Library and can be supported.
☐ Proposal cannot be supported without additional resources; see details above or appended.
☒ Proposal has no impact on the Library.

Signature:



Date: July 31, 2020

UBC Curriculum Consultation Request

To:

Name: Charlyn Black	Date: July 28, 2020
Dept./School: School of Population and Public Health	Faculty: Medicine

From:

Name: Alice Mui & Gary Redekop	Dept./School: Surgery
Faculty: Medicine	Phone: n/a
E-mail: Alice.mui@ubc.ca / gary.redekop@ubc.ca	Fax: n/a

We are proposing curriculum changes for the following courses or programs as detailed on the attached form(s).

Course Number or Program Title: MSc in Surgery

We anticipate that you may have some interest in these proposals and we would appreciate receiving your comments on this form.

PLEASE RESPOND NO LATER THAN:	August 15, 2020
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Response

(X) We support the Proposal. () We have no interest in the proposal.

() We **DO NOT** support the Proposal (Reasons must be listed below or appended.).

Comments (Please type or print):

SPPH supports the proposal and looks forward to working with Surgery and other FoM departments to develop an enhanced joint degree – one in which students can learn underlying methodological knowledge and skills from SPPH courses, together with relevant content from their respective clinical areas to support their development as effective clinical researchers.

Respondent:

Name: Charlyn Black	Dept./School: School of Population and Public Health
Faculty: Medicine	Phone/Fax: 604-822-6030 or 604-218-6665

N.B. The originator should also send a copy of this form to the Head of the Department/School consulted.

THE UNIVERSITY OF BRITISH COLUMBIA



Senate Curriculum Committee Budgetary Impact of Curriculum Proposals

From: Alice. Mui@ubc.ca/gary.redekop@ubc.ca

Date: July 28, 2020

Dept./School: Surgery	Faculty: Medicine
Phone: 604.329.2002	Email:alice.mui@ubc.ca, gary.redekop@vch.ca

Approval and signature of the Provost is required prior to submission for the following types of new program proposals: New Majors, Minors, Undergraduate and Graduate Level Programs; New, for-credit Diploma and Certificate Programs.

Select proposal type:

- ☐ New Majors, Minors, Undergraduate or Graduate Level programs (Provost signature required)
- ☐ New, for credit, Diploma or Certificate programs (Provost signature required)

Other (Provost signature not required unless additional budget needed to implement change)

Curriculum change(s) to which this form applies:

(one form may be used for multiple changes with similar budgetary impact)

Suspend admissions to the MSc in Surgery

Indicate the budgetary impact or implications of the proposed curriculum changes and provide a brief explanation of additional resources, if required:

Select from one of the following two choices:

- ☐ NO. The Faculty does NOT require additional budget to implement the proposed curriculum changes.

YES. Additional budget IS required to implement this curriculum change. A brief explanation is optional.

The revenue lost from this program will be approximately \$19,000. However, based on the review, addressing the recommendations to keep this program going would cost more than \$19,000 to put in place an administrator for the program.

If YES, approval and signature of the Provost will be required before submission of proposal to Senate. If the UBC Library Curriculum Consultation form indicates that the proposal cannot be supported without additional resources, approval and signature of the University Librarian is required.

Signature of Dept. Head:

Date: _

Signature of Dean:
(required)

Date: _

Signature of Provost:

(if additional budget is required or new program proposal)

Date: _

Signature of University Librarian:

(if additional library budget is required)

Date: _

To: Senate

From: Senate Agenda Committee

Re: Continuation of the Suspension of the Rules and Procedures of Senate to Facilitate Remote and Expedited Decision Making Due to COVID-19

Date: 4 December 2020

As you senators may know the *Rules and Procedures of Senate* normally prohibit remote attendance at meetings except in limited circumstances related to individual medical accommodations. While the Senate does have an email approval mechanism, it is presently limited for routine business and thus requires both unanimous consent, and a 7-day period for consideration. Earlier this year, to allow for the work of the Senate to continue while in-person meetings are not be possible, the Senate suspended (in the form of the new language being substituted) two Rules until the end of this calendar year. The first change, to Rule 10, allowed for remote meetings of Senate and its committees by all senators. The second temporarily changed the threshold for approval of matters via email from the unanimous consent to two-thirds in favour, and also shorten the time required for email approval of matters from 7 days to 72 hours. Both measures were temporary and set to expire on 31 December 2020; however, it was noted at the time that this decision would need to be revisited in the fall. Given the ongoing pandemic situation and public health orders, the Agenda Committee would propose the following Rule suspension to Senate, with the understanding that further revision may be recommended should the public health situation improve or deteriorate:

That Rules 10 and 24 of the *Rules and Procedures of Senate* be suspended until 31 December 2021 and be replaced by the following amended text during that time:

10: In cases where a member cannot attend meetings of Senate **or its committees** in person ~~for academic or workplace accommodation reasons~~, the Chair **of Senate or the relevant committee** shall permit their remote attendance and voting through electronic means acceptable to the Secretary. Members so attending will be considered present for all purposes.

24: In the event of a regularly-scheduled Senate meeting being cancelled, or if an extraordinary need for Senate approval exists between regularly scheduled meetings, the Agenda Committee may elect to have business ~~it considers to be routine but time-sensitive to be considered~~ via email under the procedures set out in this section.

- a. The motion in question shall be sent via email by the Secretary to every Senator, and should the Agenda Committee not consider it a matter needing to be considered *in camera*, shall be posted to a web site designated by the Secretary.
- b. The email sent under Section 24 (a) shall specify the text of the motion to be considered for approval and include any necessary supporting documentation.

- c. A matter sent out via email is approved if no **more than 1/3rd of the total voting membership of the Senate send objections** ~~are sent~~ to the Secretary within ~~seven (7) days~~ **72 hours** of the email being sent.
- d. ~~If an objection is raised by any Senator~~ **sufficient objections are noted** under Section 24 (c) the matter is not approved and shall be considered at the next meeting of the Senate as a normal item of business but shall not be considered a motion to reconsider the question or a renewal of the motion.
- e. A motion approved under this section shall be reported by the Secretary at the next meeting of Senate under Reports from the Registrar.
- f. All Senators shall specify one or more email address(es) for the purposes of email consideration of matters and shall apprise the Secretary of any changes to those addresses in a timely manner.
- g. A change to or suspension of the Rules and Procedures shall not be considered under this section.

NB: Suspending the *Rules and Procedures of Senate* required a vote of 2/3rds in favour to be approved.

NB: The Rule Suspensions proposed are identical except in expiration date to those approved by Senate last March.



16 December 2020

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Faculty of Pharmaceutical Sciences – Academic Leave

The Senate Academic Policy Committee has reviewed Academic Leave proposals from the Faculty of Pharmaceutical Sciences for the Bachelor of Pharmaceutical Sciences, Entry-to-Practice Doctor of Pharmacy, and Flexible Doctor of Pharmacy degree programs. The Faculty is streamlining its approach to academic leave. The proposed Calendar statements reflect both current and best practices.

The following is recommended to Senate:

Motion: *“That the Senate approve the Bachelor of Pharmaceutical Sciences, Entry-to-Practice Doctor of Pharmacy, and Flexible Doctor of Pharmacy Academic Leave Calendar entries as presented.”*

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Pharmaceutical Sciences Department: n/a Faculty Approval Date: 23 July 2020 Effective Session (W or S): W Effective Academic Year: 2020-21	Date: 13 May 2020 Contact Person: Jennifer Chatterton Phone: 604-822-4102 Email: jennifer.chatterton@ubc.ca
<p>Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Bachelor of Pharmaceutical Sciences</p> <p>Bachelor of Pharmaceutical Sciences</p> <p>Contents</p> <p>Introduction Academic Advising Admission Registration Academic Regulations Academic Recognition, Promotion, and Continuation <u>Academic Leave</u> Degree Requirements</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,1026,0</p> <p>Present Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Bachelor of Pharmaceutical Sciences</p> <p>Bachelor of Pharmaceutical Sciences</p> <p>Contents</p> <p>Introduction Academic Advising Admission Registration Academic Regulations Academic Recognition, Promotion, and Continuation</p> <p>Degree Requirements</p> <p>Type of Action: Create a new page within the Bachelor of Pharmaceutical Sciences program entry.</p> <p>Rationale for Proposed Change: The Faculty of Pharmaceutical Sciences is streamlining the approach to Academic Leave across programs. The Calendar statement reflects current and best practices.</p>
<p>Proposed Calendar Entry:</p> <p><u>Academic Leave</u></p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,1026,NEWPAGE</p> <p>Present Calendar Entry: (none)</p>



The [Campus-wide Policy on Academic Leave](#) applies to the Bachelor of Pharmaceutical Sciences program.

Students choosing to go on Academic Leave are required to inform the Faculty's Office of [Student Services](#) of their intention.

When considering an Academic Leave, students should be mindful that the maximum time allowed for the completion of the program is eight (8) years from first admission to the program. Also, program changes may occur during the leave.

Academic Leave is not an opportunity to complete credits towards the UBC BPSc degree at another institution. Students who interrupt their UBC studies to take courses elsewhere, and who wish to apply this credit towards their degree, must first apply for a [Letter of Permission](#) through the Faculty's Office of [Student Services](#).

All students are responsible for their registration. Registering in courses and neglecting or choosing not to complete them is not considered Academic Leave. Students who cease to attend or otherwise fail to complete exams, assignments, or other course requirements, and who have not received approval for a late withdrawal, will receive a grade reflecting requirements completed in the course. See [Registration](#) <link to: <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,1026,1670>>.

Return to Studies

Return to Studies after an Academic Leave of Up to One Year

Students planning to return to studies after an Academic Leave of up to one year must inform the Office of [Student Services](#) of their intention to return to studies in order to receive registration eligibility.

Readmission after an Academic Leave of Greater than One Year

Students returning to the program after an absence of a year or more may be required to

Type of Action:

New page on Academic Leave

Formatting notes:

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Rationale for Proposed Change:

The Faculty of Pharmaceutical Sciences is streamlining the approach to Academic Leave across programs. The Calendar statement reflects current and best practices.

Note that the 8 year time allowed for program completion is currently in the approval process for this program, and is anticipated to be approved prior to the next Calendar publication.

The statement links to the Campus-wide Policy and provides Faculty-specific details where the Campus-wide Policy refers back to the Faculty.



modify their original program of study due to the changes in courses and programs that occur over time.

Students who have taken an academic leave of greater than one year or who have been required to discontinue and wish to return to the program are required to apply for readmission through Enrolment Services <link to Readmission

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,273,0,0>>. Normal readmission deadlines and fees apply, and readmission is not guaranteed to students who have been required to withdraw. All students considering applying for readmission are encouraged to contact the Office of [Student Services](#) for advice on the process and a return to studies plan.

Readmission after being Required to Discontinue

Students required to discontinue after a failed year and who wish to return to the program must sit out for a 12-month period and are required to apply for [readmission](#), as above. They must also submit an appeal letter, which should include a thoughtful analysis of the reasons for their academic struggles, documentation of action taken to rectify issues that interfered with academic progress, and a viable academic success plan. Students are encouraged to meet with an Advisor in the Faculty's Office of [Student Services](#).

Applications for readmission will be adjudicated by the Student Progress Committee. In considering the appeal, the Committee will take into account any and all evidence of a student's ability to perform at a satisfactorily level in the program.



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Pharmaceutical Sciences Department: n/a Faculty Approval Date: 25 June 2020 Effective Session (W or S): W Effective Academic Year: 2020-21	Date: 13 May 2020 Contact Person: Jennifer Chatterton Phone: 604-822-4102 Email: jennifer.chatterton@ubc.ca
Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Entry-to-Practice Doctor of Pharmacy Entry-to-Practice Doctor of Pharmacy Contents Introduction Academic Advising Admission Post-Acceptance Requirements Academic Regulations Academic Leave Degree Requirements	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,956,0 Present Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Entry-to-Practice Doctor of Pharmacy Entry-to-Practice Doctor of Pharmacy Contents Introduction Academic Advising Admission Post-Acceptance Requirements Academic Regulations Degree Requirements Type of Action: Create a new page within the Entry-to-Practice Doctor of Pharmacy program entry. Rationale for Proposed Change: The Faculty of Pharmaceutical Sciences is streamlining the approach to Academic Leave across programs. The Calendar statement reflects current and best practices.
Proposed Calendar Entry: <u>Academic Leave</u> The Campus-wide Policy on Academic Leave applies to the Entry-to-Practice PharmD program.	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,956,NEWPAGE Present Calendar Entry: (none)



Students choosing to go on Academic Leave are required to inform the Faculty's Offices of [Student Services](#) and [Experiential Education](#) of their intention.

When considering an Academic Leave, students should be mindful that the maximum time allowed for the completion of the program is eight (8) years from first admission to the program. Also, program changes may occur during the leave.

Academic Leave is not an opportunity to complete credits towards the UBC Entry-to-Practice PharmD degree at another institution. Students who interrupt their UBC studies to take courses elsewhere, and who wish to apply this credit towards their degree, must first apply for a [Letter of Permission](#) through the Faculty's Office of [Student Services](#).

All students are responsible for their registration. Registering in courses and neglecting or choosing not to complete them is not considered Academic Leave. Students who cease to attend or otherwise fail to complete exams, assignments, or other course requirements, and who have not received approval for a late withdrawal, will receive a grade reflecting the requirements completed in the course.

Return to Studies

Return to Studies after an Academic Leave of Up to One Year

Students planning to return to studies after an Academic Leave of up to one year must inform the Faculty's Office of [Student Services](#) of their intention to return to studies in order to receive registration eligibility.

Readmission after an Academic Leave of Greater than One Year

Students returning to the program after an absence of a year or more may be required to modify their original program of study due to the changes in courses and programs that occur over time.

Type of Action:

New page on Academic Leave

Formatting notes:

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Rationale for Proposed Change:

The Faculty of Pharmaceutical Sciences is streamlining the approach to Academic Leave across programs. The Calendar statement reflects current and best practices.

The statement links to the Campus-wide Policy and provides Faculty-specific details where the Campus-wide Policy refers back to the Faculty.

Hyperlinks to the Faculty's Office of Student Services email address have been included to help differentiate between central UBC Student Services and the Faculty's Office of Student Services.



<p>Students who have taken an academic leave of greater than one year or who have been required to discontinue and wish to return to the program are required to apply for readmission through Enrolment Services <link to Readmission http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,273,0,0>. Normal readmission deadlines and fees apply, and readmission is not guaranteed to students who have been required to withdraw. All students considering applying for readmission are encouraged to contact the Faculty's Offices of Student Services and Experiential Education for advice on the process and a return to studies plan.</p>	
<p>Academic Regulations</p> <p>...</p> <p>Academic Standing and Promotion Requirements</p> <p>...</p> <p>Readmission after being Required to Discontinue</p> <p>Students who were required to discontinue and who wish to return to the program must sit out for a minimum of 12 months following the requirement to discontinue, and must apply for readmission. They must also submit an appeal letter, which should include a thoughtful analysis of the reasons for their academic struggles, documentation of action taken to rectify issues that interfered with academic progress, and a viable academic success plan. Students are encouraged to meet with an Advisor in the Faculty's Office of Student Services.</p> <p>Applications for readmission will be adjudicated by the Entry-to-Practice</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,956,1565</p> <p>Present Calendar Entry:</p> <p>Academic Regulations</p> <p>...</p> <p>Academic Standing and Promotion Requirements</p> <p>...</p> <p>Readmission after Being Required to Discontinue</p> <p>Readmission after being required to discontinue is not guaranteed. Readmission decisions take into account the amount of space available as well as the size and strength of the applicant pool in a given year. All students seeking to return after being required to discontinue must apply to be readmitted to the program and must provide evidence of the steps that they have taken to address the issues that led to being required to discontinue. The earliest a student may be readmitted is one full year (12 months) following the requirement to discontinue. Requirements for readmission depend on the year level a student was in when they left.</p>



PharmD's Student Progress Committee. In considering the appeal, the Committee will take into account any and all evidence of a student's ability to perform at a satisfactorily level in the program.

Appeals

...

Appeals

...

Type of Action:

Revise entry.

Rationale for Proposed Change:

This section is being revised in accordance with parallel amendments to the Faculty of Pharmaceutical Sciences' approach to Academic Leave across programs



UBC Curriculum Proposal Form Change to Course or Program

Category: (2)

Faculty: Pharmaceutical Sciences Department: n/a Faculty Approval Date: 27 August 2020 Effective Session (W or S): W Effective Academic Year: 2020-21	Date: 29 Jun 2020 Contact Person: Jennifer Chatterton Phone: 604-822-4102 Email: jennifer.chatterton@ubc.ca
Proposed Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy Flexible Doctor of Pharmacy Contents Introduction Academic Advising Admission Post-Acceptance Requirements Academic Regulations <u>Academic Leave</u> Degree Requirements	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,964,0 Present Calendar Entry: Homepage > Faculties, Colleges, and Schools > The Faculty of Pharmaceutical Sciences > Flexible Doctor of Pharmacy Flexible Doctor of Pharmacy Contents Introduction Academic Advising Admission Post-Acceptance Requirements Academic Regulations Degree Requirements Type of Action: Create a new page within the Flexible Doctor of Pharmacy program entry. Rationale for Proposed Change: The Faculty of Pharmaceutical Sciences is streamlining the approach to Academic Leave across programs. The Calendar statement reflects current and best practices.
Proposed Calendar Entry: <u>Academic Leave</u> The Campus-wide Policy on Academic Leave applies to the Flexible PharmD program.	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,964,NEWPAGE Present Calendar Entry: (none)



Students choosing to go on Academic Leave are required to inform the Program Director, the Faculty's Offices of [Student Services](#) and [Experiential Education](#) of their intention.

When considering an Academic Leave, students should be mindful that the maximum time allowed for the completion of the program is six (6) years from first admission to the program. Also, program changes and frequency of course availability may occur during the leave.

Academic Leave is not an opportunity to complete credits towards the UBC Flexible PharmD degree at another institution.

All students are responsible for their registration. Registering in courses and neglecting or choosing not to complete them is not considered Academic Leave. Students who cease to attend or otherwise fail to complete exams, assignments, or other course requirements, and who have not received approval for a late withdrawal, will receive a grade reflecting requirements completed in the course.

Return to Studies

Return to Studies after an Academic Leave of Up to One Year

Students planning to return to studies after an Academic Leave of up to one year must inform the Program Director and the Faculty's Office of [Student Services](#) of their intention to return to studies in order to receive registration eligibility.

Readmission after an Academic Leave of Greater than One Year

Students returning to the program after an absence of a year or more may be required to modify their original program of study due to the changes in courses and programs that occur over time.

Students who have taken an academic leave of greater than one year or who have been required to discontinue and wish to return to

Type of Action:

New page on Academic Leave

Formatting notes:

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Rationale for Proposed Change:

The Faculty of Pharmaceutical Sciences is streamlining the approach to Academic Leave across programs. The Calendar statement reflects current and best practices.

The statement links to the Campus-wide Policy and provides Faculty-specific details where the Campus-wide Policy refers back to the Faculty.



<p>the program are required to apply for readmission through Enrolment Services <link to Readmission http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,273,0,0>. Normal readmission deadlines and fees apply, and readmission is not guaranteed to students who have been required to withdraw. All students considering applying for readmission are encouraged to contact the Faculty's Offices of Student Services and Experiential Education for advice on the process and a return to studies plan.</p>	
<p>Academic Advising</p> <p>...</p> <p>Academic Performance</p> <p>...</p> <p>Readmission after Being Required to Discontinue</p> <p>Students who were required to discontinue and who wish to return to the program must sit out for a minimum of 12 months following the requirement to discontinue, and must apply for readmission. They must also submit an appeal letter, which should include a thoughtful analysis of the reasons for their academic struggles, documentation of action taken to rectify issues that interfered with academic progress, and a viable academic success plan. Students are encouraged to meet with an Advisor in the Faculty's Office of Student Services.</p> <p>Applications for readmission will be adjudicated by the Flexible PharmD's Student Progress and PLAR Committee. In considering the appeal, the Committee will take into account any and all evidence of a student's ability to perform at a satisfactorily level in the program.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,213,964,1555</p> <p>Present Calendar Entry:</p> <p>Academic Advising</p> <p>...</p> <p>Academic Performance</p> <p>...</p> <p>Readmission after Being Required to Discontinue</p> <p>Readmission after being required to discontinue is not guaranteed. Readmission decisions take into account program capacity, as well as the size and strength of the applicant pool in a given year. All students seeking to return after being required to discontinue must apply to be readmitted to the program and must provide evidence of the steps that they have taken to address the issues that led to being required to discontinue. The earliest a student may be readmitted is one full year (12 months) following the requirement to discontinue.</p>



Prior Learning Assessment and Recognition
(PLAR)

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Prior Learning Assessment and Recognition
(PLAR)

....

Type of Action:

Revise entry

Rationale for Proposed Change:

This section is being revised in accordance with parallel amendments to the Faculty of Pharmaceutical Sciences' approach to Academic Leave across programs



16 December 2020

To: Vancouver Senate

From: Senate Awards Committee

Re: Senate Policy Exception - [V200.2 Student Awards](#)

The Senate Awards Committee considered a request from the Faculty of Medicine to grant an exception to Senate Policy *V200.2 Student Awards*, Section 8 which states:

"Student Awards issued by the University are normally first applied to any tuition and other student fees owing. If the amount of the Student Award is greater than any tuition or other student fees owing, the excess amount is paid to the student."

Upon review of the letter submitted by Dermot Kelleher, Dean, Faculty of Medicine and Vice-President, Health (attached hereunder) the Committee agreed to recommend the following:

Motions: ***THAT THE** Senate approves an exception to Section 8 of Senate Policy V200.2 with respect to the Dr. David MacPherson Bell Award for M.D. Students*

Respectfully submitted,

Dr. Sally Thorne, Chair
Senate Awards Committee



THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Medicine
The University of British Columbia
317-2194 Health Sciences Mall
Vancouver, BC V6T 1Z3

Phone 604 822 2421
Fax 604 822 6061
www.med.ubc.ca

November 25, 2020

From: Dermot Kelleher, Dean, Faculty of Medicine and Vice-President, Health

A handwritten signature in black ink, appearing to read "Dermot Kelleher".

To: UBC Vancouver Senate Awards Committee

CC: Heather McCaw, Vice-President, Development and Alumni Engagement

Re: Dr. David MacPherson Bell Award for M.D. Students

Motion: *"That Senate support an exception to Section 8, Senate Policy V200.2 for **the Dr. David MacPherson Bell Award for M.D. Students**"*

Summary

Dermot Kelleher, Dean of the Faculty of Medicine, with the support of Heather McCaw, Vice President, Development and Alumni Engagement, requests that the Senate Awards Committee support an exemption to Senate policy V200.2, Section 8 for the Dr. David MacPherson Bell Award for M.D. Students to allow for the award funding to be paid directly to students without deduction for tuition or other UBC student fees.

Background

A donor has expressed interest in establishing an endowed award with a gift of \$3 million that would support MD students who have demonstrated financial need, and with preference to those who intend to practice outside the Lower Mainland.

Initially the endowment will produce \$120,000 annually, and it is the donor's intention that the award would provide support to ten students each year. The donor has made it a requirement of the gift that students be given the full value of the award directly, and not have outstanding tuition or other student fees deducted prior to payment.

To do this, we require an exemption to Senate Policy V200.2, Section 8, which stipulates that *"Student Awards issued by the University are normally first applied to any tuition and other student fees owing. If the amount of the Student Award is greater than any tuition or other student fees owing, the excess amount is paid to the student."*



Rationale

This award has the power to improve the availability of healthcare services in underserved communities across the province. Students from lower socioeconomic status (SES) and rural and remote communities are more likely to practice in similar settings following graduation, which can help to address the lack of continuous healthcare available there.

The Faculty of Medicine's Socio-Economic Status Advisory Working Group has identified opportunities and recommendations for developing and implementing student-centered programs and initiatives to increase the enrolment and ongoing support for low-SES students and prospective students in all Faculty of Medicine education programs. One of the key recommendations to increase access for low-SES students is to remove financial barriers. In addition to tuition fees, students in need face a financial gap in meeting their living expenses, such as accommodation.

Accepting this gift supports a priority initiative for the Faculty of Medicine and will provide meaningful support to a number of MD students annually. The risk that students who will receive this award will not pay their tuition is low; most MD students have already made a significant financial and time commitment in pursuit of their education and are motivated to make payments to the university in order to stay enrolled and to receive their degree so they can practice medicine after they graduate.

Additionally, by offering this award the university will be able to support students who may otherwise struggle to make timely payments to the university.

Consultation

The Comptroller and Registrar have advised that we will be able to implement this request if directed by Senate to do so.



16 December 2020

To: Vancouver Senate

From: Senate Awards Committee

Re: December 2020 New and Revised Awards(approval)

The Senate Awards Committee recommends approval of the following:

Motions: *That Senate accept the new and revised 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,

Dr. Sally Thorne, Chair
Senate Awards Committee

December 2020

From: Daniel Galpin, Associate Director, Awards Development

To: Senate Committee on Student Awards, Vancouver

Re: Awards recommended for acceptance by the Senate Committee

NEW AWARDS – ENDOWED

Arthur William Allman Award in Engineering

Awards totalling \$5,200 have been made available through an endowment established by Mary B. Smith (B.H.E. 1947) in memory of her brother Arthur William Allman (1924-2005) for international students in the Master of Engineering program. Preference will be given to students who hold citizenship from a country in Africa. Financial need may be considered. Arthur was a Major in the 156th Company of the Royal Canadian Army Service Corps. He graduated with a B.A.Sc. from UBC in 1951. The awards are made on the recommendation of the Faculty of Applied Science. (First award available for the 2020/2021 winter session).

Canadian Sport Institute Pacific and Mikulec Family Award in Sport Coaching

Awards totalling \$2,000 have been made available through an endowment established by the Canadian Sport Institute Pacific and Mark Mikulec (B.Ed. 1967) and Barb Mikulec (B.Ed. 1969), for outstanding domestic students entering the Masters in High Performance Coaching and Technical Leadership degree. Recipients must have outstanding academic achievement in the HPCTL Graduate Certificate, be a Charter Professional Coach of the Coaching Association of Canada and be currently coaching or in a leadership position supporting high-performance athletes. The Canadian Sport Institute Pacific is an Olympic and Paralympic training environment in British Columbia. One of its mandates is to develop coaches through formal education and by providing life services and collaboration opportunities to improve athlete performance within the Canadian high performance sport system. Mark and Barb Mikulec wish to support future leaders in athletics as they work to advance and develop their coaching skills. The awards are made on the recommendation of the School of Kinesiology, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2020/2021 winter session).

Cecilia L. Hall Memorial Bursary in Nursing

Bursaries totalling \$7,800 have been made available through an endowment established by John R. Hall (B.A.Sc. 1950) in memory of his wife, Cecilia L. Hall (1930-2019), for students in the Bachelor of Science Nursing program. Cecilia (née Randle) was born in Edmonton, Alberta, and

grew up in Calgary before relocating to Vancouver. She attended nursing school at Vancouver General Hospital, graduating in 1951. Cecilia and John married in 1952, and moved to Trail, British Columbia, where she worked at a medical clinic. John received financial support while attending UBC, and established this bursary to honour Cecilia's memory by helping to make education more accessible to students who face financial barriers. The bursaries are adjudicated by Enrolment Services. (First award available for the 2021/2022 winter session).

John R. Hall Bursary in Engineering

Bursaries totalling \$13,200 have been made available through an endowment established by John R. Hall (B.A.Sc. 1950) for engineering students in the Bachelor of Applied Science program. After graduating from UBC, John and his wife Cecilia married and moved to Trail, British Columbia. He began his career at Northern Construction Company & J.W. Stewart Limited on a three-week posting as a surveyor, and retired thirty-eight years later as the President. John received financial support while attending UBC, and established this bursary to help make education more accessible to students who face financial barriers. The bursaries are adjudicated by Enrolment Services. (First award available for the 2021/2022 winter session).

Dr. David MacPherson Bell Award

Awards totalling \$120,000, ideally valued at \$12,000 each, have been made available through an endowment established in memory of Dr. David MacPherson Bell (1919-2003) for M.D. students in good academic standing who demonstrate financial need. Preference will be given to students who are interested in practicing in a rural community outside the Lower Mainland after graduation. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2021/2022 winter session).

Josephine Murphy Centennial Scholars Award

Renewable entrance awards totalling \$103,700 have been made available through an endowment established by an estate gift from Christina Murphy Allison (1939-2018) in memory of her sister Josephine Murphy (1920-1987) for outstanding domestic undergraduate students entering university directly from secondary schools, or transferring directly from other colleges and universities, in Canada or abroad. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). Josephine was born in Liverpool, England, to an Irish family. The Murphys immigrated to the United States in the 1930s before moving to British Columbia, where Josephine lived for the rest of her life. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2021/2022 winter session).

Dr. Allan Jones Southern Medical Program Award

Awards totalling \$4,000 have been made available through an endowment established by friends and colleagues of Dr. Allan Jones for fourth-year M.D. students in the Southern Medical Program who are in good academic standing and have worked with underserved populations through community service, volunteerism, or clinical placements. Preference will be given to students who have demonstrated service, empathy and resilience during their clinical training. Dr. Allan Jones was the founding Regional Associate Dean, Interior of the Southern Medical Program from 2009 to 2019. He played an integral role in the development and implementation of the Southern Medical Program, the fourth regional distributed site of the UBC Faculty of Medicine and the province of British Columbia. The awards are made on the recommendation of the Southern Medical Program. (First award available for the 2020/2021 winter session).

Dr. Ralph Yorsh Scholarship in Dentistry

Scholarships totalling \$2,000, valued at \$500 each, have been made available through an endowment established by an estate gift from Dr. Ralph Yorsh (1921-2020) for outstanding D.M.D. students. Dr. Yorsh was born in Winnipeg, Manitoba and was raised in Saskatchewan. He attended the University of Saskatchewan, and received his D.M.D. from the University of Toronto. After serving in the Canadian Dental Corp, he moved to Vancouver, where he met his wife, Rose. Dr. Yorsh practiced general dentistry, specializing in hypnosis, was a lecturer in UBC's Faculty of Dentistry, and founded UBC's Toastmasters International chapter. The scholarships are made on the recommendation of the Faculty of Dentistry. (First award available for the 2021/2022 winter session).

Administrative Note: Dr. Yorsh's will specifies that his gift should support scholarships of \$500. We have consulted with University Counsel and must abide by his instruction.

NEW AWARDS – ANNUAL**Anderson Family Bursary in Business**

Bursaries totalling \$25,000 have been made available annually through a gift from Ron Anderson for female students in the Bachelor of Commerce program. Ideally, the bursaries will be assigned to at least three recipients. Three generations of the Anderson Family have received Bachelor of Commerce degrees from UBC: Ron Anderson (B.Com. 1979), his father, Donald McLeod Anderson (B.Com. 1948) and his daughter, Dominique Anderson (B.Com. 2015). These bursaries were established to help make pursuing an education in business more accessible to female students who face financial barriers. The bursaries are adjudicated by Enrolment Services. (First award available for the 2021/2022 winter session).

Bit Quill Technologies Award for Women in Computer Science

Awards totalling \$2,000 have been made available annually through a gift from Bit Quill Technologies for female students enrolled in an undergraduate degree program in the Department of Computer Science with outstanding academic achievement and demonstrated community service. Bit Quill Technologies is an employee-owned software development services company based in Vancouver. Bit Quill created this award as part of their work to create opportunities for the development of software in Vancouver by supporting the next generation of computer scientists at UBC. These academic awards are made on the recommendation of the Department of Computer Science. (First award available for the 2020/2021 winter session).

Debra Doucette (Hewson) and Dana H. Prince Centennial Scholars Award

A \$10,000 renewable entrance award has been made available annually through a gift from Debra Doucette (Hewson) (B.A. 1981) and Dana Prince (LL.B. 1986) for an outstanding domestic student entering any undergraduate 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. Subject to continued academic standing, the award will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). The award is made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2021/2022 winter session).

Jennifer Kryworuchko Memorial Scholarship in Nursing

Scholarships totalling \$2,000 have been made available annually through gifts from family and friends in memory of Jennifer Kryworuchko (1969-2019) for outstanding M.S.N. and Ph.D. students in the School of Nursing whose thesis is focused on patient-provider communication, such as shared decision-making. Dr. Kryworuchko (B.Sc.N., Ph.D., RN CNCC(C)) joined UBC in 2015 as an Associate Professor in the School of Nursing. She was highly respected and admired for her passionate dedication to nursing practice, her joy and remarkable talent in teaching nursing students, and her research to improve nursing care, especially the improvement of palliative care access through shared decision-making between patients and health professionals. Jennifer was instrumental in improving interprofessional clinician guidance for the BC Centre for Palliative Care. Tragically, our community lost Jennifer in the prime of her life due to ovarian cancer. This scholarship was established to commemorate Jennifer's exemplary contributions to nursing education and research. The scholarships are made on the recommendation of the School of Nursing, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Kenneth Yok Keung Lam Memorial Scholarship

A \$1,000 scholarship has been made available annually through gifts from friends and family in loving memory of Kenneth Yok Keung Lam (1927-2015) for outstanding Vantage College

students who are entering second-year of any undergraduate program. Ken was born in the small rural village of Nam Moon Lei in Xinhui, Guangdong, China under conditions of extreme poverty. Despite his thirst for knowledge, he had to leave school at the age of ten, starting a small paper enterprise to supplement his family's income. In 1952, he immigrated to Canada and worked in the restaurant business in Flin Flon, Manitoba before moving with his wife, Shum Chee, and family to Vancouver, British Columbia in 1972. An avid learner, Ken instilled a passion for education in his six children and nine grandchildren: some of his proudest moments were celebrating their academic achievements, which include eighteen university degrees, twelve from UBC. This scholarship honours Ken's life journey and legacy: his valuing of education, his work ethic, and his courage and humility through adversity. The scholarship is made on the recommendation of Vantage College. (First award available for the 2020/2021 winter session).

Mary Louise Peterson Award in Business for IBPOC Students

Two awards of \$2,500 have been made available annually through a gift from Arbutus Search Group in honour of Mary Louise Peterson for domestic Bachelor of Commerce students who identify as Indigenous, Black or as a person of colour and are in good academic standing. Financial need may be considered. Mary was born in 1946 in Prescott, Ontario and set several records as a track and field athlete while in high school. She is a loving mother, an active member of her community and dedicated to environmental stewardship. This award was established to help make pursuing a business education more accessible to students who face barriers to accessing higher education. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2020/2021 winter session).

Stober Foundation Entrance Award in Medicine

A \$5,000 renewable entrance award has been made available annually through a gift from the Stober Foundation for an outstanding M.D. student entering the Southern Medical Program. In addition to academic merit, consideration will be given to students who have demonstrated community involvement and volunteerism. Financial need may be considered. Subject to continued academic standing, the award will be renewed for a further three years of study or until the M.D. degree is obtained (whichever is the shorter period). The award is made on the recommendation of the Southern Medical Program. (First award available for the 2020/2021 winter session).

Dr. J. Paul Whelan Award in Urology

Awards totalling \$1,000 have been made available annually through the University of Victoria for M.D. students in the Island Medical Program who are interested in pursuing a career in urology. The awards are made on the recommendation of the Faculty of Medicine, in consultation with the Island Medical Program and the Vancouver Island Health Authority Urology Department. (First award available for the 2020/2021 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

6771 – TimberWest Forestry Award for Indigenous Students

Rationale for Proposed Changes

TimberWest has merged with Island Timberlands to form Mosaic Forest Management. The name of the award and the description have been updated to reflect this. As discussed with University Counsel, we are able to amend the title of the award without seeking approval from the Board of Governors.

Current Award Description

Awards totalling \$4,000 have been made available through an endowment established by TimberWest, along with matching funds from the Faculty of Forestry, to First Nations, Inuit, or Métis graduate students of Canada in the Faculty of Forestry. Preference is given to graduate students focusing their studies on forest resource management or forest sciences and who have a demonstrated interest in pursuing a career in the forest industry in British Columbia. If, in any given year, there are no eligible graduate students then the award may be given to an undergraduate student in the Faculty. TimberWest has been operating for 100 years on the BC Coast. Their timberland management includes sustainable forest management practices, carbon reduction initiatives, timber inventory, strategic silviculture investments, harvest planning and the marketing and sales of timber products. All their lands are third-party certified under the Sustainable Forestry Initiative, and the company is certified to the Progressive Aboriginal Relations program of the Canadian Council for Aboriginal Business. The awards are made on the recommendation of the Faculty of Forestry, and in the case of graduate awards, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: ~~TimberWest Forestry~~ **Mosaic Forest Management** Award for Indigenous Students

Proposed Award Description

Awards totalling \$4,000 have been made available through an endowment established by TimberWest, along with matching funds from the Faculty of Forestry, to First Nations, Inuit, or Métis graduate students of Canada in the Faculty of Forestry. Preference is given to graduate students focusing their studies on forest resource management or forest sciences and who have a demonstrated interest in pursuing a career in the forest industry in British Columbia. If, in any given year, there are no eligible graduate students then the award may be given to an undergraduate student in the Faculty. **Mosaic Forest Management is the timberlands manager for**

TimberWest and Island Timberlands, two forestry companies that has have been operating for 100 years on the BC Coast. Their Mosaic's timberland management includes sustainable forest management practices, carbon reduction initiatives, timber inventory, strategic silviculture investments, harvest planning and the marketing and sales of timber products. All their lands are third-party certified under the Sustainable Forestry Initiative, and the company is certified to the Progressive Aboriginal Relations program of the Canadian Council for Aboriginal Business. The awards are made on the recommendation of the Faculty of Forestry, and in the case of graduate awards, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Annual Awards

6402 – Graduate Student Travel Award in Pharmaceutical Sciences

Rationale for Proposed Changes

As travel is limited during the COVID-19 pandemic, the Faculty of Pharmaceutical Sciences has requested that the description be amended to support professional development activities rather than just travel, to ensure students attending conferences held remotely.

Current Award Description

Travel awards totalling \$2,000 are offered to enable graduate students in the Faculty of Pharmaceutical Sciences to attend conferences or symposia at which they will present a poster or an academic paper. The awards are made on the recommendation of the Faculty in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: Graduate Student Travel Professional Development Award in Pharmaceutical Sciences

Proposed Award Description

~~Travel~~ Awards totalling \$2,000 ~~are offered to enable~~ have been made available annually for graduate students in the Faculty of Pharmaceutical Sciences participating in professional development activities, including but not limited to, attending a conferences or symposia at which they will are presenting a poster or an academic paper. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences, in consultation with the Faculty of Graduate and Postdoctoral Studies.



16 December 2020

To: Vancouver Senate

From: Senate Curriculum Committee

Re: December Curriculum Proposals (approval)

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

The following is recommended to Senate:

Motion: *“That the new program and courses brought forward by the Faculties of Arts, Commerce and Business Administration, and Graduate and Postdoctoral Studies (Education, Medicine, and Pharmaceutical Sciences) be approved.”*

Respectfully submitted,

Dr. Claudia Krebs, Chair
Senate Curriculum Committee



FACULTY OF ARTS

New program

Minor in Informatics

New courses

GEOG 257 (3) People, Places & Landscapes; **HIST 475 (3)** Documenting Punjabi Canada; **INFO 100 (3)** (De)coding Information and Why it Matters; **INFO 200 (3)** Foundations of Informatics; **INFO 300 (3)** Information and Data Design; **INFO 303 (3)** Search Engines and Society; **SOCI 270 (3)** Sociology of Creativity

FACULTY OF COMMERCE AND BUSINESS ADMINISTRATION

New courses

COMM 314 (3) Strategies for Responsible Business; **COMM 463 (3)** Public Relations

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Education

New courses

EDST 529 (3) Qualitative Research Interviewing; **EDST 604 (3)** Advanced Seminar in Researching Educational Practice & Policy

Medicine

New course

OBST 511 (3) Women's Mental Health across their Lifecycle

Pharmaceutical Sciences

New course

PHAR 522 (1) Basic Theory and Practice of Liquid Chromatography – Mass Spectrometry and NMR in Pharmaceutical Research



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Commerce Department: Faculty Approval Date: Effective Session (W or S): W Effective Academic Year: 2020	Date: February 12, 2020 Contact Person: Pam Lim Phone: 604 822-9216 Email: pam.lim@sauder.ubc.ca
Proposed Calendar Entry: COMM 314 (3) Strategies for Responsible Business Tools to apply sustainable and responsible decision making through individual, organizational, and structural lenses. Topics include diversity and group think, the circular economy, and climate change adaptation. This course is not eligible for Credit/D/Fail grading.	URL: n/a Present Calendar Entry: None Type of Action: New Course Rationale: This course allows students to connect sustainability-related content from other courses and disciplines to reinforce and deepen their understanding of responsible businesses. Students are also able to choose advanced study of topics that have not been covered in previous courses This course has been offered previously as a pilot course. The course outline is attached. <input checked="" type="checkbox"/> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: Courses in the Bachelor of Commerce program are generally not available for Cr/D/F grading.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Commerce Department: Faculty Approval Date: 2020 May 5 Effective Session: Winter Effective Academic Year: 2020	Date: Feb 12, 2020 Contact Person: Pam Lim Phone: 604-822-9216 Email: pam.lim@sauder.ubc.ca
Proposed Calendar Entry: COMM 463 (3) Public Relations Managing an organization's strategic communications and relationships with diverse publics to handle issues, strengthen reputation, fulfill social responsibilities, and build trust. Topics include stakeholder engagement, issues management, crisis communications, and events and sponsorship. This course is not eligible for Credit/D/Fail grading.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=COMM Present Calendar Entry: None Type of Action: New Course Rationale for Proposed Change: This is a new course that meets requirements in the Marketing option in the BCom program. This course has been offered previously as a pilot course as COMM 386R which had full enrolment of 40 students in 2019W. There is no substantive difference between the proposed numbering and 300-level numbering of the pilot course (386R), which was chosen due to a shortage of letters for the 486-series. The 400-level permanent number better reflects that it would be most suitable for students to take this course after they have completed the 300-level business writing and business communications courses (COMM 390 and 394).

UNDERGRADUATE – NEW PROGRAMS

Minor in Informatics

New Minor Program – Proposal for Calendar Entry

<p>Category: 1 Faculty: Arts Department: School of Information Faculty Approval Date: Oct. 25, 2020 Effective Session (W or S): W Effective Academic Year: 2021</p>	<p>Date: July 30, 2020 Contact Person: Erik Kwakkel Phone: 604-822-4448 Email: ischool.director@ubc.ca</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts Informatics</p> <p>Proposed Calendar Entry:</p> <p>Informatics</p> <p>The School of Information offers a Minor in Informatics to all UBC undergraduate students in degree programs that allow students to complete a Minor in the Faculty of Arts.</p> <p>Minor in Informatics</p> <p>The Minor in Informatics is an interdisciplinary program that explores the study and application of information, data, and digital technologies. The Minor has three main academic focal areas: information and data literacy; the application of information technologies using human-centred design methodologies, and socio-technical perspectives on the role of digital technologies in the information society. The Minor in Informatics is administered through the School of Information and operates in cooperation with other units offering elective courses in the program.</p> <p>Students may declare their Minor in Informatics after completing 27 credits (Year 2 standing).</p> <p>The Minor consists of 30 credits, of which at least 18 credits must be at the 300-level or above. Students enrolled in the Minor must complete:</p> <p>9 credits of required courses:</p>	<p>URL: Please create a new program page for Minor in Informatics. Please include the link on all appropriate Calendar pages (undergraduate Academic Programs, Arts, etc.)</p> <p>Present Calendar Entry: None</p> <p>Type of Action: Create a Minor degree program in Informatics</p> <p>Rationale for Proposed Change:</p> <p>Informatics, or information science, is a field of study focused on the use of information, data and knowledge in society and across academic disciplines. It considers how information is produced, stored, organized, classified, disseminated and preserved; how technical and social information systems function across domains; and the role that information systems play in the lives of individuals, communities, and our global ecosystem. Informatics aligns with the international iSchool Organization (ischools.org), which defines its focus at the intersection of information, technology and people. It is an interdisciplinary field with a strong critical and applied perspective.</p> <p>The UBC School of Information is highly ranked internationally in the field of library and information management. It is a Tier 1 member of the iSchool Organization and its 15 faculty are recognized experts in their areas of research and teaching. To date, the iSchool offers graduate programs only; therefore, the Informatics Minor will open up this area of expertise to undergraduates, and specifically</p>

<ul style="list-style-type: none"> • INFO 100 (3) (De)coding information and Why it matters • INFO 200 (3) Foundations of Informatics • INFO 300 (3) Information and Data Design <p>21 credits from the list of approved courses, of which at least 15 credits must be at the 300-level or above, including:</p> <ul style="list-style-type: none"> • At least 9 credits from Applications: DSCI 100, ENGL 335, INFO 250, INFO 301, INFO 303, INFO 401, INFO 402, INFO 419, LING 242, LING 342 • At least 9 credits from Ideas: ANTH 378, ANTH 431, ARCL 424, CPSC 100, ENGL 232, ENGL 332, GERM 412, HIST 109, HIST 392, HIST 393, HIST 495, INFO 302, INFO 304, INFO 456, LING 100, PHIL 230, PHIL 250, PHIL 351 <p>Lower-level Requirements</p> <ul style="list-style-type: none"> • INFO 100 and INFO 200 • 6 credits of lower-level courses from the List of Approved Courses <p>Upper-level Requirements</p> <ul style="list-style-type: none"> • INFO 300 • 15 credits of upper-level courses from the List of Approved Courses 	<p>to Arts undergraduates and to undergraduates across the university who have access to Arts courses and programs, studying in a range of disciplines.</p> <p>Within the University, this proposed Minor will complement initiatives focused on data science and analytics, which are out of scope for many Arts students. It will serve as a bridge for students to participate in those initiatives and to careers where digital and applied technology skills will complement their disciplinary knowledge and their strong critical and communication abilities.</p> <p>Many other Information Schools in North America have introduced undergraduate informatics programs, and there is clear evidence of high demand from students in those institutions. Successful examples are programs at the University of Washington, University of North Carolina at Chapel Hill, the University of Maryland and University of Texas at Austin. Recently, the Faculty of Information at the University of Toronto introduced a Bachelor of Information program, following this broader trend across North America. At this time there are no other similar programs at the undergraduate level in British Columbia.</p> <p>Given the rapid expansion, increasing sophistication and enormous societal impact of digital technologies, we strive to provide UBC students with the opportunity to deepen their understanding of these phenomena and to develop an informed and questioning perspective on them. Framed as a complement to BA majors, where students develop critical thinking skills and valuable disciplinary and theoretical perspectives, the Informatics Minor has the potential to be transformative and deeply engaging for students eager to engage in praxis and apply their learning to contemporary issues in our digital and technological world.</p> <p>The following INFO courses already exist: INFO 250, 419, 456</p>
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	<p>The following INFO courses are included in this proposal: INFO 100, 200, 300, 303</p> <p>The following INFO courses are being developed (anticipated to appear in the UBC Calendar by Feb 2022): INFO 301, 401, 402, 302, 304</p>
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New Minor Program – Executive Summary

EXECUTIVE SUMMARY MINOR IN INFORMATICS FACULTY OF ARTS, UNIVERSITY OF BRITISH COLUMBIA

Overview

Informatics, or information science, is a field of study focused on the use of information, data and knowledge in society and across academic disciplines. It considers how information is produced, stored, organized, classified, disseminated and preserved; how technical and social information systems function across domains; and the role that information systems play in the lives of individuals, communities, and our global ecosystem. This proposal seeks to launch a new Minor in Informatics housed in the School of Information.

The Minor will immerse students in design-based inquiries into the study and application of information, data, and digital technologies. The program will combine a strong intellectual framing of the information society from a critical and theoretical perspective, with a real world, creative and problem-solving approach. This learning environment will enable students to develop skills and build confidence with digital technologies. The program will be grounded in essential information and data literacies necessary for functioning in our digital world. It will provide a forum for deeper examination of the roles of knowledge in our lives and culture, including key social and ethical issues (e.g., privacy, identity, equity, governance, etc.) that arise from use of current technologies.

The School of Information (iSchool) will partner with departments in the Faculties of Arts and Science to offer a range of electives across a number of thematic areas. This will ensure that the Minor in Informatics is relevant across many disciplines. Long-term plans include the possible expansion of the Minor to a BA in Informatics, pending the successful implementation and an observed demand for the Minor.

Proposed credential to be awarded

The proposed credential is a Minor in Informatics. The program will be available to all UBC undergraduate students in degree programs that allow students to complete a Minor in the Faculty of Arts. It is anticipated that the majority of students will be those who are pursuing BA, BMS, and BFA degrees.

Location of where the new degree program will be offered

The University of British Columbia, Vancouver campus

Faculty offering the proposed new degree program

The program will be offered through the Faculty of Arts.

Anticipated program start date

The school anticipates the program will be offered starting in the 2021/2022 academic year.

Anticipated time of completion

The Minor will complement the students' current Major as part of their undergraduate studies.

Aims, goals, and objectives

Informatics is the study of information in context: its history, theory, methods and organizational structure. As an orthogonal discipline, it intersects with many if not all fields of endeavor, wherever information is created, organized, accessed and used. You will find an "informatics of" numerous disciplines and professions, such as health informatics, business informatics, educational informatics, or legal informatics. It is concerned with the social impact of information and communication technologies, and, as operationalized in this proposal, is a humanistic approach to the mathematical, scientific, cognitive, and computational processing of information.

The Minor in Informatics will have three main academic focal areas: information and data literacy; the application of information technologies using human-centred design methodologies; and socio-technical perspectives on the role of digital technologies in the information society. Information and data literacy are proposed as the high-level goals for this Minor, which will equip students with foundational skills to access, use, understand, and create digital content and digital technologies¹. The Minor promotes an inclusive perspective and critically reviews current practices around ownership and governance of knowledge.

Over the past five years, the UBC iSchool has developed expertise in implementing learning outcomes based educational programs at the graduate level. We have successfully identified a set of iSchool graduate competencies, mapped the curriculum to these outcomes, and developed a framework of planning and assessment to ensure that our programs enable our students to achieve these outcomes. We intend to design the Informatics Minor in the same manner, and as such we have developed a set of Program Learning Outcomes to guide the design of curriculum.

Program Learning Outcomes:

After completing the Minor in Informatics, students will be able to:

¹ Media Smarts model: <http://mediasmarts.ca/digital-media-literacy-fundamentals/digital-literacy-fundamentals>

1. Understand the nature, structure, governance, and forms of information and data, and the roles these play in society, across time, cultures and contexts (FOUNDATIONS).
2. Find, collect, and prepare digital information and data for knowledge creation activities, using a range of tools and strategies (COLLECT).
3. Analyze real-world problems and issues using data-driven and interpretive methods and tools (ANALYZE).
4. Apply ethical and value-sensitive approaches to the analysis and critique of existing and emerging information technologies and their societal impacts (CRITIQUE).
5. Apply human-centred principles to the design and creation of information and data artifacts, collections and systems (DESIGN).
6. Communicate effectively using data and information visualizations and interactive digital tools (COMMUNICATE).
7. Manage team-based projects from initiation through to completion using appropriate digital tools for collaboration and resource management (MANAGE).

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

The Minor aligns with the UBC Strategic Plan (2018-2028) as an example of transformative learning that reinforces a number of strategic themes.

- Innovation: Students in the program will have the opportunity to examine how data and technology are reshaping our world and to engage creatively with applied technologies that complement their major areas of study and help prepare them for careers.
- Collaboration: As a field of study, Informatics is inherently interdisciplinary, as it focuses on the informational substrate that cuts across disciplines and fields of practice. This is reflected in the collaborative nature of this program, which includes courses from diverse academic units.
- Inclusion: By adopting a critical and socio-technical perspective on existing and emerging technologies, the program will foster an understanding of the potential for social inequity, marginalization and injustice and reinforce the need for socially responsible technology design.

Within the University, the proposed Minor will complement current initiatives focused on data science and analytics, which are out of scope for many undergraduate students. The proposed Minor will serve as a bridge to participate in those initiatives and to careers where digital and applied technology skills will complement their disciplinary knowledge and their strong critical and communication abilities. Our consultations with students and across numerous academic units indicate that there is a demand for these kinds of learning opportunities for undergraduate students. Moreover, the Minor critiques current information practices and technologies through intersectional lenses that are inclusive to Indigenous perspectives, as well as to gender, race, class, age, sex, and sexuality social markers. Critical reviews are for example included in INFO100, INFO200, and INFO303, while conversations are ongoing with Indigenous Initiatives at CTLT to include more Indigenous perspectives in the program. The Minor's inclusive approach invites and enables students to explore neglected areas of Information Studies and assess how their inclusion positively impacts the field and its future goals and practices.

Linkage between learning outcomes and curriculum design

The Minor will reflect the interdisciplinary approach of the iSchool, drawing upon wide ranging faculty expertise in information science and cognate disciplines. The scope will be extended through elective offerings from a number of other units in Arts and Sciences. The rationale behind the selection of these electives is that, combined, they will strengthen the minor in several key areas: computational and analytical methods; historical, sociological, and philosophical perspectives on knowledge and information; and Arts-based applications of informatics in language, culture and media. In consultation with the iSchool's Curriculum Committee and other units on campus, additional courses may be included to further strengthen these key areas.

The seven program learning outcomes reflect the three main focal areas of the program: 1) information and data literacy; 2) applications of information technologies; and 3) critical perspectives on data and information in the information society. The outcomes have been mapped to the proposed courses in a way that ensures sufficient laddering of knowledge. All learning outcomes are 'introduced' in the three required courses and other first and second-year courses, 'reinforced' in the third-year courses, and 'mastered' in the fourth-year courses. See Appendix 1 for the learning outcomes map.

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

The Minor in Informatics offers undergraduate students across campus an Arts-enhanced contribution to the needs of the professional, public and technology sectors. According to the 2019 BC Labour Market Outlook², the professional, scientific and technical services sector is a major area of growth in coming years. Many of the occupations identified as high opportunity would benefit from BA graduates and others with strong critical thinking, communication and creative skills in combination with knowledge of data and digital technology. These include information systems analysts, marketing and PR professionals, business development officers, web designers, information systems testing technicians, public policy researchers and government program officers. Further, we are facing enormous social change in response to rapid technological advances, and there is a need for graduates employed in all sectors who are well-informed as to the impacts of technology on such issues, including privacy, equity, social discourse, media and culture, and data ownership and governance.

Graduates with a BA and Minor in Informatics will be excellent candidates to continue with professionally oriented graduate degrees, for example in the iSchool (MLIS or MAS), Journalism, Business (e.g. Master of Business Analytics), education and health informatics. For students pursuing academic graduate studies, the proposed minor would provide a foundation for research that is interdisciplinary and technology-infused, for example in the areas of digital humanities.

For the iSchool, it offers the opportunity to engage undergraduates in the broad discipline of information studies, a field that aligns well with emerging career opportunities, and to increase awareness of and recruitment to our graduate programs. This, in turn, will enable us to attract a more diverse student body to our professionally oriented master's programs, better able to serve the broad range of communities and organizations in need of information professionals.

² https://www.workbc.ca/getmedia/18214b5d-b338-4bbd-80bf-b04e48a11386/BC_Labour_Market_Outlook_2019.pdf.aspx

Delivery methods

The courses will consist mostly of face-to-face lectures, tutorials, hands-on technology labs, and blended delivery as pedagogically appropriate. Work Integrated Learning (WIL) opportunities through the UBC Arts Co-op Program will be encouraged as a valuable complement to classroom learning.

Department capacity

The iSchool has an interdisciplinary faculty conducting research and teaching across all the areas within the program, with particular expertise and depth in human-computer interaction, human-centred design, information science, archival science, data science, data stewardship, data sovereignty, and socio-technical perspectives on technology and society. Our current faculty complement consists of 15 full-time faculty and a large number of sessional and adjunct faculty, comprised of iSchool PhD students and working professionals in the information fields. The majority of full-time faculty will be expected to teach one or more courses in the proposed Minor.

The core of the program will be delivered by the iSchool, which will offer 8-10 INFO courses each year. This will be complemented by relevant electives already offered by other units. The increased teaching load in the iSchool will be absorbed through a small reduction in course offerings at the graduate level (4-5 courses annually) and an increase in sessional teaching (4-5 courses annually). In the longer term, we envision hiring a full-time Lecturer to increase teaching capacity to meet demand.

Targeted students

The Minor is expected to attract students, both in the Faculty of Arts and other Faculties who have access to a Minor in Arts, who would like to complement their major area of study with a Minor that will equip them with data and technological competencies and critical understandings of information and technology in society. Given the partnerships and shared electives with certain units in Arts, we anticipate that students majoring in those units in particular will be attracted to the Informatics Minor. These include: Media Studies, Linguistics, Philosophy, Anthropology, History, and English Language and Literatures.

Details of similar programs at UBC or other institutions and an explanation of how the new program fits within this context

Many other Information Schools in North America have introduced undergraduate Informatics programs, and there is clear evidence of high demand and success. Successful examples are programs at the University of Washington, University of North Carolina at Chapel Hill, the University of Maryland and University of Texas at Austin. Recently, the Faculty of Information at the University of Toronto introduced a Bachelor of Information program, following this broader trend across North America. At this time there are no other similar programs at the undergraduate level in British Columbia. As the iSchool is highly ranked internationally in the field of library and information management, we believe that this program will be attractive to domestic and international undergraduates. The iSchool also has a great deal to offer undergraduates through participation in the life of the school: a regular colloquium series, a large and tight-knit community of master's students with whom they can interact, student clubs, a vibrant work-based learning program and opportunities to be involved in interdisciplinary faculty-led research projects.

The Minor complements the goals and courses of the Bachelor in Media Studies (BMS), and vice versa. Whereas BMS focuses on media as its main objects of inquiry, emphasizing different media genres and strategies of communication, the Minor in Informatics has a related though distinctly different subject matter and approach: it centers on information, data, and knowledge, and how these are used in society and across academic disciplines. The only real overlap is in shared courses such as INFO419 (how visualization represents information) and INFO250 (computational analysis of social media data), which are electives for the Minor.

Anticipated curriculum development

We view the proposed Minor as a valuable, long-term addition to the UBC's Bachelor of Arts degree and other UBC Bachelor degrees. We also view it as a step towards the potential development of a full BA Major in Informatics. As part of this long-term plan, the school will be evaluating the success and the level of demand for Informatics courses and continuing to develop the curriculum. The current proposal is designed so that the Minor has the potential to serve as the foundation for a full Major. A Major would need to build upon the Minor in several areas, including an increased focus on: information science theory; student research projects; the development and scaffolding of technical skills; work-integrated learning; and further integration of Indigenous perspectives.

Consultations

Students from selected INFO electives offered as part of the Bachelor of Media Studies program were surveyed and indicated enthusiastic support for this Minor. Thirty-three students from a 400-level INFO course were surveyed regarding: 1) topics they found most interesting; 2) skills they thought of greatest value; 3) perceived points of intersection between Informatics and their professional aspirations; and 4) interest in a Minor in Informatics. Of the 33 respondents, 30 indicated interest in a Minor in Informatics as a complement to their BMS degree, with a number of them expressing very strong interest. A broader assessment of student interest is in progress and will be completed by October 13, 2020 (to be attached to this proposal).

The iSchool conducted informal and formal consultations with UBC Heads and Undergraduate Chairs of the following units:

- Faculty of Commerce (COMM)
- Department of Anthropology (ANTH)
- Department of Linguistics (LING)
- Department of Philosophy (PHIL)
- Department of History (HIST)
- Department of Political Science (POLI)
- Department of English Language and Literatures (ENGL)
- Department of Computer Science (CPSC)
- Department of Sociology (SOCI)
- Department of Central, Eastern and Northern European Studies (CENES)
- Media Studies Program (BMS)
- Cognitive Systems Program (COGS)

- The Social Justice Institute (GRSJ)

These consultations were all in support of this Minor (unanimously). They were positive and informative, with most units expressing interest in participating in the program by contributing electives. Following the consultations, the proposed curriculum was revised to its current form.

Course requirements and structure

We propose a 30 credit Minor, based on a suite of 12 courses offered by the iSchool, supplemented with electives from various other units and programs within Arts. 18 credits must be at the 300-level or above. Of the INFO courses, 3 are currently on offer; 4 are newly developed and included with this proposal; and 5 are in development and will be put forward for curriculum review during the 2020-2021 academic year.

We have created two categories for courses: “Ideas” and “Applications”. Ideas courses address the theoretical and philosophical underpinnings of Informatics, and reinforce students’ connections to cognate domains. Applications courses extend and operationalize the foundational theories in specific contexts, or technologies. The blend of theory and practice provides a strong footing for students seeking to apply abstract ideas in professional and occupational settings.

The program will have the following curricular structure:

- Students enrolled in the Minor would need to complete 9 credits from INFO 100, 200, and 300 (Required Courses).
- At least 9 credits from the “Applications” category: DSCI 100; LING 242, 342; ENGL 335; INFO 250, 301, 303, 401, 402, 419.
- At least 9 credits from the “Ideas” category: CPSC 100; HIST 109, 392, 393, 495; LING 100; ENGL 232, 332; PHIL 230, 250, 351; ANTH 378, 431C; ARCL 424; INFO 302, 304, 456; GERM 412.

Lower-level Requirements

- INFO 100 and INFO 200
- 6 credits of lower-level courses from the List of Approved Courses.

Upper-level Requirements

- INFO 300
- 15 credits of additional upper-level courses from the List of Approved Courses.

Table 1: List of Courses and Status

REQUIRED COURSES (9 credits – all three of the following)				
Code	Course Name	INFO Pre-requisites	Status	Unit
INFO 100	(De)coding information and why it matters		Proposed	iSchool
INFO 200	Foundations of Informatics		Proposed	iSchool
INFO 300	Information and Data Design	200 (100 recommended)	Proposed	iSchool

“Applications” ELECTIVE COURSES (at least 9 credits – three of the following)				
DSCI 100	Introduction to Data Science		Offered	Statistics
INFO 250	Networks, Crowds, and Communities		Offered -BMS	iSchool
LING 242	Computational Tools for Linguistic Analysis		Offered	Linguistics
ENGL 335	Digital Humanities		Offered	English
INFO 301	Cultural Informatics: Digital Collections	100, 200	In process	iSchool
INFO 303	Search Engines and Society	(200 recommended)	Proposed	iSchool
LING 342	Computational Models of Language		Offered	Linguistics
INFO 401	Blockchain Technologies: Designing for Trust		In process	iSchool
INFO 402	Constructing and Deconstructing Digital Worlds: Applications in AR/VR.	100, 200, 300	In process	iSchool
INFO 419	Information Visualization		Offered -BMS	iSchool

“Ideas” ELECTIVE COURSES (at least 9 credits – three of the following)				
Code	Course Name	INFO Pre-requisites	Status	Unit
CPSC 100	Computational Thinking		Offered	Comp Sci
HIST 109	Cultural Histories of Media		Offered	History
LING 100	Introduction to Language & Linguistics		Offered	Linguistics
ENGL 232	Approaches to Media Studies		Offered	English
PHIL 230	Introduction to Ethics		Offered	Philosophy
PHIL 250	Minds and Machines		Offered	Philosophy
ANTH 378	Anthropology of Media		Offered	Anthropology
ENGL 332	Approaches to Media History		Offered	English
HIST 392	Scientific Revolution – Circulation of Knowledge in the Early Modern World		Offered	History
HIST 393	Introduction to History and Philosophy of Science		Offered	History
PHIL 351	Philosophical Perspectives on Cognitive Systems Research		Offered	Philosophy
INFO 302	Sociotechnical Perspectives on Information Systems	(200 recommended)	In process	iSchool
INFO 304	Memorialization and the Archive	100	In process	iSchool
ARCL 424	Practising Archaeology and the Management of Cultural Resources		Offered	Anthropology
ANTH 431C	Museum Practice and Curatorship		Offered	Anthropology
GERM 412	German Media Studies		Offered	CENES
HIST 495	Evolution and Science of Mind, Brain, and Behaviour		Offered	History
INFO 456	Information Policy and Society		Offered -BMS	iSchool

Name, title, phone number, and e-mail address of the institutional contact person

Professor Erik Kwakkel, Director, School of Information

ischool.director@ubc.ca

Phone: 604-822-4448

Appendix 1: Learning Outcomes Mapping for the Minor in Informatics

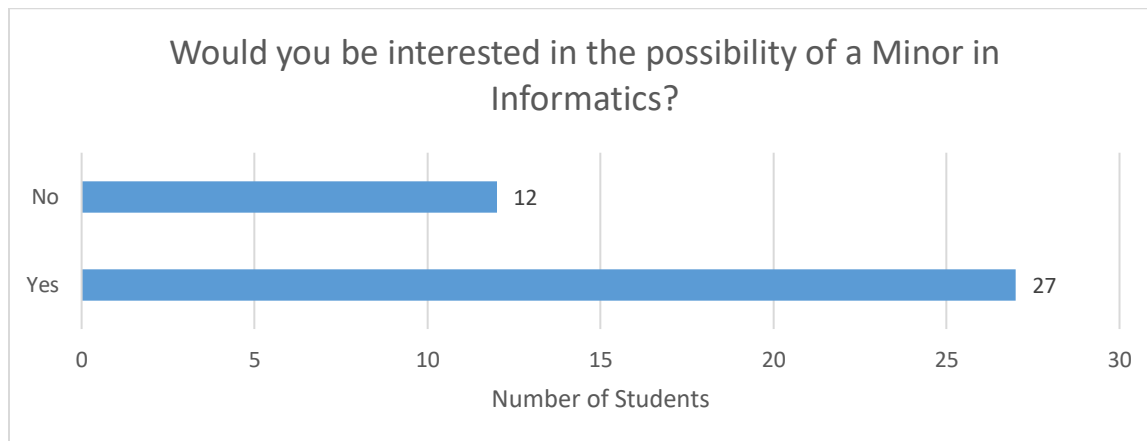
	Course	Foundations	Collect	Analyze	Critique	Design	Communi cate	Manage
1	CPSC 100	Introduce		Introduce		Introduce		
2	DSCI 100			Introduce		Introduce	Introduce	
3	HIST 109	Introduce		Introduce	Introduce			
4	INFO 100*	Introduce	Introduce	Introduce	Introduce		Introduce	
5	LING 100	Introduce		Introduce				
6	INFO 200*	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	
7	INFO 250	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce	Introduce
8	LING 242		Introduce	Introduce				
9	PHIL 230	Introduce		Introduce	Introduce			
10	PHIL 250	Introduce		Introduce	Introduce			
11	ANTH 378	Reinforce		Reinforce	Reinforce	Reinforce	Reinforce	
12	ENGL 332	Reinforce		Reinforce	Reinforce	Reinforce	Reinforce	
13	ENGL 335		Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	
14	HIST 392	Reinforce			Reinforce			
15	HIST 393	Reinforce			Reinforce			
16	INFO 300*	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce	Introduce
17	INFO 301	Reinforce	Master	Reinforce	Reinforce	Reinforce		Reinforce
18	INFO 302	Reinforce		Reinforce	Master	Reinforce		Reinforce
19	INFO 303	Reinforce	Reinforce	Reinforce	Reinforce	Reinforce		
20	INFO 304	Reinforce	Master		Reinforce	Reinforce		
21	LING 342			Reinforce			Reinforce	
22	PHIL 351	Reinforce			Reinforce			
23	ANTH 431C	Master	Master		Master	Master	Master	Reinforce
24	ARCL 424	Master	Master		Master	Master	Master	Reinforce
25	GERM 412				Master		Master	
26	HIST 495	Reinforce		Master	Master			
27	INFO 401	Reinforce		Reinforce	Master	Master		Master
28	INFO 402	Reinforce			Master	Master		Master
29	INFO 419	Master	Reinforce	Master		Master	Master	
30	INFO 456	Master		Master	Master			

*Required Course

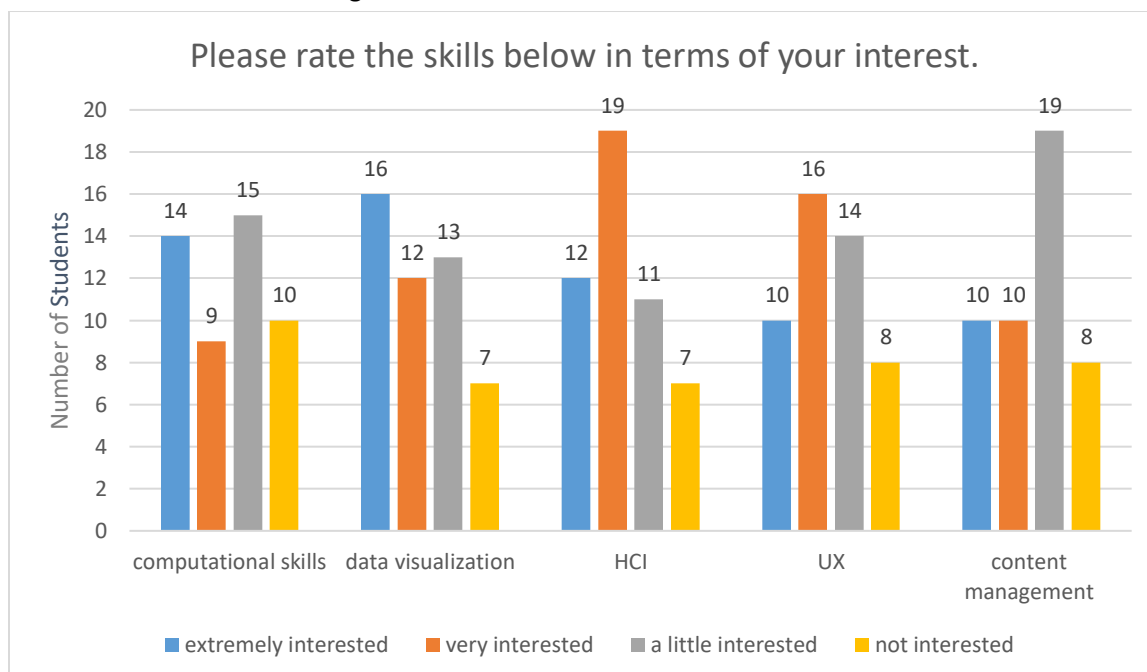
Appendix 2: Student Survey

Because this is a broad Minor with potential interest from several disciplines, we followed the survey of BMS students with a survey that would reach a wider range of students. With the assistance of the Faculty of Arts, the School of Information conducted a random sampling of Arts students at the 2nd and 3rd year level between September 22 and October 6, 2020. The results below show evidence for student interest in a Minor in Informatics and certain areas of study within the Minor.

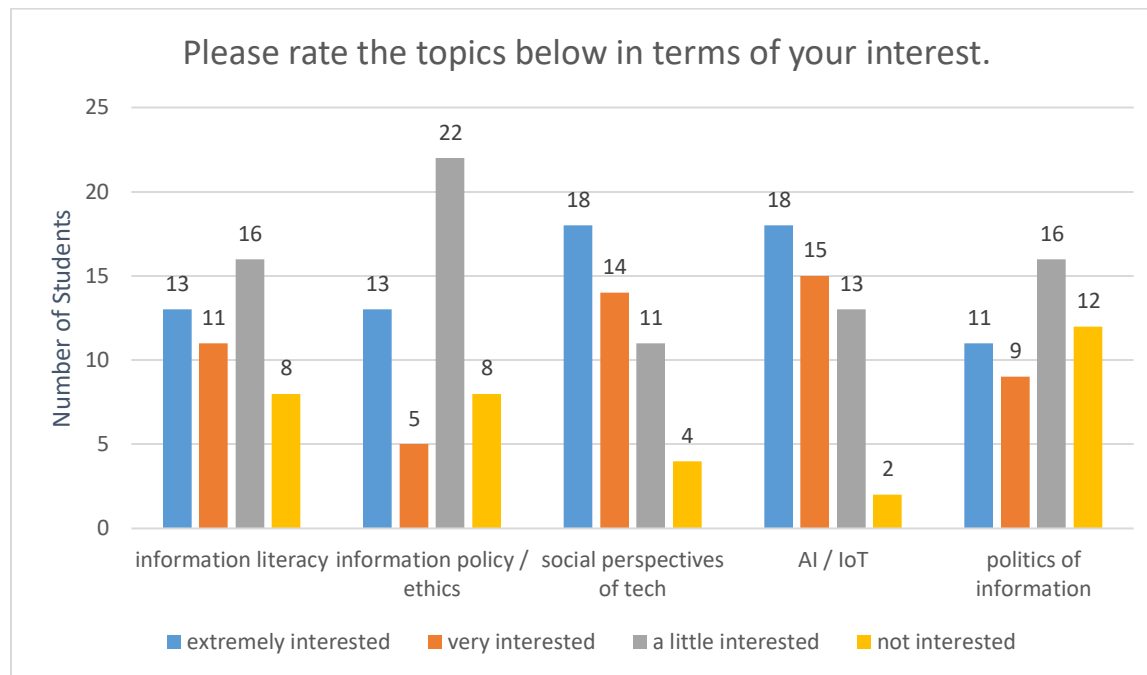
Out of 1000 students surveyed we received 48 responses. **69.23%** of the respondents indicated that they would be interested in a Minor in Informatics. 9 out of 48 respondents did not respond to this question.



Out of the potential skill areas proposed, data visualization, human-centred design, and user experience were rated as areas of the highest interest.



Out of the potential topic areas proposed, social perspectives of technology and AI were rated as areas of the highest interest.



When the students were asked how they would envision the Minor in Informatics complementing their degree, most students reported that the skills/tools related to presenting information would be beneficial to the research and the work they would carry out in their major. Some noted their interest in going into specific areas within the field of Informatics, such as UX and human-centred design. The responses are listed below in detail.

I'm major in Psychology and would like to apply to law school in my fourth year. I found out that Psychology seems to be quite an abstract discipline though it is still very interesting. Since psychology concerns the human mind, behavior, and development, the topics of Informatics would seem a very helpful discipline to Psychology and other social sciences major. I'm especially interested in human-centered design, data visualization and analytics, content management and user experience. Those all seem like solid skills that could be easily applied when applying for jobs, and I could practice the knowledge I've learned in my major in reality. Sadly I'm in my third year now and probably am unable to declare this major.

Informatics seem to be quite centered around a user and their data. I think it might be useful if I pursue a more research-based career.

As someone who's major is psychology I think it would benefit with research and data analysis. It could also help with marketing.

Yeah definitely, it's a useful skill to have in life.

I'm aiming to do research in philosophy. Potentially the philosophy of cognitive science. Simulation and modelling are becoming more and more relevant to cogs and experimental philosophy. There is a great deal of literature about the use of modelling methods in philosophical argumentation. I'll be learning basic modelling at some point for this reason. Informatics, analytics, and modelling data systems would be helpful for this and many other types of research.

I think that it may make me more employable, since it presents me as someone who understands communication technology very well.

My current major is sociology, so the human centered aspect of information is definitely something that I would be interested in. I took a computer science course which began my interest in how information can be spread and perceived in so many different ways depending on how it is presented and to whom. If this is something that could be achievable within the next few years so I could still graduate relatively soon I would definitely look into it, I think it would be very useful to me and compliment my degree well.

It is very complementary for statistics and math classes.

It would be helpful for more office-type jobs if people to choose those careers. With the continuous advancement of and dependence on technology, these skills may be considered an asset for some career paths.

I think this Minor would be really useful, especially in this period of time where technology is rapidly changing and shaping our day-to-day lives.

I believe a lot of employers would be interested in hiring someone with this knowledge and background. I feel this is something that will set graduates apart

I have no idea how this would benefit a forester working at an Indigenous owned mill, but maybe?

As a psychology major, information is essential to everything I do. In 217 and 218, our required courses, we talk about collecting and organizing data in the realm of Psychology. A minor in information handling would definitely lend itself to futures in market research and in experimental psychology.

For research and statistical purposes in Psychology

I'm not sure, but as a psychology major, I guess a minor in informatics could complement it in a specialization of the human/ behavioral aspects of analyzing/ interpreting and working with data/information. However, this would not be a path I personally would be interested in pursuing

Would probably help with developing certain kinds of social policy

A Minor in Informatics could potentially help me to further develop technology-related skills that could be useful in the workplace.

Beneficial after grad, could be challenging though.

I think it would complement an economics degree very nicely, since most professions related to an economics degree involve some degree of data analysis.

Since I spent my previous career in IT I would not have any need for these courses. But what I don't understand is why the university does not offer courses in basic computer skills. I am astonished at how many students are writing essays but don't really have basic Word skills, how many are in social science or economics and don't know how to do a spreadsheet or work with a database. The university sends them out into the world unprepared for the workplace!

Enabling me to gain a job in the data science industry by my COGS degree enabling me to understand the process of researching

I think this would go with a sociology degree if I were to be interested in the statistical research side of the subject, and could help with jobs which are computer based.

Help get a job

i'm especially interested in working with consumer-facing products and projects that deal with big data, so this degree would definitely help me achieve that

As a Psychology major, UX research is one of my prospective career paths.

Bachelor of Arts > Table of Contents – Edit to add Informatics

Category: 1 Faculty: Arts Department: Arts Dean's Office Faculty Approval Date: Oct. 25, 2020 Session (W or S): W Effective Academic Year: 2021	Date: October 2, 2020 Contact Person: Heidi May Phone: Email: heidi.may@ubc.ca
Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Bachelor of Arts Proposed Calendar Entry: . . . Indigenous Land-Based Studies Indonesian Informatics Interdisciplinary Studies . . .	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,0 Present Calendar Entry: . . . Indigenous Land-Based Studies Indonesian Interdisciplinary Studies . . . Type of Action: Edit Faculty of Arts, Bachelor of Arts page to add new program in Informatics. Rationale for Proposed Change: <i>Note: This proposal is linked to a Category 1 proposal creating a new Minor in Informatics.</i>

Homepage > Academic Programs > Edit to add Informatics

Calendar Navigation: Homepage Academic programs	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?page=programs
Proposed Calendar Entry: . . . <div> Indonesian Arts Undergraduate </div>	Present Calendar Entry: . . . <div> Indonesian Arts Undergraduate </div>

Informatics	Arts	Undergraduate	Integrated Computer Science	Science	Undergraduate
Integrated Computer Science	Science	Undergraduate	Integrated Engineering	Applied Science	Undergraduate
Integrated Engineering	Applied Science	Undergraduate	Integrated Sciences	Science	Undergraduate
Integrated Sciences	Science	Undergraduate	.		
.			.		
.			.		
.			Type of Action:		
			Edit Homepage, Academic programs to add new Arts undergraduate program in Informatics		
			Rationale for Proposed Change:		
			<i>Note: This proposal is linked to a category 1 proposal creating a new Minor in Informatics</i>		

UNDERGRADUATE – NEW COURSES

INFO – School of Information

INFO 100 (3) (De)coding Information and Why it Matters

Category: 1 Faculty: Arts Department: School of Information Faculty Approval Date: Oct. 25, 2020 Effective Session (W or S): W Effective Academic Year: 2021-2022	Date: July 30, 2020 Contact Person: Eric Meyers Phone: (604) 827-3945 Email: eric.meyers@ubc.ca
Proposed Calendar Entry: INFO 100 (3) (De)coding Information and Why it Matters Information and data as concepts and aspects of everyday experience. Creation, sharing, authorization, and valuing of information with implications for society. Critical perspectives and practices to engage with data, information, and technologies for personal productivity, scholarly inquiry, and civic engagement.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=INFO Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: INFO 100 will serve as a required course for a prospective Minor in Informatics offered through UBC's School of Information.

	<p>Informatics is the study and design of information technologies that impact society. In INFO 100 students will identify different ways of conceptualizing what counts as “information” and why this matters. Students will learn to think critically about how interactions with information condition of ways of being in the world.</p> <p>The course will be useful to all undergraduates interested in the information society, and will provide an opportunity to build information skills essential for success in diverse 21st century disciplines and professions.</p> <p><i>Note: This Category 1 course proposal is submitted at the same time as a Category 1 proposal for a new Minor in Informatics.</i></p>
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INFO 200 (3) Foundations of Informatics

<p>Category: 1 Faculty: Arts Department: School of Information Faculty Approval Date: Oct. 25, 2020 Effective Session (W or S): W Effective Academic Year: 2021-22</p>	<p>Date: July 30, 2020 Contact Person: Richard Arias-Hernandez Phone: 604-822-1458 Email: richard.arias@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>INFO 200 (3) Foundations of Informatics</p> <p>Theory, methods, and approaches for the analysis, design, and evaluation of information objects, activities, systems, and infrastructures in contemporary societies.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=INFO</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: INFO 200 will serve as a required course for a prospective Minor in Informatics offered through UBC’s School of Information. Along with INFO 100, INFO 200 provides pre-requisites for some of the level-3 and level-4 INFO courses in the Minor.</p> <p>Informatics is the study and design of information technologies that impact society. The goal of INFO 200 is to introduce students to the field of informatics,</p>

	<p>to its history, main developments, types of problems to be addressed, main research questions, and contributions to other disciplines and society.</p> <p>Given its topical subject matter, we believe the course will appeal to students from across the Faculty of Arts and university.</p> <p><i>Note: This Category 1 course proposal is submitted at the same time as a Category 1 proposal for a new Minor in Informatics.</i></p>
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INFO 300 (3) Information and Data Design

<p>Category: 1 Faculty: Arts Department: School of Information Faculty Approval Date: Oct. 25, 2020 Effective Session (W or S): W Effective Academic Year: 2021-2022</p>	<p>Date: July 30, 2020 Contact Person: Rick Kopak Phone: (604) 822-2898 Email: r.kopak@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>INFO 300 (3) Information and Data Design</p> <p>Design of interactive information systems informed by human capabilities and behavior. Application of contemporary information design principles and practices to the conceptualization, creation, and testing of real-world prototypes of information objects and applications.</p> <p><i>Prerequisite:</i> INFO 200. INFO 100 is recommended.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=INFO</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change:</p> <p>INFO 300 will serve as a required course for a prospective Minor in Informatics offered through UBC's School of Information .</p> <p>As the first dedicated course on design practice in the Minor, INFO 300 will create space for students to implement acquired theoretical knowledge through analysis and creation of various information artifacts, e.g., websites, blogs, mobile apps, digital 'books,' etc. The course is important to developing in students a 'design thinking' frame of mind essential to meeting any number of real-world information design challenges. More specifically, the course will provide students with a robust, user-</p>

	<p>centred design method along with exposure to, and practice with, techniques and procedures typically found effective in support of the method, e.g., techniques and procedures for user data collection and analysis, usability and user experience evaluation, and so on. The course also enables collaborative skill development through assignments carried out in design teams.</p> <p>Further, the course contributes directly to student learning in one of the three main focal areas of the Minor as identified in the Minor in Informatics Executive Summary – “the application of information technologies using human-centred design methodologies.” The course also contributes to acquisition of requisite knowledge and skills for at least 5 of the Minor’s Program Learning Outcomes (Analyze, Critique, Design, Communicate, and Manage), and is exemplary of transformative learning through ‘Innovation’ and ‘Collaboration’ as described in the UBC Strategic Plan (2018-2028).</p> <p><i>Note: This Category 1 course proposal is submitted at the same time as a Category 1 proposal for a new Minor in Informatics.</i></p>
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INFO 303 (3) Search Engines and Society

Category: 1 Faculty: Arts Department: School of Information Faculty Approval Date: Oct. 25, 2020 Effective Session (W or S): W Effective Academic Year: 2021-22	Date: June 23, 2020 Contact Person: Erik Kwakkel Phone: 604-822-4448 Email: ischool.director@ubc.ca
Proposed Calendar Entry: INFO 303 (3) Search Engines and Society Aspects of technical implementation and societal impact of search engines. Explores how Google and other Internet search engines are powerful, global, and non-neutral tools that drive economies and shape our views of the world. INFO 200 is recommended.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=INFO Present Calendar Entry: N/A Type of Action: New Course Rationale for Proposed Change: INFO 303 will serve as an upper level elective for a prospective Minor in Informatics offered through UBC's School of Information. It is an applications-focused course that offers a deep-dive examination of one of the most influential information technologies of the Internet age: the search engine. The course combines an opportunity to learn how this technology functions, to develop expertise in using search engines and related technologies, and to examine the ethical, social, legal and economic impacts and implications of these global systems. The course is designed to support the learning outcomes of the Minor in Informatics, with specific emphasis on reinforcing the following outcomes: Foundations, Collect, Analyze and Critique. <i>Note: This Category 1 course proposal is submitted at the same time as a Category 1 proposal for a new Minor in Informatics.</i>

GEOG – Department of Geography*GEOG 257 (3) People, Places & Landscapes*

Category: 1 Faculty: Arts Department: Geography Faculty Approval Date: Oct. 25, 2020 Effective Session (W or S): W Effective Academic Year: 2021-22	Date: May 20, 2020 Contact Person: Siobhan McPhee Phone: 22663 Email: undergraduate.program@geog.ubc.ca
Proposed Calendar Entry: GEOG 257 (3) People, Places & Landscapes Relationships among individuals, social groups, and place, with a focus on everyday spaces. Examines how social identities are intertwined with the places we live.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=GEOG Present Calendar Entry: None Type of Action: New course Rationale for Proposed Change: GEOG 257 will serve as an introductory course to the study of social and cultural Geography. This course will offer students a concise and in-depth exploration of concepts such as geographical imagination and the spatial structuring of social differences. In addition to GEOG 257 filling a curriculum gap in our department, we currently have no lower level course options open to students wanting to explore subject matter in Geography. This is a problem in our program more broadly; of the 64 courses listed on the UBC Calendar in our GEOG undergraduate program, only eight courses are in first or second year. As such, GEOG 257 will be critical in introducing the topic to lower-level students, and will also enrich our second-year offerings. Increasing our first- and second-year offerings will allow Arts students opportunities to know what the discipline is before they decide to pursue a Major or Minor in Geography.

HIST – Department of History*HIST 475 (3) Documenting Punjabi Canada, to be cross-listed with ASIA 475*

Category: 1 Faculty: Arts Department: History Faculty Approval Date: Oct. 25, 2020 Effective Session (W or S): W Effective Academic Year: 2021-22	Date: August 20, 2020 Contact Person: Bradley Miller Phone: 604-442-4745 Email: brmiller@mail.ubc.ca
Proposed Calendar Entry: HIST 475 (3) Documenting Punjabi Canada Exploration of the history of the Punjabi Canadian community through traditional text-based methods and oral history collection. <i>Equivalency:</i> ASIA 475	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm/courses.cfm?page=name&code=HIST Present Calendar Entry: None Type of Action: Add new HIST course that will cover the same learning outcomes as existing course ASIA 475, and add equivalency with ASIA 475 Rationale for Proposed Change: ASIA 475 is a course in the Department of Asian Studies that is equally relevant to Asian Studies and to History. HIST 475 will be identical to ASIA 475. Cross-listing ASIA 475 with a newly created course code HIST 475 will allow students interested in pursuing the history of Punjabi Canada to more easily locate the course in the calendar. The course, with its focus on Punjabi Canadian Studies, will also add a topical focus that is not now represented in Departmental offerings. HIST 475 course content will cover the same calendar entry, course learning outcomes, and syllabus as the existing ASIA 475. We have attached a syllabus for the previously approved ASIA 475 course as required by the Senate office. A signed consultation from the Department of Asian Studies accompanies this

	<p>proposal, along with a signed budget impact form from the Department of History.</p> <p><i>Note: This Category 1 proposal is linked to a corresponding Category 2 proposal for ASIA 475 to include "Equivalency: HIST 475." The two should be processed together.</i></p>
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SOCI – Department of Sociology*SOCI 270 (3) Sociology of Creativity*

<p>Category: 1 Faculty: Arts Department: Sociology Faculty Approval Date: Oct. 25, 2020 Effective Session (W or S): W Effective Academic Year: 2021</p>	<p>Date: Aug 14, 2020 Contact Person: Silvia Bartolic for Carrie Yodanis Phone: 604-827-0684 Email: bartolic@mail.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SOCI 270 (3) Sociology of Creativity</p> <p>The application of sociological concepts to the examination of creative processes.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=SOCI</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: There are a number of benefits that come from the introduction of this course. For the Sociology Department, this course will fill a gap in an important teaching area, the Sociology of Creativity. This is an important and emerging area of theory and research within sociology. This course will add a needed 200-level course to our course offerings. For students, this course is both interesting and will be useful for their employment and success upon graduation.</p> <p>We anticipate high levels of interest for this class as there are no other courses devoted entirely to this topic currently available to Arts students. Sauder School of Business has a creativity course (COMM 389) targeted toward business students, which</p>

	<p>gained much attention and interest among students. COMM 389, however, is not available or applicable to many students in Arts given its restriction to the topic of business and enrollment limited to commerce students. UBC-O has a course on the Psychology of Creativity (PSYO 317) but there is still a need for UBC-Vancouver to offer a course on creativity from a social science perspective. The University of Toronto has a course in the sociology of creativity, although at the 400-level. A 200-level course will reach students earlier in their academic studies and students throughout Arts and the university.</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: 1

<p>Faculty: Education Department: Educational Studies Faculty Approval Date: Sep 22, 2020 Effective Session (W or S): S Effective Academic Year: 2021</p>	<p>Date: March 10, 2020 Contact Person: Deirdre Kelly Phone: 2-3952 Email: deirdre.kelly@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EDST 529 (3) Qualitative Research Interviewing <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Prerequisites: EDUC 500</i></p>	<p>URL: None at present- new course</p> <p>Present Calendar Entry: None at present- new course</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>Syllabus for new course (attached).</p> <p>This course has been taught several times as a Special Topics (508), and the purpose of this proposal is to regularize it.</p> <p>Specifically: We have taught a version of Qualitative Research Interviewing as an EDST 508 and CCFI 508 course in the recent past (e.g., in 2014, 2016, 2018), and it was well received, enrolling students from across the Faculty of Education and beyond. There is an academic need for research methods courses that have cross-department appeal, and many students in EDST and beyond plan to use interviewing as their sole method or as a key method in their thesis or dissertation research.</p> <p style="text-align: center;">Not available for Cr/D/F grading (undergraduate courses only)</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>Rationale for not being available for</p>



Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

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



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Education Department: Educational Studies Faculty Approval Date: Sep 22, 2020 Effective Session (W or S): S Effective Academic Year: 2021</p>	<p>Date: October 26, 2020 (revised) Contact Person: Jude Walker Phone: 2-3952 Email: deirdre.kelly@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>EDST 604 (3) Advanced Seminar in Researching Educational Practice & Policy <i>This course is not eligible for Credit/D/Fail grading.</i></p>	<p>URL: None at present- new course</p> <p>Present Calendar Entry: None at present- new course</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>Syllabus for the new course the last time it was offered as EDST 508B (attached).</p> <p>Historically, the Department of Educational 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 & 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: center;">Not available for Cr/D/F grading (undergraduate courses only)</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>Rationale for not being available for Cr/D/F: 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.)



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Medicine Department: Obstetrics and Gynaecology Faculty Approval Date: Sep 15, 2020 Effective Session (W or S): W Effective Academic Year: 2020 - 2021	Date: Contact Person: Dr. Gillian Hanley Phone: 778-888-5822 Email: Gillian.hanley@vch.ca
Proposed Calendar Entry: OBST 511 (3) Women's Mental Health across their Lifecycle	URL: N/A Present Calendar Entry: N/A Type of Action: Create new course. Rationale for Proposed Change: <p>Sex and gender are both critical determinants of mental health. Gender plays an important role in the power and control that men and women have over their social position, status and treatment in society and their exposure to specific mental health risks. Sex and gender differences occur in the rates of common mental disorders including depression, anxiety and somatic complaints.</p> <p>Depression is twice as common in women than men and may be more persistent in women. Women are also more likely to suffer from three or more comorbid disorders and thus suffer from significantly more disability associated with mental illness. There are also gender biases in treatment. Doctors are more likely to diagnose depression in women, and women are more likely to be prescribed psychotropic medicines.</p> <p>Finally, there are particular times in a women's life when women are at greatest risk for mental illness. The postpartum period is a high-risk time for anxiety and psychosis. The perinatal period is an</p>



important time to optimize mental health, as poor mental health has been shown to negatively affect the developing child and the entire family. Mental health also affects sexual desire and can suffer around menopause.

Most current OBST courses are focused on maternal-fetal issues in pregnancy, with a relative lack of learning opportunities in women's health. There are many graduate students interested in research on women's mental health and faculty with research expertise in this area.

☐ **Pass/Fail or** ☐ **Honours/Pass/Fail grading**

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



UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Pharmaceutical Sciences Department: Faculty Approval Date: Jan 24, 2020 Effective Session (W or S): W Effective Academic Year: 2020-21	Date: June 4, 2020 Contact Person: Wendy Ma Phone: 2-2740 Email: wendy.ma@ubc.ca
Proposed Calendar Entry: PHAR 522 (1) Basic Theory and Practice of Liquid Chromatography – Mass Spectrometry and NMR in Pharmaceutical Research Fundamental and practical knowledge and skills to run liquid chromatography tandem mass spectrometry and nuclear magnetic resonance analysis.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=PHAR Present Calendar Entry: N/A Type of Action: Create new course Rationale for Proposed Change: As part of the renewal of the graduate program in our Faculty, we are launching a number of courses relevant to our graduate (PhD & MSc) students to improve the program experience for our research trainees. Liquid Chromatography (LC)/Mass Spectrometry (MS)/MS and NMR analysis are crucial tools utilized in the discovery and development of drugs. Therefore, fundamental knowledge and practical skills required to run LC/MS/MS and NMR analysis is beneficial to those working in drug research. This course would greatly benefit graduate students working in drug research. <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. <input type="checkbox"/> 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.)
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To: Senate

From: Senate Nominating Committee

Re: Reviews of Senate Operations

Date: 3 December 2020

The Senate Nominating Committee has considered the recommendation of the previous Senate that “the Senate support in principle that a review or reviews of the operations of the Vancouver Senate be arranged for the 2020-2023 triennium, with such terms of reference and other details to be recommended by the Senate Nominating Committee, after consultation with the Secretary, to the 2020-2023 Senate no later than October 2020.” To address this charge, the Nominating Committee struck a small working group, and has accepted that group’s recommendation that the best way to address the sometimes disparate issues raised in the previous triennium would be two separate reviews. The first would be an external review similar to those mandated by Senate for academic administrative units, and the second a more in-depth consideration by an ad hoc committee of the particular challenges and issues raised over the past triennium regarding the operation of the Senate’s quasi-judicial tribunals, namely the Admissions Committee, the Committee on Appeals on Academic Standing, and the Committee on Student Appeals on Academic Discipline. Details of each proposal are as set out below. The Senate Nominating Committee is pleased to recommend as follows:

That Senate approve the and direct the Nominating Committee to organize an External Review of the Vancouver Senate under the criteria set out below in Part A; and

That Senate approve the establishment of an Ad Hoc Committee to Review Student Appeals Procedures and Structures under the criteria set out below in Part B, with such membership and specific terms of reference to be set by Senate on the recommendation of the Nominating Committee.

A. Review of the Vancouver Senate

The operations of the Vancouver Senate have not undergone a thorough review for many years. The last comprehensive review was initiated in 2004 by an ad hoc committee of Senate with the mandate to “review all aspects of the Senate of the University of British Columbia, including the organization, functioning, and deliberations of Senate, consistent with the requirements of the University Act, and to make recommendations relating to the activities and responsibilities of Senate.” Concurrently, there was an ad hoc Committee to Consider the Council of Senates. The Senate review report was presented in 2005

(https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/va_minutes_november2005.pdf). Some of its recommendations were implemented; for example, the requirement that the Nominating



Committee review the composition and functioning of all standing committees each triennium. Others, including one that would require a change to the University Act, i.e., that Senate elect its chair, were not subsequently acted on.

UBC has changed in many ways since 2005. The key question is if the composition of Senate and the way it functions meet current needs of a body that was established to be a key component of the governance of UBC? While many capable and dedicated members of the community step up to serve on Senate, it is often the case that filling the mandated seats requires repeated calls for nominations from some of the constituencies. Some senators find that the work they do to improve UBC does not result in sustained change. Many non-senators have difficulty identifying ways in which Senate affects their academic lives. The lack of wide engagement may reflect the perception – shared by many who have served on Senate – that Senate is not fulfilling its potential. Factors limiting the potential of Senate in this regard may include aspects of its internal committee structure, scheduling, rules and procedures; the lack of clear mechanisms for ensuring the implementation of Senate’s decisions and assessing their effectiveness; the level of resourcing provided to the Senate Office to support the work of Senate and its committees and working groups; and the sometimes last-minute or perfunctory consultation on matters of mutual jurisdiction accorded Senate by the Board of Governors and senior administration. If those are not sufficient reasons to embark on a review, then consider the rapidly evolving UBC environment in which issues of equity, diversity and inclusion must be given greater consideration than has traditionally been the case for Senate.

Accordingly, the Nominating Committee proposes an external review of the Vancouver Senate to address the following overarching question: Are the organization, policies, procedures and resources of the UBC Vancouver Senate appropriate to enable it to fulfil its legislated responsibilities and be an effective part of UBC’s overall governance?

To carry out the review, the Committee recommends engaging three academics external to UBC with experience and expertise in area of governance in academic settings. The reviewers will be asked to assess:

- The internal organization of the Senate, including its committee structure, and the workloads and meeting schedules of committees; orientation for new senators and the selection, training and mentoring of committee leaders; and the rules and procedures of Senate;
- Senate membership (keeping in mind the limitations and requirements of the University Act), specifically including how Senate can address issues of equity, diversity, and inclusion in its membership, deliberations and decisions;
- Engagement with Senate affairs of the various estates that form the Senate’s membership (i.e., faculty, students, administrators, members of the convocation, and others);
- Senate resourcing and staffing;



- The involvement of Senate in strategic planning at the university level, including the working relationships of Senate to the Board of Governors and the senior administration;
- Implementation of Senate decisions and the measurement of their effectiveness in advancing the University's strategic goals.

To prepare for the review, a self-study document will have to be prepared with the help of the Senate Office. Input to the materials will be solicited from current and past senators (including student, convocation and faculty senators; deans; and senior administrators including the President, Enrolment Services, VP Students, associate deans and academic advising units (important interfaces between Senate decisions and students, AMS, GSS, interested faculty, Equity & Inclusion, Ombudsperson for Students, University Counsel, and Board of Governors. The Nominating Committee will coordinate the process of preparing the self-study document, with the Chair (and one other member) taking the lead.

The review itself will include a site visit – either virtual or in person - spanning the equivalent of two to three days with sessions for the reviewers to hear from various UBC Vancouver constituencies, including students and others in the list above and any other members of the community the reviewers suggest. The review should be concluded no later than October of 2022 with the report being submitted to Senate no later than December 2022.

B. Review of Appeals Procedures and Structures

The Nominating Committee recommends a separate review of the operations of the standing committees that hear student appeals (presently, three: Student Appeals on Academic Discipline, Appeals on Academic Standing, and Admissions. The reasons for separating this topic from the others that were included in the recent Triennial Review Report is the need for reviewers with different expertise for the two areas. We recommend, however, that before a decision is made on the need for an external review, an ad hoc internal review committee be established with the mandate to review all aspects of the policies and procedures for appeals of academic discipline, academic standing, and admissions. A number of suggestions for change have accumulated in recent years, from students, faculty and others with experience on appeals committees and from the Senate Office. Some of these have found action, others have not. There is also a willingness among senators currently serving on the committees to make changes in procedures, communications and other aspects of the operations of the committees. with the aim of identifying ways to ensure that student appellants are appropriately informed through an appeal; that appeal procedures before, during and after a hearing are fair; and that support for the wellbeing of appellants and committee members hearing appeals is available.



We suggest an ad hoc review committee of three UBC members, each with experience and expertise in administrative justice, specifically:

- 1 student senator
- 1 faculty senator
- 1 former chair of one of the appeals committees

The review committee will consult at least the following groups (and others at their discretion):

- Members of the Senate Committees on Admissions, Appeals of Academic Standing, and Appeals of Academic Discipline
- the Student Senate Caucus
- Associate Deans who make decisions on academic standing and discipline and decide appeals of admission at the faculty level
- Faculty members with expertise in administrative law as specified by the ad-hoc committee
- The Ombudsperson for Students
- The AVP Equity
- University Counsel and the President's Advisory Committee on Student Discipline

The Senate Office will provide administrative support.

The review should be concluded by April of 2021 with a report to Senate by May 2021.

To: Senate

From: Senate Teaching and Learning Committee

Re: Course withdrawal dates and academic concessions; Remote exam invigilation

Date: 9 December 2020

In May 2020, senate passed a motion that directed the Senate Teaching and Learning Committee to report back to senate by the end of the first term of winter session. To this end, the senate teaching and learning committee has reviewed the motion in full, reviewed the annual report of the previous committee, and prioritized our discussions in two areas which we, as a committee, view as actionable areas.

First, we have consulted with the Faculties to gather additional information and more context about ways in which the Faculties have supported students in flexible and compassionate manners during the winter term. A request was sent to all Faculties, the Provost's office, and to student groups to provide us additional information on:

- the consideration of making any changes to add/drop deadlines or course withdrawal dates and an understanding of the impacts of making any changes to these dates;
- how the academic concessions policy is being interpreted in flexible and compassionate ways during the pandemic (as appropriate, we asked the Faculties to include a few representative examples of cases where students required flexibility, how they were accommodated and/or what would have supported/helped them).

This report was discussed at the December 9th meeting where it was decided that additional time was needed to consider the information and that a draft motion about course withdrawal deadlines in Term 2 would be brought back to committees for consideration in January.

Secondly, the senate teaching and learning committee has discussed various aspects of remote invigilation including the scope of different types of invigilation approaches for remote exams and best practices. Follow-up discussions and presentations to our committee focused on topics ranging from concerns about the use of Proctorio, privacy and equity concerns, concerns about surveillance, appropriate use cases (such as for accreditation purposes), and determining appropriate settings. The senate teaching and learning committee encourages all senators to review these Guiding Principles for Remote Invigilation, which were developed by a group of students, faculty and staff in the summer of 2020: <https://ctlt-act-2020.sites.olt.ubc.ca/files/2020/09/Principles-for-Remote-Invigilation-20201030.pdf>.

Recognizing the need for wide-consultation, the Senate Teaching and Learning Committee is working on draft language for any specific recommendations about the appropriate use of remote tools that involve automated proctoring and recording. This draft language will be sent out for consultation early in the New Year, and the Committee will consider feedback and any possible revisions before bringing a recommendation forward.



16 December 2020

To: Vancouver Senate

From: Senate Tributes Committee

Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

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

Respectfully submitted,

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

Name	Rank	Faculty	Emeritus Title
Scoble, Malcolm	Professor	Faculty of Applied Science	Professor Emeritus of Mining & Engineering
Van Zyl, Dirk Jacobus A	Professor	Faculty of Applied Science	Professor Emeritus of Mining & Engineering
Veiga, Marcello	Professor	Faculty of Applied Science	Professor Emeritus of Mining & Engineering
McKellin, William	Assistant Professor	Faculty of Arts	Assistant Professor Emeritus of Anthropology
Zeigler, Barbara	Professor	Faculty of Arts	Professor Emeritus of Art History, Visual Art & Theory
Curat, Herve	Professor	Faculty of Arts	Professor Emeritus of French, Hispanic & Italian Studies
Guppy, Neil L	Professor	Faculty of Arts	Professor Emeritus of Sociology
Sweet, David	Professor	Faculty of Dentistry	Professor Emeritus of Oral Biological & Medical Sciences
Meyer, Karen	Associate Professor	Faculty of Education	Assoc Professor Emeritus of Curriculum & Pedagogy
Mirenda, Pat	Professor	Faculty of Education	Professor Emeritus of Education and Counseling Psychology, and Special Education
Mager, Dixie	Professor	Faculty of Medicine	Professor Emeritus of Medical Genetics
Schellenberg, R Robert	Professor	Faculty of Medicine	Professor Emeritus of Allergy and Immunology
Roberge, Michel	Professor	Faculty of Medicine	Professor Emeritus of Biochemistry & Molecular Biology
Miller, Diane	Associate Professor	Faculty of Medicine	Associate Professor Emeritus of Obstetrics & Gynaecology
Sadownick, Leslie	Associate Professor	Faculty of Medicine	Associate Professor Emeritus of Obstetrics & Gynaecology
Duncan, Clive P	Professor	Faculty of Medicine	Professor Emeritus of Orthopaedics
McCormack, Robert	Professor	Faculty of Medicine	Professor Emeritus of Orthopaedics
O'Kusky, John R		Faculty of Medicine	Associate Professor Emeritus of Pathology

	Associate Professor		
Fradet, Guy	Associate Professor	Faculty of Medicine	Associate Professor Emeritus of Surgery
Nasir, Jetha	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Pediatrics
Turner, Laurence	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Surgery
Wu, John	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Pediatrics
Brown, Kenneth	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Orthopaedics
Beauchamp, Richard	Clinical Associate Professor	Faculty of Medicine	Clinical Associate Professor Emeritus of Emergency Medicine
Schubert, Harold	Clinical Professor	Faculty of Medicine	Clinical Professor Emeritus of Orthopedics
James, Peter	Administrative Librarian	VP Academic & Provost	Administrative Librarian Emeritus
Wilkins, Sandra Lee	Administrative Librarian	VP Academic & Provost	Administrative Librarian Emeritus



Date: December 7, 2020

To: UBC Vancouver Senate

From: Andrew Szeri, Provost and Vice President, Academic (UBC Vancouver)

Re: **University Killam Professor**

EXECUTIVE SUMMARY:

In accordance with [Policy LR6](#), the designation “University Killam Professor” is conferred by the Board of Governors on the recommendation of the President to recognize exceptional members of faculty who are extraordinary teachers and researchers, who are leaders in their academic fields, and who have received national and international recognition and prestige as a result of these characteristics.

On December 3, 2020, the Board of Governors approved to confer this award on the following six outstanding faculty members effective January 1, 2021.

1. **Janice Eng**, Department of Physical Therapy, Faculty of Medicine. Dr. Eng is the Canada Research Chair (Tier 1) in Neurological Rehabilitation. She is a world leader in stroke recovery research from basic neurobiology to novel clinical interventions and treatments. She holds numerous awards including a Canadian Institutes of Health Research Foundation Grant, an award for Excellence in Mentoring Early Career Faculty, a Killam Research Prize, and is a Fellow of the Canadian Academy of Health Sciences.
2. **Tina Loo**, Department of History, Faculty of Arts. Dr. Loo is a leading Canadian environmental historical scholar. Her three award winning monographs explore the social and legal history between First Nations and the European colonizers; the relationship between the Canadian state and its human and animal inhabitants; and most recently, the interactions of the state with its various citizens. She is a Fellow of the Royal Society of Canada, and is recognized for her outstanding and innovative teaching techniques.
3. **Bonny Norton**, Department of Language & Literacy Education, Faculty of Education. Dr. Norton’s research both identifies challenges to language learning and teaching, and addresses global disparities in language and literacy education. She led a UBC team that has harnessed the scalability of digital technology, and the mass distribution potential of



open licencing, to provide free online reading materials for children and youth, in multiple languages. Dr. Norton is a Fellow of the Royal Society of Canada, a Distinguished University Scholar, a Peter Wall Distinguished Scholar, and has won awards for UBC Great Supervisor and Killam Research and Teaching Prizes.

4. **Dolph Schluter**, Department of Zoology, Faculty of Science. Dr. Schluter is the world's foremost authority on ecology and divergence of new species. His seminal research spans a broad range of topics including speciation, natural selection, adaptation to new environments, species diversity and phylogeny. His research methods have become standard tools in the field. He is a Fellow in the Royal Society of London, a Fellow in the Royal Society of Canada, and has won the Guggenheim Fellowship and UBC Killam Research and Mentoring awards.
5. **Rashid Sumaila**, Institute for the Oceans and Fisheries, Faculty of Science. Dr. Sumaila is a Canada Research Chair (Tier I) in Interdisciplinary Ocean and Fisheries Economics. He specializes in bio-economics, marine ecosystem evaluation, and the analysis of global issues such as fisheries subsidies, illegal, unreported and unregulated fishing, and the economics of high and deep seas fisheries. His work has resulted in improved policies for the well-being and sustainability of coastal communities and ecosystems. Dr. Sumaila is a Fellow of the Royal Society of Canada, a Distinguished University Scholar, and has won the Volvo Environment Prize, UBC Killam Research Prize, and the UBC President's Award for Public Education through Media.
6. **Dominique Weis**, Department of Earth, Ocean and Atmospheric Sciences, Faculty of Science. Dr. Weis is a Canada Research Chair (Tier I) in the Geochemistry of the Earth's mantle. She is a world leader in the application of trace elements and radiogenic isotopes analysis. Her geochemical expertise has enabled new research into Earth systems such as mantle plumes and volcanism. Recently she has expanded her research into health/epidemiology, local pollution/food security, and archeology by analyzing biological materials from salmon tissues and honey to ancient teeth and bones in archeological sites. Dr. Weis is a Fellow of the Royal Society of Canada; and has won several supervising, teaching and mentorship awards.

With these six designations, there will now be fourteen University Killam Professors on faculty at UBC. This is in addition to thirteen awards to Professors Emeritus, and University Killam Professors who have since passed away.



To: Senate
From: Kate Ross, Registrar
Re: Confirmation of Email Approval of Matters between Meetings
Date: 4 December 2020

Senate Rule 24 permits the Senate to approve matters via email between meetings on the proposal of the Senate Agenda Committee. As per Section C of that rule, “A matter sent out via email is approved if no more than 1/3rd of the total voting membership of the Senate send objections to the Secretary within 72 hours of the email being sent.”

This is to confirm that has at least one-third of Senators did not advise that they did not approve of the following matters distributed via email for consent, they are resolved as approved as of the dates listed:

That Senate suspend Sections 4 and 8 of Policy V-125 for Term 2 of the 2020 Winter Session so as to allow changes to start date of term and the examination schedule and to allow faculties to vary from those dates as set out below; and

Except where the Dean of the responsible Faculty determines that the current start date of 4 January 2021 for a course or other activity must be used to comply with accreditation or other sound academic requirements (including arrangements with third parties), the proposed dates below be set as the term dates for Term 2 of the 2020 Winter Session:

Term 2

(January – April, 2021)

Start: Monday, January 11

Midterm Break: February 15 – 19

Finish: Wednesday, April 14

Teaching Days: 61

Exams Start: Sunday, April 18

Exams Finish: Tuesday, April 29

(Approved 4 December 2020)

That Senate directs the Faculties to normally grant formal withdrawal (W) standing upon the request of a student for a course or courses taken in Term 1 of the 2020 Winter Session, provided such a request is made on or before 4 December 2020.

(Approved, 3 December 2020).