



Vancouver Senate

THE THIRD REGULAR MEETING OF THE VANCOUVER SENATE
FOR THE 2021/2022 ACADEMIC YEAR

WEDNESDAY, 17 NOVEMBER 2021

6:00 P.M.

VIA ZOOM

1. Call to Order and Territorial Acknowledgement – Dr Santa J. Ono (information)
2. Senate Membership – Dr Kathleen Ross (information)
New Members:
Prof. Ngai Pindell, Dean, Peter A. Allard School of Law, to replace Dean *Pro Tem*.
Janine Benedet.
Dr Veta Chitnev, Lecturer, Faculty of Arts, Elected by the Joint Faculties until 31 August 2023 and thereafter until replaced.
3. Minutes of the Meeting of 20 October 2021 – Dr Santa J. Ono (approval) (docket pages 3-27)
4. Business Arising from the Minutes – Dr Santa J. Ono (information)
5. Tributes Committee – Dr John H. V. Gilbert
Memorial Minutes for Drs David F. Hardwick, Donald M. Lyster, and David L.I. Williams (approval) (docket pages 28-33)
6. Remarks from the Chair and Related Questions – Dr Santa. J. Ono (information)
7. Candidates for Degrees – Dr Santa J. Ono
The list as approved by the faculties is available for advance inspection at the Senate Office, and will also be available at the meeting.
The Chair of Senate calls for the following motion:
That the candidates for degrees and diplomas as recommended by the faculties be granted the degree or diplomas for which they were recommended, effective November 2021, 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. (approval) (2/3 majority required).



8. Academic Policy Committee – Dr Kin Lo

COVID-19 Health and Safety Regulation (approval) (docket pages 34-40)

9. Admissions Committee – Prof. Carol Jaeger

- a) Grade 12 Literacy Assessment Requirement (approval) (docket pages 41, 42-48)
- b) Optional Use of SAT/ACT Scores for Admission from American Secondary School Curriculum (approval) (docket pages 41, 49-56)
- c) Master of Occupational Therapy Distributed Program (approval) (docket pages 42, 57-60)

10. Agenda Committee – Julia Burnham

Senate Meetings from January Onwards (approval) (docket pages 61-62)

11. Awards Committee – Dr Sally Thorne

New and Revised Awards (approval) (docket page 63-71)

12. Curriculum Committee – Dr Claudia Krebs

Curriculum Proposals from the Faculties of Arts, Education, and Graduate Studies (approval) (docket page 72-149)

13. Research & Scholarship Committee – Dr Guy Faulkner

Committee Report to Senate on the *Response to 2020 PWIAS External Review by the PWIAS Interim Director and the Board of Trustees* (approval) (docket pages 150-209)

14. Report from the University Librarian – Dr Susan Parker

Annual Report (information) (docket pages 210-229)

15. Report from the Registrar – Dr Kathleen Ross

2021 Vancouver Senate By-Election Results (information) (docket page 230)

16. Other Business

VANCOUVER SENATE

MINUTES OF 20 OCTOBER 2021

DRAFT

Attendance

Present: S. Ono (Chair), K. Ross (Secretary), A. Szeri, S. Parker, S. Bates, J. Olson, G. Averill, M. MacDougall, J. Hare, S. Porter, M. Coughtrie, D. Kelleher, J. Benedet, R. Helsley, R. Yada, S. Gopalakrishnan, K. Lo, N. Ford, R. Boushel, J. Dierkes, A. Pratap-Singh, J. J. Stewart, S. Matsui, M. Kuus, K. Smith, S. Forwell, J. Fox, M. MacPhee, C. Krebs, A. Collier, P. Choi, C. Marshall, C. Menzies, H. von Bergmann, S. Grayston, A. Ivanov, I. Price, C. Jaeger, S. Pelech, S. Thorne, S. Singh, J. G. Stewart, F. Andrew, G. Faulkner, J. Gilbert, P. Harrison, R. Spencer, M. Tan, B. Fischer, H. Leong, M. Stewart, G. Tsiakos, M. Higgins, L. Shpeller, E. Cantiller, Schumacher, L. White, A. Sandhu, S. Cooper, D. Born, K. Yu, D. Agosti-Moro, E. Bhangu, S. Mehta, G. Yee, J. Burnham, K. Khosla, S. Kandola,

Regrets: S. Point, M. Aronson, R. Kozak, J. Bulkan, H. Zerriffi, A. Fischer, A. Scott, P. Engezos, A. Greig, L. Stothers, Leong, M. Stewart, A. Zhao, A. Dulay, L. Burr, A. Uzama, R. Topping, J. Greenman, C. Godwin, L. Wang, D. Goyal, X. Jiang

Clerk: C. Eaton

Call to Order

The Chair of Senate, Professor Santa J. Ono, called the second regular meeting of the Senate for the 2021/2022 academic year to order at 6:06 pm.

Senate Membership

NEW MEMBER

The Registrar, Dr Kathleen Ross announced that Shatiraj Kandola had been elected as a student from the Faculty of Education until 30 September 2022 and thereafter until replaced.

Minutes of the Previous Meetings

Laia Shpeller
Claudia Krebs

}

That the Minutes of 14 April 2021 be adopted as amended:

Amendments:

Senators Harrison, Averill, Gopalakrishnan and Helsley were presented.

Senators Marshall remarks are to be clarified to be about symptomatic COVID testing.

Pelech remarks on the Tribute's Committee report amended to strike "understand" and replace with "find" and to add "and animals" after "environment". .

Correction to a spelling of Senator Pratap-Singh's name.

Approved

Business Arising

Senator Marshall asked if any progress had been made on locating a systematic testing site on campus, noting the distance to the Vancouver Coastal Health sites in the City of Vancouver.

The President said that he could not provide a more recent update but that Vice-Provost Pam Ratner may be able to advise.

Tributes Committee

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

MEMORIAL MINUTE FOR DR JOHN R. GRACE

Dr. John Grace was born and raised in London, and after attending Ridley College, earned an Engineering degree at the University of Western Ontario, finishing first in his class. He completed his doctoral program in Chemical Engineering at Cambridge University in 1968, and joined McGill University shortly thereafter as a faculty member in the Chemical Engineering Department. In 1979 he joined UBC as Head of the Department of Chemical and Biological Engineering (then known as Chemical Engineering). At UBC, Professor Grace was instrumental in procuring a Pulp and Paper building and initiating the Michael Smith Laboratories.

As Dean of the Faculty of Graduate Studies, he oversaw the planning of two graduate colleges (Green and St. John's Colleges) and new interdisciplinary units, including the Fisheries Centre, Centre for Women's Studies and

Gender Relations, Occupational Hygiene Program, Sustainable Development Research Institute and Centre for Applied Ethics, and centres within the Institute of Asian Research. Professor Grace's career in research has resulted in over 700 publications, amassing nearly 40,000 citations to date.

Dr. Grace served as President of the Canadian Society for Chemical Engineering, Chair of the Chemical Institute of Canada, member of the Canadian Engineering Accreditation Board, editor of the journal Chemical Engineering Science, Council member of the Natural Sciences and Engineering Research Council of Canada, member of the Advisory Board on Energy Science and Technology for Natural Resources Canada, and Director of the Division of Applied Sciences of the Royal Society of Canada.

Dr. Grace was a world-leading expert in fluidization, capture of CO₂ and reactor design, and contributed substantially to the development of cleaner technologies for industrial processes and energy production. In recognition of his excellence in teaching, mentoring and research, Dr. Grace received numerous awards in his lifetime. For his outstanding mentorship of over 160 graduate students and postdoctoral fellows, he was awarded the UBC Killam Award for Excellence in Mentoring in 2010. Dr. Grace was also invested as an Officer of the Order of Canada in 2014 for his contributions as a chemical engineer, most notably for new ways to produce energy with a smaller environmental footprint.

Dr. Grace was a fierce advocate for and supporter of graduate students and postdoctoral fellows, and his support continues through the John Grace Graduate Scholarship in Chemical and Biological Engineering. The award has been endowed in his honor, for graduate students in Chemical and Biological Engineering who demonstrate academic excellence and potential for service to society by performing research on energy, the environment, and/or multi-phase systems.

His accomplishments are too numerous to name. He was an extraordinary scholar and administrator, and was widely seen by his colleagues and friends as an exceptionally decent man, with enormous integrity. He will be greatly missed.

John Gilbert
Anubhav Prapap-Singh

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That Senate approve the Memorial Minute for Dr. John R. Grace, that it be entered into the Minutes of Senate, and that copies be sent to the family of the deceased.

Approved

Remarks from the Chair

Dr. Ono announced that almost two months into the Fall term, things are going very well with regard to COVID-19. As of October 19, over 95% of students, faculty and staff have declared their vaccination status. Of those who have declared, 96% have declared they are fully vaccinated and a further 2% are partially vaccinated and 1.21% have chosen not to disclose their status. Targeted messages were sent on September 27th, September 28th, October 4th and October 6th to those who had not completed their declaration, had not provided proof of vaccination or hadn't registered for rapid testing.

The President advised that those who have declared they are not vaccinated or chose not to disclose their status, have received targeted messages to schedule their rapid testing appointments. A message was sent a week ago to those faculty and staff who had not uploaded proof of vaccination indicating that continued non-compliance will lead to progressive discipline. A message was also sent to those students who had not completed their declaration or uploaded proof of vaccination, indicating that continued non-compliance will result in significant consequences. Those who have submitted incorrect or fraudulent documentation will be contacted directly with a letter of expectation. As part of this process, audits of proof of vaccination uploaded into the system will be done.

Dr Ono said that because UBC is doing so well with regard to COVID-19, Fall 2021 graduation ceremonies at the Vancouver campus will be held in person. The safety of all graduates, guests, and the UBC community is of utmost importance, and ceremonies will be planned according to Public Health Orders and guidelines. The hope is to learn from this experience and that the much larger May/June graduation ceremonies at Vancouver and the Okanagan benefit from this November's events.

The President next provided an update on the recent national forum on anti-Asian racism, hosted by UBC. The Forum, which involved 126 panelists and more than 2,100 participants from across Canada, was held in June amidst a surge in anti-Asian racism and violence.

The Forum report has now been released, and Dr Ono highlighted some of the main findings:

- The intersecting impacts of settler colonialism, systemic racism and white supremacy are found in all sectors of Canadian society.
- Current anti-racism activism is missing cross-sectional representation, leading to a simplified narrative and lack of culturally responsive solutions.
- There is a need for capacity building in order to take action and maintain long-term sustainable changes.
- There are possibilities to harness the energy and bold visions of students and young people to co-create a different future.

Dr Ono announced that UBC would be signing the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education next month. The Charter's four principles of Black flourishing, inclusive excellence, mutuality, and accountability will guide UBC as we develop our own action plan to redress anti-Black racism.

Dr Ono acknowledged the support of the Black Caucus in endorsing the Charter. Dr Ono concluded by saying that it is his hope that UBC can work to model a different kind of community – one where we embrace difference and work to build each other up while enacting values of dignity, mutual respect, and justice.

Finally, the President provided an update on that UBC's delegation of eight to the 26th United Nations Climate Change Conference of the Parties (COP26) in Glasgow this November. By attending as official observers, UBC delegates deepen their understanding of how global climate negotiations work, which will benefit their research and programs. The delegates will also share UBC's exemplary work on the climate emergency with this global gathering and share their experiences with the wider UBC community when they return.

Dr Ono shared that he will also be participating indirectly in COP26, as he will be participating remotely in a presidents' panel at the Times Higher Education Climate Impact Forum next week. He concluded his remarks by saying that as one of the world's leading universities on sustainability, UBC is responding to the unprecedented challenges of a changing planet.

Senator Menzies asked if termination would be a possibility for faculty or staff who did not comply with COVID-19 safety rules, suggesting that this would be an overreach given how high vaccination rates were, and how low reports of COVID-19 inflection was presently compared to other regions in BC such as the North East.

Dr Ono said that this was yet to be determined. There is an expectation in our community that we take our commitments seriously.

Dr Menzies said that it would be inappropriate for a faculty or staff member to lose their employment when there are more humane approaches available.

The President said that he agreed that our numbers were very good and this needed to be kept in consideration.

Academic Policy Committee

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

CLASSICAL, NEAR EASTERN AND RELIGIOUS STUDIES DEPARTMENT NAME CHANGE

Kin Lo	}	<i>That Senate approves and recommends to the Board of Governors changing the name of the Department of Classical, Near Eastern and Religious Studies to the Department of Ancient Mediterranean and Near Eastern Studies</i>
Christopher Marshall		

Dr Lo advised that this proposal had been in the works for a number of years and had very broad consultation within the department.

Approved

GLOBAL REPORTING PROGRAM CONSORTIUM AGREEMENT

Kin Lo	}	<i>That Senate approves the Global Reporting Program Consortium Agreement</i>
Gage Averill		

Dr Lo noted that this was a template agreement to formalize informal relationships with institutions UBC worked with on the consortium.

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	}	<i>That Senate accept the awards as listed, that they be forwarded to the Board of Governors for</i>
Claudia Krebs		

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

Approved

Admissions and Curriculum Committee

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

MASTER OF PHARMACY LEADERSHIP

Claudia Krebs	}	<i>That the new Master of Pharmacy Leadership degree program and related new courses brought forward by the Faculty of Graduate and Postdoctoral Studies (Pharmaceutical Sciences) be approved.</i>
Ingrid Price		

Dr Krebs thanked the Faculty for the inclusion of information on where the program focused on indigenous issues.

Approved

DOCTOR OF PHILOSOPHY IN GENETIC AND GENOMIC COUNSELLING

Claudia Krebs	}	<i>That the new Doctor of Philosophy in Genetic and Genomic Counselling degree program and related new course brought forward by the Faculty of Graduate and Postdoctoral Studies (Medicine) be approved.</i>
Peter Choi		

Approved

Curriculum Committee

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

OCTOBER CURRICULUM PROPOSALS

See Appendix B: Curriculum Report

Claudia Krebs	}	<i>That the new courses brought forward by the Faculties of Graduate and Postdoctoral Studies (Education) and Forestry be approved</i>
HsingChi Von Bergmann		

Approved

Teaching and Learning Committee

Dr Joanna Fox introduced presenters.

STUDENT EXPERIENCE OF INSTRUCTION 2020W REPORT TO SENATE

Senator Bates introduced the report distributed in the Senate materials. He noted that this was an annual report to Senate and covered the 2020 Winter Session, where a vast majority of UBC instruction occurred online due to the COVID-19 pandemic.

Dr Bates said that we had a challenge with low response rates, especially for courses with fewer than 50 students. We would have to work to communicate the value of these evaluations and how they are used formatively and summatively at UBC. His office was partnering with the AMS to help urge student participation.

With respect to the quantitative results, 2020 Winter was the same or better than recent prior years, which Dr Bates described as remarkable given the hardships and challenges faced by our sudden shifts in modes of instruction. He said that both students and instructors showed tremendous resilience.

Senator Menzies questions on the role of this survey on promotion and tenure and how we are addressing issues of bias, given the wide literature indicating the discriminatory nature of such surveys against indigenous black and other people of colour. He also noted the leading nature of several questions. He said that this was a customer satisfaction survey and didn't objectively measure teaching and while the new day did somewhat address this, changing the name didn't address the equity concerns.

Senator Bates said that they had looked at the Working Group on Student Evaluations of Teaching did an extensive study of the literature and we were committed to analysis of our own data to address any bias. He further noted that he equity data on faculty was a

challenge at the moment and we hope that the employment equity survey being presently conducted would help with this.

Senator Pelech noted general trend as we go to senior years with higher scores

Senator Bates said yes, it is typical.

Senator Gopalkrishnan asked if we could integrate peer evaluation into this process. He asked if broader reporting could be arranged.

Senator Bhangu commented on Student Experience of Instruction being different than customer satisfaction surveys. She said that there were filtration processes to separate bias from holistic and constructive feedback.

Senator Pratap-Singh asked if we would make SOEI mandatory so we could have sufficient responses.

Senator Bates replied that some places do not release grades until a survey is completed but that this can make it performative and compromise the data quality.

Senator Singh said that the response rate below 75 students was quite low. He asked what could the university, departments, and faculties do about this.

Senator Bates said that we needed to be better at explaining to students how it is useful.

Nominating Committee

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

AMENDMENT TO THE RULES AND PROCEDURES OF SENATE TO REQUIRE CONSIDERATION OF EQUITY, DIVERSITY, AND INCLUSIVITY IN COMMITTEE DELIBERATIONS

Paul Harrison
Hsingchi Von Bergmann

} *That the Rules and Procedures of Senate to be amended to insert the following as a new Rule 29
“In addition to their specific terms of reference, all standing committees are responsible for considering the following for any decisions or recommendations made by the committee:*

- the University’s expressed values of excellence, integrity, respect, academic freedom and accountability,*
- the mental health and well-being of University members, and*
- equity, inclusivity and inclusion.” And*

That all subsequent and referential sections be renumbered accordingly.

Harrison explained background on the previous triennium's Senate Ad Hoc Committee on Academic Diversity and Inclusion, and the unresolved matter from last year's Triennial Review. He noted that for the past year, the Nominating Committee had been debating how to further consideration of equity, diversity, and inclusion (EDI) initiatives before Senate, with some senators arguing for a new standing committee, and other for a structural change. Dr Harrison said that this motion was for the structural change, with the committee proposal to come next.

By general consent, the motion was amended to strike "inclusivity" and replace it with "diversity" in the third bullet.

Senator Hare said that she was delighted to see attention to EDI matters but asked if the Committee had considered critiques around equity being applied to indigenous considerations. She noted that equity did not always make visible indigenous priorities such as indigenous sovereignty. She asked how indigenous priorities and decolonization could be incorporated.

Senator Harrison said that this was discussed a bit at the Committee; the terms being used here were the common diction at many institutions and should be seen as a starting point. Dr Harrison said that we needed to see how discussions evolved over this triennium.

Senator Menzies acknowledged what Senator Hare raised and said that it was a sub-theme at the Nominating Committee but that much of the focus had been on the liberal ideas of individual fairness and equity. He said that such silos may run contrary to the Indigenous Strategic Plan (ISP), and it was notable that there was no reference in either proposal to the idea of decolonization. Dr Menzies said that he advised against including indigenous issues in these conversations around EDI due to the focus on mainstream individuality and the avoidance of addressing the issues of colonization and indigenous spaces. Senator Menzies said that we cannot assume that decolonization will emerge from an EDI process that erases the colonial history. Dr Menzies said that he supported the structural approach rather than a separate committee so that we did not have a policing matter.

Jan Hare
Charles Menzies

} *That this recommendation be referred back to the Nominating Committee for further consideration and consultation with the UBC indigenous community.*

Motion to Refer
Approved

**PRESIDENT'S ADVISORY COMMITTEE FOR THE EXTENSION OF THE APPOINTMENT OF THE
VICE-PRESIDENT RESEARCH AND INNOVATION**

Paul Harrison
Anubhav Pratap-Singh

}

*That Senate appoint Guy Faulkner to a
President's Advisory Committee for the Extension
of Appointment of the Vice-President Research
and Innovation*

Approved

COMMITTEE ADJUSTMENTS

Paul Harrison
Susan Forwell

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*That Senate appoint Ingrid Price to the Senate
Committee on Appeals on Academic Standing
until 31 August 2023 and thereafter until
replaced, to replace Santokh Singh;*

*That Senate appoint Robert Kozak and Charles
Menzies to Senate Curriculum
Committee until 31 August 2023 and thereafter
until replaced, to fill vacancies;*

*That Senate Appoint Jan Hare to the Senate
Teaching and Learning Committee until 31 August
2023 and thereafter until replaced, to fill a
vacancy.*

Approved

Research and Scholarship Committee

The Chair of the Senate Research & Scholarship Committee, Dr Guy Faulkner, presented.

Annual Report

Dr Faulkner noted that one of his Committee's terms of reference was to review this report prior to its presentation to Senate. He thanked the Vice-President and her team for all of the work that went into the report.

Dr Murphy said that she hoped the report recognized our faculty, staff, and students who did research into important questions.

Senator Pelech noted the impact of COVID on research given the limitations on access. He expressed a concern for faculty who wanted to do research at hospital sites with vaccine mandates but didn't have to be vaccinated as per UBC policy.

Dr Murphy said that COVID presented many challenges, including restrictions on international travel and clinical and behavioural research. We advocate for understanding from the TriCouncil funding agencies.

Dean Coughtrie expressed his thanks for the Vice-President and her office for helping UBC researchers through the past 18 months to continue their research as best as possible during the pandemic.

The President joined in his own thanks, especially for Dr Murphy's work regionally and nationally.

Approved

Reports from the Provost

SZERI PRESENTED.

RE-ENVISIONING THE STUDENT EXPERIENCE OF INSTRUCTION SURVEY QUESTIONS FROM THE STUDENT PERSPECTIVE

Senator Bates noted that this was a report on work done over the past 12 months to look at re-wording survey questions in furtherance of the Working Group on Student Evaluations of Teaching (now known as Student Experience of Instruction) surveys. He said that it was led by Dr Stephanie McKeown, UBC's Chief Institutional Research Officer. He noted that in May 2020, Senate endorsed updating the questions used and extension to the Okanagan campus in place of their 19 questions. Dr Bates noted that the Working Group report put forward suggested revised wording that was used as the starting point for an extensive process of both qualitative and quantitative analysis to revise that question wording and test it with students over the past few months

Dr McKeown said that the implementation team used a mixed- method approach in an eight-step process to evaluate the proposed wording of the six questions.

CLIMATE ACTION PLAN 2030

Senate welcomed Michael White and John Madden to speak to this report.

Mr White set out the work of the Climate Action Team at UBC, with the plan going forward to the Board of Governors for endorsement next month. He noted that the plan came out of the climate urgency with a bold call for action around greenhouse gas reductions for the University.

Mr Madden noted that the latest report from the Inter-governmental Panel on Climate Change, concluded that climate change is widespread its rapid and it's intensifying. Throughout BC with climate change induced heat wave the associated wildfires and causing significant harm to the health of the people in the unique bio diversity of our region. CAP2030 will be a response to help UBC address climate change and will help fulfill one of the nine strategic directions in the Climate Emergency Task Force report. It also represented an overall UBC-wide initiative with synergies and efficiencies across both campuses. This Plan sets targets that will accelerate and broaden UBC's climate action with a 2030 GHG reduction target of 85% on operational emissions (2007 baseline year) and 45% on extended emissions (2010 baseline year), in addition to advancing UBC's target for net-zero operational emissions to 2035—15 years ahead of the original 2050 target.

Senator S. Singh asked about decarbonization, tree planting to sequester carbon. Do we have plans for that around campus and how to integrate that into campus buildings.

Mr Madden said that there was mitigation and adaptation. We recognized national assets and their benefits. He noted that this was already part of the green building action plan.

Senator Bhangu said this looked like a stellar plan. Extended impact would be a challenge.

Senator Pelech asked if we would look at generating our own power

Mr Madden said yes, a study was already underway.

Senator Gopalkrishnan said that he noted the extended impact that commuting was a big part of it. He asked about improving transit but given remote working, was this also a way of addressing this, perhaps on certain days a week so it wasn't asynchronous.

The Provost replied we should take that up with the associate deans academic.

The President reminded Senators of the efficiencies possible with satellite campuses and sites.

Senator Cooper asked if we were looking at the work or working with other universities.

The President advised that this was a part of our commitment. We are integrated into 3 networks: UC3, Pacific Rim Universities and the U7+.

Report from the Registrar

ELECTION OF EDUCATION SENATOR

The Registrar advised that further to the second call for nominations for students of the Vancouver campus to fill the one (1) position for a representative of the Faculty of Education on the Vancouver Senate issued on 20 September 2021, one (1) valid nomination has been received. Therefore, pursuant to Section 15 of the *University Act*, the following student was acclaimed as elected as representative of the Faculty on the Vancouver Senate for a term beginning on 1 October 2021 and ending 30 September 2022 and thereafter until a successor is elected:

- Shaktiraj Kandola

Adjournment

Seeing no other business, the meeting was adjourned at 8:00 pm

Appendix A: Awards Report

NEW AWARDS – ENDOWED

Don Laishley Memorial Scholarship in Forestry

Scholarships totalling \$4,000 have been made available through an endowment established by family, friends, and colleagues, along with matching funds from the Faculty of Forestry, in memory of Don Laishley (1935-2020), for outstanding undergraduate students in the Faculty of Forestry. Preference will be given to students studying Natural Resources Conservation, Forest Sciences, Forest Resources Management, or Forest Operations. Born and raised in Nelson, British Columbia, Don (B.S.F. 1960) began his career working for forest products companies in the interior of British Columbia before joining Forestal International. Don became President and CEO of Forestal, and worked on international forestry projects that took him to forty-four countries. After leaving Forestal, he joined Weldwood as the Woodlands Manager in Hinton, Alberta, where he led a team that managed one million hectares of forest land. Don later became Weldwood's Director of Forest Strategy in Vancouver, British Columbia, where he focused on environmental and science issues, including wildlife habitat biodiversity and Model Forest practices. In 1996, Don was the recipient of the Canadian Forestry Achievement Award from the Canadian Institute of Forestry. The scholarships are made on the recommendation of the Faculty of Forestry. (First award available for the 2021/2022 winter session).

Sherry McKay Graduate Scholarship in Architectural History

Scholarships totalling \$3,600 have been made available through an endowment established by Dr. Sherry McKay, for outstanding students entering their final year of study in the Master of Architecture program who have demonstrated critical, imaginative engagement with architectural history and its theoretical, social or cultural considerations. Dr. Sherry McKay is an Associate Professor Emerita in the UBC School of Architecture and Landscape Architecture (SALA), where she taught architectural history and theory. Her research interests included French colonial and post-colonial architecture and West Coast modern architecture. The scholarships are made on the recommendation of the School of Architecture and Landscape Architecture, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

William E. Rusk Memorial Bursary in Electrical Engineering

Bursaries totalling \$2,000 have been available through an endowment established by an estate gift from William E. Rusk (1930-2019), for B.A.Sc., M.A.Sc., M.Eng. and Ph.D. students studying Electrical Engineering. Mr. Rusk was born in Manitoba. He received his Bachelor of Applied Science in Electrical Engineering from UBC in 1958, and had a long career as an engineer with Sandwell Incorporated and its predecessor firms. The bursaries

are adjudicated by Enrolment Services. (First award available for the 2021/2022 winter session).

Kitt Turney Memorial Thunderbird Rowing Award

Awards totalling \$2,250, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available through an endowment established by friends and family, in memory of Kitt Turney (1982-2019), for outstanding members of the UBC Thunderbirds Rowing Team. Kitt (B.Sc. 2005, M.D. 2013) was a member of the UBC Thunderbirds Rowing Team from 2001 to 2005, and in 2004 played an integral role in the women's team winning their first Canadian University Rowing Championship. She also competed on British Columbia's provincial rowing team and Canada's national rowing team, and earned a bronze medal at the 2004 World Rowing Cup as a member of the Canadian under-23 boat. This award was established in recognition of Kitt's exceptional athletic achievements, dedication, enthusiasm, kindness and perseverance. The awards are made on the recommendation of Head Coaches of the Men's and Women's Rowing teams, and the Athletics Awards Committee. (First award available for the 2021/2022 winter session).

NEW AWARDS – ANNUAL

Bit Quill Technologies Award in Computer Science

Two awards of \$2,500 each have been made available annually through a gift from Bit Quill Technologies for third or fourth-year students enrolled in an undergraduate degree program in the Department of Computer Science who are in good academic standing. Candidates will have helped foster a welcoming, respectful, kind, and supportive learning environment among their peers and have academically supported and advocated for one or more individual(s) who identify as being part of an underrepresented population, or for those who may be struggling significantly with their coursework for any reason. Bit Quill Technologies is a software consulting company based in Vancouver that is committed to consciously cultivating the principles of Teamwork, Relationships, Excellence, and Ethics in their approach to business and decision-making. The awards are made on the recommendation of the Department of Computer Science. (First award available for the 2021/2022 winter session).

Dr. James Caswell Memorial Scholarship in Art History

A \$10,000 scholarship has been made available annually through a gift from the Y. P. Heung Foundation, in memory of Dr. James Caswell (1937-2016), for an outstanding Ph.D. student in Art History who has achieved candidacy. Dr. Caswell was born in Washington, D.C, and was a proud member of the White Earth band of the Minnesota Chippewa. He attended the University of Michigan, where he earned his undergraduate, master's and doctoral degrees.

Dr. Caswell joined UBC in 1971, and served as Head of what was then known as the Department of Fine Arts from 1981 to 1997 and from 2001 to 2002. His areas of focus were Chinese art, early Buddhist sculpture, particularly the Buddhist cave art at Dunhuang and Yungang, and early Chinese bronzes and paintings. In 1985 he curated an exhibition at the Vancouver Art Gallery of James Cahill's collection of Chinese paintings. Dr. Caswell retired from UBC as a Professor Emeritus in 2002. The scholarship is made on the recommendation of the Department of Art History, Visual Art & Theory, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Barbara Downs Memorial Bursary in Social Work

Bursaries totalling \$2,000 have been made available annually through an estate gift from Barbara Downs (1940-2020) for Bachelor of Social Work and Master of Social Work students.

Preference will be given to students who are permanent residents of Canada or have refugee status. Barbara (B.A., B.S.W. 1963, M.S.W. 1973) was born in Edmonton, Alberta, and attended the University of Alberta, where she earned a Bachelor of Arts. She later moved to Vancouver, where she received an undergraduate and graduate degree in social work from UBC. Barbara used her social work skills throughout her career. She served as the Executive Director of the South Vancouver Neighbourhood House (SVNH) for fifteen years. Barbara was committed to building community in South Vancouver, and advancing social justice. During her tenure at SVNH she worked to raise funds and advocate for SVNH's location to be renovated and reconstructed. The bursaries are adjudicated by Enrolment Service. (First award available for the 2021/2022 winter session).

Dr. Mary Morehart Memorial Scholarship in Art History

A \$10,000 scholarship has been made available annually through a gift from the Y. P. Heung Foundation, in memory of Dr. Mary Morehart (1924-2012), for an outstanding Ph.D. student in Art History who has achieved candidacy. Dr. Morehart was born in Beverly Hills, California and attended the University of California, Berkeley, where she earned her undergraduate degree in visual art, and her master's and doctoral degrees in art history. She joined UBC as a lecturer in 1962, and became an Associate Professor in 1969. Dr. Morehart was the Director of Graduate Studies from 1970 to 1972 in what was then known as the Department of Fine Arts, and served as Acting Head of the Department in several instances during her tenure at UBC. Her research areas included early medieval art, Anglo-Saxon art, Indian and Indonesian art, and Gandhara art. Dr. Morehart retired from UBC as an Associate Professor Emerita in 1989. The scholarship is made on the recommendation of the Department of Art History, Visual Art & Theory, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Trans-Pacific Trading Ltd Award in Forestry

Awards totalling \$5,000 have been made available through a gift from Trans-Pacific Trading Ltd. (TRAPA) for domestic Bachelor of Science in Wood Products Processing students with outstanding academic achievement. Financial need may be considered. TRAPA was established in 1954 and in 2012 became a subsidiary of Hampton Lumber, which is based in Oregon, United States. They are the largest privately-owned exporter of softwood logs and lumber and custom cutter in North America. TRAPA sells and markets softwood lumber products world-wide to more than twenty countries, primarily in North America and Asia. They established this award to support the next generation of forestry professionals and to support forestry education. The awards are made on the recommendation of the Faculty of Forestry (First award available for the 2021/2022 winter session).

NEW AWARDS – INTERNAL

Marshall Prize

Prizes of \$1,000 each have been made available annually through the Department of Statistics Fund for Excellence, in honour of Professor Albert Marshall, for outstanding M.Sc. and Ph.D. students in the Department of Statistics who have demonstrated excellence in the discipline of statistics, as demonstrated by strength in the development and application of statistical methodology. Professor Marshall joined UBC in 1975 as a Professor of Statistics in the Department of Mathematics. He is an expert in statistical reliability, and worked with Stanford University Professor Ingram Olkin to introduce the Marshall–Olkin exponential distribution. Professor Marshall and Professor Olkin co-authored the textbook *Inequalities: Theory of Majorization and Its Application*, which was originally published in 1979, and remains a much-cited classic. Professor Marshall was instrumental in helping to establish the Department of Statistics at UBC in 1984, and served as the Department's Acting Head from 1984 to 1985. He retired from UBC as a Professor Emeritus in 1987. The prizes are made on the recommendation of the Department of Statistics. (First award available for the 2021/2022 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

6087 – Charles and Jane Banks Loan

Rationale for Proposed Changes

The award type has been changed from a loan to a bursary at the request of Enrolment Services. As discussed with University Counsel, this amendment to the award description is within the stated purpose of Mr. Banks' estate, which is to support scholarships, loans and bursaries.

Current Award Title: Charles and Jane Banks Loan**Current Award Description**

This loan fund was established from a bequest to the University by the late Honourable Charles A. Banks who, during his term as Lieutenant Governor of the Province, was official Visitor of this University. This contribution, which provides support for worthy and deserving students, is striking evidence of his generosity, and that of his wife, and of their concern for the welfare of others. In accordance with the terms of the bequest one-half of the annual income provides loans for students in any year or faculty, and the other half provides scholarships in the fields of science and engineering. Loans are awarded by Enrolment Services in accordance with university practice. The Charles A. and Jane C.A. Banks Foundation was established by a bequest by the Honourable Charles A. Banks, who during his term as Lieutenant Governor of the Province was the Official Visitor of this University.

Proposed Award Title: Charles and Jane Banks ~~Loan~~ Bursary**Proposed Award Description**

Bursaries totalling \$100,000 have been made available through an endowment established by the Charles A. and Jane C.A. Banks Foundation for undergraduate and graduate students in any year or faculty. ~~This loan fund~~ The Charles A. and Jane C.A. Banks Foundation was established ~~from~~ through a bequest to the University by ~~from~~ the late Honourable Charles A. Banks (1885-1961) to commemorate his and his wife Jane's (1885-1971) memories. Charles and Jane (née de Montalk) were both born in New Zealand, and immigrated to Canada in 1912. Charles served ~~who, during his term as the~~ Lieutenant Governor of ~~the Province,~~ British Columbia from 1946 to 1950, and was ~~an~~ official Visitor of ~~this University to UBC.~~ This ~~contribution~~ bursary, which provides support for worthy and deserving students, is striking evidence of his generosity, and that of his wife, and of their concern for the welfare of others. ~~The bursaries are adjudicated by Enrolment Services. In accordance with the terms of the bequest one-half of the annual income provides loans for students in any year or faculty, and the other half provides scholarships in the fields of science and engineering. Loans are awarded by Enrolment Services in accordance with university practice. The Charles A. and Jane C.A. Banks Foundation was established by a bequest by the Honourable Charles A. Banks, who during his term as Lieutenant Governor of the Province was the Official Visitor of this University.~~

4136 – ImpactBC Scholarship in Health Care Research and Development**Rationale for Proposed Changes**

The description has been updated to reflect that scholarship is now adjudicated by the Office of the Vice-President, Health, and to broaden the candidate pool to include both Vancouver and Okanagan students. As discussed with University Counsel, this amendment

to the award description is within the stated purpose of the endowment which is to support scholarships for students in a health-related program.

Current Award Description

Scholarships totalling \$6,700 have been made available through an endowment established by ImpactBC for outstanding student(s) enrolled in a UBC Health program who have completed a research or development project focusing on patient/client involvement in health care decision making or in health professional education. ImpactBC was instrumental in advancing health care improvement and patient engagement in B.C. from 2000-2015. The awards are made on the recommendation of the Office of the Vice-Provost Health, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

Scholarships totalling \$6,700 have been made available through an endowment established by ImpactBC for outstanding student(s) enrolled in a UBC Health program at the University of British Columbia, Vancouver or the University of British Columbia, Okanagan who have completed a research or development project focusing on patient/client involvement in health care decision making or in health professional education. ImpactBC was instrumental in advancing health care improvement and patient engagement in B.C. from 2000-2015. The awards are made on the recommendation of the Office of the Vice-Provost President Health, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies (Vancouver) or the College of Graduate Studies (Okanagan).

0601 – Professor Jessie Gordon MacCarthy Memorial Scholarship**Rationale for Proposed Changes**

The description has been updated to reflect that scholarship is now adjudicated by the Office of the Vice-President, Health, to broaden the candidate pool to include both Vancouver and Okanagan students, and to clarify which areas of studies the scholarship is intended to support. As discussed with University Counsel, this amendment to the award description is within the stated purpose of the endowment.

Current Award Description

A scholarship of \$800 has been endowed by family, friends and colleagues of the late Jessie Gordon MacCarthy, who for ten years contributed through teaching, administration and research

to the development of the Health Sciences at UBC. The award is made to the student who having completed the penultimate year of any pre-licensure Health Science course best

combines academic excellence, demonstrated interest and leadership in the field of Community Health.

Activities in the years immediately preceding admission to UBC may be considered as well as activities carried out while an undergraduate. The recipient is chosen by a committee, appointed by the Principal of the College of Health Disciplines. Financial need may be considered but shall be subordinate to aptitude and interest.

Proposed Award Description

A scholarship of \$800 has been endowed by family, friends and colleagues of the late Jessie Gordon MacCarthy, who for ten years contributed through teaching, administration and research to the development of the Health Sciences at UBC. The award is made to the student who having completed the penultimate year of any ~~pre-licensure Health Science~~ **health Science** **course program at the University of British Columbia, Vancouver or the University of British Columbia, Okanagan** best combines academic excellence, demonstrated interest and leadership in the field of ~~Community~~ **and/or population** **Health**. Activities in the years immediately preceding admission to UBC may be considered as well as activities carried out while an undergraduate. ~~The recipient is chosen by a committee, appointed by the Principal of the College of Health Disciplines.~~ **The scholarship is made on the recommendation of the Office of the Vice-President, Health.**

~~Financial need may be considered but shall be subordinate to aptitude and interest.~~

6540 – Mitchell-Dwivedi Graduate Award in Pharmaceutical Sciences

Rationale for Proposed Changes

The description has been updated to reflect Dr. Rewa Prasad Dwivedi's recent passing.

Current Award Description

Two awards of \$9,075 each have been endowed by Sarvajna Dwivedi (MSc'88, PhD'92) and his wife, Seema Dwivedi (PhD), in honour of his graduate supervisor at UBC, Dr. Alan G. Mitchell, professor emeritus of Pharmaceutics and of his father, Dr. Rewa Prasad Dwivedi, professor emeritus of Sanskrit at Banaras Hindu University in India. The awards recognize graduate students in the Faculty of Pharmaceutical Sciences who demonstrate research excellence and impact through peer-reviewed journal publication. Eligible candidates must have published, or have been accepted for publication, in any of the top three journals in their discipline. In absence of a peer-reviewed publication, research presented at a prestigious conference, by podium or as poster, will be considered. Preference will be given to students who take an interdisciplinary approach to their research and/or show exceptional inventiveness or initiative. In the case of a truly exceptional candidate, the awards may be given as one award. These are intended to be truly awards for excellence, and are not to replace or otherwise impact any other forms of



graduate student funding. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description

Two awards of \$9,075 each have been endowed by Sarvajna Dwivedi (MSc'88, PhD'92) and his wife, Seema Dwivedi (PhD), in honour of his graduate supervisor at UBC, Dr. Alan G. Mitchell, professor emeritus of Pharmaceutics, and in memory of his father, Dr. Rewa Prasad Dwivedi (1931-2021), professor emeritus of Sanskrit at Banaras Hindu University in India. The awards recognize graduate students in the Faculty of Pharmaceutical Sciences who demonstrate research excellence and impact through peer-reviewed journal publication. Eligible candidates must have published, or have been accepted for publication, in any of the top three journals in their discipline. In absence of a peer-reviewed publication, research presented at a prestigious conference, by podium or as poster, will be considered. Preference will be given to students who take an interdisciplinary approach to their research and/or show exceptional inventiveness or initiative. In the case of a truly exceptional candidate, the awards may be given as one award.

These are intended to be truly awards for excellence, and are not to replace or otherwise impact any other forms of graduate student funding. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences in consultation with the Faculty of Graduate and Postdoctoral Studies.

4455 – Bill Ramey Award in Microbiology and Immunology

Rationale for Proposed Changes

The description has been revised so that more than one award can be offered each year. As discussed with University Counsel, this amendment to the award description is within the stated purpose of the endowment which is to support service awards for undergraduate students pursuing studies in microbiology and immunology.



Current Award Description

A \$1,950 award has been made available through an endowment established by students, family, friends, colleagues and the Department of Microbiology and Immunology to honour Dr. Ramey's enduring legacy at the University of British Columbia. It will be awarded to an undergraduate student who has made an outstanding contribution to the Department of Microbiology and Immunology through dedication to student life and the development of the community. The award is made on the recommendation of the Faculty of Science.

Proposed Award Description

Awards totalling \$1,950 have been made available through an endowment established by students, family, friends, colleagues and the Department of Microbiology and Immunology in honour of Dr. Bill Ramey's and in recognition of his enduring legacy at the University of British Columbia. The awards are available for undergraduate students who have made an outstanding contributions to the Department of Microbiology and Immunology through dedication to student life and the development of the community. The awards are made on the recommendation of the Faculty of Science.

Annual Awards

5748 – Stober Foundation Entrance Award in Medicine

Rationale for Proposed Changes

The description has been updated so that the award may be offered to a top ranking student entering the M.D. program, as requested by the Southern Medical Program and approved by the donor.

Current Award Description

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).

**Proposed Award Description**

A \$5,000 renewable entrance award has been made available annually through a gift from the Stober Foundation for an outstanding high-ranking 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).



Appendix B: Curriculum Report

FACULTY OF ARTS

Revised programs

Bachelor of Arts in Environment and Sustainability; Bachelor of Arts in Human Geography

New course code

ENST Environment and Sustainability

New courses

PSYC 240 (1-3) d Research Experience; THFL 226 (3) Celebrity Studies; THFL 304 (3)

Production

Design; THFL 402 (3) Professional Portfolio Preparation for Live and Digital Performance

FACULTY OF EDUCATION

New program option

Bachelor of Education Rural and Remote Pathway

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New courses

PLAN 541 (6) Planning Studio; PLAN 543 (12) Indigenous Community Planning Practicum

Revised courses

PLAN 500 (3) Comparative Perspectives on Planning History and Futures; PLAN 501 (3) Reconciliation and Planning; PLAN 502 (3) Sustainability and Resilience in Planning; PLAN 504 (3) Urban Design and Visual Representation; PLAN 505 (3) Planning Theory, Values, and Ethics; PLAN 506 (3) Information and Analysis in Planning; PLAN 507 (3) Engagement and Facilitation for Planners; PLAN 511 (3) The Legal and Institutional Context of Planning; PLAN 512 (3) Urban Economics, Infrastructure, and Real Estate Issues in Planning; PLAN 513 (3) Making and Implementing Community and Regional Plans; PLAN 514 (3) Indigenous Planning: Ways of Being, Knowing and Doing; PLAN 515 (3) Indigenous Law, Governance and Community Planning; PLAN 516 (3) Planning for Community Economic Development; PLAN 540 (6) Planning Praxis

Revised program

Master of Community and Regional Planning

Arts

New course

THFL 599 (3-6) d Production



5 November 2021

To: Vancouver Senate

From: Tributes Committee

Subject: Memorial Minute

The Tributes Committee has prepared memorial minutes for the following individual:

Dr. David F. Hardwick

Motion: *That Senate approve the Memorial Minute for Dr. David F. Hardwick, that it be entered into the Minutes of Senate, and that copies be sent to the family of the deceased.*

Respectfully submitted,

Dr. John Gilbert, Chair
Senate Tributes Committee



Dr. David F. Hardwick

Professor Emeritus David Hardwick was a graduate of UBC's fourth medical class in 1957 and was appointed to the Department of Pathology in 1965, going on to serve as department head from 1976 to 1990. In 1966, he took over the MD undergraduate pathology course, restructuring and codifying it into an educational program that ran for more than 30 years. His research contributions were in the fields of pediatric pathology, pathophysiology, clinical pathology and the economic effects of clinical laboratory testing. The UBC David F. Hardwick Pathology Learning Centre in the Diamond Health Care Centre holds specimen collections of both historical and current disease conditions from the 1940s to present day.

In addition to department head, Dr. Hardwick also served in the Faculty of Medicine Dean's Office as Associate Dean, Research and Planning and then as Special Advisor on Planning. He loved teaching and served as Faculty Adviser to the Medical Undergraduate Society for more than 40 years. He mobilized alumni support to build the Medical Student and Alumni Centre (MASC) near Vancouver General Hospital. Since it opened in 1990, the MASC continues to be one-of-a-kind facility: a social and recreation space that has welcomed thousands of students and alumni to study, exercise, network, socialize and build a strong medical student and alumni community. His advocacy later led to the establishment MASCs at the medical program's distributed sites in Victoria and Prince George.

Dr. Hardwick was elected to the UBC Senate, serving two terms as a representative of the Joint Faculties, and was appointed as faculty advisor to UBC presidents for many years furthering the Faculty's vision and strategic interests. He was keenly involved in the development of the BC Children's Hospital and served as its first Chief of Medical Staff. Globally, Dr. Hardwick was a member of the International Academy of Pathology, serving as its President (1992-1994), as Chair of the Inter-Congress Education Committee (1994-1998), and as Secretary (2006-2015). In 2001, UBC awarded Dr. Hardwick a Doctor of Laws, honoris causa in recognition of his commitment to the principles of academic freedom.

An internationally recognized pediatric pathologist, Dr. Hardwick was involved with the UBC Faculty of Medicine for more than 60 years as a student, professor, special advisor and mentor to many.

To his family and friends, the Senate and the University of British Columbia offer their condolences and thanks.



5 November 2021

To: Vancouver Senate

From: Tributes Committee

Subject: Memorial Minute

The Tributes Committee has prepared memorial minutes for the following individual:

Dr. Donald M. Lyster

Motion: *That Senate approve the Memorial Minute for Dr. Donald M. Lyster, that it be entered into the Minutes of Senate, and that copies be sent to the family of the deceased.*

Respectfully submitted,

Dr. John Gilbert, Chair
Senate Tributes Committee



Dr. Donald M. Lyster

Don was born in Empress, Alberta and grew up in Calgary. He received his Bachelor of Science in Pharmacy, and then a Master of Science and Doctor of Philosophy in Bionucleoines from the University of Alberta. Following completion of his doctorate, he accepted a one-year Residency in Radiopharmacy, which was jointly supported by the Vancouver General Hospital & the UBC Faculty of Pharmaceutical Sciences. The Faculty then recruited him for a position as Instructor in 1971 and subsequently promoted him to the rank of Assistant Professor, tenure track, in 1972; Associate Professor with tenure in 1978; and Professor in 1984.

Dr. Lyster served as the Head, Section of Radiopharmaceutical Services & Research (1981-2001); Academic Head, Division of Nuclear Medicine (1992-1997); and Head, Division of Nuclear Medicine, Vancouver Hospital & Health Sciences Centre (1993-2001). These added functions created further opportunities for cross appointment arrangements with the UBC Faculty of Medicine and Vancouver General Hospital, where he was based, while continuing to devote equal time to the Faculty of Pharmaceutical Sciences. Dr. Lyster served with great distinction in all aspects of teaching, research and service. His contributions to the University also included serving as Chair and member of several UBC committees, and was the Faculty of Pharmaceutical Sciences representative to Senate for over 10 years.

He was directly involved as lead author and co-author for numerous scientific publications in peer reviewed journals, which contributed to a body of work that established his reputation globally as a highly revered expert in his field. He will always be held in highest regard by his colleagues everywhere for his passionate dedication to his work as an outstanding scientist of international renown and as a visionary leader in his field throughout his illustrious career

Dr. Lyster will be greatly missed by the faculty, students and staff who had the privilege of knowing him and will be remembered for his kindness and generosity.

To his family and friends, the Senate and the University of British Columbia offer their condolences and thanks.



5 November 2021

To: Vancouver Senate

From: Tributes Committee

Subject: Memorial Minute

The Tributes Committee has prepared memorial minutes for the following individual:

Dr. David Llewelyn Williams

Motion: *That Senate approve the Memorial Minute for Dr. David Llewelyn Williams, that it be entered into the Minutes of Senate, and that copies be sent to the family of the deceased.*

Respectfully submitted,

Dr. John Gilbert
Senate Tributes Committee



Dr. David Llewelyn Williams

David Llewelyn Williams was born in 1937 in the seaside resort of Prestatyn, Wales. He completed an undergraduate degree at Bangor University, Wales, followed by a doctorate from the University of Cambridge, England.

Dr. Williams immigrated to Canada in 1960 as a National Research Council of Canada Postdoctoral Fellow at the UBC, where he worked for 42 years until his retirement. During his time at the University, he had much success, becoming a full professor at age 34, and later the Head of the Department of Physics and Astronomy.

His research focused on low temperature physics and superconductivity, on which he presented at conferences worldwide. He continued to build scientific relationships through sabbaticals in Denmark, Switzerland and locally at TRIUMF.

Dr. Williams served as Associate Dean in the Faculty of Graduate studies, and was a member of Senate in several capacities, including Acting Dean, representative of the Faculty of Graduate Studies, representative of the Faculty of Science, and Joint Faculties representative, serving a total of 19 years as a Senator. His service to the University also included chairing or serving on many committees, and for his commitment to UBC, he was awarded the President's Service Award of Excellence in 1994.

Dr. Williams was a proud member of the Vancouver Welsh Society, and served as Society president. He had a passion for Welsh poetry, and he regularly took part in and adjudicated poetry competitions, winning several for his own writing. Dr. Williams enjoyed sailing, skiing and especially playing golf. He very much enjoyed the company of his foursome of friends and continued to play until a few months ago.

Most of all, he enjoyed spending time with his grandchildren, accompanying them to their various activities.

Dr. Williams was a beloved colleague and friend, and will be greatly missed. To his family and friends, the Senate and the University of British Columbia offer their condolences and thanks.



17 November 2021

To: Vancouver Senate

From: Senate Academic Policy Committee

Re: Senate COVID Health Academic Regulation

The Senate Academic Policy Committee has reviewed a proposed Senate COVID Health Academic Regulation developed by the Office of the University Counsel in consultation with the Offices of the Registrar and Vice President, Students. The regulation is intended to uphold health and safety by enforcing student compliance with all aspects of the COVID-19 Campus Rules created by UBC Risk Management Services, pursuant to Policy SC1 (Occupational and Research Health and Safety Policy). These rules include but are not limited to the requirements to complete the UBC Declaration of COVID-19 Vaccination Status and, if not declared to be vaccinated, participate in regular rapid testing. The regulation states compliance with the COVID-19 Campus Rules is required to maintain registration at UBC, and failure to comply may result in students being de-registered from courses.

The Committee forwards the proposal to the Senate for its consideration of the following motion:

Motion: *“That Senate approves the Senate COVID Health Academic Regulation effective 1 January 2022.”*

The Committee considered if it would recommend the regulation to the Senate. It declined to do so (3 members voted for recommending, 12 members voted against), however still puts forward the proposal for the Senate’s consideration. In contrast, the Okanagan Senate Academic Policy Committee reviewed the same proposed regulation at its 5 November 2021 meeting and unanimously voted to recommend the regulation to the Okanagan Senate.

Committee members were concerned that the proposed regulation contains too severe a penalty, in that failure to comply may result in de-registration. Other concerns raised included timeliness of the regulation to implement COVID-19 health and safety rules; inequity of treatment among students, faculty, and staff; and negative implications on students’ health and wellbeing resulting from the strong enforcement of these rules.

Should the Senate not approve the regulation, the other option is through punitive student discipline by the President. The President may summarily discipline students for failure to abide by university regulations, and this could go so far as suspension or expulsion. The proposed



regulation would provide a tool to effect timely compliance and expedient decision-making, without the stigma or other negative ramifications associated with being found to have committed misconduct.

It should also be noted that this academic regulation for students is being proposed in parallel with regulations for staff and faculty through the Vice-President, Human Resources to provide parity in treatment of various members of the UBC community.

In response to the concerns regarding timing and timeliness, the revised proposal includes an explicit effective date of 1 January 2022, which provides a substantial amount of time for any non-compliant students to bring themselves into compliance with the regulation and mitigates interruptions mid-course. Should this regulation be approved, the Registrar would take steps to communicate with affected students regarding compliance with COVID-19 Campus Rules and give them an opportunity to bring any errors or extraordinary circumstances (e.g., medical exceptions not previously known to the University) to the University's attention prior to any de-registration. Should a student be de-registered due to non-compliance, their eligibility to register will normally be restored should they come into compliance with the rules in the subsequent term (or in the current term should that occur and be confirmed prior to the add/drop deadline).

Respectfully submitted,

Dr. Kin Lo, Chair
Senate Academic Policy Committee

Senate COVID Health Academic Regulation**WHEREAS:**

- A. The Board of Governors pursuant to the *Health and Safety Policy* has authorized UBC Risk Management Services to make rules regarding health and safety which must be observed by all faculty, students and staff.
- B. The Severe Acute Respiratory Syndrome Coronavirus 2 (“COVID”) pandemic has created a risk to the health of all members of society, including all students, faculty, and staff at UBC.
- C. On [insert date] the [Okanagan / Vancouver] passed a resolution urging the President and Board of Governors to require all students, staff, and faculty attending, supporting, or delivering in-person classes, tutorials, or laboratories to be fully vaccinated against the COVID-19 virus prior to doing so.
- D. The President and Executive have implemented a program requiring students, faculty and staff to be tested weekly for COVID unless they have demonstrated they have been vaccinated against COVID.
- E. The Board of Governors has endorsed this program.
- F. Pursuant to the Health and Safety Policy, Risk Management Services has promulgated the COVID-19 Campus Rules to impede the spread of COVID at UBC.
- G. While the overwhelming majority of members of the UBC community have complied with the COVID-19 Campus Rules, some members are not in compliance and this non-compliance poses a risk to students, faculty, staff, and visitors at UBC.
- H. The university has in place a system to assess and provide appropriate accommodations to persons who are unable to fully comply with the university’s health and safety rules due to grounds protected pursuant to the British Columbia *Human Rights Code*.

NOW THEREFORE THE [OKANAGAN OR VANCOUVER] SENATE CREATES THE FOLLOWING REGULATION:

Compliance with Health Safety Requirements for Maintaining Registration

The following academic regulation is in effect 1 January 2022.

In response to the pandemic caused by COVID, UBC Risk Management Services has created the COVID-19 Campus Rules, pursuant to the UBC Board of Governors *Health and Safety Policy*, to impede the spread of COVID at UBC. The COVID-19 Campus Rules can be found here:

<https://riskmanagement.sites.olt.ubc.ca/files/2021/09/COVID19-Campus-Rules.pdf>.

All students at UBC must comply with the COVID-19 Campus Rules, including but not limited to the requirements (in accordance with UBC’s instructions) to:

- complete the UBC Declaration of COVID-19 Vaccination Status; and
- if not declared to be vaccinated, participate in regular rapid testing if physically attending at UBC’s Point Grey campus or Okanagan campus.

Compliance with the COVID-19 Campus Rules is required to maintain registration at UBC. For those students who are enrolled exclusively in courses that do not require any in-person

attendance in class or other activities at any facilities operated by UBC, exceptions may be made at the discretion of the Dean of the Faculty in which the student is registered.

In addition to the requirements of the COVID-19 Campus Rules, some Faculties and Schools may require proof of approved COVID vaccination for certain programs or courses to comply with the requirements of third parties, including but not limited to health authorities, governments, employers, and other institutions through which practica, co-operative education programs, or other experiential learning opportunities are offered. Compliance with those requirements may be required to remain registered in those programs or courses.

The Registrar shall be responsible for de-registering students who fail to comply with the COVID-19 Campus Rules, and Deans of Faculties shall be responsible for de-registering students who fail to comply with Faculty or School based regulations. Students who believe these regulations are being improperly applied by either the Registrar or their Dean may appeal such a matter as an appeal of academic standing [[insert link here to regulations on appeals](#)].



Date	November 10 th , 2021
To	Senate and Curriculum Services Office of the Senate
Copy to	
From	Mark Crosbie, Associate University Counsel, Office of the University Counsel Samantha Reid, Executive Director of the Office of the Vice President, Students
Subject	Communications to the UBC Community re: UBC COVID-19 Plan and Rapid Testing Program

1. Below and attached are the following messages sent to the UBC community including students regarding participation in UBC's COVID-19 Rapid Testing Program.

- (a) Broadcast e-mails (all students, faculty and staff):
 - (i) **September 6th, 2021:** Advisory: UBC's COVID-19 Rapid Testing Program
 - (ii) **September 7th, 2021:**
<https://broadcastemail.ubc.ca/2021/09/07/launching-ubcs-covid-19-rapid-testing-program/>
 - (iii) **September 15th, 2021** (faculty and staff):
<https://broadcastemail.ubc.ca/2021/09/15/reminder-please-complete-ubcs-covid-19-vaccination-status-declaration/>
 - (iv) **September 15th, 2021** (students):
<https://broadcastemail.ubc.ca/2021/09/15/reminder-please-complete-ubcs-covid-19-vaccination-status-declaration-2/>
 - (v) **September 29th, 2021:**
<https://broadcastemail.ubc.ca/2021/09/29/update-ubcs-covid-19-rapid-testing-program/>
- (b) Automated notifications:
 - (i) **September 27th, 2021:** Notification to complete UBC's COVID-19 vaccination status declaration
 - (ii) **October 4th, 2021:** Important notification – UBC's COVID-19 Rapid Testing Program



Page 2

- (iii) **October 6th, 2021:** Notification to declare or update your COVID-19 vaccination status (1)
 - (iv) **October 6th, 2021:** Notification to declare or update your COVID-19 vaccination status (2)
 - (v) **October 21st, 2021:** Notification to declare or update your COVID-19 vaccination status (1)
 - (vi) **October 21st, 2021:** Notification to declare or update your COVID-19 vaccination status (2)
 - (vii) **October 21st, 2021:** Notification to declare or update your COVID-19 vaccination status (3)
- (c) Presidential blog with mentions of the program (including videos):
- (i) **September 9th, 2021:**
<https://president.ubc.ca/blog/2021/09/09/declaration-of-vaccination-status/>
 - (ii) **September 16th, 2021:**
<https://president.ubc.ca/blog/2021/09/16/community-update-3/>
 - (iii) **September 29th, 2021:**
<https://president.ubc.ca/blog/2021/09/29/community-update-5/>
 - (iv) **October 15th, 2021:**
<https://president.ubc.ca/blog/2021/10/15/community-update-october-15/>
 - (v) **October 20th, 2021:**
<https://president.ubc.ca/blog/2021/10/20/non-compliance/>
- (d) Targeted notices:
- (i) **September 23rd, 2021:** Fully vaccinated students in housing only - upload verification, without deadline.
 - (ii) **September 27th, 2021:** Students, faculty and staff who have not yet declared – to sign up for rapid testing: without completion deadline.
 - (iii) **September 28th, 2021:** Students who did not disclose status/unvaccinated/partially vaccinated in housing - to sign up for rapid testing, outline of requirements/frequency.



Page 3

- (iv) **October 4th, 2021:** Those who completed declaration, but did not disclose their status, are partially vaccinated or unvaccinated - to sign up for rapid testing.
- (v) **October 6th, 2021:** Students, faculty and staff who have not yet declared - to complete vaccination declaration with no completion deadline.
- (vi) **October 6th, 2021:** Students, faculty and staff who have declared they are fully vaccinated - upload verification, with no completion deadline .
- (vii) **October 21st, 2021:** Students, faculty and staff who have not yet declared - complete declaration, outline of consequences.
- (viii) **October 21st, 2021:** Students, faculty and staff who have declared they are fully vaccinated - complete declaration, outline of consequences.

October 21st, 2021: Those who completed declaration, but did not disclose their status, are partially vaccinated or unvaccinated - sign up for rapid testing, outline of requirements/frequency, outline of consequences.

(e) Broad notices:

- (i) **September 28th, 2021:** Students, faculty and staff who have declared they are fully vaccinated - upload verification, without deadline.

(f) COVID-19 Rapid Testing Program Website Enforcement FAQ:
<https://rapidtesting.covid19.ubc.ca/faq/#how-will-the-covid-19-rapid-testing-program-be-enforced>



5 November 2021

To: Vancouver Senate

From: Senate Admissions Committees

Re: a) Grade 12 Literacy Assessment Requirement – Admission Change
b) Optional Use of SAT/ACT Scores for Admission from American Secondary School Curriculum
c) Master of Occupational Therapy Distributed Program

a. Grade 12 Literacy Assessment Requirement – Admission Change (approval)

The Admissions Committee has reviewed and recommends to Senate for approval a proposal to remove reference to the requirement for BC/Yukon secondary school applicants to provide a completed Grade 12 Literacy Assessment before receiving an offer of admission. With the proposed change, satisfactory performance on the Grade 12 Literacy Assessment will be condition of the offer of admission, as outlined in the attached proposal.

Motion: *That the Senate approve changes to the Grade 12 Literacy Assessment requirement for admission for applicants following the BC/Yukon secondary school curriculum, effective for entry to the 2022 Winter Session and thereafter.*

b. Optional Use of SAT/ACT Scores for Admission from American Secondary School Curriculum (approval)

The Admissions Committee has reviewed and recommends to Senate to approval to waive the Scholastic Aptitude Test (SAT) and American College Test (ACT) admission requirement for applicants following the American secondary school curriculum. SAT/ACT scores will be used in determining admissibility only where available and will not be required. This proposal was approved by Senate at its October 2020 meeting and was effective for entry to the 2021 Winter Session only. The request is to extend the optional use of the SAT/ACT for applicants entering the 2022 Winter Session.

Motion: *That Senate approve the UBC Undergraduate Admissions “Test Optional” proposal for applicants following the American Secondary School Curriculum, effective for admission to the 2022 Winter Session only.*



c. Master of Occupational Therapy Distributed Program (approval)

The Master of Occupational Therapy Distributed Program was approved by Senate in November 2019, followed by approval by the Council of Senates. The proposed changes include adding an introductory paragraph for the program, addition of English language proficiency requirements and minor editorial changes.

Motion: *That Senate approve the Calendar changes for the Master of Occupational Therapy Distributed Program, effective for the 2022 Winter Session and thereafter.*

Respectfully submitted,

Dr. Carol Jaeger, Chair Senate Admissions Committee



Admission Change Proposal Form

Faculty/School: Dept./Unit: Undergraduate Admissions Faculty/School Approval Date: approved by SEM 2021.09.29 Effective Session: for entry to 2022W	Date: Oct. 1 2021 Contact Person: Sam Saini Phone: Email: sam.saini@ubc.ca
Type of Action: strike reference to the requirement for BC/Yukon applicants to provide a completed Grade 12 Literacy Assessment before UBC can make an offer of admission.	
Rationale: <p>Presently, UBC maintains an admission requirement that specifies that students graduating from BC curriculum schools must complete their mandatory Grade 12 Literacy Assessment before receiving an offer of admission to an undergraduate program. This modern assessment replaces the previous English 12 provincial exam which was last offered in the summer of 2019. Details about the literacy assessment can be found here: https://curriculum.gov.bc.ca/provincial/grade-12-literacy-assessment</p> <p>When the UBC first adopted this requirement, it was originally understood that students would be eligible to complete the assessment before the commencement of the grade 12 school year. However, after implementation delays and various changes, the assessment is now described as an item that students are expected to complete while enrolled in grade 12. Results for the assessment are expected to be available approximately 6-7 weeks after each sitting. Current scheduled sittings do not align with UBC's admission cycle.</p> <p>The Literacy Assessment should still be considered in the admission assessment in some capacity. Undergraduate Admissions Office recommends that, instead of requiring the results of the assessment before issuing an offer of admission, we make suitable performance on the Grade 12 Literacy Assessment a condition of the offer of admission.</p> <p>Additional details outlined in the attached proposal.</p>	
URL: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,63,0 Homepage → Admissions → Applicants Following the BC/Yukon Secondary School Curriculum → Minimum Academic Qualifications Proposed Calendar Entry Minimum Academic Qualifications <p>The minimum academic qualification for admission is secondary school graduation, including the following Grade 12 courses:</p>	



Grade	Required Courses ¹
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Grade 12 English Studies 12 or English First Peoples 2

¹ Or equivalent International Baccalaureate, Advanced Placement, or post-secondary courses. See [Program Requirements for Canadian Secondary School Applicants](#); [Advanced Placement and International Baccalaureate Courses Approved to Satisfy Prerequisites](#); and [Post-Secondary Courses that Count Toward BC/Yukon Secondary School Graduation](#).

A minimum average of 67% is required for admission to all programs. However, due to limited enrolment, a higher average is required in most programs.

Equivalent courses offered in French will also be accepted. (Français Langue 12 is not accepted in place of English Studies 12 or English First Peoples 12.)

For BC/YT high school graduates of 2019 or earlier: Applicants are required to have written the final examinations offered by the BC Ministry of Education(BC Provincial Examinations) that were required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result advantages the academic assessment. However, in cases where a significant discrepancy exists between the course grade and the examination grade, UBC reserves the right to use the examination grade only.

Canadian Aboriginal Language Post-Secondary Courses

UBC recognizes Canadian Aboriginal language post-secondary courses from a recognized institution for admission in place of one Grade 12 course. Please contact Undergraduate Admissions for more information.

URL: <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=2,22,63,0>

[Homepage](#) → [Admissions](#) → [Applicants Following the BC/Yukon Secondary School Curriculum](#) → Minimum Academic Qualifications

Present Calendar Entry

[Minimum Academic Qualifications](#)

The minimum academic qualification for admission is secondary school graduation, including the following Grade 12 courses:

Grade	Required Courses ¹
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Grade 12 English Studies 12 or English First Peoples 2

¹ Or equivalent International Baccalaureate, Advanced Placement, or post-secondary courses. See [Program Requirements for Canadian Secondary School Applicants](#); [Advanced Placement and International](#)



[Baccalaureate Courses Approved to Satisfy Prerequisites](#); and [Post-Secondary Courses that Count Toward BC/Yukon Secondary School Graduation](#).

A minimum average of 67% is required for admission to all programs. However, due to limited enrolment, a higher average is required in most programs.

Equivalent courses offered in French will also be accepted. (Français Langue 12 is not accepted in place of English Studies 12 or English First Peoples 12.)

For BC/YT high school graduates of 2019 or earlier: Applicants are required to have written the final examinations offered by the BC Ministry of Education (BC Provincial Examinations) that were required for graduation. For admission decisions, BC Provincial Examination results will be used if the examination result advantages the academic assessment. However, in cases where a significant discrepancy exists between the course grade and the examination grade, UBC reserves the right to use the examination grade only.

~~BC/YT applicants will be required to provide a completed Grade 12 Literacy Assessment when it is required for graduation before UBC can make an offer of admission.~~

Canadian Aboriginal Language Post-Secondary Courses

UBC recognizes Canadian Aboriginal language post-secondary courses from a recognized institution for admission in place of one Grade 12 course. Please contact Undergraduate Admissions for more information.

Revision to Grade 12 Literacy Assessment Requirement

Prepared by UBC Undergraduate Admissions
September 2021

Overview

Presently, UBC maintains an admission requirement that specifies that students graduating from BC curriculum schools must complete their mandatory Grade 12 Literacy Assessment before receiving an offer of admission to an undergraduate program. This modern assessment replaces the previous English 12 provincial exam which was last offered in the summer of 2019. Details about the literacy assessment can be found here: <https://curriculum.gov.bc.ca/provincial/grade-12-literacy-assessment>

When the UBC first adopted this requirement, it was originally understood that students would be eligible to complete the assessment before the commencement of the grade 12 school year. However, after implementation delays and various changes, the assessment is now described as an item that students are expected to complete while enrolled in grade 12. The assessment will be offered according to the following scheduled sittings:

1. November 1-5, 2021
2. January 24-28, 2022
3. April 25-29, 2022
4. June 13-17, 2022

Results for the assessment are expected to be available approximately 6-7 weeks after each sitting.

The challenge that these developments pose is that the prescribed schedule changes do not align well with the timing of UBC's admissions cycle. If we insist on reviewing the assessment results before making an offer of admission, we would need a significant portion of the applicant pool to write this assessment in November to qualify for first-round offers (issued in late January through February). For those who do not complete the assessment in November, a January sitting would be required to make our spring offers of admission. And, students attempting to write in April would be prohibited from gaining offers of admission until the summer which would significantly hinder UBC's ability to achieve its enrolment goals (we would be making offers of admission to BC students later than all of our competitors).

Additionally, we are receiving feedback from our school counsellor community that schools have already scheduled students into assessment times based on the needs of their students and their school. For the most part, schools are scheduling students depending on when they are completing

their English Studies 12 course. This means that students taking this course in Term 2 of the senior year of high school would likely be completing the assessment in April or June. Moreover, students will not have the opportunity to select an alternate schedule since schools will not be providing invigilation resources for every sitting at the request of students.

Recommendation:

After the elimination of the English 12 provincial exam, UBC lost a valuable tool that assisted us in adjudicating the abilities of our applicant pool in a critical subject area. For this reason, the Undergraduate Admissions Office maintains that the Grade 12 Literacy Assessment should still be considered in the admission assessment in some capacity. However, the changes described above do make it difficult to insist that the literacy assessment must be completed before gaining an offer of admission, and supporting our applicants to best prepare for these assessments would be in line with the approach we have taken throughout the COVID-19 pandemic and our stated principles of admission.

Moving forward, the Undergraduate Admissions Office recommends that, instead of requiring the results of the assessment before issuing an offer of admission, we make suitable performance on the Grade 12 Literacy Assessment a condition of the offer of admission. This approach has the benefit of resolving the scheduling challenges noted above but still permits us to promote a suitable standard of achievement that facilitates our goals.

For clarity, the suitable standard of achievement we require should be provided to students when they receive their offer. We are aware that the results for the assessment will be provided on a Proficiency Scale using the following descriptive categories.

Grade 12 Literacy Assessment Proficiency Scale

Emerging - *The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.*

Developing - *The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.*

Proficient - *The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning*

Extending - *The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.*

This information is somewhat brief, but we recommend that our offer condition specify that students achieve a rating of 'Proficient' to maintain their offer of admission. While it is difficult to tell whether

the selection of this rating will be optimal, we do know that the Grade 10 Literacy Assessment, which was first offered in 2019/2020, resulted in ~75% of all assessment-takers achieving a 'Proficient' rating or higher. Considering that our applicant pool is generally an academically higher-performing subset of all students who write the assessment, this initial suggestion of a 'Proficient' rating is an appropriate baseline standard.

An additional benefit of using this offer condition approach is that we can communicate additional opportunities should a student not meet our prescribed condition. For example, a student who gains an offer of admission but does not achieve the required rating could be advised to rewrite the assessment again at a later scheduled sitting in the same year; or, we could steward students who do not meet the requirement towards the English Foundation program. The latter opportunity could be helpful for international students who are enrolled in BC schools and who are otherwise admissible but are still developing their English skills. Revocation of an offer can be pursued after other avenues have been fully explored to ensure that students are equitably treated while we introduce this new offer condition.

Summary

Academic ability in English is critical for success at UBC and we now have a new assessment provided by the BC Ministry of Education to assist us in making this judgement. While the upfront presentation of the Grade 12 Literacy Assessment for admission would permit the provision of a firmer offer of admission, the drawbacks suggested to us by secondary school counsellors are leading us to reconsider our process. As described above, the shift from requiring assessment results upfront before admission evaluation, to a condition that students must maintain to retain their offer of admission should still provide us with the insight this additional assessment provides. Along with the additional options that any student not meeting an offer condition can be given, this revised approach should allow us opportunities to better promote enrolment of qualified applicants and optimize enrolments as needed for the 22W admission cycle and beyond.

Review of 2021W US Curriculum Test-Optional Policy

Prepared by Undergraduate Admissions and the International Student Initiative

Background:

Historically, UBC has required standardized test scores (SAT or ACT) from applicants presenting US curriculum for admission to undergraduate programs. Many of these applicants reside in the United States, but UBC also receives numerous applications from students who complete the US curriculum in international schools worldwide. Moreover, while most of these students are international, there are also a significant number of Canadian citizens or permanent residents who attend US curriculum schools and apply to UBC.

The COVID-19 pandemic significantly impacted test centers across the United States and abroad, and testing agencies had to cancel numerous SAT and ACT exam sessions due to safety reasons. Many applicants also expressed concerns about writing in-person tests even though one might have been available to them. This situation prompted [several universities](#) and colleges in the US to adjust test requirements last year and, UBC also moved forward with a 'test optional' approach where applicants could elect to submit a test score or not. This approach promoted the completion of applications for admission.

This document reflects how the test-optional policy impacted the 21W US curriculum applicant pool at both campuses and recommendations on moving forward for the 2022W admission cycle.

Observations from 2021W US Curriculum Applicants

How many students submitted SAT or ACTs?

During the 2021W admissions cycle, 4709 US curriculum applicants applied to UBC. Of this group, 2106 did not submit a standardized test score.

Table 1: Total US Curriculum Applicants in 21W

Total US Curriculum Applicants	US Curriculum w/ NO TEST	Percentage of US Curriculum Applicant Pool
4709	2106	45%

And, looking at the school locations of these applicants, 76% of the total applicant group attended school in the United States, with the remaining 24% of applicants attending US curriculum schools in other countries. The 'NO TEST' group aligned with the overall applicant pool and saw 76% of applicants attending school in the United States suggesting that not submitting a test score is not sensitive to region.

Table 2: Applicant Location by test submission in 21W

	All US Curriculum Applicants	US Curriculum w/ NO TEST
Total Applicant Pool	4709	2106
School location in USA	3561	1605
School location outside of USA	1148	501
% of applicants with school in USA	76%	76%

One important note is that *the US curriculum applicant pool in 21W was 36% larger than 20W*. It is unlikely that this increase in applications can be attributed solely to the test-optional approach; however, we cannot discount that more students may consider UBC a viable option if they can choose to submit a test. Additionally, The Common App, a non-profit organization that connects applicants to various colleges and universities in the United States, [reported](#) that under-represented minority students were less likely to submit test scores than non-minority students, suggesting that our non-submitting sub-group may be more diverse than the test-submitting group.

Test submitters present stronger course grades

The Table 3 data below reflects US curriculum applicants who received an academic assessment after meeting eligibility requirements. Students who are missing courses or do not meet minimum grade thresholds for specific classes are refused before a full review is conducted and are excluded here. The overall assessment is conducted on all academic Grade 11 and Grade 12 equivalent classes that a student completes, and does not include SAT/ACT scores. Students receive a band score on a 0-5 scale for the assessment. The percentage range provided for each band approximates the average academic performance of the courses considered in the overall assessment.

Table 3: Overall Assessment in 21W

US Applicants w/ TEST			US Applicants w/ NO TEST		
Band	Students (n)	% of Total	Band	Students (n)	% of Total
5 (~93-100%)	539	27%	5 (~93-100%)	304	19%
4 (~89-92%)	501	25%	4 (~89-92%)	351	22%
3 (~85-88%)	650	33%	3 (~85-88%)	584	37%
2 (~80-84%)	181	9%	2 (~80-84%)	179	11%
1 (~70-79%)	124	6%	1 (~70-79%)	144	9%
Total	1995		Total	1562	

A critical feature of the overall assessment is that it is the same assessment for all programs and students regardless of whether a student submits a test. It permits a straightforward comparison of the two applicant sub-groups. The data shows that applicants who submitted a test score present higher in the overall assessment than applicants who did not submit a test score, particularly in the highest range. This fact suggests that applicants who submitted a test score to UBC were more academically competitive on grades alone than applicants who did not submit a test score.

Table 4: Core Assessment in 21W – Choice 1 programs

US Applicants w/ TEST			US Applicants w/ NO TEST		
Band	Students (n)	% of Total	Band	Students (n)	% of Total
5 (~95-100%)	407	20%	5 (~95-100%)	288	18%
4 (~91-94%)	665	33%	4 (~91-94%)	399	26%
3 (~85-90%)	600	30%	3 (~85-90%)	372	24%
2 (~80-84%)	253	13%	2 (~80-84%)	356	23%
1 (~70-79%)	70	4%	1 (~70-79%)	143	9%
Total	1995		Total	1558	

The core assessment shown in Table 4 is different from the overall assessment in two important ways. First, it only considers academic courses at the senior-most level relevant to the degree program to which the student applied. Second, it integrates the SAT or ACT for US curriculum applicants into the banded outcome. Students receive a numerical band score on a 0-5 scale for the assessment. The percentage range provided for each band approximates the average academic performance of the courses considered.

Per the test-optional approach, students could elect to submit a test score, and those who did not submit a test score were evaluated on grades in core courses only. The core assessment distribution also shows that applicants presenting a test score were assessed higher than those that applied without a test score. Considering that students without a test have higher course grades in general (as observed in Table 3 above), it seems expected that the core assessment outcomes would also be higher since core courses are a subset of all academic courses considered in the overall assessment. Additionally, in a test-optional environment, students can be selective in their test submissions and may provide them only if they perceive it as an advantage. This context might also explain why core assessments for test submitters trend higher.

Test Submitters tend to take more challenging course loads

Table 5: Breadth, Depth, and Relevance (BDR) Assessment in 21W - Choice 1

US Curriculum w/ TEST			US Curriculum w/ NO TEST		
Band	Students (n)	% of Total	Band	Students (n)	% of Total
5	491	26%	5	130	9%
4	511	27%	4	315	22%
3	459	24%	3	405	28%
2	319	17%	2	398	27%
1	112	6%	1	163	11%
0	31	2%	0	53	4%
Total	1923		Total	1461	

The Table 5 data above reflects applicants that received a BDR assessment on a 0-5 scale. Students presenting the US curriculum gain an assessment score through multiple means, including participation in AP courses and exams, IB courses, Running Start or concurrent college enrolment courses, honours courses, non-academic but relevant courses, and the volume and alignment of these courses to the program to which they have applied. The BDR band score a student receives increases as they enrol in a more substantive academic load.

There is a noticeable discrepancy between the BDR assessments of applicants who submitted a test score and those who did not. The higher BDR outcomes of the test submitting sub-group indicate that they are completing a more academically rigorous program or enriched curriculum than those who did not submit a test score.

Enrolment Outcomes

Table 6: US Curriculum Enrolment Outcomes - International 21W

	Total	US Curriculum w/ TEST	US Curriculum w/ NO TEST
Applicants	3385	1749	1636
Admits	2255	1235	1020
Registered	355	212	143
Admit Rate	67%	71%	62%
Yield Rate	16%	17%	14%

Table 7: US Curriculum Enrolment Outcomes – Domestic 21W

	Total	US Curriculum w/ TEST	US Curriculum w/ NO TEST
Applicants	1324	854	470
Admits	810	514	296
Registered	227	129	98
Admit Rate	61%	60%	63%
Yield Rate	28%	25%	33%

Tables 6 and 7 outlines the enrolment outcomes achieved in 21W for domestic and international students in US curriculum schools. The admit rate for international students was marginally higher for test-submitters, which makes sense considering that we did see evidence that this group presented higher overall course grades. The yield rate is also marginally better than the non-submitter group which is notable since competitive students are often harder to yield from the competitive US market, and because students applied to more schools this year.

For domestic students, the picture is a bit different. The admit rate and yield rate for non-submitters is slightly better than anticipated. The admit rate may be the product of which program a student applied to since programs vary in competitiveness at UBC; however, the higher yield rate is more difficult to explain. The non-submitting group has a lower academic profile than their counterparts as seen above (Table 3), and this could influence how they perceive an offer of admission from a top ranked university. It is also worth noting that domestic students within the US could generally view UBC more positively due to the significant affordability gains compared to universities closer to home. This factor would also have a positive impact on yield.

In 20W, international students in US curriculum schools saw an admit rate of ~76%, while domestic students had ~66%. Last year, our admit rates were higher, but the decrease this year

was expected since the overall volume of applications UBC received increased substantially. These outcomes suggest that UBC's approach to test-optional admission has not significantly altered the enrolment pattern of this group. We have preserved an equitable enrolment system for US curriculum students while providing support and flexibility to these applicants during a time of significant disruption.

Recruitment Considerations

UBC aims to enroll a diverse incoming class each year and this requires us to consider the recruitment impacts of test-optional admission policies. The Common App report noted above also mentioned that many states saw significant declines in test reporting rates this past year. Most notably, Massachusetts, Washington, Oregon, and California saw double digits percentage rate declines in test reporters this past year. Approximately 56% of UBC's applications from international students attending US curriculum schools are from those states. And all public 4-year flagship universities located within them have adopted test-optional policies for the upcoming year. Maintaining admission requirements that are misaligned with key competitors may not be the most prudent course of action moving forward.

California is of particular interest as a [recent decision](#) by the University of California system outlines that it will no longer use any standardized test for admission purposes for any of its ten campuses. Reverting to a test-required policy in 2022W admission and beyond may make recruiting students in that state difficult. Similarly, with our Canadian competitors, the University of Toronto and McGill have declared plans to move ahead with test-optional policies for 2022 entry.

Recommendations for 2022W

As evidenced above, it appears that our current applicant pool has test-submitting students that have more robust overall course records than students who choose not to submit standardized tests. While there may be many reasons for this, one of them might be that students with strong test scores may wish to apply to a school that will at least consider their scores for admission. Considering that UBC still wants to recruit highly motivated, academic-minded students, we should attempt to structure our policies to ensure we remain a top destination for these students. Moreover, although test submitters had stronger academic records, we were able to enroll a significant number of non-test submitters at a comparable admission rate. This fact suggests that our method of assessing students using a test-optional approach does not significantly disadvantage this sub-group. The fact that we have balanced our assessment outcomes is an essential consideration. The same Common App report referenced above also suggests that students from under-represented backgrounds submit test scores less frequently.

UBC aims to improve outcomes for marginalized groups as a stated goal in the Inclusion Action Plan, which can be supported with a test-optional approach.

Also, when UBC evolved its admission approach in 2019, we suggested that we would no longer specify a minimum or a maximum number of courses for competitive admission. We instead opted for a system that looked at all academic coursework and exams that a student wished to complete. This feature aligns well within a test-optional framework. It is also more closely aligned with our approach to Advanced Placement exams, which are optional for admission and only considered if the student wishes to submit them.

Lastly and most importantly, it is in UBC's best interests to ensure that it is aligned with top competitors in the US market to ensure that it can effectively recruit undergraduate students. The developments over the past year in critical competitive marketplaces do not suggest that reverting to a system where standardized test scores are required is a sustainable path to ensuring a robust pipeline of qualified applicants.

For the 2022W admission cycle, the Undergraduate Admissions Office and the International Student Initiative recommend that UBC remain test-optional for US curriculum students as this approach positions us to achieve our enrolment goals for the upcoming year. Further data and review of the current 21W incoming class will provide more evidence to evolve this approach for the future.

Appendix

Historical Correlations to First Year Session Average of US Curriculum students

The tables below summarize correlations to first-year session averages of US curriculum students who registered from 2014W to 2108W. During this time, US curriculum students had an academic average calculated by the Admission Office based on the top four academic full-year courses from their senior school years. This calculation is called 'HS Admission Average' in the tables below. The 'SAT – Total' score is listed on the pre-2016 scale (600-2400). For cases where students submitted the ACT instead of the SAT, the ACT Composite score was converted to an overall SAT score based on concordance data provided by the College Board and the ACT organization. The UBC session average of students in their first year of studies is called 'First-Year Session Average.' Please note that students with first-year session averages below 40% are excluded from the data in this summary.

Table A: Summary information of US curriculum registrants 14W-18W

	Mean	Std. Dev.	(N)
First-Year Session Average	71.4	9.9	2826
SAT - Total	1878	209	2826
HS Admission Average	88.3	6.6	2826

Table B: Correlations to First-Year Session Average of US curriculum registrants 14W-18W

	First-Year Session Average	SAT - Total	HS Admission Average
First-Year Session Average	1	0.315	0.366
SAT - Total	0.315	1	0.223
HS Admission Average	0.366	0.223	1
SAT - Total + HS Admission Average	0.437	-	-

Correlations in this table are significant at .01 level (2-tailed)

N = 2826 for all correlations

Table B shows a correlation of .366 between the first-year session average and the calculated high school admission average. This is slightly better than the correlation of .315 demonstrated between the first-year session average and the SAT-Total. Additionally, Table B also shows that high school admission average has a .223 correlation to SAT-Total. Both SAT-Total and high school average for these students correlate slightly better to first-year session average than they do to each other. This might suggest that these two factors measure somewhat different aspects of student ability.

Lastly, the multiple correlations of SAT - Total and high school admission average taken together is .437. This larger correlation suggests that using both factors when making an admission decision may provide better potential opportunities to assess student success.



UBC Curriculum Proposal Form Change to Course or Program

Faculty: Medicine Department: Occupational Therapy Faculty Approval Date: May 11, 2021 Effective Session (W or S): W Effective Academic Year: 2022	Date: 2021/02/24 Contact Person: Dr. Susan Forwell Phone: 604-822-7410 Email: susan.forwell@ubc.ca
<p>Proposed Calendar Entry:</p> <p>Program Overview</p> <p>Occupational therapists provide specialized rehabilitation services to maintain, restore, or improve the ability of children and adults to perform the occupations of daily life, which may be impaired as a result of illness, injury, congenital or acquired disabilities, or social disadvantage. Occupational therapists focus on adapting the environment or improving the person's skills, to enhance performance in the areas of self-care (eating, dressing, personal hygiene), productivity (household work, employment, school), and leisure activities, thereby improving overall health and quality of life.</p> <p>Master of Occupational Therapy Distributed Program</p> <p>The Master of Occupational Therapy offers a distributed program involving a cohort of students at a geographically separated site located at the University of Northern British Columbia.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1207#11333 </p> <p>Present Calendar Entry:</p> <p>Program Overview</p> <p>Occupational therapists provide specialized rehabilitation services to maintain, restore, or improve the ability of children and adults to perform the occupations of daily life, which may be impaired as a result of illness, injury, congenital or acquired disabilities, or social disadvantage. Occupational therapists focus on adapting the environment or improving the person's skills, to enhance performance in the areas of self-care (eating, dressing, personal hygiene), productivity (household work, employment, school), and leisure activities, thereby improving overall health and quality of life.</p>



Master of Occupational Therapy

Admission Requirements

Candidates must meet [minimum entry requirements](#) established by Graduate and Post-Doctoral Studies.

Admission is offered on a competitive basis due to the annual enrolment limits. Admission requirements include:

- Completion of a recognized baccalaureate degree in any field (equivalent to a UBC 4-year Bachelor's degree in any field, from any accredited post-secondary institution)
- Successful completion of the following prerequisites:
 - social sciences (3 credits);
 - behavioural sciences (3 credits)
 - human anatomy¹ (3 credits; focus on gross anatomy of musculoskeletal system of upper and lower limbs and trunk. See [M.O.T. Admissions](#) for specific course requirements), and
 - a minimum of 70 hours of volunteer or paid work with individuals with disabilities at no more than two facilities.
- [Response to a Question](#) requirement
- Completion of online assessment ([CASPer Test-Computer Based Assessment for Sampling Personal Characteristics](#))

¹A 3-credit course covering the following areas: 1)

Upper limbs: bones, joints, muscles, nerves, and blood vessels in the upper limbs of the human body; 2) Lower limbs: bones, joints, muscles, nerves, and blood vessels in the lower limbs of the human body; 3) Trunk: bones, joints, muscles, nerves, and blood vessels in the

Master of Occupational Therapy

Admission Requirements

Candidates must meet [minimum entry requirements](#) established by Graduate and Post-Doctoral Studies.

Admission is offered on a competitive basis due to the annual enrolment limits. Admission requirements include:

- Completion of a recognized baccalaureate degree in any field (equivalent to a UBC 4-year Bachelor's degree in any field, from any accredited post-secondary institution)
- Successful completion of the following prerequisites:
 - social sciences (3 credits);
 - behavioural sciences (3 credits)
 - human anatomy¹ (3 credits; focus on gross anatomy of musculoskeletal system of upper and lower limbs and trunk. See [M.O.T. Admissions](#) for specific course requirements), and
 - a minimum of 70 hours of volunteer or paid work with individuals with disabilities at no more than two facilities.
- [Response to a Question](#) requirement
- Completion of online assessment ([CASPer Test-Computer Based Assessment for Sampling Personal Characteristics](#))

¹A 3-credit course covering the following areas: 1)

Upper limbs: bones, joints, muscles, nerves, and blood vessels in the upper limbs of the human body; 2) Lower limbs: bones, joints, muscles, nerves, and blood vessels in the lower limbs of the human body; 3) Trunk: bones, joints, muscles, nerves, and blood vessels in the

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back and thorax of the human body. The Department Head will review course outlines that are not listed on [M.O.T. Admissions](#) to evaluate course equivalency.

Admission is offered on a competitive basis. The annual enrolment and class size is limited.

Primary consideration for admission of domestic applicants is given to residents of British Columbia. Applicants are considered BC residents if they hold a currently valid BC Care Card at the time of application to the program.

Applicants who meet the above minimum requirements are eligible for interview consideration. Candidates are selected for interviews based on competitive academic standing in senior-level courses. The interview will comprise a verbal interview and an examination of written English proficiency. Fulfillment of the minimum requirements, however, does not guarantee an interview.

Applicants who would like to be considered for admission to the Master of Occupational Therapy **North cohort located at the University of Northern British Columbia distributed site** must meet all admissions requirements and must complete a supplementary application form, available to download on the MOT Program website. This form is used to assess candidates' suitability for the cohort.

Applicants from a university outside Canada in which English is not the primary language of instruction must present evidence of English language proficiency prior to being extended an offer of admission. Required minimum English language proficiency scores for admission to the MOT program are:

- TOEFL: 100 (iBT)

back and thorax of the human body. The Department Head will review course outlines that are not listed on [M.O.T. Admissions](#) to evaluate course equivalency.

Admission is offered on a competitive basis. The annual enrolment and class size is limited.

Primary consideration for admission of domestic applicants is given to residents of British Columbia. Applicants are considered BC residents if they hold a currently valid BC Care Card at the time of application to the program.

Applicants who meet the above minimum requirements are eligible for interview consideration. Candidates are selected for interviews based on competitive academic standing in senior-level courses. The interview will comprise a verbal interview and an examination of written English proficiency. Fulfillment of the minimum requirements, however, does not guarantee an interview.

Applicants who would like to be considered for admission to the Master of Occupational Therapy's **Northern and Rural Cohort** must meet all admissions requirements and must complete a supplementary application form, available to download on the M.O.T Program website. This form is used to assess candidates' suitability for the cohort.

Type of Action:

- Calendar Update to add reference to the distributed program in the MOT Calendar entry.

Rationale for Proposed Change:

In May 2019, the Ministries of Health and Advanced Education and Skills Training approved infrastructure funding for the Master of Occupational Therapy Northern and Rural Cohort (MOT-NRC) of UBC in collaboration with the University of Northern British Columbia (UNBC). This initiative is designed to increase recruitment and retention of occupational therapists in northern and rural areas of British Columbia (BC). The students in the MOT-NRC cohort will complete the majority of their clinical fieldwork



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• IELTS (Academic): overall 7.5, with a minimum score of 7.0 in each component

See [MOT Admissions website](#) for additional information on admission.

education in northern and rural communities. UNBC will be the clinical hub for the majority of the MOT-NRC, with support provided to occupational therapists in northern and rural communities through local clinical instructor training, continuing professional development, and mentorship for specific clinical experiences.

The proposed changes are to add reference to the distributed program in the MOT Calendar entry.



To: Senate
From: Agenda Committee
Re: Senate Meeting Plans from January Onwards and Extension of Rule Suspension
Date: 8 November 2021

As senators will be aware, the rule suspension that allows the Senate to meet virtually expires on 31 December 2021. The Senate Agenda Committee has started discussions on how senate meetings operate, both in light of the COVID-19 pandemic, as well as other ongoing matters relating to access, accessibility, collegiality, and efficacy. In particular, the Committee has considered if the Senate should revert back to in-person meetings¹ (either as organized before the pandemic or in different ways), if it should continue to meet virtually, or if a hybrid approach should be attempted with substantial numbers attending either in-person and virtually. Similar conversations have been or will be occurring at Senate's committees this term and we expect will continue into next year.

The Committee is aware of some of the benefits and detriments of all three approaches, and would like more time to consider the issue as well as an opportunity to survey all members of Senate on their preferences moving forward and beyond the COVID-19 pandemic. The Committee expects this consideration to occur throughout the Term 2 of this Winter Session, and intends to bring a recommendation to the May meeting of Senate with an implementation date of September 2022. To that end, the Senate Agenda Committee would recommend that Senate resolve as follows:

That Rules 10 and 24 of the Rules and Procedures of Senate be suspended until 31 August 2022 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~~

¹ With the current exception for remote attendance for those with medical accommodations.



~~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** ~~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. New text is in bold, removed text is struck through.

NB: The Rule Suspensions proposed are identical except in expiration date to those approved by Senate in March and December of 2020.



To: Vancouver Senate
From: Senate Awards Committee
Re: Awards for Acceptance by the Senate
Date: 17 November 2021

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

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

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

November 2021

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

Dr. Shirley Anne Henslowe Scholarship in Education

Scholarships totalling \$34,150 have been made available through an endowment established by an estate gift from Dr. Shirley Anne Henslowe (1929-2017) for outstanding undergraduate and graduate students in the Faculty of Education. Dr. Henslowe (B.A., B.L.S. 1965, M.Ed. 1972, Ed.D. 1977) taught in the Bella Coola, Victoria, Surrey and Vancouver school districts. While a graduate student at UBC, she was awarded a Killam Doctoral Scholarship. After receiving her Ph.D., Dr. Henslowe taught for ten years in the Faculty of Education at the University of Lethbridge. The scholarships are made on the recommendation of the Faculty of Education, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Dr. Gordon E. Trueman Radiology Residents' Research Award

Awards totalling \$2,200 have been made available through an endowment established by Dr. Gordon E. Trueman (1913-2011) and Carol Trueman (1916-2004), and augmented by friends, family and colleagues. The awards are available for radiology residents whose projects presented at the annual Radiology Research Day are considered the most deserving, based on content, scientific methodology, and presentation. The first place recipient will receive 50% of the available award value, the second 30% and the third 20%. Dr. Trueman (B.A., M.D.) was born in Winnipeg, Manitoba, and attended the University of Manitoba. He became the fourth radiologist in British Columbia after completing his training in diagnostic radiology at Vancouver General Hospital. He joined the Royal Canadian Army Medical Corps during World War II and served in France, the Netherlands, and Belgium. He returned from the war with tuberculosis, and was sent to a sanatorium near Kamloops, British Columbia to recover. While in Kamloops, Dr. Trueman founded the Department of Radiology at Royal Inland Hospital before returning to Vancouver to join the UBC Department of Radiology as an Associate Professor, and Vancouver General Hospital as Head of Radiology. The awards are made on the recommendation of the Department of Radiology. (First award available for the 2021/2022 winter session).

Gilbert John Wood Memorial Bursary in Foreign Languages

Bursaries totalling \$2,000 have been made available through an endowment established by an estate gift from Gilbert John Wood (1931-2018) for undergraduate students majoring or minoring in a foreign language. Gilbert (B.A. 1954) was born in Romford, Essex, England, and immigrated to Vancouver, British Columbia with his family after World War II. After graduating from UBC, he moved to Washington, District of Columbia, where he worked as a librarian for several years. He returned to British Columbia after retiring in the 1990s. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

NEW AWARDS – ANNUAL

Dr. Hinda Avery Scholarship in Holocaust Studies

Scholarships totalling \$2,000 have been made available annually through a gift from Dr. Hinda Avery (B.F.A., M.F.A. 1985, Ph.D. 1993). The scholarships are available for outstanding graduate students in the Department of Central, Eastern, & Northern European Studies whose research is in or related to Holocaust Studies. Dr. Avery is an artist and retired lecturer of women's studies. During the Holocaust, many members of Dr. Avery's family were murdered by the Nazis. Her work includes a series of paintings titled the *Rosen Women*, after her mother's maiden name, depicting herself, her sister, mother, grandmother and aunt as superhero female resisters. Dr. Avery directed a film in 2005 on Holocaust memorialization in Germany called *The Art of Apology*, and her art was the subject of a short film titled *Hinda and her Sisterrrz*, which premiered in 2017 and was shown at Jewish film festivals throughout North America. The scholarships are made on the recommendation of the Department of Central, Eastern, & Northern European Studies, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Cross Country and Track and Field Equity, Diversity and Inclusion Award

Awards totalling \$2,000, which may range from a minimum value of \$500 each to the maximum allowable under athletic association regulations, have been made available annually through gifts from members, alumni and supporters of the UBC Thunderbird Cross Country and Track and Field teams. The awards are available for outstanding members of the UBC Thunderbird Cross Country and Track and Field teams who identify as Indigenous, Black or a Person of Colour and have demonstrated outstanding academic achievement and leadership. Each year, at least one recipient will be female. These academic awards are made on the recommendation of the Head Coaches of the Cross Country and Track and Field teams and the Athletic Awards Committee. (First award available for the 2021/2022 winter session).

Ann-Britt Everett Memorial Award

Awards totalling \$2,000 have been made available annually through gifts from friends and family in memory of Ann-Britt Everett (1973-2019). The awards are available for students in the

Master of Business Administration program who are (1) exchange students from Denmark, (2) UBC students going on exchange at a university in Denmark, or (3) hold Danish citizenship and are completing their entire M.B.A degree at UBC. Ann-Britt was born in Nykobing Falster, Denmark, and moved to Vancouver, British Columbia in 2001. She received her B.Sc. and M.Sc. in Business Administration and Commercial Law from the Copenhagen Business School, and spent a semester abroad at UBC in the M.B.A. program. She served as Honorary Consul for Denmark to British Columbia from 2015 to 2019. This award was established in recognition of Ann-Britt's passion for connecting people, building cultural bridges, and her work to support the Danish community in Vancouver. The award is made on the recommendation of the Robert H. Lee Graduate School. (First award available for the 2022/2023 winter session).

Faculty of Education Award for Veterans

Awards totalling \$40,000 have been available annually through a gift from the John Ranton McIntosh Endowment Fund for undergraduate students in the Faculty of Education who are veterans that have served in the Regular or Reserve Force of the Canadian Armed Forces. Candidates will have demonstrated good academic standing. The awards are made on the recommendation of the Faculty of Education. (First award available for the 2021/2022 winter session).

Carol Hird Memorial Award in Midwifery

Awards totalling \$2,000 have been made available annually through gift from friends, family and the Midwives Association of British Columbia, in memory of Carol Hird (1946-2020), for students entering the Bachelor of Midwifery Program who have demonstrated an interest in practicing in underserved communities. Preference will be given to candidates who are (1) First Nations, Inuit, or Métis students or (2) from underserved communities. Financial need may be considered. Carol was born in Hull, Yorkshire, England, and completed a nursing qualification at Kingston General Hospital in Hull and a Midwifery Teaching Diploma at the University of Sheffield before immigrating to Canada in 1972. She was a member of the Midwives Association of BC and served as an executive for the International Confederation of Midwives for nine years, including as President in 1993. In 2005 Carol was honoured by the Midwives Association of BC for her work to advance the recognition of professional midwifery in British Columbia, and in 2009 received a North Shore Health Care Award for her leadership accomplishments. The awards are made on the recommendation of the Midwifery Program in the Faculty of Medicine. (First award available for the 2021/2022 winter session).

Native Northwest Award in Education for Indigenous Students

Awards totalling \$2,000 have been made available annually through a gift from Native Northwest Reconciliation Fund for First Nations, Inuit and Métis students enrolled in the Indigenous Teacher Education Program (NITEP) program who have demonstrated good academic standing. Financial need may be considered. Preference will be given to students

studying early childhood education. Native Northwest was founded by Larry Garfinkel (B.A. 1975, B.S.W. 1977) and Sandi Karmel (B.S.W. 1977) in 1983 and creates products featuring the work of Indigenous artists. The Native Northwest Reconciliation Fund supports justice for those who continue to be impacted by Residential Schools by funding initiatives such as community wellness, learning, and connection to culture. The awards are made on the recommendation of the Indigenous Teacher Education Program. (First award available for the 2021/2022 winter session).

Native Northwest Award in Social Work for Indigenous Students

Awards totalling \$2,000 have been made available annually through a gift from Native Northwest Reconciliation Fund for First Nations, Inuit and Métis students in the School of Social Work who have demonstrated good academic standing. Financial need may be considered. Native Northwest was founded by Larry Garfinkel (B.A. 1975, B.S.W. 1977) and Sandi Karmel (B.S.W. 1977) in 1983 and creates products and books for children that feature the work of Indigenous artists. The Native Northwest Reconciliation Fund supports justice for those who continue to be impacted by Residential Schools by funding initiatives such as community wellness, learning, and connection to culture. The awards are made on the recommendation of the School of Social Work, and in the case of a graduate student, the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Ovintiv Canada ULC Award in Commerce for Indigenous Students

Awards totalling \$6,000 have been made available annually through a gift from Ovintiv Canada ULC, for First Nations, Inuit, or Métis students in the Bachelor of Commerce program who have achieved good academic standing. Preference will be given to students who are from British Columbia. Ovintiv Canada ULC is a North American exploration and production (E&P) company focused on developing its multi-basin portfolio. Ovintiv Canada ULC created this award as part of their commitment to working with Indigenous communities on economic development and community investment focused on wellness, education and cultural preservation. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2021/2022 winter session).

Pan American Silver Equity, Diversity and Inclusion Award in Science

Awards totalling \$10,000 have been made available annually through a gift from Pan American Silver for third and fourth-year undergraduate and graduate students in the Faculty of Science who have demonstrated outstanding academic achievement and are from communities that have been historically, persistently and systemically discriminated against. Preference will be given to students studying geology or geological sciences. Each award will ideally not be valued at less than \$5,000. Pan American Silver is a Vancouver-based mining company operating in six countries. Since its founding in 1994, it has grown to become the world's second-largest silver mining company. Pan American Silver established this award after taking the BlackNorth

Initiative CEO Pledge to combat anti-Black systematic racism and promote diversity and inclusion in the workplace. These academic awards are made on the recommendation of the Faculty of Science, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Harnam A.N. Singh Bursary for Single Parents

Bursaries totalling \$5,000 have been made available annually through a gift from the HARIVAD Foundation for undergraduate students that are single parents. Harnam “Hari” A.N. Singh (B.Sc. 1966) immigrated to Canada from Trinidad and Tobago in 1959. While a student at UBC, he had to choose between buying the basics to support his growing family, or paying tuition. When he chose his family, Hari was asked to withdraw from UBC. Much to his surprise, Walter Gage stepped in to assist him. Hari completed his studies and established the HARIVAD Foundation to give back to his community by supporting the pursuit of spiritual expression, intellectual development, physical wellness and mental health. This bursary was established to support current UBC students in the hopes that they do not have the experiences Hari did. The bursaries are adjudicated by Enrolment Services (First award available for the 2021/2022 winter session).

Harnam A.N. Singh Scholarship in Economics

Scholarships totalling \$5,000 have been made available annually through a gift from the HARIVAD Foundation for outstanding graduate students studying Economics. Preference will be given to students interested in labour economics. Harnam “Hari” A.N. Singh (B.Sc. 1966) immigrated to Canada from Trinidad and Tobago in 1959. He and his friends faced appalling work conditions while trying to attend university. This experience drove Hari to a lifelong involvement in the labour movement. He believes that unions remain key to keeping workers safe while ensuring them a better quality of life. After completing his studies, Hari established the HARIVAD Foundation to give back to his community by supporting the pursuit of spiritual expression, intellectual development, physical wellness and mental health. The scholarships are made on the recommendation of the Vancouver School of Economics, in consultation with Faculty of Graduate and Postdoctoral Studies (First award available for the 2021/2022 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

3925 – W. Gordon Brandreth Prize in Kinesiology

Rationale for Proposed Changes

The Bachelor of Kinesiology has changed the names of the three streams students in the degree program can specialize in. The description has been updated to remove the name of stream that is no longer offered.

Current Award Description

A \$550 prize has been endowed by Mrs. Bertha Brandreth in memory of her husband W. Gordon Brandreth. The prize is offered to a student who is pursuing studies in the Kinesiology and Health Sciences program in the School of Kinesiology, and is made on the recommendation of the School of Kinesiology.

Proposed Award Description

Prizes totalling A \$550 prize have been made available through an endowment established endowed by Mrs. Bertha Brandreth in memory of her husband W. Gordon Brandreth for outstanding Bachelor of Kinesiology students. The prize is offered to a student who is pursuing studies in the Kinesiology and Health Sciences program in the School of Kinesiology, and is The prizes are made on the recommendation of the School of Kinesiology.

3282 – B J Twaites Prize**Rationale for Proposed Changes**

The description has been revised to reflect the new name of the course the prize supports.

Current Award Description

A \$700 prize has been established to honour Mr. B. J. (Bev) Twaites, who retired as Manager of the Department of Pathology in 1991 after serving the University for 35 years. The prize is awarded by the Faculty of Medicine to the student in the graduating class for the B.M.L.Sc. degree who who obtains the highest standing in Laboratory Administration (Pathology 408).

Proposed Award Description

A \$700 prize has been established to honour Mr. B. J. (Bev) Twaites, who retired as Manager of the Department of Pathology in 1991 after serving the University for 35 years. The prize is awarded by the Faculty of Medicine to the student in the graduating class for the B.M.L.Sc. degree who who obtains the highest standing in Laboratory Administration Research and Career Skills (Pathology 408).

Annual Awards**8748 – Tom Bearss Bursary**

Rationale for Proposed Changes

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

Current Award Description

Bursaries totalling \$2,000 have been made available annually through gifts from the Delta Naturalists Society, friends, and family in memory of Tom Bearss (1945-2020), for Bachelor of Science students who have completed first year and are specializing in Environmental Sciences, Marine Biology, Conservation Biology, Ecology and Environmental Biology or Natural Resources Conservation. Preference will be given to students with BC government loan funding. Delta Naturalists Society (DNS) initiated this bursary to foster their core values of environmental education and nature conservation, and to honour Tom Bearss, their charismatic, long-serving President. Tom was an enthusiastic and tireless advocate of these values, including through his blog on DNS weekly birding outings, encouraging newcomers at DNS monthly meetings and mentoring youngsters in the local NatureKids organization. He received two major awards from BC Nature, one in 2014 and one posthumously in 2020, recognizing his contributions to birding and the naturalist community in British Columbia. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

Proposed Award Description

Bursaries totalling \$2,000 have been made available ~~annually~~ through **an endowment established by gifts from** the Delta Naturalists Society, friends, and family in memory of Tom Bearss (1945-2020), for Bachelor of Science students who have completed first year and are specializing in Environmental Sciences, Marine Biology, Conservation Biology, Ecology and Environmental Biology or Natural Resources Conservation. Preference will be given to students with BC government loan funding. Delta Naturalists Society (DNS) initiated this bursary to foster their core values of environmental education and nature conservation, and to honour Tom Bearss, their charismatic, long-serving President. Tom was an enthusiastic and tireless advocate of these values, including through his blog on DNS weekly birding outings, encouraging newcomers at DNS monthly meetings and mentoring youngsters in the local NatureKids organization. He received two major awards from BC Nature, one in 2014 and one posthumously in 2020, recognizing his contributions to birding and the naturalist community in British Columbia. The bursaries are adjudicated by Enrolment Services. (First award available for the 2020/2021 winter session).

1460 – Rebecca Vecchio Memorial Award**Rationale for Proposed Changes**

The description has been updated to reflect organizational changes at the university.

Current Award Description

Two \$1,000 awards are offered annually by UFCW Local 1518 for students who are committed to gender equality in actions and behaviours and who advocate against bullying and violence against women. The awards are for students who demonstrate these ideals through action by working to foster a safer and more respectful campus community. Recommendations are made by the Equity and Inclusion Office and the Sexual Assault Prevention Team in consultation with Enrolment Services.

Proposed Award Description

Two \$1,000 awards are offered annually by UFCW Local 1518 for students who are committed to gender equality in actions and behaviours and who advocate against bullying and ~~violence against women~~ gender-based violence. The awards are for students who demonstrate these ideals through action by working to foster a safer and more respectful campus community. Recommendations are made by the Equity and Inclusion Office and the ~~Sexual Assault Prevention Team~~ Sexual Violence Prevention and Response Office (SVPRO), in consultation with Enrolment Services.



17 November 2021

To: Vancouver Senate

From: Senate Curriculum Committee

Re: November 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 revised programs, new course code, new courses and new program option brought forward by the Faculties of Arts, Education, and Graduate and Postdoctoral Studies (Applied Science and Arts) be approved.”*

Respectfully submitted,

Dr. Claudia Krebs, Chair
Senate Curriculum Committee



FACULTY OF ARTS

Revised programs

Bachelor of Arts in Environment and Sustainability; Bachelor of Arts in Human Geography

New course code

ENST Environment and Sustainability

New courses

PSYC 240 (1-3) Research Experience; **THFL 226 (3)** Celebrity Studies; **THFL 304 (3)** Production Design; **THFL 402 (3)** Professional Portfolio Preparation for Live and Digital Performance

FACULTY OF EDUCATION

New program option

Bachelor of Education Rural and Remote Pathway

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New courses

PLAN 541 (6) Planning Studio; **PLAN 543 (12)** Indigenous Community Planning Practicum

Revised courses

PLAN 500 (3) Comparative Perspectives on Planning History and Futures; **PLAN 501 (3)** Reconciliation and Planning; **PLAN 502 (3)** Sustainability and Resilience in Planning; **PLAN 504 (3)** Urban Design and Visual Representation; **PLAN 505 (3)** Planning Theory, Values, and Ethics; **PLAN 506 (3)** Information and Analysis in Planning; **PLAN 507 (3)** Engagement and Facilitation for Planners; **PLAN 511 (3)** The Legal and Institutional Context of Planning; **PLAN 512 (3)** Urban Economics, Infrastructure, and Real Estate Issues in Planning; **PLAN 513 (3)** Making and Implementing Community and Regional Plans; **PLAN 514 (3)** Indigenous Planning: Ways of Being, Knowing and Doing; **PLAN 515 (3)** Indigenous Law, Governance and Community Planning; **PLAN 516 (3)** Planning for Community Economic Development; **PLAN 540 (6)** Planning Praxis

Revised program

Master of Community and Regional Planning



Arts

New course

THFL 599 (3-6) d Production

UNDERGRADUATE – PROGRAMS

GEOG: Department of Geography

Program name change > “BA in Geography (Environment and Sustainability)” to “BA in Environment and Sustainability”

Program name change > “BA in Geography (Human Geography)” to “BA in Human Geography”

Category: 1 Faculty: Arts Department: Geography Faculty Approval Date: Sept. 16, 2021 Effective Session (W or S): Summer Effective Academic Year: 2022	Date: Received April 6, 2021 Contact Person: Dr. Jessica Dempsey Phone: 2 2663 Email: undergraduate.program@geog.ubc.ca
Proposed Calendar Entry: Geography [...] <p>The Bachelor of Arts program includes a Major, Honours, and Minor in Geography (Human Geography), a Major and Minor in Geography (Environment and Sustainability), and a Minor in Geographic Information Science and Geographical Computation.</p> <p>Students may declare a Major or Minor offered by the Department of Geography after completing 27 credits.</p> Combining Areas of Study <ul style="list-style-type: none"> Students completing any Major or Honours program offered by the Department of Geography are welcome to complete a Minor in Geographic Information Science and Geographical Computation or a Minor in Urban Studies. 	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,79 Present Calendar Entry: Geography [...] <p>The Bachelor of Arts program includes a Major, Honours, and Minor in Geography (Human Geography), a Major and Minor in Geography (Environment and Sustainability), and a Minor in Geographic Information Science and Geographical Computation.</p> <p>Students may declare a Major or Minor offered by the Department of Geography after completing 27 credits.</p> Combining Areas of Study <ul style="list-style-type: none"> Students completing any Major or Honours program offered by the Department of Geography are welcome to complete a Minor in Geographic Information Science and Geographical Computation or a Minor in Urban Studies. Double majoring in BA-Geography (Human Geography) and BA Geography

<ul style="list-style-type: none"> • Double majoring in BA Human Geography and BA Environment and Sustainability is not permitted. • Students completing any BA Major or Honours program offered by the Geography Department are not permitted to complete a Minor in Human Geography or a Minor in Environment and Sustainability. <p>For course information please see the Department website.</p> <p>For information on advanced degrees, see graduate Geography.</p> <p>Major in Environment and Sustainability</p> <p>[...]</p> <p>Major in Human Geography</p> <p>[...]</p> <p>Honours in Human Geography</p> <p>The Honours program in Human Geography differs from the Major in two respects: degree of specialization and standing, which must be at least 74% average of all courses taken (for entry and graduation).</p> <p>Students who are interested in the Honours program should consult the Department before the end of their second year or at the beginning of their third year. Students may declare their Honours program after completing 54 credits and must do so before completing 72 credits.</p> <p>Individual Honours programs require the approval of the Department. The total number</p>	<p>(Environment and Sustainability) is not permitted.</p> <ul style="list-style-type: none"> • Students completing any BA Major or Honours program in Geography are not permitted to complete a Minor in Geography (Human Geography) or a Minor in Geography (Environment and Sustainability). <p>For course information please see the Department website.</p> <p>For information on advanced degrees, see graduate Geography.</p> <p>Major in Geography (Environment and Sustainability)</p> <p>[...]</p> <p>Major in Geography (Human Geography)</p> <p>[...]</p> <p>Honours in Geography</p> <p>The Honours program in Geography differs from the Major in two respects: degree of specialization and standing, which must be at least 74% average of all courses taken (for entry and graduation).</p> <p>Students who are interested in the Honours program should consult the Department before the end of their second year or at the beginning of their third year. Students may declare their Honours program in Geography after completing 54 credits and must do so before completing 72 credits.</p> <p>Individual Honours programs require the approval of the Department. The total number of Honours students may be restricted to match available teaching resources.</p> <p><i>Lower-Level Requirements</i></p>
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<p>of Honours students may be restricted to match available teaching resources.</p> <p><i>Lower-Level Requirements</i></p> <p>As for Major in Human Geography.</p> <p>[...]</p> <p>Minor in Human Geography</p> <p><i>Lower-Level Requirements</i></p> <p>As for Major.</p> <p><i>Upper-Level Requirements</i></p> <p>...credits for a Minor in Human Geography program must be no fewer than 30 and no more than 42, within the 120 credits necessary for the B.A.</p> <p>[...]</p> <p>Minor in Environment and Sustainability</p> <p>[...]</p>	<p>As for Major in Geography (Human Geography).</p> <p>[...]</p> <p>Minor in Geography (Human Geography)</p> <p><i>Lower-Level Requirements</i></p> <p>As for Major.</p> <p><i>Upper-Level Requirements</i></p> <p>...credits for a Minor in Geography (Human Geography) program must be no fewer than 30 and no more than 42, within the 120 credits necessary for the B.A.</p> <p>[...]</p> <p>Minor in Geography (Environment and Sustainability)</p> <p>[...]</p> <p>Type of Action: Update program names for the current: Minor, Major, and Honours in Geography (Human Geography) Minor and Major in Geography (Environment and Sustainability)</p> <p>Rationale for Proposed Change: This proposal aims to</p> <p>1) update the name of the Minor, Major, and Honours in Geography (Human Geography) to Minor, Major and Honours in Human Geography 2) update the name of the Minor and Major in Geography (Environment and Sustainability) to Major and Minor in Environment and Sustainability 3) make the format of all Geography program names consistent and without brackets</p>
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	<p>4) make the subject area focus of all Geography programs visible in the Calendar sections / menu</p> <p>Upon approval by the Senate, these program revisions will be submitted to the Ministry for their determination.</p> <p>Under the Department of Geography's page within the UBC Calendar, the BA Geography programs are distinguished by the use of brackets to indicate a program's specialization. However, the primary name Geography is the only subject indexed, without the area of focus of each program. As our department has grown to develop new programs, each of the programs – Minor in Geographic Information Science and Geographical Computation, and Minor in Urban Studies – have specific names that can be found in the Calendar index. Eliminating the brackets for each of the Human Geography and Environment and Sustainability programs will ensure consistency amongst our BA programs and with the Department's existing Bachelor of Science program, Major in Geographical Sciences.</p> <p>The Department of Geography is motivated to make this change as we have not seen a program within the Faculty of Arts that applies a similar practice of officially bracketing the specialization. Furthermore, we have deemed it necessary to distinguish them with clearer titles to acknowledge to students, and their future employers, the focus of the programs' studies.</p>
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UNDERGRADUATE – NEW COURSES

ENST – Department of Geography (GEOG)

ENST – Create new course code, Environment and Sustainability

<p>Category: 1 Faculty: Arts Department: Geography Faculty Approval Date: Sept. 16, 2021 Effective Session (W or S): Summer</p>	<p>Date: Received February 19, 2021 Contact Person: Jessica Dempsey Phone: 2-2663 Email: undergraduate.program@geog.ubc.ca</p>
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Effective Academic Year: 2022	
<p>Proposed Calendar Entry: ENST – Environment and Sustainability</p>	<p>URL: Create a new page for ENST courses. 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 new subject code – ENST</p> <p>Rationale for Proposed Change: The existing Environment and Sustainability (E&S) program is expanding and the Department of Geography is challenged to accommodate the growing list of new, environmental-themed courses under the GEOG course code. This proposal to create a new ENST course code to better identify E&S courses makes sense for several reasons:</p> <ol style="list-style-type: none"> 1) the department has nearly exhausted the course code options for E&S courses, which are classified under GEOG 31x. 2) the department is supporting a university proposal for a Certificate Program in Climate Change that will draw upon our existing, as well as introduce new, E&S courses. 3) the department is in the process of updating the program name of its Major from Major in Geography (Environment and Sustainability) to Major in Environment and Sustainability, and for the Minor as well. 4) students report that the GEOG course code does not intuitively match the course content for our current Major and Minor in Geography (Environment and Sustainability). <p>While the Department wants to retain its GEOG course code, utilizing the ENST course code will make it easier for students to identify courses associated with the Environment and Sustainability (E&S) programs.</p> <p>As the demand from undergraduate students for environmental themed courses continues to grow and the diversity of environmental studies expands on</p>

	<p>campus, it is becoming important for students to identify subject matter amongst the many department options.</p> <p><i>Note: This Category 1 proposal for a new subject code is submitted at the same time as Category 1 proposals for new courses using this code.</i></p>
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Faculty of Arts > Table of Contents – Edit to add ENST Environment and Sustainability

<p>Calendar Navigation: Homepage Course Descriptions Courses by Faculty/School/College Faculty of Arts</p> <p>Proposed Calendar Entry:</p> <ul style="list-style-type: none"> . . . ECON Economics ENGL English ENST Environment and Sustainability FHIS French, Hispanic and Italian Studies FIPR Film Production . . . 	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&institution=3</p> <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> . . . ECON Economics ENGL English FHIS French, Hispanic and Italian Studies FIPR Film Production . . . <p>Type of Action: Edit Faculty of Arts, Table of Contents, to add the new ENST code for Environment and Sustainability courses.</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new ENST Code.</i></p>
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Courses by Subject Name – Edit to add ENST (Environment and Sustainability)

<p>Calendar Navigation: Homepage Course Descriptions Courses by Subject Name</p> <p>Proposed Calendar Entry:</p> <ul style="list-style-type: none"> . . . 	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name</p> <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> . . .
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EDUC Education ECPS Educational and Counselling Psychology, and Special Education ENST Environment and Sustainability EPSE Educational Psychology and Special Education EDST Educational Studies EDUC Education ECPS Educational and Counselling Psychology, and Special Education EPSE Educational Psychology and Special Education EDST Educational Studies . . . Type of Action: Edit Faculty of Arts, <u>Courses by Subject Name</u> , to add the new ENST code for Environment and Sustainability courses. Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new ENST Code.</i>
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Courses by Subject Code – Edit to add ENST (Environment and Sustainability)

Calendar Navigation: Homepage Course Descriptions Courses by Subject Code Proposed Calendar Entry: . . . ENPH Engineering Physics ENPP Engineering and Public Policy ENST Environment and Sustainability ENVE Environmental Engineering ENVR Environmental Science . . .	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code Present Calendar Entry: . . . ENPH Engineering Physics ENPP Engineering and Public Policy ENVE Environmental Engineering ENVR Environmental Science . . . Type of Action: Edit Faculty of Arts, <u>Courses by Subject Code</u> , to add the new ENST code for Environment and Sustainability courses. Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new ENST Code.</i>
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PSYC – Department of Psychology

PSYC 240 (1-3) d Research Experience

Category: 1 Faculty: Arts Department: Psychology Faculty Approval Date: Sept. 16, 2021 Effective Session (W or S): Summer Effective Academic Year: 2022	Date: 30 April 2021 Contact Person: Catherine Rawn (with Elizabeth Dunn, Kristin Laurin, Darko Odic) Phone: Email: cdrawn@psych.ubc.ca
Proposed Calendar Entry: PSYC 240 (1-3) d Research Experience Applied research experience in an active psychology research lab. See Psychology Department website for application. <i>Prerequisite:</i> PSYC 101 and PSYC 102	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=PSYC Present Calendar Entry: N/A Type of Action: New course Rationale for Proposed Change: Research experience in a lab, and especially Directed Studies (DS) or Honours level experience, is a critical entry point into our discipline. Students are not competitive for graduate level study unless they have this experience doing research with a faculty member. A precursor to DS is often extensive volunteer hours, which poses limits for some students, particularly those who must engage in paid work outside of academics. (In many cases, simply paying volunteers is untenable; funding agencies like SSHRC, NSERC and CIHR will not fund positions that they are accustomed to seeing filled by volunteers.) The purpose of this proposed course is to offer students another option to volunteering which is functionally equivalent in its value for DS, but creates space within a student's course load to gain this important learning experience. PSYC 240 augments this research experience by adding a formalized and transparent process, as well as measurement of learning outcomes. This option is pitched at the 200-level so students can be eligible for DS early enough in their program to help them consider and prepare adequately for graduate school. Being able to earn course credit for this undeniably academic work would open the door to research to more underrepresented students. Other institutions (for example, University of Pittsburgh, UC Berkeley,

	<p>University of Virginia, and University of Toronto) have similar curricular mechanisms.</p> <p>Student Interest. We estimate that there are currently 500 volunteer research positions across our department's 50 research labs. We have approximately 2500 Psychology Majors. A survey sent to all Psychology Majors in June 2021 yielded 419 responses. 89% of respondents said they would consider taking this course (96% of students who self-identified as BIPOC; 88% of students who self-identified as first generation undergraduate). 75% of students were comfortable using an elective for this course (66% of BIPOC students, 81% of first-generation students). Although 60% of students endorsed tuition as a barrier to taking a course like this (65% of BIPOC students, 62% of first-generation students), we acknowledge this as unavoidable and note the volunteer option remains viable.</p> <p>Department Support. Faculty in the Department of Psychology have uniformly voted in favour of offering this course, and we have secured a commitment from the Department Chair and Associate Chair of Teaching for providing financial support for an Course Coordinator and an optional graduate TA for this course (dependent on enrollment).</p> <p>Structure. One course coordinator (a faculty member) will oversee the formalized intake process, administration, check-ins, grading learning reports, and submitting final grades for students who are positioned across various labs. This course coordinator will facilitate a general orientation in September (and January), and will maintain a Canvas course for assignment submission, discussion, and resources. The course coordinator will use their experience as a lab Principal Investigator to help elucidate many aspects of the hidden curriculum for students new to lab-based research in psychology, who understands Departmental norms and expectations regarding research work in labs, who can be a central point-person for students should they need additional feedback or advice about their lab</p>
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	<p>position, and who can administer and evaluate the reflective course work.</p> <p>Admission Model and Intake. Each cycle will begin in April, with advertisements to students in PSYC 101, 102, and 218, inviting students to consider getting involved in research, and making transparent various ways to do that (including applying for this course for either W1 or W2). PSYC 240 applications for W1 (W2) will be due in June (November). The Course Coordinator will prioritize applicants who are in their 2nd year, who have no or limited prior lab experience, who are majoring (or intend to) in psychology, who meet the prerequisites. The course coordinator will reach out to PIs in July (November) to identify positions available for inexperienced students, and whether PIs have any additional requirements. In August (December), the course coordinator will match applicants to labs, given the labs students are interested in joining. The Course Coordinator will finalize the student list for registration by the time classes begin. Initially, we intend to take on 30 students in PSYC 240, as we pilot all procedures and receive feedback from students and faculty, as well as better understand the demand for this course. This intake is expected to grow to 60 students, or perhaps beyond, in subsequent years.</p> <p>Learning Outcomes and Assessment. <i>By the end of this course, a student will be able to...</i></p> <ul style="list-style-type: none"> • reflect on the process of how quantitative research is conducted in psychology, including ethical decision making throughout; • reflect on how the ethical principles of the TCPS (Tri-Council Policy Statement) (or Animal Care, depending on the lab) are applied in practice to ensure ethical treatment of participants (or non-human animals), and enact those principles as relevant; • summarize how faculty, graduate students, and undergraduate students work together to create knowledge in psychological science; • contribute tangibly to an ongoing research project by performing tasks accurately and on time (e.g., data entry, coding, scheduling,
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	<p>materials preparation, data collection, literature search), as assigned by the Principal Investigator;</p> <ul style="list-style-type: none"> • describe how their tasks contribute to an ongoing research project; • discuss the role of lab meetings and/or progress update meetings with the PI and/or lead graduate student; contribute to the progress of research; • compare and contrast research practices across psychology's many subfields. <p>For a student to pass this course, they will be required to:</p> <ul style="list-style-type: none"> • attend the classes on orientation, TCPS training, careers in psychology, and course conclusion event • submit 3 reflection papers (about 400-600 words each) to the Course Coordinator, alongside a list of tasks and hours completed. For the papers: Using specific examples, discuss how you have made progress toward the PSYC 240 learning objectives. For example, you might describe the tasks you have performed over the course of the past month, and explanation how these tasks have contributed to knowledge generation in empirical psychology (as per Learning Objectives). • receive a pass from the lab Principal Investigator, confirming that the student has performed all of the tasks required accurately and on time, and has completed the number of hours per week that they agreed on. <p>Academic Concession will be handled as in the case of Directed Studies. Students will be invited to contact the PI as well as the Course Coordinator so appropriate concession can be offered.</p> <p>We propose that pass/fail fits this course because of its role in introducing students to hands-on research experience. We want students to focus on learning about the research process, rather than on earning an extra point. The specific skills involved</p>
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	<p>will be different depending on the lab each student chooses to work in. For example, students in a developmental psychology lab frequently help recruit research participants, whereas students in cognitive psychology labs frequently help setup highly technical equipment, such as EEG. Thus, assessment is based on completion of the tasks expected as a research assistant in that lab – which are difficult to compare for grading purposes -- alongside regular reflections that aim to help students develop and demonstrate their increasing understanding of how research works. Setting a pass/fail bar is intended to encourage reflection, rather than grade hunting.</p> <p>Variable credit (1-3) is needed to maximize flexibility for students and to accommodate differences across labs. At the time of application and placement, students and faculty will determine whether the Research Assistantship will be 1 credit (~4-5 hours per week), 2 credits (~8-10 hours per week), or 3 credits (~12-15 hours per week). These hours were primarily informed by Departmental survey data revealing norms of what is asked of volunteer Research Assistants in the Department. Although these numbers are on the low side of what is typically asked of volunteers in our unit, we also considered Faculty of Science norms for 1 credit = 3 h face-to-face “secondary activities” per week such as labs. Note that unlike some Faculty of Science labs, there is very little additional preparation or homework outside of these hours, so we reasoned these numbers aligned.</p> <p><i>Note: Because it is similar to a Topics in or Directed Readings course, it does not need a syllabus for curriculum submission.</i></p> <div data-bbox="751 1604 816 1671">  </div> <p>Not available for Cr/D/F grading (undergraduate courses only)</p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p>
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	<p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p>We have argued above for a Pass/Fail designation, which overrides Credit/D/Fail.</p> <p> <input checked="" type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) </p>
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THFL – Department of Theatre and Film

THFL 226 (3) *Celebrity Studies*

<p>Category: 1 Faculty: Arts Department: Theatre and Film Faculty Approval Date: Sept. 16, 2021 Effective Session (W or S): Summer Effective Academic Year: 2022</p>	<p>Date: Received April 29, 2021 Contact Person: Sophie Corless and Stephen Heatley (Course Author Mila Zuo) Phone: 604 827 3526 Email: thfl.head@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>THFL 226 (3) <i>Celebrity Studies</i> Critical analysis of global celebrity in the performing arts.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=THFL</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale for Proposed Change: The Department of Theatre and Film recently created a THFL code for multi and cross disciplinary courses on topics spanning the different areas of our BFA programs (Acting/Directing, Design and Production, Film Production). This new course code is to be used for courses that do not fit comfortably under our traditional discipline specific codes THTR (Theatre) and FIPR (Film Production). We are developing new THFL courses to foster greater trans-disciplinary dialogue within our department, and to create a greater sense of belonging to a wider cohort amongst the students.</p> <p>This proposal is for THFL 226 (3) <i>Celebrity Studies</i>, which is a suitable and desired course for moving in this direction. This course spans theatre and film studies because celebrity is a primary function of both</p>

	<p>fields' visibility and pervasiveness. The THFL code intends to capture incoming departmental students in both theatre and film in order to inspire interdisciplinary thinking and engagement.</p> <p>Celebrity remains one of the most critically underexamined yet one of the most influential domains of power, politics, and representation in our contemporary world. In the field of theatre and film, celebrity studies is a vibrant and significant growing subfield that analyzes the intersections of art, identity, capital, and representation, as well as their impacts on society. As celebrity is a function of mass media, it is important that we analyze this phenomenon through the lens of cinema and media. There has not been a course like this until now in our department because this is a burgeoning and relatively new subfield with its own set of specialized texts and growing body of work. Moreover, there has historically been a misperceived conflation between the "low" or superficially celebratory genre of celebrity itself with its academic study. However, as students are increasingly engaged with popular culture and screen cultures in their daily life, a course like this will give them the critical tools to help navigate such personae and virtual environments.</p> <p><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.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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THFL 304 (3) Production Design

Category: 1 Faculty: Arts Department: Theatre and Film	Date: Received April 29, 2021
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<p>Faculty Approval Date: Sept. 16, 2021 Effective Session (W or S): Summer Effective Academic Year: 2022</p>	<p>Contact Person: Sophie Corless and Stephen Heatley (course author Patrick Rizzoti) Phone: 604 827 3526 Email: thfl.head@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>THFL 304 (3) Production Design The tools and processes used by set designers, art directors, and production designers in North America.</p> <p><i>Pre or Corequisite:</i> one of THTR 205, THTR 305, FIPR 333</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=c&code&code=THFL</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale: Production design methods and skills have previously been taught for over a decade under version C of the variable-credit course THTR 205 (3/6) d Graphics for Theatre and Film Design. The Department of Theatre and Film recently introduced a course code, THFL, to represent content bridging the disciplinary areas of theatre and film. Some THFL courses feature material that explicitly references both film and theatre. Other THFL courses bring students from both disciplines together to study broader principles common to both, but may be featured in the context of one artistic form for a particular offering.</p> <p>This proposal is to create a new THFL course for the content of THTR 205 version C, as part of a process of regularizing and clarifying the curriculum in theatre & film design. The THFL course code has been chosen because this course content is relevant to both FIPR and THTR students; bringing these students together will help both groups master these common processes.. After having offered the course for several years, we feel the material is more appropriate for a 300-level course than a 200-level course.</p> <p>Theatre and Film acknowledges that it will monitor and manually correct changes to student records who have taken 205c.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p>

	<p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F:</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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THFL 402 (3) Professional Portfolio Preparation

<p>Category: 1 Faculty: Arts Department: Theatre and Film Faculty Approval Date: Sept. 16, 2021 Effective Session (W or S): Summer Effective Academic Year: 2022</p>	<p>Date: Received April 29, 2021 Contact Person: Sophie Corless and Stephen Heatley (Course Author Patrick Rizzotti) Phone: 604 827 3526 Email: thfl.head@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>THFL 402 (3) Professional Portfolio Preparation for Live and Digital Performance</p> <p>Preparation to transition into the theatre and film industry. Portfolio development, visual identity, and skills to support professional performance practices aligned with theatre and film professional associations.</p> <p><i>Pre or Corequisites:</i> One of THTR 305, THTR 306, THTR 307, THTR 308, FIPR 333</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=THFL</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New course</p> <p>Rationale: This course is currently taught under version A of the variable-credit special topics course THTR 408 (3/6) d Advanced Study in Design and Scenography. The Department of Theatre and Film has recently introduced a new course code, THFL, to represent content bridging the disciplinary areas of theatre and film. This proposal is to create a new THFL course for the content of THTR 403 version A, as part of a process of regularizing and clarifying the curriculum in theatre & film design. The THFL course code has been chosen because this course content is relevant to both FIPR and THTR students. Next steps include edits to the calendar to count this course toward both degree streams.</p> <p>Theatre and Film acknowledges that it will monitor and manually correct changes to student records who have taken versions of this class listed at 403A.</p>

	<div data-bbox="740 224 786 264"><input type="checkbox"/></div> <div data-bbox="837 237 1286 306">Not available for Cr/D/F grading (undergraduate courses only)</div> <div data-bbox="740 310 1422 390">(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</div> <div data-bbox="740 428 1351 464">Rationale for not being available for Cr/D/F:</div> <div data-bbox="740 537 1253 564"><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</div> <div data-bbox="740 567 1416 619">(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</div>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Education Department: EDUC Faculty Approval Date: Sept 28/21 Effective Session (W or S): Winter Effective Academic Year: 2022-23	Date: August 31, 2021 Contact Person: Marianne McTavish Phone: 604-827-5088 Email: marianne.mctavish@ubc.ca
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>Introduction</p> <p>The Faculty of Education offers the Bachelor of Education to persons interested in a career in teaching. Students admitted to either the Elementary & Middle years, or Secondary Teacher Education Program options undertake studies over an 11-month period.</p> <p>The Faculty also offers a pathway for individuals in rural and/or remote regions of BC to obtain their credentials for teacher certification. Students admitted to this program undertake studies over a 24-month period, allowing for a manageable schedule of online, blended and face-to-face course work, with the latter being offered at our West Kootenays satellite campus in Nelson.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,155 </p> <p>Present Calendar Entry:</p> <p>Introduction</p> <p>The Faculty of Education offers the Bachelor of Education to persons interested in a career in teaching. Students admitted to either the Elementary & Middle years, or Secondary Teacher Education Program options undertake studies over an 11-month period.</p> <p>Type of Action:</p> <p>Add new program option.</p> <p>Rationale for Proposed Change:</p> <p>In order to meet the needs of the profession in non-urban areas, the Ministry of Education has encouraged the various institutions within BC to expand options for those interested in teaching in rural and remote regions of the province. In response to this Ministry request, this proposed program will be offered in a blended format (online and face-to-face), over a 24-month period, beginning in August 2022. Furthermore, the face-to-face component will be provided through our satellite program (WKTEP, the West Kootenay Teacher Education Program), based out of Nelson, BC.</p>



	<p>This program will increase opportunities for individuals in rural and remote communities in BC to become certified teachers, allowing them to stay in their home communities for a significant component of their programs, and without any requirement to complete any part of their B Ed in the Lower Mainland.</p> <p><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.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

UBC Faculty of Education New Program Proposal (CAT 1)

Proposed Program:

Rural & Remote Teacher Education (BEd) Program

Date of Submission: April 27, 2021

Sponsoring Faculty:

Faculty of Education, Teacher Education Office

Contact Person:

Name: Dr. Marianne McTavish, Associate Dean, Teacher Education

Telephone: 604-827-5088

Email: marianne.mctavish@ubc.ca

Background and Description

The Faculty of Education offers the Bachelor of Education to persons interested in a career in teaching. Students admitted to either the Elementary & Middle years, or Secondary Teacher Education Program options on the Vancouver campus undertake studies over an 11-month period.

In order to meet the needs of the profession in non-urban areas, the Ministry of Education has encouraged the various institutions within BC to expand options for those interested in teaching in rural and remote regions of the province. In response to this Ministry request, this proposed program will be offered in a blended format (online and face-to-face), over a 24-month period, beginning in August 2022. Furthermore, the face-to-face component will be provided through our satellite program (WKTEP, the West Kootenay Teacher Education Program), based out of Nelson, BC.



UBC_ Major
Change_Blended UBC

Rationale

This program is designed to offer a pathway for individuals in rural and/or remote regions of BC to obtain their credentials for teacher certification. The expanded program length over its counterpart at UBC-Vancouver (24 months versus 11 months) allows for a manageable schedule of online and face-to-face course work, with the latter being offered within a financially reasonable timeframe at our West Kootenays satellite campus in Nelson. The extended program length will also allow prospective applicants the ability to remain in their current jobs and home towns for 11 months of the year while still actively participating in this cohort. The program is designed for those currently residing in rural and remote communities and who intend to remain/return to those communities.

As it is a mandate of the Ministry of Education to increase opportunities for individuals in rural and remote areas of British Columbia to become certified teachers, this program addresses this need by enabling participants to obtain their certification requirements in their own or a nearby rural community, while still completing all components of our existing UBC-Vancouver program.

Indigenizing the Curriculum

Rural communities have a significant higher proportion of Indigenous students compared to urban centres – and many (often most) are members of local First Nations. In accordance with UBC's Indigenous Strategic Plan, and in particular goal four, *Indigenizing our curriculum*, the Rural and Remote Teacher Education Program centres on Indigenous perspectives, decolonization, and welcoming Indigenous ways of knowing in the first semester – similar to a comet model - so that this work continues iteratively throughout the program. Instructors introduce teacher candidates to Land-based pedagogies (e.g., Indigenous scholar Simpson), localizing the First People's Principles of Learning (FPPL) with Indigenous elders and/or knowledge keepers, and collaborating with Indigenous educators and community members throughout the program. In addition, Education 440 (Aboriginal Education in Canada), a three-credit course situated in the first semester, offers substantive attention to Indigenous histories and identifies how Indigenous issues intersect with all aspects of education.

Length & Duration

As mentioned, this program is scheduled to be a 60 credit, 24-month program, beginning in August of 2022. While this program is intended to be completed within this period of time, as with other UBC Bachelor of Education programs, students will have up to 4 (academic) years to complete all requirements. We recognize that rural and remote students' life situations including

personal and health circumstances and/or other engagements and commitments may require a longer study period. Course scheduling will be offered in accordance with UBC calendar term dates.

To meet the ongoing demand for this program, a new cohort will begin every two years.

Course Schedule

The program schedule is currently as follows:

Delivery Methods Description

- 1) Online – the course is offered exclusively online with synchronous and asynchronous components
- 2) Face-to-face – the course is offered exclusively in real-time, in-person contexts
- 3) Blended – the course is offered with both online and face-to-face components

2022 Summer Term 2 August 2022 [2022S] – Face to Face (@ WKTEP)

EDUC 440 Aboriginal Education in Canada
 EDUC 450 Inquiry Seminar I
 EDST 401 Education, School, and Social Institutions

2022 Winter Term 1 September-December 2022 [2022W] – Online

EPSE 308 Development, Learning and Culture in the Classroom
 LLED 350 Classroom Discourses: Elementary

2022 Winter Term 2 January-April 2023 [2022W] – Online

EDCP 331 Social Studies – Elementary Curriculum and Pedagogy
 LLED 353 Teaching and Learning English as an Additional Language: Elementary

2023 Summer Term 1 May-June [2023S] – Online & Blended

EDCP 349 Science — Elementary: Curriculum and Pedagogy * (1 credit) - Blended
 LLED 351 Literacy Practices and Assessment: Elementary - Online

2023 Summer Term 2 August 2023 [2023S] – Face to Face (@ WKTEP) & Blended

EDCP 301 Art — Elementary Curriculum and Pedagogy - F2F
 EDCP 308 Music – Elementary Curriculum and Pedagogy- F2F
 EDCP 320 Physical Education — Elementary Curriculum and Pedagogy - F2F
 EDCP 349 Science — Elementary: Curriculum and Pedagogy * (1 credit)- Blended

2023 Winter Term 1 September-December 2023 [2023W] – Online & Face to Face (in schools)

EDUC 315 School-based Orientation Practicum (Weekly visits + 2-week practicum)- F2F
 EPSE 317 Development and Exceptionality in the Regular Classroom - Online
 EDCP 340 Mathematics — Elementary Curriculum and Pedagogy- Online

2023 Winter Term 2 January-March 2024 [2023W] – Online & Face to Face (in schools)

EPSE 310 Assessment -Online
 EDUC 321 School-based Orientation Practicum (1 day a week) -F2F
 EDUC 451 Inquiry Seminar II - Online

2024 Summer Term 1 April-June 2024 [2024S] – Face to Face (in schools & CFE sites)

EDUC 418 School-based Extended Practicum – 10 weeks
 EDUC 430 Community Field Experience – 3 weeks

2024 Summer Term 2 July 2024 [2024S] – Online, Blended, Face to Face (@ WKTEP)

EDST 403 Education, Knowledge and Curriculum - Online
 EDST 404 Ethics and Teaching - Online
 EDUC 452 Inquiry Seminar III - Blended
 LLED 352 French – Elementary - F2F

Total credits: 60
Face to Face credits: 36 (60%)
Online credits: 24 (40%)

Target Applicants

This program is designed for individuals currently residing in rural and remote regions of the province, who intend to remain in/return to their home communities with the eventual career goal of teaching in public or independent schools requiring an official BC teaching certificate.

Student Admission Criteria

Applicants to this program must meet the minimum standards for admission to study at the University of British Columbia, including language proficiency, and all other requirements for admission to the regular BEd program at UBC-Vancouver. Please consult with the following links for further information: <https://you.ubc.ca/applying-ubc/requirements/> , <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,202,320,157> To register in courses offered for credit, students must be admitted to the Faculty of Education, UBC-Vancouver campus.

Program Delivery Format

As mentioned above, this program would be delivered in face-to-face, online, and blended formats, as per the schedule described.

Marketing / promotion strategy

Promotion of the proposed program will be done through the Teacher Education Office, the Faculty of Education, Ministry of Education, and Rural Education Advisory. Direct communication with all rural and remote districts will follow, as well as general promotion through social media campaigns and in-person recruitment of the target population.

Assessment of impact on departmental and university resources

Based on an initial cohort intake of 18, there is no anticipated impact on unit, departmental, or university resources. This program will be run through the Faculty of Education, and the costs associated with its delivery will be fully offset by the Faculty of Education's budget, which will be augmented by financial support from the Ministry of Education. In addition, there are no additional costs associated with the development and delivery of the face-to-face component of this program, as this will be utilizing our current facilities at WKTEP in Nelson. As such, there will be no financial or resource impacts on the University and associated departments.

Assessment of financial viability

Working within the financial model of the existing BEd program at UBC-Vancouver, there is no expected concern with the financial viability of this program. Provided that enrolment numbers are obtained, break-even numbers will be more than met. In addition, as many of these sections will be taught in an online format, many instructors will already be employed within the Faculty, thus reducing the need for external hires. Thus, this program will not impose any significant costs on the Faculty, and no changes that would increase their cost are anticipated. Accordingly, this program is expected to remain financially viable and sustainable.

Fees

Tuition for courses applied toward the program will be charged on a per-credit basis. Current tuition fees are found in the UBC Calendar: [Undergraduate Tuition Fees](#) . Additional student fees will/may apply, upon admission/registration.

Advisory Committee

Consultation regarding the creation of this proposed program was conducted with the Faculty of Education, Department of Curriculum & Pedagogy, the Department of Education and Counselling Psychology, and Special Education, the Department of Language and Literacy Education, and the Department of Educational Studies, and the Teacher Education Office.

The program is managed by:

Dr. Leyton Schnellert	Associate Professor & Eleanor Rix Professor of Rural Teacher Education
Dr. Marianne McTavish	Associate Dean, Teacher Education

Questions that were asked as a part of the consultation process (and indicated on the consultation forms) and were answered at consultation meetings, at the Teacher Education Advisory Committee meetings, and at the Faculty Meeting, where the motion passed. Here are the specifics:

From LLED:

- It is not specified whether WKTEP will no longer offer a shorter 11-month program, or whether it will move entirely into this 24-month option. Would approval of this proposal mean that students who wish to do the 11-month program will need to do it through UBC-O or Van? **WKTEP will continue to offer the shorter 11-month program.**
- Does the 24-month program have a Rural and Remote option for secondary TCs? All the courses that comprise the 60 credits in the proposal appear to have an Elementary focus. **The 24-month program will only be offered at the Elementary/Middle Years level initially. Graduates of the program will hold a teaching certificate that is eligible for teaching K-12.**

From EDST:

- We have some concerns that the 24-month program might disrupt student lives and it will extend student loans for those who have them. Is the 24-month program the best way to meet student needs, or the only feasible way? **We have sought consultation with Kathryn Hallisey in student financial support and we are in discussion with the Ministry regarding student loans.**
- Given that online, off-site, and summer courses are often not what tenured/TT professors prefer to teach, can you guarantee that the program will be taught by T/TT faculty and will be properly integrated into the faculty's B.Ed. structure **Any T/TT faculty who wish to teach in the program will be given priority. As is policy (WKTEP courses included) within the BEd structure all courses will be properly integrated in the faculty's compendium of available courses**

From ECPS :

Some suggestions around language were incorporated into the proposal.

Library Consultation:

No questions

Question from student on HES subcommittee: As a student, I would find it helpful to differentiate all the different delivery methods clearly. What is the reasoning to say "online and blended" or "face-to-face and blended"? Would it not just be blended then? And somewhere within that, it clarifies what's online and where the face-to-face component is.

The delineation to what the student is referring is to the type of delivery mode the student can expect for that particular term (e.g., in 2023 Summer, 1 course [EDCP 349] will be offered in a blended format, and the other course for that term [LLED 351] will be offered online) so that students can plan accordingly. Each course under that term is delineated as to the particular method.

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022	Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca
Proposed Calendar Entry: PLAN 541 (6) Planning Studio	URL: N/A Present Calendar Entry: N/A Type of Action: Create a new course Rationale for Proposed Change: This course covers material that is critical for all MCRP students to learn, including topics that are required by recently-updated accreditation standards that apply to the MCRP program. For example, the updated standards require that students learn about topics (that will be covered in this new course) such as teamwork and collaboration, leadership, and project management. All of these topics will be emphasized in this course, through the process of completing a planning project for an actual client. Please see the attached Appendix for more details. <input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) Rationale for not being available for Cr/D/F: This is a graduate-level course. <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022	Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca
Proposed Calendar Entry: PLAN 543 (12) Indigenous Community Planning Practicum	URL: N/A Present Calendar Entry: N/A Type of Action: Create a new course Rationale for Proposed Change: This course provides students in the Indigenous Community Planning concentration with practical experience working with Indigenous communities in B.C., thus enabling them in part to apply their previous learning in a real-world setting. The course will help to prepare these students for careers that involve planning with Indigenous peoples, whether as an employee for a First Nation community or for a settler community that engages with neighboring Indigenous communities in collaborative planning efforts. PLAN 543 combines a classroom component and an 8-month practicum experience for students in the Indigenous Community Planning concentration and their host communities. SCARP faculty member Jessie Hemphill (who is an Indigenous person of Canada) sent a draft course syllabus to the proposed practicum supervisors Maggie Low and Shauna Johnson (both of whom are Indigenous persons of Canada), as well as to Leona Sparrow (Director of Treaty, Lands and Resources for Musqueam Indian Band).

	<p>Jessie asked for feedback from this group, which included suggested revisions from Leona Sparrow regarding one of the proposed assignments. Jessie then convened a meeting with Maggie, Shauna, and Leona where she provided a thorough overview of the revised course syllabus and allowed for another round of feedback. The group agreed the syllabus was in good shape and ready to be taught as part of the MCRP core curriculum for students in the Indigenous Community Planning concentration.</p> <p>SCARP will accept up to 10 students per year in the Indigenous Community Planning (ICP) concentration within the MCRP program. The 8-month practicum will take place in the 2nd year of the ICP concentration. ICP will work with and for four to five First Nation communities in British Columbia per year, with communities who indicate (on their own accord) their interest in partnering with ICP. ICP partnerships with host First Nation communities will be established, in part, through long and trusted relationships which already exist between the Practicum Instructor (Jessie Hemphill) and communities. The host First Nation communities will receive external funding from Indigenous Services Canada to support their community planning efforts. ICP will contribute funds through paying for some travel expenses and community engagement supplies.</p> <p>Before the practicum begins (July/August), ICP students entering their 2nd year of the concentration will be placed into student pairs and provided an experienced Indigenous/community planner as a supervisor. The practicum supervisors are: Maggie Low, Shauna Johnson, Jessie Hemphill, and Scott Graham. Then, in September, the practicum supervisors and</p>
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	<p>student pairs, together, will make an in person (or online) visit to their host First Nations community. During this visit, students and the community planners from the Nation will introduce themselves and begin work on the “Community Learning Agreement” which sets out how the students and community will work together and begins to sketch out a flexible work plan for the next 8 months. Student pairs, with support from their supervisor, will then make approximately 5-6 in person visits to community from September to April to support and carry out the agreed upon planning work. Throughout the 8-month practicum, the student pairs will have consistent check ins (approximate bi-weekly) with their practicum supervisor to ensure the work is being carried out in respectful and meaningful ways.</p> <p>Please see the attached Appendix for more details.</p> <p>X <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: This is a graduate-level course.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PLAN 500 (3) Comparative Perspectives on Planning History and Futures</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PLAN</p> <p>Present Calendar Entry: PLAN 500 (3) Fundamentals of Planning Practice The design and use of problem-solving procedures. The effective leadership of planning groups, and the development of appropriate community planning processes. Styles of public participation.</p> <p>Type of Action: Delete present course entry Replace with a new course</p> <p>Rationale for Proposed Change: The course currently listed in the Calendar is a residual from a previous master's degree program that is no longer offered. This course has not been offered since some time before 2011-12.</p> <p>The proposed new course covers material that is critical for all Master of Community and Regional Planning (MCRP) students to learn, including topics that are required by recently-updated accreditation standards that apply to the MCRP program. These standards are not being addressed in an existing required course for MCRP students. For example, the updated standards require that students learn about topics (that will be covered in this new course) such as the history of</p>

	<p>planning and planning in different locations and cultures. Our students have asked for more emphasis on planning practices outside of North America, which will be covered in this course.</p> <p>Please see the attached Appendix for more details.</p> <p>X <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: This is a graduate-level course.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PLAN 501 (3) Reconciliation and Planning</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PLAN</p> <p>Present Calendar Entry: PLAN 501 (3) History of Community and Regional Planning The origins and evolution of modern urban and regional planning in North America and Europe, emphasizing the changing role of government in the development of Canadian communities during this century.</p> <p>Type of Action: Delete present course entry Replace with a new course</p> <p>Rationale for Proposed Change: The course currently listed in the Calendar is a residual from a previous master's degree program that is no longer offered. This course has not been offered since some time before 2011-12.</p> <p>The proposed new course covers material that is critical for all Master of Community and Regional Planning (MCRP) students to learn, including topics that are required by recently-updated accreditation standards that apply to the MCRP program. These standards are not being addressed in an existing required course for MCRP students. For example, the updated standards require that students learn about topics (that will be covered in this new course) such as the history of colonization in Canada, associated impacts on</p>



Indigenous peoples, and related issues of equity and social justice. Our students and faculty feel quite strongly that all MCRP students should be aware of the history of colonization in Canada, and to understand the growing calls for reconciliation and decolonization. This course will also serve to further our general goal of promoting equity and social justice in our curriculum.

PLAN 501 was developed by SCARP faculty member Maggie Low (who is an Indigenous person of Canada). Maggie attended several Centre for Teaching Learning and Technology (CTLT) workshops, including the Indigenous Initiatives Design series, which helped inform the course learning objectives. Maggie and SCARP faculty member Leonie Sandercock presented an overview of the proposed changes to the MCRP curriculum (including a description of the content of PLAN 501) to Leona Sparrow, a member of and Director of Treaty, Lands and Resources of the Musqueam Indian Band. Leona approved the proposed content of PLAN 501 and agreed that because the course focuses on decolonization, reconciliation and planning, it is a good fit for the MCRP core curriculum.

Please see the attached Appendix for more details.

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

Rationale for not being available for Cr/D/F: This is a graduate-level course.

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

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022	Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca
Proposed Calendar Entry: PLAN 502 (3) Sustainability and Resilience in Planning	URL: http://www.calendar.ubc.ca/vancouver/coures.cfm?code=PLAN Present Calendar Entry: PLAN 502 (3) Planning Theory Historical and contemporary concepts of the planning process and its legitimacy. The role of the state, public interest, and the responsibilities of professional planners. Concepts and codes of professional ethics. Type of Action: Delete present course entry Replace with a new course Rationale for Proposed Change: The course currently listed in the Calendar is a residual from a previous master's degree program that is no longer offered. This course has not been offered since 2014-15. The proposed new course covers material that is critical for all Master of Community and Regional Planning (MCRP) students to learn, including topics that are required by recently-updated accreditation that apply to the MCRP program. These standards are not being addressed in an existing required course for MCRP students. For example, the updated standards require that students learn about topics (that will be covered in this new course) such as sustainable development, planning for climate change, and

	<p>environmental management. While the MCRP currently requires students to learn about environmental sustainability in an existing 2-credit course, this proposed 3-credit course will expand the focus to emphasize new topics including planning for climate change and for environmental justice. The course will also introduce students to Traditional Ecological Knowledge, which complements the learning that students will experience in relation to decolonization in PLAN 501.</p> <p>Please see the attached Appendix for more details.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022	Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca
Proposed Calendar Entry: PLAN 516 (3) Planning for Community Economic Development	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PLAN Present Calendar Entry: PLAN 503 (3) Planning for Community Economic Development Theories of community economic development planning. Concepts of community wealth, income, growth and development. Models of the formal and informal community economy. Type of Action: Change course number Delete course description Rationale for Proposed Change: We are renumbering some of our courses to follow a more logical and intuitive course numbering system. This course will be required for students in the Indigenous Community Planning concentration. Course description is being deleted for consistency with other MCRP courses. Please see the attached Appendix for more details. <input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) Rationale for not being available for Cr/D/F: This is a graduate-level course.

	<input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading
<p>Proposed Calendar Entry:</p> <p>PLAN 514 (3) Indigenous Planning: Ways of Being, Knowing and Doing</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PLAN</p> <p>Present Calendar Entry:</p> <p>PLAN 514 (3) Impact Analysis for Planning A planning-oriented approach to environmental impact assessment emphasizing institutional, procedural and methodological issues. The conceptual and systemic relationship among biophysical, social and economic impact assessment and the evolving relationship with community development planning.</p> <p>Type of Action: Delete present course entry Replace with a new course</p> <p>Rationale for Proposed Change: The course currently listed in the Calendar is a residual from a previous master's degree program that is no longer offered. This course has not been offered since 2011-12.</p> <p>We are renumbering some of our courses to follow a more logical and intuitive course numbering system and would like to renumber the existing course PLAN 533 to PLAN 514. This course will be required for students in the Indigenous Community Planning concentration.</p> <p>Please see the attached Appendix for more details.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p>

	<p>Rationale for not being available for Cr/D/F: This is a graduate-level course.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
<p>Proposed Calendar Entry:</p> <p>PLAN 515 (3) Indigenous Law, Governance and Community Planning</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PLAN</p> <p>Present Calendar Entry:</p> <p>PLAN 515 (3) Data for Planning Practice Data collection and analysis in relation to professional practice and the scientific method. Questionnaire surveys and alternatives including secondary analysis, unobtrusive measures and client participation techniques.</p> <p>Type of Action: Delete present course entry Replace with a new course</p> <p>Rationale for Proposed Change: The course currently listed in the Calendar is a residual from a previous master's degree program that is no longer offered. This course has not been offered since 2011-12.</p> <p>We are renumbering some of our courses to follow a more logical and intuitive course numbering system and would like to renumber the existing course PLAN 553 to PLAN 515. This course will be required for students in the Indigenous Community Planning concentration.</p> <p>Please see the attached Appendix for more details.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p>

	<p>Rationale for not being available for Cr/D/F: This is a graduate-level course.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PLAN 504 (3) Urban Design and Visual Representation</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PLAN</p> <p>Present Calendar Entry: PLAN 504 (3) The Ecological Context of Planning A planning-oriented approach to ecosystems theory emphasizing the structural and functional properties of the biophysical environment. Definition of the urban-centered region in terms of interregional flows and ecological accounts.</p> <p>Type of Action: Delete present course entry Replace with a new course</p> <p>Rationale for Proposed Change: The course currently listed in the Calendar is a residual from a previous master's degree program that is no longer offered. This course has not been offered since 2014-15.</p> <p>The proposed new course covers material that is critical for all Master of Community and Regional Planning (MCRP) students to learn, including topics that are required by recently-updated accreditation standards that apply to the MCRP program. These standards are not being addressed in an existing required course for MCRP students. For example, the updated standards require that students learn about topics (that will be covered in this new</p>



course) such as design and place-making, use of information technology, and graphic communication. Our students have been asking for more courses that help to develop their technical skills and their capacity to design urban spaces, which are skills that will be particularly emphasized in this course.

Please see the attached Appendix for more details.

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

Rationale for not being available for Cr/D/F: This is a graduate-level course.

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

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022	Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca
Proposed Calendar Entry: PLAN 505 (3) Planning Theory, Values, and Ethics	URL: http://www.calendar.ubc.ca/vancouver/coures.cfm?code=PLAN Present Calendar Entry: PLAN 505 (3) Community Development Planning Evolution of development theory emphasizing the changing relationships among community, state and individuals. Development paradigms and alternative concepts of community. Type of Action: Delete present course entry Replace with a new course Rationale for Proposed Change: The course currently listed in the Calendar is a residual from a previous master's degree program that is no longer offered. This course has not been offered since some time before 2011-12. The proposed new course covers material that is critical for all Master of Community and Regional Planning (MCRP) students to learn, including topics that are required by recently-updated accreditation standards that apply to the MCRP program. These standards are not being addressed in an existing required course for MCRP students. For example, the updated standards require that students learn about topics (that will be covered in this new course) such as planning theory, ethical standards, and professional

	<p>responsibility. While the MCRP currently requires students to learn about planning theory, this course will expand the focus to explore the important role of values in planning, the role that planners can play in promoting equitable communities, and how planners can manage and resolve ethical dilemmas that are commonly-faced in practice.</p> <p>Please see the attached Appendix for more details.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: This is a graduate-level course.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PLAN 506 (3) Information and Analysis in Planning</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PLAN</p> <p>Present Calendar Entry: PLAN 506 (3) The Legal Context of Planning Legal principles affecting planning administration, separation of functions of government, Canadian Constitution and Charter of Rights and Freedoms, Canadian municipal and natural resource laws, nature and control of administrative action, judicial review of discretionary power, and drafting of legislation.</p> <p>Type of Action: Delete present course entry Replace with a new course</p> <p>Rationale for Proposed Change: The course currently listed in the Calendar is a residual from a previous master's degree program that is no longer offered. This course has not been offered since 2014-15.</p> <p>The proposed new course covers material that is critical for all Master of Community and Regional Planning (MCRP) students to learn, including topics that are required by recently-updated accreditation standards that apply to the MCRP program. These standards are not being addressed in an existing required course for MCRP students. For example, the updated standards require that students learn about</p>



topics (that will be covered in this new course) such as information gathering and analysis. While the MCRP currently requires students to learn about collecting and analysis information to support planning practice, this course will expand the focus to emphasize skills in effectively communicating planning-related information to non-planners, including (for example) elected officials and members of the public.

Please see the attached Appendix for more details.

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

Rationale for not being available for Cr/D/F: This is a graduate-level course.

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

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022	Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca
Proposed Calendar Entry: PLAN 511 (3) The Legal and Institutional Context of Planning	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PLAN Present Calendar Entry: PLAN 511 (3) Quantitative Reasoning and Statistics for Planning Research design and statistics for the analysis of empirical issues in planning and policy studies. Type of Action: Delete present course entry Replace with a new course Rationale for Proposed Change: The course currently listed in the Calendar is a residual from a previous master's degree program that is no longer offered. This course has not been offered since some time before 2011-12. The proposed new course covers material that is critical for all Master of Community and Regional Planning (MCRP) students to learn, including topics that are required by recently-updated accreditation standards that apply to the MCRP program. For example, the updated standards require that students learn about topics (that will be covered in this new course) such as planning law and governance, including the laws that relate to managing community growth and preserving cultural heritage. While the MCRP currently requires students to learn about planning law in B.C. within an

	<p>existing 2-credit course, this proposed 3-credit course will broaden the focus of the course to planning law in other Canadian provinces and will add a new emphasis on growth management and cultural heritage management, in order to address updated accreditation standards.</p> <p>Please see the attached Appendix for more details.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PLAN 540 (6) Planning Praxis Pass/fail.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PLAN</p> <p>Present Calendar Entry: PLAN 540 (3-12) Planning Project Group preparation and presentation of a professional report.</p> <p>Type of Action: Delete present course entry Replace with a new course</p> <p>Rationale for Proposed Change: The course currently listed in the Calendar is a residual from a previous master's degree program that is no longer offered. This course has not been offered since 2014-15.</p> <p>The proposed new course covers material that is critical for all Master of Community and Regional Planning (MCRP) students to learn, including topics that are required by recently-updated accreditation standards that apply to the MCRP program. For example, the updated standards require that students learn about topics (that will be covered in this new course) such as professional conduct and accountability. While the MCRP currently requires students to complete an internship with an external planning-related organization, this course will help students to appreciate the connection between planning theory and practice by adding an in-class element where students meet with faculty and</p>



practitioners to discuss and analyze how planning works “in the real world”, including theories of social change and action in the context of real planning situations, such as those that students encounter during their internships.

This course will use Pass/Fail grading, in order to reduce student anxiety and enable students to focus their attention and energy on gaining practical experience in a “real-world” workplace setting. A Pass/Fail grade for PLAN 540 also aligns with the Pass/Fail grade scheme that is currently used for the existing PLAN 527 Internship course.

Please see the attached Appendix for more details.

☐

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

Rationale for not being available for Cr/D/F: This is a graduate-level course.

X ☒ Pass/Fail or ☐ Honours/Pass/Fail grading

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PLAN 512 (3) Urban Economics, Infrastructure, and Real Estate Issues in Planning</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PLAN</p> <p>Present Calendar Entry:</p> <p>PLAN 561 (3) Seminar in Real Property Development and Planning Topics will vary.</p> <p>Type of Action: Change course number Change course title Delete course description</p> <p>Rationale for Proposed Change: We propose to change the title and calendar entry for this course to reflect a small change in the substantive focus of the course. In particular, the course will add a new focus on urban economics and infrastructure, while preserving some of the existing focus on real estate development in planning. We believe that this change will make the course more useful for a broader range of our students.</p> <p>Please see the attached Appendix for more details.</p> <p>X <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PLAN 513 (3) Making and Implementing Community and Regional Plans</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PLAN</p> <p>Present Calendar Entry: PLAN 590 (3) Plan Creation, Implementation, and Evaluation Examines/evaluates issues related to (1) creating plans; (2) implementing plans; and (3) evaluating plans. This is an elective course for SCARP students that build upon foundational material on plan-making that students are exposed to during the completion of required coursework.</p> <p>Type of Action: Change course number Change course title Delete course description</p> <p>Rationale for Proposed Change: We are renumbering some of our courses to follow a more logical and intuitive course numbering system.</p> <p>We propose to change the title and calendar entry for this course to emphasize the focus of the course on community and regional scales for planning. The proposed calendar entry also provides more details about the course content.</p> <p>Please see the attached Appendix for more details.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p>

	<p>Rationale for not being available for Cr/D/F: This is a graduate-level course.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022	Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca
Proposed Calendar Entry: PLAN 507 (3) Engagement and Facilitation for Planners	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=PLAN Present Calendar Entry: PLAN 595 (3) Facilitation, Negotiation and Conflict Resolution for Planners Type of Action: Change course number Change course title Rationale for Proposed Change: We are renumbering some of our courses to follow a more logical and intuitive course numbering system. We propose to change the title and calendar entry for this course to reflect a small change in the substantive focus of the course. In particular, the course will add a new focus on community engagement, and remove some of the existing focus on negotiation. We believe that this change will make the course more useful for a broader range of our students. It is our intention to eventually offer further elective courses on engagement, and on facilitation/negotiation/conflict management, that build on the foundation that will be established in this required course. Please see the attached Appendix for more details.

	<p>X <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: This is a graduate-level course.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>
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UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science Department: School of Community & Regional Planning Faculty Approval Date: May 5, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: June 11, 2021 Contact Person: Mark Stevens Phone: 604-822-0657 Email: mark.stevens@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Introduction For information on all SCARP master's programs, including the Master of Community and Regional Planning (MCRP) see the Faculty of Graduate and Postdoctoral Studies section of the Calendar.</p> <p>The MCRP is a 24-month professional master's degree in Planning. It is an innovative and flexible program that anticipates and responds to rapidly changing urban, regional, and global environments.</p> <p>The MCRP curriculum offers a strong core sequence of 42 credits that is tailored to the evolving demands of the profession. Students will additionally complete 18 credits of elective courses customized for their interests and professional aspirations. In the second year of the program, students will complete a 2-term studio course that integrates theories and methods covered throughout the curriculum into a single team-based project, with a real client or community group.</p> <p>Cumulative program requirements provide students with real world experience and prepare them for entry into a wide variety of planning jobs. The program also features an</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,200,310,144</p> <p>Present Calendar Entry:</p> <p>Introduction The Master of Arts (Planning) and Master of Science (Planning) programs are not accepting applications for admission to the 2015 Winter Session (September 2015).</p> <p>The master's degree will be either a Master of Arts (Planning) or a Master of Science (Planning), whichever best describes the undergraduate program the candidate has received.</p> <p>For information on all SCARP master's programs, including the Master of Community and Regional Planning (M.C.R.P.) see the Faculty of Graduate and Postdoctoral Studies section of the Calendar.</p> <p>SCARP's master's program is one of only two programs in Canada accredited by both Canadian and American professional planning associations. The program emphasizes both breadth and depth. Breadth is reflected in required courses from four key dimensions of planning knowledge. Depth is present in our six focus areas: community development and social planning, ecological and natural resources planning, comparative development, disaster and risk</p>



<p>Internship experience and a mentoring program.</p>	<p>management planning, transportation planning, and urban development planning; and in two specializations: urban design and indigenous community planning There are core courses in law, research methods, and an introduction to planning history, methods, and theory as well as elective courses in cross-cultural planning, multimedia and planning and participatory planning, among others. All students complete a final project or thesis on a topic of their own choosing.</p> <p>Type of Action: Change calendar entry</p> <p>Rationale for Proposed Change: We are proposing to update this calendar entry so that it better aligns with the changes that we are proposing to make to the MCRP program. Some of the language in the existing calendar entry is outdated and no longer accurate.</p> <p>Please see the attached Appendix for more details.</p>
<p>Proposed Calendar Entry:</p> <p>Degree Requirements The Masters in Community and Regional Planning (MCRP) degree is awarded upon satisfactory completion of a program consisting of 60 credits over two academic years. Students may satisfy up to 9 credits of this requirement through relevant courses in other UBC departments and/or at other universities.</p> <p>The MCRP is a “generalist” degree program, in the sense that (1) all MCRP students must complete a particular set of</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,200,310,147</p> <p>Present Calendar Entry:</p> <p>Degree Requirements The Masters in Community and Regional Planning (MCRP) degree is awarded upon satisfactory completion of a program consisting of 48 credits, including a project, over two academic years. Those students who wish to develop a specialization may satisfy a significant proportion (up to 9 credits) of this requirement through courses in other departments.</p>



courses that are designed to provide them with the foundational knowledge, skills, and attitudes that professional planners need to enter and succeed in the workplace, and (2) all MCRP graduates receive a Master of Community and Regional Planning degree, with no specialization or any other distinction indicated on the diploma.

Despite the generalist orientation of the program overall, however, each annual incoming cohort of roughly 40-45 MCRP students includes 10 that are admitted into the Indigenous Community Planning (ICP) concentration. Students in the ICP concentration must complete all of the general MCRP requirements plus a set of ICP-specific requirements.

Students in the general MCRP program will complete the following requirements:

- PLAN 500: Comparative Perspectives on Planning History and Futures (3 credits)
- PLAN 501: Reconciliation and Planning (3 credits)
- PLAN 502: Sustainability and Resilience in Planning (3 credits)
- PLAN 504: Urban Design and Visual Representation (3 credits)
- PLAN 505: Planning Theory, Values, and Ethics (3 credits)
- PLAN 506: Information and Analysis in Planning (3 credits)
- PLAN 507: Engagement and Facilitation for Planners (3 credits)
- PLAN 511: The Legal and Institutional Context of Planning (3 credits)
- PLAN 512: Urban Economics, Infrastructure, and Real Estate Issues in Planning (3 credits)
- PLAN 513: Making and Implementing Community and Regional Plans (3 credits)
- PLAN 540: Planning Praxis (6 credits)

~~The professional project is valued at 3-6 credits.~~

~~The School takes an integrated approach to planning for development. Students may concentrate their studies in community development and social planning, comparative development planning, disaster and risk management planning, ecological and natural resources planning, urban design and physical planning, transport and infrastructure planning, urban development planning, or a combination of these. Students may also take courses in other departments and at other universities.~~

~~A program of studies will normally be comprised as shown below:~~

~~Foundation courses. These courses provide a breadth of knowledge covering: the social, economic, and ecological context for urbanization, regional development, and resource planning; the institutional arrangements for planning; and theories of the planning process.~~

~~Methods courses. Planners have a major responsibility for generating, analyzing, and presenting information for the decision-making process. All students require basic skills in planning analysis. Appropriate courses outside the School may be substituted.~~

~~Substantive courses. These courses provide depth of knowledge within the concentrations offered by the School. Courses taken in other departments should be complementary and choices should be related to thesis research interests.~~

~~Workshops. These courses provide an opportunity for students to apply their knowledge and skills to planning problems under circumstances that simulate professional practice.~~



- **PLAN 541: Planning Studio (6 credits)**

Students in the ICP concentration will complete the following requirements:

- **PLAN 500: Comparative Perspectives on Planning History and Futures (3 credits)**
- **PLAN 502: Sustainability and Resilience in Planning (3 credits)**
- **PLAN 504: Urban Design and Visual Representation (3 credits)**
- **PLAN 505: Planning Theory, Values, and Ethics (3 credits)**
- **PLAN 506: Information and Analysis in Planning (3 credits)**
- **PLAN 507: Engagement and Facilitation for Planners (3 credits)**
- **PLAN 511: The Legal and Institutional Context of Planning (3 credits)**
- **PLAN 514: Indigenous Planning: Ways of Being, Knowing and Doing (3 credits)**
- **PLAN 515: Indigenous Law, Governance and Community Planning (3 credits)**
- **PLAN 516: Planning for Community Economic Development (3 credits)**
- **PLAN 543: Indigenous Community Planning Practicum (12 credits)**

Teaching and Learning

The MCRP program strikes a balance in teaching and learning between developing the competence required to enter professional practice today, and the intellectual preparation needed to continue to function adequately in increasingly responsible positions in a rapidly changing world. The program covers the substance and methods of professional planning practice, as well as the process and institutional arrangements for planning, its ideological basis, and the role and ethical responsibility of the planner. From the

~~Project research. Students are required to prepare a professional project in their second year on a subject of their choice. The fullest benefit of this research is derived by those students who relate their overall program of studies to their research subject area.~~

~~Teaching, Learning and Research
The School's program of teaching and research strikes a balance between developing the competence required to enter professional practice today, and the intellectual preparation needed to continue to function adequately in increasingly responsible positions in a rapidly changing world. The program covers the substance and methods of urban, community, environmental and natural resources planning, as well as the process and institutional arrangements for planning, its ideological basis, and the role and ethical responsibility of the planner. The School is interested in the solutions to today's problems as well as in anticipating and shaping the future through policy relevant scholarly research. From the student's point of view, the program has the following salient characteristics:~~

~~opportunities for students with narrow disciplinary training to broaden their knowledge, the better to assume responsibilities in planning and management;~~

~~opportunities for students with a generalist background to acquire greater disciplinary rigour in a planning-related field of their choice;~~

~~flexibility within a structured format to design a program of studies to satisfy individual needs;~~

~~an emphasis on formal coursework, balanced with directed studies, an internship, and original project research; and~~



student's point of view, the program has the following salient characteristics:

- opportunities for students with narrow disciplinary training to broaden their knowledge, the better to assume responsibilities in planning and management;
- opportunities for students with a generalist background to acquire greater disciplinary rigour in a planning-related field of their choice;
- flexibility within a structured format to design a program of studies to satisfy individual needs;
- an emphasis on formal coursework, studio experience, and an internship.

~~opportunities for joint student-faculty research and publication. Students are encouraged to become involved in the activities of the University's several research institutes and to enrol in relevant graduate courses in other departments. For example, in resource management there is the Institute for Resources, Environment and Sustainability; and in developing countries' issues, the Institute of Asian Research.~~

~~The School's Centre for Human Settlements (CHS), designated a "Centre for Excellence" in 1991/92 by the Canadian International Development Agency, further strengthens the School's research capability in urban and regional development, housing, urban governance, and community development planning in both the developed and developing world. The Centre also houses the Disaster Preparedness Resources Centre and the Eco-Risk Research Unit.~~

Type of Action:

Change calendar entry.

Rationale for Proposed Change:

We are proposing to update this calendar entry so that it better aligns with the changes that we are proposing to make to the MCRP program. Some of the language in the existing calendar entry is outdated and no longer accurate.

We are proposing to change the set of required courses for the MCRP program, along with the number of total credits required to graduate and several course numbers.

The accreditation standards that apply to the MCRP program have recently been updated, and there are new standards that



	<p>our existing program does not address. We need to expand our set of required courses in order to ensure that all of our students will learn what they are required to learn in relation to these accreditation standards. It is also true that our students have been asking for SCARP to offer new courses on many of the same topics (such as decolonization, urban design, and real estate development) that are addressed in the updated accreditation standards. Our faculty supports the expansion of the set of required MCRP courses to address this broader set of topics than we are currently addressing in our existing program. Expanding the set of required courses in this way will result in an increase in the number of credits that MCRP students are required to complete in order to graduate.</p> <p>Even though MCRP students have only been required to complete 48 credits to graduate, we have found from experience that most MCRP students have completed 55-60 credits by the time they graduate, because they have been choosing to complete more elective courses than they are minimally required to complete. As a result, we anticipate that increasing the required number of credits to 60 will not be problematic for our students.</p> <p>We are proposing to change our course numbering system because our existing system lacks a clear logic. We intend to apply a more logical system that organizes all of the required courses in the order that they will be completed by students.</p> <p>Please see the attached Appendix for more details.</p>
<p>Proposed Calendar Entry:</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1405</p> <p>Present Calendar Entry:</p>



Master of Community and Regional Planning

The Master of Community and Regional Planning (MCRP) is a 24-month professional master's degree in Planning. It is an innovative and flexible program that anticipates and responds to rapidly changing urban, regional, and global environments.

The MCRP curriculum offers a strong core sequence of 42 credits that is tailored to the evolving demands of the profession. Students will additionally complete 18 credits of elective courses customized for their interests and professional aspirations. In the second year of the program, students will complete a 2-term studio course that integrates theories and methods covered throughout the curriculum into a single team-based project, with a real client or community group.

Cumulative program requirements provide students with real world experience and prepare them for entry into a wide variety of planning jobs. The program also features an Internship experience and a mentoring program.

Admission Requirements

All applicants must meet the admission requirements of Graduate and Postdoctoral Studies. English language proficiency standards, including TOEFL and GRE requirements are listed under English Language Proficiency Standards and GRE Requirements.

In addition to meeting the University's academic standards for admission, SCARP requires that students submit a 500-word statement outlining their specific interests as well as providing information on their professional experience and community

Master of Community and Regional Planning

~~The School of Community and Regional Planning's (SCARP) professional master's program, the Master of Community and Regional Planning (M.C.R.P.), prepares students to be practising planners in a rapidly changing and urbanizing world. Cumulative program requirements provide students with real world experience and prepare them for entry into a wide variety of planning jobs. The curriculum features a strong core sequence of courses tailored to the evolving demands of the profession. Students additionally undertake concentrated study through a sequence of courses customized for their interests and professional aspirations. The program culminates in a studio that integrates theories and methods covered throughout the curriculum into a single team-based project with a real or simulated client or community group. All students complete a capstone project on a topic of their own choosing in consultation with their advisor.~~

Admission Requirements

All applicants must meet the admission requirements of Graduate and Postdoctoral Studies. English language proficiency standards, including TOEFL and GRE requirements are listed under English Language Proficiency Standards and GRE Requirements.

In addition to meeting the University's academic standards for admission, SCARP requires that students submit a 500-word statement outlining their specific interests as well as providing information on their professional experience and community



involvement. The SCARP Admissions Committee oversees the admissions process to the School.

Transfer Credit

Transfer credit will be granted in accordance with the Faculty of Graduate and Postdoctoral Studies policy on Transfer Credit.

Program Requirements

The total program credit requirement is 60 credits, including 42 credits of required courses that incorporate accreditation performance criteria and essential background for planning. These are:

PLAN 500 (3) Comparative Perspectives on Planning History and Futures

PLAN 501 (3) Reconciliation and Planning

PLAN 502 (3) Sustainability and Resilience in Planning

PLAN 504 (3) Urban Design and Visual Representation

PLAN 505 (3) Planning Theory, Values, and Ethics

PLAN 506 (3) Information and Analysis in Planning

PLAN 507 (3) Engagement and Facilitation for Planners

PLAN 511 (3) The Legal and Institutional Context of Planning

PLAN 512 (3) Urban Economics, Infrastructure, and Real Estate Issues in Planning

PLAN 513 (3) Making and Implementing Community and Regional Plans

PLAN 540 (6) Planning Praxis

PLAN 541 (6) Planning Studio

For the remaining 18 credits, students can choose courses tailored with their interests through consultation with their Faculty Advisor.

involvement. The SCARP Admissions Committee oversees the admissions process to the School.

Transfer Credit

Transfer credit will be granted in accordance with the Faculty of Graduate and Postdoctoral Studies policy on Transfer Credit.

Program Requirements

~~The total program credit requirement is 48 credits, including 18 credits of required courses that incorporate accreditation performance criteria and essential background for planning. These are:~~

~~PLAN 508 (3) Foundations of Planning Theory and History~~

~~PLAN 509 (2) Urbanism as a Global Way of Life~~

~~PLAN 510 (2) Environment and Sustainability Concepts for Planning Practice~~

~~PLAN 521 (3) Quantitative Skills for Planners~~

~~PLAN 522 (2) Qualitative Data Collection and Analysis~~

~~PLAN 523 (2) The Profession of Planning~~

~~PLAN 524 (2) Legal Concepts for Professional Planning~~

~~PLAN 525 (2) Planning Practice Methods~~

~~In addition, each student is required to complete a capstone project (PLAN 528) for 3 or 6 credits, a 6-credit studio (PLAN 526) and a 3-credit internship (PLAN 527). For the remaining 12 credits, students can choose courses tailored to their interests through consultation with an advisor, or they can choose between one of two pre-determined concentrations: Urban Design or Indigenous Community Planning.~~



Students that are admitted into the Indigenous Community Planning concentration within the MCRP program will be required to complete 60 total credits, including 42 credits of required courses that that incorporate accreditation performance criteria and essential background for planning with Indigenous communities. These are:

PLAN 500 (3) Comparative Perspectives on Planning History and Futures
 PLAN 502 (3) Sustainability and Resilience in Planning
 PLAN 504 (3) Urban Design and Visual Representation
 PLAN 505 (3) Planning Theory, Values, and Ethics
 PLAN 506 (3) Information and Analysis in Planning
 PLAN 507 (3) Engagement and Facilitation for Planners
 PLAN 511 (3) The Legal and Institutional Context of Planning
 PLAN 514 (3) Indigenous Planning: Ways of Being, Knowing and Doing
 PLAN 515 (3) Indigenous Law, Governance and Community Planning
 PLAN 516 (3) Planning for Community Economic Development
 PLAN 543 (12) Indigenous Community Planning Practicum

~~Visit the School of Community and Regional Planning for information on Academic Regulations.~~

Type of Action:

Change calendar entry

Rationale for Proposed Change:

We are proposing to update this calendar entry so that it better aligns with the changes that we are proposing to make to the MCRP program. Some of the language in the existing calendar entry is outdated and no longer accurate.

We are proposing to change the set of required courses for the MCRP program, along with the number of total credits required to graduate and several course numbers.

The accreditation standards that apply to the MCRP program have recently been updated, and there are new standards that our existing program does not address. We need to expand our set of required courses in order to ensure that all of our students will learn what they are required to learn in relation to these accreditation standards. It is also true that our students have been asking for SCARP to offer new courses on many of the same topics (such as decolonization, urban design, and real estate development) that are addressed in the updated accreditation standards. Our faculty supports the expansion of the set of required MCRP courses to address this broader set of topics than we are currently addressing in our existing program. Expanding the set of required courses in this way will result in an increase in the number of credits that MCRP students are required to complete in order to graduate.

Even though MCRP students have only been required to complete 48 credits to



graduate, we have found from experience that most MCRP students have completed 55-60 credits by the time they graduate, because they have been choosing to complete more elective courses than they are minimally required to complete. As a result, we anticipate that increasing the required number of credits to 60 will not be problematic for our students.

Please see the attached Appendix for more details.

APPENDIX

1) THE EXISTING MCRP DEGREE PROGRAM

The Master of Community and Regional Planning (MCRP) program was launched by the School of Community and Regional Planning (SCARP) for the 2015-16 academic year. The MCRP is accredited by both the Professional Standards Board (PSB) in Canada and the Planning Accreditation Board (PAB) in the United States, each of which requires accredited programs to meet specified standards in their curricula.

The MCRP is a “generalist” degree program, in the sense that (1) all MCRP students must complete a particular set of courses that are designed to provide them with the foundational knowledge, skills, and attitudes that professional planners need to enter and succeed in the workplace, and (2) all MCRP graduates receive a Master of Community and Regional Planning degree, with no specialization or any other distinction indicated on the diploma.

Despite the generalist orientation of the program overall, however, each annual incoming cohort of 40-45 MCRP students includes 10 that are admitted into the Indigenous Community Planning (ICP) concentration. Students in the ICP concentration must complete all of the general MCRP requirements plus a set of ICP-specific requirements.

As of June 2021, all MCRP students must complete a minimum of 48 credits in order to graduate.

Table 1 shows the existing MCRP Core courses that all students are required to take, along with their associated credits. ICP students complete a 12-credit Practicum instead of the 6-credit Planning Studio and 3-credit Capstone.

Table 1: Existing MCRP Core Courses and Credits

Core Course	Credits
PLAN 508: Planning Theory, Values, and Ethics	3
PLAN 509: Planning Across Space and Time	2
PLAN 510: Sustainability and Resilience in Planning	2
PLAN 521: Quantitative Skills for Planners	3
PLAN 522: Qualitative Data Collection and Analysis	2
PLAN 523: The Profession of Planning	2
PLAN 524: Legal Concepts for Professional Practice	2
PLAN 525: Making and Implementing Community Plans	2
PLAN 526: The Planning Studio	6
PLAN 527A: Internship	3
PLAN 528A: Capstone	3
TOTAL CORE CREDITS	30

ICP students are also required to complete the following four additional 3-credit courses:

PLAN 503: Planning for Sustainable Community Economic Development

PLAN 533: Indigenous Planning: Ways of Being and Knowing

PLAN 553: Indigenous Law, Governance, and Community Planning

PLAN 595: Negotiation, Facilitation and Conflict Resolution for Planners

All students who are not in the ICP concentration must complete four elective courses of their choosing that relate in some way to some aspect of community planning, and they must decide on a title that describes these four courses as each student's "concentration".

2) CONSULTATION WITH SCARP COMMUNITY AND OTHER KEY STAKEHOLDERS

In 2019 the SCARP Director (Director) initiated a comprehensive review (Review) of the MCRP program that has consisted in part of interviews, surveys, and workshops with SCARP faculty, staff, and students (along with alumni and local practitioners) to identify strengths and weaknesses of the program. In addition to the feedback SCARP has received from these stakeholders, we have also been made aware of recent changes that have been made to the PSB and PAB accreditation standards that apply to the MCRP program. In short, it has become clear to us that there are multiple topics that our stakeholder community wants us to address and that the accrediting bodies require us to address that we are not currently addressing in the MCRP curriculum.

Based on the results of the Review, the Director and MCRP Program Chair (Chair) developed a draft of an updated MCRP curriculum that was intended to better align the content and delivery of the program with the current priorities of:

- 1) professional community and regional planning practice, as communicated in:
 - a) **accreditation standards in Canada and the United States:** At the time of SCARP's most recent accreditation review and site visit (i.e. 2016-2017) for both PSB and PAB, PSB was in the process of developing a new set of standards for university-level community and regional planning programs to meet in order to be accredited. The MCRP was generally designed without those new PSB standards in mind. Moreover, as of May 2021 PSB is once again considering a new set of standards, that have been provided to SCARP in draft form
- 2) SCARP faculty and students, as communicated in:
 - a) **program learning objectives (PLOs) that the SCARP community recently developed for the MCRP program:** The PLOs express seven knowledges, seven skills, and seven attitudes that SCARP intends for all MCRP students to possess upon completing the program. The existing MCRP was designed before the PLOs existed
 - b) **the SCARP Strategic Plan:** PAB requires all accredited programs to articulate their mission, goals, and objectives in a strategic plan. As of May 2021, we have recently finalized the current version of SCARP's strategic plan, which sets out our vision for the next ten years from 2021 to 2031, accompanied by a series of implementation strategies focused more immediately on the next five years. The plan presents the broad values and commitments that shape our School, our desired focus and mission, and our strategies and key actions for the coming years
 - c) **written and verbal feedback on the MCRP that SCARP has received from students since 2015:** MCRP students have provided extensive suggestions over the past six years for improving the content and delivery of the MCRP program, in order to better prepare students for professional planning practice and to enhance their learning and overall experience in the program

In December of 2020 the Director and Chair met with a Senior Projects Manager from UBC's Office of the Provost and Vice-President Academic, to discuss the proposed MCRP curriculum changes and the process to be followed for seeking the UBC Senate's approval for the changes. The Senior Project Manager's assessment of the proposed changes was positive and we felt encouraged to move forward with our stakeholder consultations.

Working with a curriculum consultant from CTLT, the Director and Chair presented and discussed the draft updated MCRP program in six separate workshops with SCARP faculty, students (with separate workshops for general MCRP students and ICP students), alumni, and local practitioners working in the field of community and regional planning. We made revisions to the draft updated program based on feedback from these stakeholders, including (for example) changes to course content and titles, changes to the ordering of the courses, and changes to which courses would be required vs. which would be elective courses. In April 2021 we met with the Planning Institute of British Columbia's Professional Standards & Certification Committee to discuss our draft updated program. This Committee (that is responsible for the oversight, coordination, and maintenance of university planning program accreditation standards) passed a unanimous motion of support for the program changes we propose to make.

We distributed consultation forms to the following 15 units at UBC that we believed might have an interest in reviewing and commenting on the changes we propose to make to the MCRP program:

1. Clean Energy Research Centre
2. Department of Asian Studies
3. Department of Civil Engineering
4. Department of Forest & Conservation Sciences
5. Department of Forest Resources Management
6. Department of Geography
7. Department of Political Science
8. Division of Strategy and Business Economics
9. Faculty of Land and Food Systems
10. Institute for Gender, Race, Sex and Social Justice
11. Institute for Resources, Environment, & Sustainability
12. School of Architecture and Landscape Architecture
13. School of Population and Public Health
14. School of Public Policy and Global Affairs / Institute of Asian Research
15. Vancouver School of Economics

All 15 units completed and returned their consultation form and indicated their support for our proposed changes.

The Indigenous Community Planning concentration has been designed and is implemented through a formal partnership between SCARP and the Musqueam Indian Band, which means (among other things) that every feature of the concentration has been co-designed with Musqueam and has their approval and support. SCARP does not make any decisions about the

courses we teach on Indigenous community planning without consulting with and getting approval from Musqueam.

At the request of the Graduate Curriculum Committee, we distributed an additional consultation form to First Nations and Indigenous Studies on June 4, 2021 but had not heard back as of June 11.

SCARP faculty passed a unanimous motion of support for the final set of proposed program changes on May 5, 2021.

3) PROPOSED UPDATES TO THE MCRP CURRICULUM

We now describe the updates that we propose to make to the MCRP curriculum.

a) Proposed MCRP Core

Table 2 shows the courses that we propose to include in the updated Core, which are those courses that all MCRP students are required to take. (As we describe below, the proposed Core will be slightly different for ICP students). The courses include existing Core courses whose content will be updated, new courses that SCARP has not offered before, and existing elective courses that we propose to bring into the Core.

Table 2: Courses in the Proposed MCRP Core

Course	Credits
PLAN 500: Comparative Perspectives on Planning History and Futures	3
PLAN 501: Reconciliation and Planning	3
PLAN 502: Sustainability and Resilience in Planning	3
PLAN 504: Urban Design and Visual Representation	3
PLAN 505: Planning Theory, Values, and Ethics	3
PLAN 506: Information and Analysis in Planning	3
PLAN 507: Engagement and Facilitation for Planners	3
PLAN 511: The Legal and Institutional Context of Planning	3
PLAN 512: Urban Economics, Infrastructure, and Real Estate Issues in Planning	3
PLAN 513: Making and Implementing Community and Regional Plans	3
PLAN 540: Planning Praxis	6
PLAN 541: Planning Studio	6
TOTAL CREDITS	42

The increase in credits from 30 under the existing MCRP Core to 42 under the proposed MCRP Core reflects the need to address a wider range of subjects than is currently covered in the existing Core, such as reconciliation, real estate development and urban economics, engagement and facilitation, and urban design. MCRP students have requested more instruction on these subjects, and the subjects are included in the recently-updated PSB accreditation standards.

We propose for students in the ICP concentration to complete a modified set of Core courses that combine to achieve the learning objectives for the ICP concentration while still meeting all of the standards for PSB and PAB accreditation. Table 3 shows the updated MCRP Core for ICP

students, in which some ICP-specific courses (such as Plan 512: Indigenous Planning: Ways of Knowing and Being and Plan 515: Practicum) are substitutes for MCRP Core courses (such as Plan 510: Making and Implementing Community and Regional Plans). The number of credits in the updated ICP Core (i.e. 42 credits) is equivalent to the number of credits in the updated MCRP Core.

NOTE: ICP students would not be required to take the following courses that all other MCRP students would be required to take, as ICP students would learn the material from these courses in ICP-specific courses instead:

- PLAN 501: Reconciliation and Planning
- PLAN 512: Urban Economics, Infrastructure, and Real Estate Issues in Planning
- PLAN 513: Making and Implementing Community and Regional Plans
- PLAN 540: Planning Praxis
- PLAN 541: Planning Studio

Table 3: Courses in the Updated MCRP Core for ICP Students

Course	Credits
PLAN 500: Comparative Perspectives on Planning History and Futures	3
PLAN 502: Sustainability and Resilience in Planning	3
PLAN 504: Urban Design and Visual Representation	3
PLAN 505: Planning Theory, Values, and Ethics	3
PLAN 506: Information and Analysis in Planning	3
PLAN 507: Engagement and Facilitation for Planners	3
PLAN 511: The Legal and Institutional Context of Planning	3
PLAN 514: Indigenous Planning: Ways of Being, Knowing and Doing	3
PLAN 515: Indigenous Law, Governance and Community Planning	3
PLAN 516: Planning for Community Economic Development	3
PLAN 543: Indigenous Community Planning Practicum	12
TOTAL CREDITS	42

b) Proposed MCRP Concentrations

To date, the MCRP concentration requirement has produced a fair amount of confusion for both applicants to and students in the MCRP program. Based on our experience with the concentration requirement over the past six years, SCARP faculty has decided to:

1. Eliminate the concentration requirement
2. Preserve the ICP concentration
3. Require all applicants to the MCRP program to indicate in their application whether they wish to be admitted into the ICP concentration, or into the general MCRP program

This proposal is intended in large part to retain the benefits of the existing concentration requirement (i.e. having students work with their faculty advisors to select elective courses) while eliminating the costs of the concentration requirement (i.e. unnecessary confusion and stress on the part of applicants and students). Students in the ICP concentration would be unaffected, and all other students would have the freedom to select the elective courses that they most want to take without feeling pressured to take four elective courses on a single topic. They could do so if they wanted, but that would be a result of their choice rather than a requirement.

c) Proposed MCRP Credit Requirement

The proposed MCRP Core described above consists of 42 credits. We propose that MCRP students be required to complete 18 elective credits, for a total of 60 credits required to graduate. We propose an 18-elective credit requirement for two reasons: (1) students are required to complete 18 elective credits under the existing MCRP program, and (2) 18 elective credits under the proposed MCRP program would be the result of students taking an average of one 3-credit elective course in each of their four winter terms and two summer terms of the program. As shown in Table 4, a 60-credit degree is within the range of what is required at comparable PSB-accredited masters planning programs in other parts of Canada.

If the proposed changes were to be made to the MCRP program, SCARP would closely monitor MCRP student completion time during the first few years of operating the renewed program to determine whether adjustments should be made to the credit requirements in order to ensure that students generally complete the program in no more than two years.

Table 4: Required Credits at Comparable Masters Planning Programs in Canada¹

Program	Core Credits	Total Credits
Queen's University	30	48
SCARP's MCRP (existing)	30	48
University of Alberta	36	42
University of Calgary	39	51
University of Manitoba	39	51
SCARP's MCRP (proposed)	42	60
McGill University	42	66
Dalhousie University	45	60

We intend for the proposed revisions to the MCRP curriculum to increase student and faculty satisfaction with the program, and to better address the new standards for accreditation that apply to the MCRP program. We will market the updated MCRP program to the same types of students (who are interested in the same types of jobs) that we have marketed the program to since its inception, with the added benefit that the updated curriculum will better prepare our graduates to secure employment in the field and to succeed in the workplace.

4) PROPOSED CHANGES TO THE UBC COURSE CALENDAR

As described above, we are proposing to make several updates to the MCRP curriculum, and therefore to the UBC Course Calendar entries for our School. In particular, we propose to make the following types of changes to the Calendar entries for courses offered by SCARP, which have a subject code of "PLAN":

1. *Delete courses:* We propose to delete Calendar entries for PLAN courses that will not be offered again. These include (1) courses that were offered under the old master's program at SCARP that existed prior to launching the MCRP that have since been replaced by

¹ Some universities in Canada (such as the University of Toronto and Waterloo University) use credit systems that are different from UBC's system, which makes the credit requirements of their planning programs difficult to compare with SCARP'S credit requirements.

different courses, and/or (2) courses that were taught by faculty members who are no longer at SCARP or who have shifted their teaching focus toward other courses that are more in demand from students and/or more in line with contemporary priorities in the field of community planning, and/or (3) courses that will be replaced by updated versions of those same courses, that will have new course titles, course descriptions, and course numbers

2. *Create new courses:* We propose to add Calendar entries for new courses, some of which will be entirely new and some of which will be updated versions of courses that have existing entries that we are proposing to delete from the Calendar
3. *Change course numbers:* We propose to modify Calendar entries for some PLAN courses by changing their course numbers, as part of an effort to implement a more logical and intuitive numbering system for MCRP courses
4. *Change course titles:* We propose to modify Calendar entries for some PLAN courses by changing their course titles, in order to better align the titles with the updated content of the courses.
5. *Change course descriptions:* We propose to modify Calendar entries for some PLAN courses by changing their course descriptions, in order to better align the descriptions with the updated content of the courses.

5) SUPPORT FOR CONTINUING STUDENTS IN THE EXISTING MCRP PROGRAM

We are hoping to implement the proposed updates to the MCRP curriculum for the September 2022 student cohort, at the time that they first enter the MCRP program. If that were to happen, the September 2021 student cohort (as well as any students from previous cohorts with program requirements still to be completed) would be required to complete the program requirements that existed at the time of their admission, which would consist of the requirements for the existing MCRP program. SCARP will support these continuing students in completing their program requirements, including the offering of all courses that these students are required to complete, and faculty advisory support for the Capstone.



THE UNIVERSITY OF BRITISH COLUMBIA

Category: 1

Faculty: Arts Department: Theatre and Film Faculty Approval Date: Sept. 16, 2021 Effective Session (W or S): Summer Effective Academic Year: 2022	Date: Received April 29, 2021 Contact Person: Sophie Corless (for Stephen Heatley) Phone: 604 827 3526 Email: thfl.head@ubc.ca
Proposed Calendar Entry: THFL 599 (3-6) d Production Assigned projects in Theatre and Film design and production. Restricted to students in the MFA THTR and MFA FIPR programs.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=THFL Present Calendar Entry: N/A Type of Action: New course Rationale: Production experience is an essential aspect of the MFA programs in Theatre and Film and an important link between theoretical classroom study and professional practice. Students apply theoretical knowledge and acquire a pre-professional level of skill that will be important in their future careers. Hitherto, non - thesis production practicum experience for graduate students in the THTR and FIPR MFA programs has been accomplished in senior undergraduate courses or in various graduate level “directed studies” numbers. The department recently introduced a new course code, THFL, to represent content bridging the disciplinary areas of theatre and film. This proposal is to create a new THFL course for production practice experience in both theatre and film, as part of a process of regularizing and clarifying the curriculum in theatre & film design. Since students in both the MFA Theatre Design and Production and the MFA Film Production programs will take this course, and will often work together on the same project, the THFL code is more suitable than either THTR or FIPR. As with the Department’s other supervised practicum courses, students in THFL 599 will meet with faculty regularly and will not attend lectures or seminars. Students taking this course will work directly on UBC Theatre & Film

	<p>productions, which don't follow a traditional class schedule.</p> <p>For THFL 599, a student's production "assignment" will be defined by the individual student and faculty supervisor (normally a member of the graduate program faculty specializing in the area in which the student will work). In this context, "assignment" refers to the specific role a student might undertake for a production, such as "scenic designer," or "art director," or "assistant costume designer." Production assignments are based on a student's skill level, interests, and the specific requirements of each project. The schedule requirements for production work vary depending on the kind of activity. As a general rule, each "credit" in a THFL 599 class requires a minimum of 50 hours. So for a 3 credit 599 course students would do 150 hours of documented work, and a 6 credit 599 would require 300 hours. Sometimes these hours are tightly scheduled according to the needs of the production. For other assignments, such as designer or assistant designer, work hours are scheduled by the student, but the deadlines for deliverables are inflexible. Students are expected to plan their own schedules to ensure they are available during all the times scheduled for their particular assignments. Production practica courses in the Department are usually offered in 3 - credit increments, and are frequently given version letters specific to various production areas (499L indicates projects in lighting, 499Z indicates projects in scenery design, and so on.). Very occasionally, a particular project will require an unusually small amount of time, and the Department can create "catchall" 1 credit and 2 credit versions to accommodate such projects. These are used very infrequently, because there are normally many opportunities to combine 2 or 3 small projects into a 3 – credit practicum, and 3 – credit multiples work best for course planning.</p>
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	<p>Students will be assessed on their participation, professionalism, and quality of work. The growth / improvement in the student's skills during the time spent on the assignment is an important assessment criteria. No direct comparison between students is made. The weighting of each of the assessment factors depends on the production assignment. Each student is responsible for attendance and promptness, for considerate and respectful behavior, for following instructions and safety rules, for learning and practicing assigned tasks and procedures, and for keeping a work log record of their time on a project. The student's immediate supervisor must initial the work log. A written self-assessment may also be considered for the final grade, depending on the assignment. Students are required to submit completed work logs, self-assessments (when required), and any other appropriate documentation of the project (such as drawings, photos, or film clips) to the faculty member supervising each area in which the student worked. (If the student worked in more than one area of production, they would submit the appropriate documents to each faculty supervisor).</p> <p>The Department of Theatre and Film uses the 549 number to indicate Masters level thesis. The Design and Production BFA program has used variable credit "x99" numbers for production practica since the early 1990s, and the Film production BFA program has used x99 numbers for the same purpose since the early 2000s. THFL 599 is consistent with this pattern.</p> <p><i>Note: This Category 1 proposal for a new Directed Studies course does not require the approval of a sample syllabus, as per the policy described on p. 27-29 of the 2019 curriculum guidelines for Special Topics/ Directed Study Courses.</i></p>
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29 October, 2021

To: Vancouver Senate

From: Vancouver Senate Research and Scholarship Committee

Re: Committee Report to Senate on the *Response to 2020 PWIAS External Review by the PWIAS Interim Director and the Board of Trustees* (approval)

Background

On 12 December 2018, the Vancouver Senate directed the Provost and Vice-President, Academic to arrange for an external review of the Peter Wall Institute of Advanced Studies ("PWIAS") ("the External Review"). The External Review was requested by Senate as part of a university-wide effort to help resolve tensions in the relationships between the PWIAS Board of Trustees, Institute leadership, the University and faculty and staff, regarding potential violations of academic freedom.

The External Review was carried out by four distinguished experts, who included:

- Alan Bernstein, O.C., Ph.D., President and CEO, CIFAR
- Margaret Levi, Professor of Political Science and Director of the Center for Advanced Study in the Behavioral Sciences, Stanford University
- Jane Ohlmeyer, Professor of History and Director of the Long Room Hub, Trinity College Dublin
- Veronica Strang, Professor of Anthropology and Director of the Institute of Advanced Study, Durham University

These experts were asked to provide their advice and perspectives on the Institute as it renews its academic commitment and updates its approach to academic programming and governance. The Senate specified that Terms of Reference for this review include an explicit mandate to investigate and make recommendations on the Institute's structure and governance (both academic and financial).

Members of the External Review received a self-study document from the PWIAS, which was prepared by Dr. Kalina Christoff, the Interim Director of the PWIAS (available at <https://academic.ubc.ca/sites/vpa.ubc.ca/files/documents/PWIAS-External-Review-Report-Jan-24-2020.pdf>). Members also spent three days in January 2020 at UBC consulting a wide variety of individuals who care about the status and stature of the Institute.

On 24 January 2020, the External Review completed its final report (see Annex A). The report made eight principal recommendations on issues that ranged from programming to finance and governance. Later that year, the PWIAS published a joint response to the report on behalf of both its Director and the Board of Trustees (see Annex B). The joint response conveyed a number of initiatives underway to



implement the report's recommendations, including the creation of a Governance Manual we discuss further below.

As part of Senate's initial resolution commissioning the External Review in December 2018, Senate also directed that "the results of the review should be reported back to Senate by the Vice-President Academic and Provost, via an appropriate standing committee of the Senate, at the earliest opportunity." Consequently, the Senate Research and Scholarship Committee received both the External Review and the Joint Response for its December 7th 2020 committee meeting.

After viewing the available material, the Committee resolved to seek further consultation with regard to key academic matters related to the governance of the PWIAS. In particular, having reviewed the various written reports, the Committee invited and heard from Dr. Kalina Christoff, the Interim Director of the PWIAS, and Dr. Moura Quayle, Chair, Peter Wall Endowment Board of Trustees. The Chair and Vice-Chairs of the Committee also met with University Counsel, Hubert Lai, and members of his office.

While this report and the recommendations it sets out below were initially prepared in response to the external review, the Canadian Association of University Teachers (CAUT) has published an important report on this same topic on October 14, 2021 (see Annex C). The Research and Scholarship Committee believes that the CAUT report also warrants Senate's close attention. We acknowledge the very serious nature of the conclusions of that report and wish to highlight the important role the Senate must play in strengthening its governance relationship with the PWIAS.

In that regard, the recommendations that follow are not exhaustive. Instead, they are an initial set of responses we see as advisable without limiting the need for further action on the part of the Senate in the months to come. As will become evident from several of the recommendations included below, we consider it important that the Research and Scholarship committee maintains a close and ongoing relationship with the PWIAS over the coming years at it addresses the serious and now public concerns about its governance.

Recommendations

In light of these consultations and its review of all material, the Committee welcomes the recommendations of the external review and commends the ongoing response to it by the Institute's Interim Director and the Board of Trustees. These various initiatives and undertakings are detailed in their response report. We will not respond to each recommendation in this response or each conclusion of the CAUT (2021) report. For present purposes, we wish to focus on what remains as the central challenge for the Senate – the current governance structure of the PWIAS.

The Committee would like to acknowledge that the PWIAS is unlike any other unit within the University structure given its complex governance arrangement that is both within and outside the University's governance. As the Deed of Trust establishing the PWIAS stipulates, "The Peter Wall Endowment shall be governed and managed by a Board of up to 5 Trustees to be known as the Peter Wall Endowment Trustees". We understand that the Board consists of (a) The Chairman of the UBC Foundation, (b) The President (or designate) of the University, (c) Peter Wall (or designate), (d) One person appointed by Peter Wall and (e) one person appointed by the President. In addition, the Director of the PWIAS and a



series of others have 'Official Observer status' on the Board. We recognise that this governance structure is both atypical and challenging, but we also understand that it can not be changed without the permission of the original signatories.

Thus, addressing the governance challenges appears to require greater clarification of the present framework. In this regard, the Committee draws attention to Governance Recommendation One and Six of the External Review. In the short-term the Committee acknowledges plans to develop a Governance Manual [the Manual] that will, for example, delineate the complementary and distinct roles of the Director and the Board of Trustees, and articulate a shared and legally supportable understanding of the provisions of the Deeds of Trust. The Manual may provide the best short-term solution if the existing Deed of Trust can not be changed.

We recommend further review by the Senate Research and Scholarship Committee of the Manual when it is complete, and suggest a timeframe for its completion in the hope of expediting solutions to the governance difficulties outlined in the External Review and the CAUT (2021) reports. This further review on our Committee's part seems important from a governance standpoint to ensure that the Manual is produced and implemented in a timely fashion despite the difficulties that task poses within the current framework. We also recommend that the Manual responds to the governance concerns highlighted in the CAUT (2021) report.

The Committee recommends that the Senate formally request that the Manual consider, affirm and uphold several core values. First, we reaffirm that, notwithstanding the legitimate ways in which a Director of the PWIAS must take direction from both the University and the Board of Trustees, this Governance Manual must also furnish the Director of the PWIAS with a robust degree of academic freedom. The Committee is especially concerned that this concept of academic freedom conforms with the definition set out in the UBC Collective Agreement, the UBC Calendar as adopted by the Senate and other understandings within Canada and beyond.

While the Committee recognises the difficult governance issues arising in this instance, it continues to believe that the Director must enjoy an appropriate level of autonomy relative to the Board of Trustees and the University when it comes to decision-making about programs that best fit the academic mission of the PWIAS and the University of British Columbia. The Committee encourages continued discussions among all stakeholders in developing a shared understanding of key provisions of the Deed of Trust, and in considering the most effective administrative structure to ensure that the PWIAS leadership is successful in achieving its academic mission in conformity with this notion of academic freedom.

To this end, we recommend that in developing the Manual, the Director and Board of Trustees draw on, and make explicit reference to, these key documents on academic freedom:

1. The definition of Academic Freedom as adopted by the UBC Senate within the UBC Academic Calendar (see [here](#));
2. The Canadian Association of University Teachers (CAUT)'s Policy Statement on Academic Freedom, approved by the CAUT Council in November 2018 (see [here](#));



3. The Universities Canada Statement on Academic Freedom, dated October 25, 2011 (see [here](#)); and
4. The 1997 UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (see [here](#)).

Second, in keeping with the principle of Collegial Governance, the Committee recommends that the Governance Manual make explicit reference to formalising channels of communication with the Committee and Senate moving forward. Regular reporting to the committee on progress in developing and implementing the Manual is recommended, especially in the short term. To promote transparency, collegial governance and in order to incentivise progress in resolving these challenges in a timely fashion, the Committee also believes that the parties should report to the Senate directly if they reach an impasse in developing or implementing the Manual.

Third, in order to assist the Committee play a constructive role in promoting positive resolution of governance challenges at the Peter Wall Institute, it is recommended that a member of the Committee be appointed to serve *ex officio* on the Institute's Board of Trustees. We have broached this idea with the current Chair of the Board of Trustees, Dr Moura Quayle, who appears supportive of the initiative as a means of ensuring the efficient flow of information from the Board to the Committee and Senate. We consider that this step can create a helpful conduit for the Committee's ongoing oversight obligations with respect to the governance of this important element of the University's intellectual life.

In this respect, this initial report could mark the beginnings of ongoing, regularised collegial oversight as part of a stronger connection between Senate and the PWIAS, which seems timely in this moment of transition to a more streamlined system of governance.

Fourth, to promote transparency and financial good governance, we recommend an audit of the finances and financial governance of the PWIAS. These were not a focus of the Research and Scholarship Committee. Nonetheless, in light of the financial concerns raised by both the Self-Study and the CAUT (2021), we ask Senate to consider requesting an independent audit of PWIAS's financials. We believe that serious allegations now in the public sphere necessitate this audit, and that it is incumbent on us as a public oversight body to request this. We are hopeful that the transparency an audit would provide could also assist in the transition to a governance model at the PWIAS that better supports the core values we have identified here.

Summary of Recommendations

1. The Chair of Board of Trustees forward to the Committee the Manual addressing the Governance Framework when it is complete. If it cannot be completed by December 31st, 2021, we recommend that the parties (Director of PWIAS, Chair of the Board of Trustees and a University representative) brief Senate about their positions regarding governance and avenues for resolution.
2. In developing the Governance Manual, the Director and Board of Trustees draw on and make explicit reference to these key documents on academic freedom:



- a. The definition of Academic Freedom as adopted by the UBC Senate within the UBC Academic Calendar (see [here](#));
 - b. The Canadian Association of University Teachers (CAUT)'s Policy Statement on Academic Freedom, approved by the CAUT Council in November 2018 (see [here](#)); and
 - c. The Universities Canada Statement on Academic Freedom, dated October 25, 2011 (see [here](#)); and
 - d. The 1997 UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel (see [here](#))
3. After developing the Manual, the Director and Board of Trustees provide the Research and Scholarship Committee with a separate, public report explaining how the terms of the Manual prevent a repetition of the governance issues identified in the CAUT (2021) report.
 4. To promote Collegial Governance and transparency, the Director of the PWIAS and the Chair of the Peter Wall Endowment Board of Trustees should each present publicly available, bi-annual briefs to the Research and Scholarship Committee for the next two years regarding progress in implementing the Manual.
 5. In keeping with the principle of Collegial Governance, consideration could also be given to appointing a member of the Research and Scholarship Committee to serve *ex officio* on the PWIAS Board of Trustees on an ongoing basis.
 6. In accordance with obligations of transparency and good financial governance, Senate should request an independent audit of finances and the financial governance of the PWIAS.

Respectfully submitted,

Dr. Guy Faulkner, Chair

Dr. James Stewart, Vice Chair

Senate Research and Scholarship Committee

Report of External Review of Peter Wall Institute for Advanced Studies
January 24, 2020

Submitted by:

Alan Bernstein, O.C., Ph.D., President and CEO, CIFAR
Margaret Levi, Professor of Political Science and Director of the Center for Advanced Study in
the Behavioral Sciences, Stanford University
Jane Ohlmeyer, Professor of History and Director of the Long Room Hub, Trinity College
Dublin
Veronica Strang, Professor of Anthropology and Director of the Institute of Advanced Study,
Durham University

The external review committee of the University of British Columbia (UBC) Peter Wall Institute for Advanced Studies (PWIAS or Institute) was constituted by Dr. Andrew J. Szeri, Provost and Vice-President, Academic at the University of British Columbia (UBC). It is our understanding that the request for an external review was initiated by the UBC Vancouver Senate.

We, the members of the external review, are heads of institutes for advanced study and significant research programs in Canada, Britain, Ireland and the United States and have worked closely with similar institutes throughout the world. Having received an excellent self-study prepared by Dr. Kalina Christoff, the Interim Director of the PWIAS, as well as numerous other documents, we spent three full days, January 22-24, at UBC meeting with a wide variety of individuals who care about the status and stature of the Institute.

We wish to thank all of those who gave their time and opinions. The academic leadership of UBC, current and past leadership of the PWIAS and members of its Board of Trustees (BOT), representatives of the Vancouver Senate, other stakeholders and members of the UBC community (such as Wall Scholars and Professors, PWIAS staff, Academic Advisory Board, University Counsel, Treasury, Deans and Heads) offered frank and useful perspectives. We wish to acknowledge the many people at the university, up to and including President Santa Ono, who have worked so hard to resolve current conflicts and ensure a healthy future for the Institute. Professor Anna Kindler sat in on many of our meetings and provided needed guidance to the governance, operations, and local knowledge of UBC that are essential to a successful report. We are also highly appreciative of the able assistance of Selina Fast.

The PWIAS is at an inflection point. Recent debates and events have created an opportunity to clarify the mission of the Institute and to situate it as the significant player it should and can be in the UBC ecosystem and internationally. Thanks to the generous gift to the University from Peter Wall more than 25 years ago and because of the considerable growth in the original gift, the PWIAS is in the enviable position of being well-resourced. Moreover, through its scholars' programs, it has a strong base of engaged faculty on whom to draw for assistance in thinking through its future. Its international programs have made it known and appreciated by a broader global community. The commitment of the President, Provost, and Senate of UBC is to make the

most of the Wall gift and the Institute to advance knowledge and assist the university in its scholarly mission, community obligations, and global reach.

This review is part of a broader philosophical discussion of the Institute. These processes are opportunities for realignment, recalibration, refocus—to consider more broadly what is needed now to ensure continued success.

Before turning to specific recommendations in relationship to the committee's terms of reference, we would like to make several observations.

- The PWIAS is one of many university-based institutes for advanced study that now exist around the world, but its governance arrangements are out of alignment with what has become best practice among such universities and, indeed, within UBC.
- This is a crucial moment in the life of the Institute. While it should and can be a place that brings reputational luster to the university, it has instead become—hopefully only for a moment—a reputational liability. The recent resignation of Director Philippe Tortell, following on the short tenures of so many previous directors (see chart below),

1999 – 2002 KENNETH R. MACCRIMMON <i>Director</i>
2003 – 2005 DIANNE NEWALL <i>Acting Director</i>
2006 OLAY SLAYMAKER <i>Interim Director</i>
2007 – 2011 DIANNE NEWALL <i>Director</i>
2012 – 2014 JANIS SARRA <i>Director</i>
2014 NANCY GALLINI <i>Acting Director</i>
2015 GASTÓN GORDILLO <i>Acting Director</i>
2016 – 2018 PHILLIPE TORTELL <i>Director</i>
2019 – KALINA CHRISTOFF <i>Interim Director</i>

led to consternation among academic administration and a series of discussions in the Vancouver Senate in regard to potential violations of academic freedom. This external review was requested by the UBC Senate as part of a university-wide effort to help resolve tensions in the relationships between the PWIAS Board of Trustees and academic faculty and staff, including Institute leadership. At issue, we believe, is not academic freedom *per se* but the equally important question of the appropriate level of autonomy of PWIAS leadership relative to the Board when it comes to decision-making about programs that best fit the academic mission of the Institute and the university. It is critical that a high degree of such autonomy be respected and preserved while still ensuring appropriate input and advice from other stakeholders, most importantly the Board of Trustees and relevant academic administrators and stakeholders. The establishment of mutual confidence and trust among the players is essential for the future of the PWIAS. As we argue below, significantly revised governance arrangements will provide the grounding for achieving productive and cooperative relationships.

- While former scholars and the participants in many of its programs praise its contributions to their research and thinking, the PWIAS does not have a sufficiently clear identity within the university, throughout Canada, or internationally. Although we support the Institute in its experiments and various efforts to have a broader intellectual impact, it has yet to establish an identity easily recognized and grasped. The Wall Scholars program is a core program of the PWIAS, but it is and should be only part of what the Institute represents. As we recommend below, a strategic plan accepted by all stakeholders will help. As important will be stability of leadership within the context of a better-defined set of governance arrangements.
- The Institute has the promise of becoming far more significant at UBC, in Canada, and beyond as a catalyst of innovative thinking and experimentation that crosses disciplines and approaches. PWIAS can be a source of risk taking and innovation, providing seed capital for endeavors that could have big payoffs if successful but also may fail, that have no immediate sources of support but might generate considerable contributions once more proven. It could be, as the provost noted, “a cauldron of creativity.” There are a number of pathways to achieve this, and this is the moment at which that choice can be made. We do urge that—in choosing its path—the PWIAS keep in mind how best to complement the great research and initiatives already taking place at UBC and how best to identify a role that is unique, impactful and visible.

Great university-based institutes for advanced study enhance the reputation of their host universities by (1) providing opportunities for faculty, students, and other university-based researchers to generate ideas and research that breaks down the silos of university departments and fields and (2) attracting major scholars and thinkers from multiple communities and locations well beyond the host university. To achieve these ends, the Institute needs both financial and academic leadership stability. It also requires a vision created in engagement with all the critical stakeholders. All of this depends on respect for the academic autonomy of the Institute while recognizing its embeddedness in UBC and the need for support by the university of its mission.

Terms of Reference for the External Review of the PWIAS, January 2020

On 12 December 2018, the UBC Vancouver Senate directed the Provost and Vice-President, Academic to arrange for an external review of the PWIAS. The Senate specified that Terms of Reference for this review include an explicit mandate to investigate and make recommendations on the Institute's structure and governance (both academic and financial). Members of the external review panel were asked to provide their advice and perspectives on the Institute as it renews its academic commitment and updates its approach to academic programming and governance. The consultation with the external review panel would be structured as follows: Academic Mandate, Governance and Strategies.

Our report follows the structure of these terms of reference.

Academic Mandate

Academic Mandate Recommendation: Clarify the unique mission of the Institute

As stated in the 2020 self-study, the mission of the PWIAS is to “draw together scholars from UBC and around the world to engage in deep and unconstrained research into some of the most profound questions and challenges facing humanity. The Institute seeks to encourage highly innovative, creative and unexpected scholarship through wide-ranging explorations between disciplines, including the creative and performing arts.” In addition, the Institute must serve its regional community and, simultaneously achieve international impact and recognition. However, the current approach of the Institute is not yet sufficient for its goals.

The PWIAS suffers the inevitable tension of having to provide programs that complement those of UBC while also contributing to local communities and the greater world. It is a set of tensions shared with most university-based institutes for advanced study. The resolutions vary and are worth exploring by those engaged in developing a new strategic plan.

What best defines the PWIAS within UBC is its internal scholars programs that allow selected UBC faculty from multiple disciplines to have time together away from the usual tasks of teaching and administration. It is a huge success for those invited to be scholars and has had constructive effects on the UBC culture. We heard many stories of the cross-disciplinary and boundary-crossing research and ideas the program stimulates. Participation transforms research and thinking, encourages collaborations across disciplines and faculties, and leads to innovative curricular development. But the reach remains too limited, largely restricted to a small cadre most directly touched by the Institute.

For some departments and faculties, however, the PWIAS is hardly visible. Their faculty do not become PWIAS scholars. Nor do they participate in the other programs on offer. The 2011 external review of the Institute observed that the PWIAS is not widely recognized in the international landscape of institutes for advanced study. We found that this continues to be the case, despite the welcome introduction of the International Roundtables.

It is critical that the Institute find what is indeed its unique mission. We recommend that it take even greater advantage of what the academic mandate already recognizes as its roles. It could amplify the interdisciplinarity it already fosters by reaching out to a wider range of disciplines. It could further increase its capacity to bridge boundaries and borders with paradigmatically diverse approaches to knowledge. It could make an even more significant contribution to academic scholarship at local and global levels. To date, the attempts of the Institute to meet these goals has been through a rather large number of relatively small initiatives, most of them fairly insular to the university and region.

We believe that where the PWIAS can have the most impact is through drawing on the huge strengths of UBC to create programs and projects that generate new thinking, research, and teaching around questions that require multiple disciplinary perspectives and that are outside the normal initiatives of UBC faculty and faculties. These should complement, not substitute or duplicate, what UBC does already. Our image is one of seed capital in which the PWIAS uses its

funds, people, and networks to take risks to explore uncharted domains or, to paraphrase the writer and laureate, Samuel Beckett, try harder, fail better. There will be some major failures but also, we suspect, some spectacular successes that can then become major research and teaching programs as well as attractors of additional funding and resources.

We recommend that the PWIAS streamline and focus its programs, including its scholars programs, in terms of what it comes to define as its mission. This may require recreating or revising existing programs, as well as dropping those that do not advance its aims.

We will return to this question in the strategic section of the report.

Governance

Governance Recommendation 1: Governance Diagnostic Review by Watson

In Fall 2019 a consultancy firm (Watson) was commissioned on the advice of President Ono and PWIAS Interim Director Christoff to undertake a Governance Diagnostic Review of the Board of Trustees and PWIAS and “to identify key areas of governance structure, practice and process.” The review identified ten key themes relating to governance: ambiguities inherent in the Deed of Trust (DOT); the lack of a shared understanding of the vision and mission of the PWIAS; and the informal operation of the Board of Trustees, particularly lack of clarity around decision making, roles and responsibilities, and conflicts of interest.

The Watson review recommended that the Board of Trustees should:

- I. Establish “guiding principles” that reflect principles of good governance and academic governance;
- II. Develop a written governance framework that outlines in a clear and transparent way roles and responsibilities, procedures, practices, processes and reporting and accountability frameworks;
- III. Develop an authority matrix that brings clarity and transparency to decision making;
- IV. Enhance meeting practices to ensure trustees are engaged and that meetings have a strategic focus.

We recommend that (a) the Watson review be made public and (b), as a matter of urgency, the four recommendations made in the Watson Review be implemented.

Governance Recommendation 2: Committees

Related Committees: A finance committee is a sub-committee of the Board of Trustees. The DOT makes provision for an external, international advisory board, which is currently in abeyance although it did meet between 2012 and 2014. In 2019 the current Interim Director constituted an internal Academic Advisory Board. What is the function of each of these bodies?

Is the finance committee really necessary? How do they relate to each other and how do they further the vision and mission of the PWIAS?

We recommend clarity around these issues and that terms of reference need to be developed for all of these bodies.

Governance Recommendation 3: Membership of Committees

Membership of the Board of Trustees and any related committees: it is not always clear why an individual has been asked to serve as a trustee or as a member of a related committee. The selection process is opaque, as are the duration of terms. Processes relating to conflicts of interest have been developed but have not fully addressed the underlying issues around conflicts of interest.

We recommend the development of transparent guidelines around membership and how the chair, secretary, and members are appointed or selected, along with defined terms of office for all members (e.g., three years, only renewable for a further three years). The role of secretary to the BOT requires careful consideration.

Governance Recommendation 4: The President as Chair of the Board of Trustees

The deed of trust from 1991 states, “The President of the University who will serve as the Chairman of the Board of Trustees (BOT), and who will have the right to appoint a person to serve in his or her place at the President’s pleasure should the President choose not to serve.” Since 1992, there have been five Chairs of the BOT of which four were simultaneously the president of UBC and one (Simon Peacock) was then (2014-2017) the Dean of Science. Dr. Ono became president in 2016 and assumed the chair in 2017.

We recognize the importance of having a senior university official serve as BOT chair. The university president in particular brings stature and prominence to the BOT and to the PWIAS. At the same time, we note that it is unusual for the president of a university, especially one as large and far flung as UBC, to assume this role. We also note that having the president as chair has attracted some concern, not about President Ono himself, but about the real or perceived conflict of interest in which the president is put in a position of having both the best interests of the PWIAS and of the university as a whole as his first priorities. There may indeed be situations where those interests are not aligned, placing the president in a position where, understandably, he must put the interests of the university as a whole as his first priority.

Fortunately, the current DOT anticipated this possibility and allowed for the president to appoint a person to serve in his or her place (see above).

We strongly recommend that President Ono remain fully engaged and stay actively involved in leading the Wall Institute through the changes required to restore trust, appoint a highly respected new director and ensure agreement on the clarity of roles and responsibilities that are essential to move forward. But in our judgement, he should do this as president and vice chancellor of UBC, not as chair of the BOT. He has already shown strong leadership during the

recent events and should remain actively involved. Importantly, in so doing this would free up the president, as the head of the university, to begin renegotiating the relationships between the university, the PWIAS and the donor family.

We recommend that President Ono take advantage of the current wording in the DOT and appoint as soon as possible a senior academic from within the UBC community to serve in his place as chair of the BOT.

Governance Recommendation 5: Wall Shares

In keeping with standard UBC and most not for profit organization practice, we recommend selling the Wall shares for fair market rate and then have the resulting funds managed as part of the UBC endowment. Historically, the cash flow arising out of the dividends from the Wall Corporation have been unpredictable and uneven, making it virtually impossible to carry out long term planning and budgeting, resulting in the ups and downs of program spending of recent years. Thus, this recommendation would also allow both the director and the BOT to carry out long term planning, a key feature for any organization.

Governance Recommendation 6: The Deed of Trust

The DOT, signed in 1991 between Peter Wall and UBC, described the governance of the PWIAS. There are problematic aspects of the DOT, including:

- ambiguous language that does not easily reconcile with the *University Act* and usual academic/university governance structures. We also note that since the signing of the DOT in 1991, there have been updates to the *University Act*, the laws regarding charitable gifts in Canada, and the evolution of governance best practices, especially with respect to initiatives in universities supported by external donor funds.
- Given the above, we recommend that the university and the donor begin discussions to modernize the DOT with the goal of bringing it in line with current best practices for institutes at the university and best practice elsewhere. If an agreement to modernize the DOT cannot be reached between Peter Wall and UBC, we recommend that the DOT be supplemented with a second Governance Document that is signed off by the BOT. The goal of the Governance Document should be to clearly articulate a shared and legally supportable understanding of the provisions of the DOT, and to provide clarity on situating the PWIAS within university structures; modernize and clarify roles and responsibilities of the BOT, address governance of the endowment and the PWIAS itself; formalize processes for governance including fixed terms for all members of the BOT; and establish clear and agreed on processes for strategic planning, budgeting, program evaluations, leadership evaluation, and reporting relationships. The Governance Document should also delineate the complementary and distinct roles of the director and the BOT. To some extent, the current situation at the PWIAS has arisen as the result of a lack of clarity and shared understanding between management and the BOT of their complementary but distinct roles and responsibilities. We note that this recommendation aligns with recommendation II from the Watson document (see above).

- Related to but separate from this situation, there is the need to clarify and enforce conflict of interest guidelines.

The new Governing Document should delineate and clarify roles and responsibilities of the BOT as a whole and of the individual members. In line with best governance practice, it should make clear that the BOT's role is governance, NOT program development, management decisions, etc. While members of the BOT are appointed by the donor and UBC's President, their role, beyond representing the interests of either the donor or the university, is to deliberate collectively and act responsibly to achieve the success of the PWIAS within the parameters established by the DOT. To do otherwise would seriously compromise the viability and integrity of the PWIAS.

In addition, program development and implementation, and the usual management decisions, are the responsibility of the director, which also includes preparing annual operating budgets and corporate plans, partnership and program development and implementation, program review, reporting, communications, and new initiatives. She/he also has the responsibility for stakeholder relations across the university, within the city and province, and internationally.

The role of the director needs to be clarified and made explicit in our recommended Governing Document. Since the appointment of the Institute's first Director in 1996, the role of the director has naturally evolved. But the recent revolving door of one director and three Acting or Interim directors in five years is, in no small part, a reflection of this lack of clarity and is greatly destabilizing the Institute and its ability to perform. The BOT role in hiring the director and deciding on their continuation requires reconsideration, given that this is inconsistent with university practice for the employment of faculty members and appointment of directors of institutes.

The DOT calls for the establishment of a Management Committee to manage the finances and investments of the Endowment. We believe this has been and is a continuing source of confusion and misalignment. The University and the BOT have ongoing input and a final say on reviewing and approving budgets, agreeing on an investment strategy, and including the UBC Foundation in all of these processes. For these reasons, we believe that the addition of another committee only serves to exacerbate unnecessarily an already complex situation.

We recommend that the university and the BOT work together to establish a Governance Document that spells out clear roles and responsibilities of all members of the BOT and that is consistent with modern governance best practice. We also recommend that the BOT, working with the senior administration at UBC, develop a clear job description for the next director.

Governance Recommendation 7: Risk management framework

While there is clearly an awareness of reputational, financial, legal and other risks associated with the PWIAS, there does not appear to be a risk matrix in place which would allow for the management of any risks.

We recommend that a risk matrix be developed for PWIAS. This would identify any risks (reputation, financial, governance, etc.) along with actions taken to mitigate and manage these. It would be reviewed and updated regularly. The PWIAS risk matrix would then form part of the overall UBC risk management framework.

Strategies

We are aware of the recent attempts at strategic planning, but we do see the need for developing a new 3-5-year strategic plan for the PWIAS that clarifies the vision, mission, values and high-level objectives of the Institute. This will then provide the basis for revisiting the PWIAS programs, determining the extent to which current programs are meeting objectives, what other programs might better serve the mission, and what “success” looks like and how impact is best measured.

Strategy Recommendation 1: Types of academic programs

Currently, there are too many programs that are insufficiently focused, synergistic, and resourced. With some exceptions, the programs are largely internally focussed, limiting the international impact of the Institute. This situation creates an identity problem for the PWIAS. It is not clear what it stands for, where its singular contribution lies to the university or the world.

- The Wall Scholars. The 2011 review emphasized that the scholars’ program is not having the impact it should within UBC or without. There are several possible solutions, including expansion and more invitations to international scholars.
- Distinguished Professors. Having very senior faculty in residence can be a plus, but again there needs to be some serious rethinking of how best to do it.
- International Roundtables. This appears to be a very successful initiative but again needs to be better integrated with the other projects and programs.
- Other programs. We do not wish to go into detail on the plethora of other programs the Institute has created, given that we are suggesting a rethink of the whole.

We recommend the PWIAS undertake a new strategic and implementation plan and then significantly revise its programs in order to meet its mission and enhance its impact and reputation within UBC and internationally.

Strategy Recommendation 2: Engage and communicate with key stakeholders

The Institute could do far more to ensure that it gains a high profile and reputation for excellence both at UBC and internationally. We have already addressed the need for revised programming. Equally important is engagement and communication with key stakeholders. While the website and newsletter are important, they are just a starting point.

Internationally, the PWIAS should engage with leading universities and their scholars. Renewed engagement with the University Based Institutes of Advanced Study (UBIAS) network is an obvious starting point. Effective communications rest on well-publicised international visiting scholar programs; opportunities to participate in roundtables, workshops and other research developments; research collaborations and outputs. Potential Fellows/visitors/collaborators need to have a clear sense of the aims and identity of the PWIAS, and confidence that in coming to the

Institute they will be entering a special environment, engaging with top scholars and co-producing excellent research outputs with substantial impacts on key audiences/communities.

The ability to communicate a clear identity and aims is similarly important for donors and funding agencies, in order that they have confidence that the PWIAS will deliver definable outputs and impacts.

Internal stakeholders include faculties, departments, individual scholars, and students. There is an ongoing need to communicate the Institute's activities and achievements to these groups, but it is equally important that the director engage directly with key stakeholder groups and expand academic input to the Institute. Some ways to achieve this may include:

- The maintenance and expansion of the internal academic advisory committee to build and sustain bridges with faculties and departments and their research. Inclusion of associate deans of research and a representative from the Senate Research Committee are possible ways to promote necessary communication and collaboration.
- The reinstitution of a prestigious international advisory board to offer advice and support as well as serve as international ambassadors for the Institute.

We recommend that the Institute devise a stakeholder and communications strategy as part of the development of the new strategic plan.

Strategy Recommendation 3: the role of Director

The long-term uncertainties in the ownership of the decision-making processes relating to the PWIAS's activities has hampered successive directors in developing and carrying through their respective visions and plans for the PWIAS. While consultation with key stakeholder groups remains essential, there is a need to trust and support a director in providing sustained leadership and academic direction for the Institute, and in building its international identity.

The role of the director (in consultation with the key stakeholders) would be to articulate a clear vision of the aims and objectives of the PWIAS, and a strategic plan to realise this vision over the next three to five years. She/he should define how these might be realised in programmatic terms; propose to the Institute's Board of Trustees an annual budget and plan for activities; and provide leadership in taking these activities forward over time.

The key responsibilities of the director would include:

- Building relationships with key stakeholder groups externally and internally.
- Facilitating and supporting advanced interdisciplinary research developments via the Institute's programmes.
- Hosting internal and external fellowship/scholar programs.

- Leading the evaluation of potential fellows/scholars and proposed research activities, and ensuring that the processes of evaluation are thoughtful regarding equality and diversity (taking into account issues of racialization, indigeneity, age, gender etc.).
- Ensuring the regular evaluation and communication of the outcomes of the Institute's activities and their impacts.

We recommend that a job description be developed for the director that outlines key responsibilities and provides any prospective director with the opportunity to articulate her/his vision. The appointment process itself needs to be designed to take on board the views of key stakeholders.

Strategy Recommendation 4: Supportive frameworks

Facilitating outstanding interdisciplinary research takes time, resources and skill, to help participants to exchange knowledge, to co-compose shared research questions, and to develop compatible/shared methods and analytic approaches. There is a correlation between the capacity of the PWIAS to provide academic leadership and facilitation, and the extent to which programs/scholarly endeavours flourish. It is essential that the Institute has a robust framework of support for its activities that positions it to achieve the highest levels of success.

We recommend that UBC leaders and key stakeholders work with the director to put in place supportive academic and administrative frameworks.

Strategy Recommendation 5: Space

There is potential to use some of the accumulated endowment funds to invest in a new building (or renovate the current building) for the Institute. This would have a range of advantages. It would provide an iconic materialisation of the Institute's identity as a world-leading institute, enhancing its international visibility and its ability to attract international scholars to the university (including providing accommodation for them). It could contain a core social space for the campus (providing a much-needed café or restaurant) which would help to bring faculty from across the university into the Institute. It could provide room for expansion, for example to establish a post-graduate program. We are here reiterating and supporting recommendations in the 2011 external review.

We recommend that the Institute and university consider a significant renovation of its current site or construction of a purpose-designed building.

Strategy Recommendation 6: Impact assessment

Critical to the success of the Institute is an ability to evaluate its programs and projects and convey those evaluations in a way that is comprehensible to all of its stakeholders and those it hopes to impress. Quantitative measures of publications and awards are one means but are most effective, we have all learned, when accompanied by narratives or stories that convey the long-term influences of what PWIAS generates.

There is also a practical need to establish and maintain a coherent database giving the long view of all programs, research developments, publications/outputs emerging from Institute activities. Such an overhaul and improvement of the Institute's data management would almost certainly require some initial investment in staff and in IT development.

We recommend that the PWIAS refresh its model of impact assessment in keeping with some of the innovations now being practiced at its sister institutes around the world.

Strategy Recommendation 7: Budgetary processes

As noted earlier, the Institute is extremely well-funded, thanks to the generous Peter Wall gift. However, as noted above, the current cash flow arising out of the dividends from the Wall Corporation are unpredictable and uneven, making it virtually impossible to carry out long term planning and budgeting. In addition, the board's emphasis has been on lean administrative expenditures. While appropriate in terms of reminding the PWIAS leadership of its need to keep administrative costs under control, this emphasis has hamstrung programmatic development and limited the discretion of the director to cover the costs of needed expertise and support (be it faculty or staff). Of course, such additional expenditures require justification and good rationales, but the board should give the benefit of the doubt to the director, once good working relationships and governance arrangements are re-established.

Moreover, if the Institute is to achieve the ambitious goals we believe it should have, it may eventually need additional resources, perhaps from foundations and additional donors.

We recommend that the current budgetary constraints be reconsidered.

Conclusion

The University of British Columbia received a great gift and opportunity when Peter Wall made his gift to establish the PWIAS at UBC. With improved governance and with more strategic use of its intellectual and financial resources, the PWIAS could considerably amplify its already significant contributions to the intellectual and research life of UBC and beyond. With some focused programmatic revisions and possible space renovations, it could realize its substantial promise of being one of the most eminent university-based institutes of advanced study in the world.



Response to 2020 PWIAS External Review

by the PWIAS Interim Director and the Board of Trustees

November 17, 2020

This document provides a formal response to the 2020 PWIAS External Review Report. This External Review was requested by the UBC Senate in December 2018 in response to the resignation of the Institute Director in November of same year. The Senate specified that Terms of Reference for this review include an explicit mandate to investigate and make recommendations on the Institute's structures and governance (both academic and financial). The external review team included four outstanding international experts with extensive expertise in the governance of Institutes for Advanced Study. This response outlines specific steps that have already been taken, are planned, or are in discussion to address the recommendations.

Background

What University-based Institutes for Advanced Study Do

In their introductory remarks (page 3 of the External Review Report), the reviewers state that University-based Institutes for Advanced Study enhance the reputation of their host universities by

- (1) providing opportunities for faculty, students, and other university-based researchers to generate ideas and research that breaks down the silos of university departments and fields, and*
- (2) attracting major scholars and thinkers from multiple communities and locations well beyond the host university.*

As the reviewers note in their specific recommendations, it is crucial for PWIAS to increase: 1) its capacity for interdisciplinarity and 2) its international stature. One way in which leading Institutes for Advanced Studies world-wide achieve these two aims is through international fellowship programs that bring together local and international scholars from diverse backgrounds to spend a year in residence at their Institution.

Since 2014, the Wall Scholar program has brought together UBC scholars for a year-long residence at the Institute. It has become the signature program of the Institute, but until now it has only been offered to UBC Scholars and has drawn scholars from some disciplines (e.g., Humanities) much more strongly than from among others (e.g., Science, Medicine, and the Performing Arts). Furthermore, since 2017, Wall Scholar cohorts have been limited to 10 scholars. This is significantly smaller than the number of fellows –

from a minimum of 15 up to as many as 40 – that other Institutes for Advanced Study bring together as part of their fellowship programs.

To achieve its goal of becoming a world-class Institute for Advanced Studies, the PWIAS will endeavour to expand its Wall Scholar program to:

- (1) achieve stronger participation across a broad range of disciplines;
- (2) recruit scholars beyond UBC; and,
- (3) create Wall Scholar cohorts similar in size to those other Institutes of advanced studies.

In October 2020, the PWIAS Board of Trustees approved the expansion of the Wall Scholar program for the 2021-2022 academic year to recruit non-UBC as well as UBC scholars from a diverse range of disciplines and to increase the number of Wall Scholars. The 2021-2022 Wall Scholars Program Process and Budget Recommendations, presented by the Interim Director was unanimously approved by the Board of Trustees at their October 15, 2020 meeting. The Wall Scholar program now has a thematic focus. This year the theme is "crisis," next year it will be "complex systems."

As PWIAS moves forward with implementation of the 2020 External Review recommendations, we will also seek to streamline and focus its other programs, in line with the External Review recommendations.

What PWIAS Needs in order to Succeed

The External Review Report notes (page 3) that in order to succeed, PWIAS requires:

- (1) financial and academic leadership stability*
- (2) a vision created in engagement with all the critical stakeholders*
- (3) respect for the academic autonomy of the Institute while recognizing its embeddedness in UBC and the need for support by the university of its mission*

These three key prerequisites for success clearly define the goalposts that PWIAS needs to achieve as it strengthens its governance and academic functioning. With respect to (3) we will also adhere to the specific context of the PWIAS Deed of Trust and its provisions. We are committed to putting all of these conditions in place to foster the growth and development of the PWIAS. Each of these conditions are addressed in more detail below, in our responses to the external review report's specific recommendations.

Specific Recommendations

Academic Mandate

Recommendation: Clarify the unique mission of the Institute

The reviewers note (pages 5-6) that it is critical for the PWIAS to find its unique mission, to strengthen its programs and approach, and to build on its already existing academic mandate. The reviewers also note (page 3) that the PWIAS does not have a sufficiently clear identity within UBC, throughout Canada, and internationally. The reviewers recommend (pages 5-6) that the PWIAS:

- use its funds, people, and networks to take risks, explore uncharted domains, and generate new thinking*
- reach out to a wider range of disciplines to broaden its interdisciplinarity*
- increase its international outreach and participation*
- streamline and focus its programs in terms of its newly defined mission*

The current formulation of the Institute's mission, as presented to the external reviewers and as stated on the PWIAS website, is to "draw together scholars from UBC and around the world to engage in deep and unconstrained research into some of the most profound questions and challenges facing humanity. The Institute seeks to encourage highly innovative, creative, and unexpected scholarship through wide-ranging explorations between disciplines, including the creative and performing arts."

Peter Wall's original intention was that his donation be used to "generate new ideas and initiatives that wouldn't happen otherwise" and "to create a university-based institute for advanced research which doesn't exist anywhere else" (UBC President David Strangway, UBC News, December 12, 1996). This original vision aligns well with what the UBC academic community values about the Institute, as well as with the external review recommendations to find and support the unique place of the Institute within UBC and internationally. We are committed to honouring this original vision.

The Board of Trustees has developed a framework to guide its work and deliberations as follows: "The PWIAS provides the opportunity and means for leading scholars to pursue significant, interdisciplinary, high impact, and innovative work that advances the boundaries of knowledge for UBC, British Columbia, Canada, and the world."

The Institute, under the leadership of the next Director, will engage in an in-depth process of consultation with the UBC academic community and other stakeholders as it moves forward on formulating the Institute's mission.

Governance

Governance Recommendation 1: Governance Diagnostic Review by Watson, Inc.

We recommend that (a) the Watson review be made public and (b), as a matter of urgency, the four recommendations made in the Watson Review be implemented.

With respect to (a), the Governance Diagnostic Review by WATSON Inc. was made publicly available on the Institute's website (External Reviews at www.pwias.ubc.ca) in March of 2020.

With respect to (b), the four recommendations made by the Watson Review were that the PWIAS Board of Trustees:

- I. Establish "guiding principles" that reflect principles of good governance and academic governance;
- II. Develop a written governance framework that outlines in a clear and transparent way roles and responsibilities, procedures, practices, processes and reporting and accountability frameworks;
- III. Develop an authority matrix that brings clarity and transparency to decision making;
- IV. Enhance meeting practices to ensure trustees are engaged and that meetings have a strategic focus.

We are committed to implementing all four recommendations made by the Watson Review. With the help of WATSON Inc., we began work in July 2020 on implementing the recommendations. This work is scheduled to be completed by January 2021 and includes a Governance Framework in a Governance Manual with the following proposed contents:

- guiding principles;
- role descriptions and terms including Board Chair, Trustees, Distinguished Wall Professors, Director, and International Advisory Panel;
- organizational and board stewardship framework;
- board meeting guidelines; and,
- conflict of interest guidelines.

Best practice governance principles will be part of the ongoing agenda for the PWIAS.

Governance Recommendation 2: Committees

The reviewers note that the finance committee is a sub-committee of the PWIAS Board of Trustees and they raise a question as to whether its existence is necessary. As well, the reviewers note that the PWIAS Deed of Trust makes provision for an international advisory panel that has generally not been implemented, except for a 2-year period between 2012 until 2014, and the internal Academic Advisory Board that was appointed in 2019. The reviewers ask what the function of each of these bodies is.

As we move forward, we are committed to putting in place terms of reference for each of the Institute's committees. Throughout the last year, the PWIAS Board of Trustees has made all financial and high-level budgetary decisions; therefore, the finance committee has not met since the summer of 2019. As we move forward, we will consider whether the finance committee is necessary for efficient governance practices.

An Academic Advisory Board (AAB) was jointly appointed by the UBC President, when in the role of Chair of the Board of Trustees, and the PWIAS Interim Director in the summer of 2019 to provide academic advice to the President and Interim Director. The AAB's mandate, specified in the AAB members appointment letters, is to "provide advice and make recommendations to the Institute Director and the UBC President on various matters relating to the Institute, including its academic governance and mandate." In September 2020, the UBC President and the Interim Director re-appointed six of its previous members and appointed three new members with the goal of expanded diversity.

The Board of Trustees was not consulted about these appointments, nor about the Terms of Reference of the AAB. By virtue of their current mandate, this Academic Advisory Board is not advisory to the Board of Trustees. The Deed of Trust makes a provision for the appointment of an Advisory Panel by the Trustees. The current Academic Advisory Board is separate and independent from the Advisory Panel described in the Deed. The roles of the Advisory Panel, as stipulated in the Deed of Trust, and the Academic Advisory Board will be reviewed as part of the governance framework discussions.

Governance Recommendation 3: Membership of Committees

We recommend the development of transparent guidelines around membership and how the chair, secretary, and members are appointed or selected, along with defined terms of office for all members (e.g., three years, only renewable for a further three years).

We are committed to implementing these items as part of the written governance framework for the Institute, scheduled to be completed by January 2021.

Governance Recommendation 4: The President as Chair of the Board of Trustees

The reviewers recommend that President Ono take advantage of the current wording in the DOT and appoint as soon as possible a senior academic from within the UBC community to serve in his place as chair of the BOT.

In September 2020, President Ono stepped down as Chair of the Board of Trustees and appointed Professor Moura Quayle, Vice-Provost and Associate Vice-President for Academic Affairs at UBC, to serve in his place as Chair of the Board.

Governance Recommendation 5: Wall Shares

The reviewers recommend selling the Wall shares for fair market rate and having the resulting funds be managed as part of the UBC endowment, in keeping with standard UBC and not-for-profit organization practices.

The Deed of Trust sets out clear circumstances under which the shares may be disposed of. This requires Peter Wall's approval. We will adhere to those. To date the retention of the Wall Financial Corporation (WFC) shares has provided for significant financial benefits and dividend income stability for the Institute.

Governance Recommendation 6: The Deed of Trust

The reviewers note that there are problematic aspects in the Deed of Trust (DOT), including ambiguous language that does not easily reconcile with the University Act and usual academic/university governance structures. The reviewers note that the current situation at the PWIAS has arisen as the result of a lack of clarity and shared understanding between the management [the Institute's Directors] and the Board of Trustees of their complementary but distinct roles and responsibilities. The reviewers recommend that if it is unfeasible to renegotiate the DOT with the donor, it be supplemented by a second Governance Document, signed off by the Board of Trustees, that will:

- 1) delineate the complementary and distinct roles of the Director and the Board of Trustees*
- 2) articulate a shared and legally supportable understanding of the provisions of the DOT*
- 3) modernize and clarify roles and responsibilities of the Board of Trustees*
- 4) provide clarity on situating the PWIAS within university structures*
- 5) address governance of the endowment and the PWIAS itself*
- 6) establish clear and agreed on processes for strategic planning, budgeting, program evaluation, leadership evaluation, and reporting relationships*

The previously referred Governance Framework and Manual is currently under development. The list of 6 items above will be included. Items 1, 2, and 3 are part of the Governance Framework scheduled to be completed by January 2021. Items 4, 5, and 6 will be developed in consultation with relevant PWIAS stakeholders and will be incorporated into an expanded Governance Framework that will be completed in the Spring of 2021.

Governance Recommendation 7: Risk management framework

The reviewers point out that even though there is awareness of reputational, financial, legal and other risks associated with the PWIAS, there is no risk matrix in place currently to allow for the management of those risks. The reviewers recommend that such a risk matrix be developed for PWIAS, identifying the types of risk and the actions taken to mitigate and manage them. The reviewers further recommend that this risk matrix be reviewed and updated regularly, and that it forms part of the overall UBC risk management framework.

The development of a risk management framework for the Institute will be undertaken in the Spring of 2021 in consultation with relevant constituents, including the UBC Chief Audit and Risk Officer, other senior members of the UBC administration, relevant PWIAS stakeholders, and the broader UBC academic community.

Strategies

Strategy Recommendation 1: Types of academic programs

The reviewers note that the PWIAS has too many programs that are insufficiently focused, synergistic, and resourced. They further note that the programs are largely internally focused, limiting the international impact of the Institute. The reviewers recommend that the PWIAS undertake the development of a new strategic and implementation plan, and then significantly revise its programs in order to meet its mission and enhance its impact and reputation within UBC and internationally.

We have begun work on focusing the Institute's programs to enhance their impact, alignment with UBC's strategic plan, and open them to more international participation. The first step towards this was the approval of the expansion of the Wall Scholar program for the 2021-2022 academic year. We will continue the process of further streamlining and focusing the Institute's programs. A new strategic plan will be developed by the next Institute Director, in consultation with the Board of Trustees and other relevant constituents, including senior members of the UBC administration, UBC Senate, Office of the University Counsel, PWIAS stakeholders, and the broader UBC academic community. The next Institute Director will be appointed by the UBC President, with the goal of beginning their term in June 2021. The recruitment process will be run by the President's Office.

Strategy Recommendation 2: Engage and communicate with key stakeholders

The reviewers note that for the PWIAS to gain high profile and reputation for excellence, it needs to broaden its international reach and communication activities. The reviewers recommend that the Institute devise a stakeholder and communications strategy as part of the development of the new strategic plan.

A stakeholder and communications strategy will be a key part of the Strategic Plan developed by the next Institute Director. To ensure the Institute has the capacity to engage in the most effective and wide-reaching communication strategy, we are considering introducing a new position of a PWIAS Associate Director for Communications. We are committed to implementing these changes in an open, transparent, and consultative manner.

Strategy Recommendation 3: The role of Director

The reviewers note that the long-term uncertainties in decision-making processes relating to PWIAS activities has hampered successive directors in carrying out their responsibilities. The reviewers point out that there is a need to trust and support a director in providing sustained leadership and academic direction for the Institute, as well as in building its international identity. The reviewers state that the role of the director would be to:

- *articulate a clear vision of the aims and objectives of the PWIAS*
- *put in place a strategic plan to realize this vision over a period of three to five years*
- *propose an annual budget and plan for activities to the PWIAS Board of Trustees*
- *provide leadership in taking these activities forward over time*

The reviewers recommend that a job description for the Director be developed that outlines key responsibilities and provides any prospective director with the opportunity to articulate her/his vision. The reviewers emphasize that the appointment process itself needs to be designed to take on board the views of key stakeholders.

As part of the Institute's Governance Framework, we are committed to putting in place a clear delineation in responsibilities and scope of decision-making between the Institute's leadership (its Director) and governance (the Board of Trustees). We agree with external reviewers' formulation of the scope and nature of the Director's role. The members of the Board of Trustees are committed to supporting the academic autonomy of future Institute Directors to ensure they can provide sustained leadership and academic direction for the Institute. A job description for the next Institute Director in line with the reviewers' recommendations is currently under development and will be in place by December 2020. The launch of the search for the next Director is planned for January 2021.

Strategy Recommendation 4: Supportive frameworks

The reviewers point out that it is essential for the Institute to have a robust framework of academic and administrative support for its activities, in order to position it to achieve the highest level of success. The reviewers recommend that UBC leaders and key stakeholders work with the Director to put in place such supportive academic and administrative frameworks.

We will put in place a more robust framework of academic and administrative support for the Director. To bring the PWIAS in line with leading Institutes of Advanced Studies world-wide, we are considering introducing new academic positions as well as increasing the level of academic community involvement in the Institute's academic activities. As we develop an expanded Governance Framework for the Institute, we will give particular consideration to creating a supportive frameworks for the Institute in line with the reviewers' recommendations and in compliance with the Deed of Trust.

Strategy Recommendation 5: Space

The reviews note that the accumulated endowment funds provide an opportunity to invest in a new building for the Institute, or to renovate the current building, in order to:

- *provide an iconic materialization of the Institute's identity as a world-leading Institute*
- *enhance its international visibility and its ability to attract international scholars (including providing accommodation for them)*
- *provide a core social space for the campus which would help bring faculty from across UBC into the Institute*

The reviewers recommend that the Institute and university consider a significant renovation of its current site or the construction of a purpose-designed building. The reviewers note that their recommendation reiterates a similar recommendation made by the 2011 external review report.

To achieve its goal of becoming a world-class Institute for Advanced Studies, and to support the expansion of the Wall Scholars program to bring it in line with those offered by other Institutes for Advanced Studies world-wide, the PWIAS recognizes that it requires substantial additions to its capacities to offer dedicated offices, accommodation, and meeting space to its Scholars, Associates, and visitors. The PWIAS also aims to bridge wide-ranging disciplines, including the performing arts, and will therefore benefit from significant expansion of its facilities to incorporate performance and arts spaces. Plans for renovation of its existing space will be incorporated into the next strategic plan for the Institute. At this time, there is no discussion about the construction of a new purpose-designed building.

Strategy Recommendation 6: Impact assessment

The reviewers point out that it is critical for its success that the PWIAS puts in place mechanisms to evaluate its programs and convey those evaluations to its constituents and target audiences. The reviewers note that some investment in staff and IT development will be required to overhaul and improve the Institute's data management system, so as to establish and maintain a coherent database of Institute achievements. Finally, the reviewers recommend that the PWIAS refresh its model of impact assessment in keeping with some of the innovations now being practiced at its sister institutes around the world.

We agree that putting in place a framework and capacity for impact assessment is crucial for the success of PWIAS. The first large-scale impact assessment was conducted in 2019 and documented the Wall

Scholar program activities and achievements 2014-2019. Plans for expanding the Institute's framework for impact tracking, including staffing and support for the creation of an Institute's data management system, will be incorporated into the next strategic plan for the Institute.

Strategy Recommendation 7: Budgetary processes

The reviewers note the importance of putting in place long term planning and budgeting for the Institute to ensure its success. The reviewers also note that the Board's emphasis on lean administrative expenditures has limited the discretion of the Director to rely on and recruit the necessary expertise and support from faculty or staff. The reviewers recommend that current budgetary constraints be reconsidered and, after good working relationships and governance arrangements are re-established, that the Board of Trustees gives the Director the benefit of doubt in overseeing additional expenditures.

We agree that it is crucial for the Institute to put in place clearer processes ensuring long term planning and budgeting for the Institute. These processes will be incorporated into the Governance Framework to be completed in the Spring of 2021. We will ensure that future Institute Directors will have an even greater opportunity than before with the ability and resources to recruit and rely upon the necessary expertise and support from faculty and staff to enable the Institute to reach its goals.

Conclusion

We thank the four reviewers for their time and expertise in advising us on the future of the Institute. We are grateful for their thoughtful recommendations and are committed to their implementation. We would also like to thank the UBC academic community for their commitment, passion, and contributions to the Institute and look forward to working with all constituencies as we move forward with implementing the recommendations of this external review.

Prepared jointly by:

PWIAS Interim Director: Prof. Kalina Christoff

and

PWIAS Board of Trustees:

Prof. Moura Quayle (Chair)

Prof. Max Cameron

Prof. Judy Illes

Ms. Sonya Wall

Mr. Bruno Wall

Report of the Ad Hoc Investigatory Committee

Academic Freedom & Collegial Governance at the Peter Wall Institute for Advanced Studies, University of British Columbia

October 2021

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Canadian Association of University Teachers
Association canadienne des professeures et professeurs d'université
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This report originates from the resignation of the Director of the Peter Wall Institute for Advanced Studies (PWIAS) in November 2018 in response to actions taken by the Board of Trustees of the PWIAS and the University of British Columbia (UBC) Administration. According to the Director, the Board of Trustees (BoT) mandated that the most significant research activities at PWIAS must align with existing Research Excellence Clusters under the aegis of UBC's Vice President of Research.¹ The alignment would require PWIAS Scholars to engage directly with Research Excellence Clusters, include a new thematic program to enhance and complement the work of existing clusters, and direct funding primarily to members of those clusters. The aforementioned changes would be accompanied by elimination of "a majority" of PWIAS programs, according to the Director, and by modification of remaining programs to align more closely with existing VP Research Excellence Clusters. Issuing a public letter of resignation, the Director of the PWIAS made clear that his decision to leave the directorship was a direct result of what he and others perceived as a lack of collegial decision-making in reaching this decision.

Our investigation has found the following:

1. The requirement by the Board of Trustees and the UBC administration that the PWIAS and its faculty align with existing research clusters under the Vice-President of Research and Innovation constitutes an infringement upon *intramural academic freedom* of these faculty. Moreover, the requirement that faculty align with clusters carries significant potential to infringe upon *academic freedom in research* and may conflict with the "positive obligation" of UBC to uphold academic freedom.
2. The structures that govern the PWIAS internally and within the University of British Columbia do not adhere to principles of collegial governance and therefore raise significant concerns about intramural academic freedom in the day-to-day functioning of the PWIAS.

3. The actions taken by the PWIAS Board of Trustees in November 2018 appear inconsistent with principles of collegial governance, including but not limited to openness, transparency, and the primacy of academics over academic decision-making.
4. While the resignation of PWIAS Director Dr. Philippe Tortell was arguably the most significant crisis faced by the PWIAS in its history, the resignation forms part of a history of failed governance at PWIAS. The PWIAS Deed of Trust, which allows non-academic board members to make academic decisions at PWIAS, and the governance of the Wall Endowment that supports PWIAS run counter to university policy and collegial governance and are thus urgent matters for the consideration of the Board of Governors and Senate respectively.
5. In our view, attending to governance at PWIAS will not only protect and support academic freedom, but also is the best way to ensure that PWIAS endures and prospers as a space of free and unfettered inquiry. The first steps in this regard have been taken, but more remains to be done. Moreover, the most recent administrative turnovers at the PWIAS suggest that the governance issues that have beset the institute continue.

CAUT's involvement

The Canadian Association of University Teachers was first made aware of the controversy at PWIAS on 20 November 2018 when Director Philippe Tortell publicly announced his resignation at the UBC Deans, Heads and Directors meeting.² An audio recording and transcript of Dr. Tortell's resignation announcement were posted online. Dr. Tortell explained his reasoning as follows:

On November 16th, I received a letter from Santa Ono, Chair of the PWIAS Board of Trustees, outlining a series of directives for the future of Institute programs (Appendix I). These directives were approved by the Trustees during an in-camera session, excluding myself and the two

1. UBC Research & Innovation, "Research Excellence Clusters." <https://research.ubc.ca/vpri-competitions-initiatives/research-excellence-clusters>

2. "PWIAS Director Philippe Tortell announces his resignation." 20 November 2018. <https://pwias.ubc.ca/announcements/pwias-director-philippe-tortell-announces-his-resignation>

current Wall Distinguished Professors, Brett Finlay and Derek Gregory. The Trustees voted to eliminate the majority of PWIAS programs (including International Research Roundtables, Distinguished Visiting Professor and Wall Solutions Initiative), and to modify the remaining programs to achieve closer alignment with the existing VPR Research Excellence Clusters. Under the new plan, the Wall Scholars program will be significantly scaled back, and awardees will be expected to 'engage directly' with existing UBC Research Excellence Clusters. Moreover, a major new thematic program will be developed to 'enhance and complement the work of existing Research Clusters', with 'funding being awarded primarily to members of those clusters. Under this scenario, a large fraction of PWIAS funds will thus be used to support an on-going UBC program run by the VP Research and VP Academic.

I am deeply troubled by this new approach and feel that the mandated re-alignment of PWIAS programs is entirely misguided. It poses an existential threat to the Institute's core mission, academic independence, and capacity to catalyze truly innovative and creative research. It also highlights an ongoing and pernicious governance problem at PWIAS and sets a dangerous precedent of senior administrators directing research at UBC. For these reasons, I feel that I have no choice but to resign as Director of the Peter Wall Institute. I cannot, in good faith, lead the Institute towards a path with which I disagree profoundly, and one that I see as wholly inconsistent with its mission and mandate.

Upon learning of the incident, the CAUT Executive Director consulted with the University of British Columbia Faculty Association (UBCFA). On November 24th, the matter was discussed at the CAUT Council meeting at which time the following motion was unanimously adopted:

CAUT Council notes the resignation of the Director of the Peter Wall Institute for Advanced Studies over allegations that the academic independence of the institute was violated. Council calls on the CAUT Executive Director to work with the UBC Faculty Association to gather further information about the

matter and report to the CAUT Academic Freedom and Tenure Committee.

The following day, the UBCFA wrote to University President Santa Ono communicating the motion passed by Council and its concerns about the apparent violations of collegial governance at the PWIAS. The CAUT Executive Director wrote to President Ono on December 11th and indicated that based upon the evidence collected to date the concerns expressed by Dr. Tortell appeared to have merit.

President Ono replied to the CAUT letter on 8 February 2019, denying there was any violation of collegial governance or academic freedom arising from the PWIAS matter. The CAUT Executive Director replied to President Ono's letter on February 28th. By this time, CAUT had obtained a copy of the Deed of Trust governing the PWIAS and had legal counsel review. That review indicated that the Deed provides the Board of Trustees, composed of a majority of non-academic staff, with the power to "implement and manage programs" and to select scholars and research projects. This governance structure, the Executive Director communicated to President Ono, "is contrary to principles of academic freedom insofar as it grants decision-making power over programs, research, and personnel matters to non-academic staff." CAUT urged the UBC administration to review the governance structure of the PWIAS to ensure it conforms to widely understood practices of collegial governance and academic freedom.

The case was discussed at the March 2019 meeting of the CAUT Academic Freedom and Tenure Committee. After reviewing the information and materials gathered, the Committee recommended that, if the UBC Administration continued to take no action to address the governance and academic freedom concerns within the PWIAS, the Executive Committee of CAUT establish an ad hoc investigation into the matter pursuant to CAUT's Procedures in Academic Freedom Cases. On 27 May 2019, in the absence of any informal resolution to the case, the Executive Committee authorized the creation of the ad hoc investigatory committee.

Terms of Reference for the CAUT Ad Hoc Investigatory Committee

The terms of reference for the CAUT *Ad Hoc* Investigatory Committee were:

1. to examine the circumstances surrounding the resignation of the Director of the Peter Wall Institute for Advanced Studies in November 2018, and to determine if a violation of academic freedom occurred; and,
2. to investigate the governance structure of the PWIAS in order to determine whether it adheres to principles of collegial governance.

The CAUT *Ad Hoc* Investigatory Committee operated under the *CAUT Procedures in Academic Freedom Cases*. In accordance with these procedures, the committee gathered relevant documentation and sought interviews with a large number of people with current and historical knowledge related to the questions above. Consistent with CAUT procedures in investigating academic freedom cases, parties who may be adversely affected by the findings of the report were notified in advance of publication and permitted an opportunity to provide comment and further information.

In August 2019, the committee interviewed former director of the PWIAS, Dr. Philippe Tortell. In September 2019, the committee paid a visit to the University of British Columbia and, over the course of several days, interviewed a number of faculty members with knowledge of and involvement in the PWIAS and the UBC Senate. The President of the University of British Columbia, who also chaired the Board of the PWIAS at the time of the events discussed here, declined to participate (Appendix II), as did all other senior administrators involved in the institute and all members of the PWIAS Board. As a result, much of this report is based on the testimony of those people who were willing to meet with the investigatory committee. However, the committee was able to supplement this testimony with significant and comprehensive documentary evidence.

In March 2021, after receiving notice of the imminent completion of this report and its tentative findings, UBC issued a letter to the CAUT Executive Director

and Investigatory Committee. The letter, authored by Dr. Moura Quayle in her capacity as Chair of the PWIAS Board of Trustees, expressed “serious consternation” in relation to the content of the notice and reiterated the commitment of UBC and the PWIAS Board “to clarifying the governance structure at the Institute within the legal framework of the Deed of Trust and the British Columbia *University Act*.” The letter also offered additional information and perspectives that have been carefully considered and addressed in the final iteration of this report.

The Institution

The University of British Columbia was established in 1908 in Vancouver BC, by an Act of the provincial legislature. It commenced operations in 1915 at the so-called “Fairview shacks” adjacent to the Vancouver General Hospital, with its first staff and initial curriculum coming from McGill. Although the university’s Point Grey site had been selected in 1910, only in 1925 did the university move to its current site. Enrolment grew slowly until after the Second World War. Thereafter, however, growth was steady. Between 1948 and 1964, five new faculties (Law, Graduate Studies, Pharmacy, Medicine, and Dentistry) were created; three other departments or schools (Forestry, Commerce, and Education) were elevated to the status of faculties; and the Faculty of Arts and Science split into two discrete faculties.

In the late 1980s, UBC commenced the first of its many successful funding campaigns. The “UBC Campaign,” under the slogan “A World of Opportunity,” sought to raise \$66 million, but within four years had raised almost four times this amount (\$262 million). Thus, at the beginning of the 1990s, UBC had 30,000 students, a new campus plan (1992), and funding success that exceeded all expectations. A new Fundraising and Acceptance of Donations Policy, adopted by the UBC Board of Governors in September 1993, marked the university’s new status as an attractor of major donations. The 1990s were therefore not surprisingly a period of dramatic growth for the institution; expansion in enrolment, funding, and building accelerated under the presidency of Dr. Martha Piper, who was appointed in 1997. Many landmark donations followed. In the early 2000s, two \$20-million gifts from forest-industry leaders created the Sauder

School of Business and the Irving K. Barber Learning Centre respectively. By 2006, when Dr. Stephen J. Toope became UBC's twelfth president, UBC was a very different institution from what it had been only twenty years before.

The same period also saw the expansion of UBC beyond its Vancouver campus. In 2004, then-premier Gordon Campbell and then-President of UBC Martha Piper announced that Kelowna's Okanagan University College would be split, with much of the college becoming part of the University of British Columbia as UBC-Okanagan. This occurred in 2005, with UBC-Okanagan maintaining an independent Senate but coming under the jurisdiction of the UBC Board of Governors. Today, UBC has 60,000 students, 4,000 faculty, 18 faculties, 17 schools and colleges, and many research institutes and centres across its two campuses.

UBC now ranks among the top three universities in Canada, and 34th in the world. External research support at UBC approaches \$600 million, and research output from UBC is internationally recognized. Dr. Santa Ono assumed the presidency of UBC and the title of Vice Chancellor in August of 2016. He also serves as Chair of the University Senate and served, until 2020, as the Chairman of the Board of Trustees (BoT) of the Peter Wall Institute of Advanced Studies.

The Institute

The Peter Wall Institute for Advanced Studies (PWIAS) is one of five prominent research centres at UBC. It was established in 1991 by a \$15-million donation to the UBC Foundation from Peter Wall, a Vancouver real estate developer. At the time, the donation was heralded as "the largest donation made to UBC in its 75-year history."³ The gift consisted of 6.5 million shares of Wall Financial Corporation (WFC) stock, which established the Peter Wall Endowment with the exclusive purpose of funding the PWIAS. Dividends from the gifted stock, cash donations from the Peter Wall Charitable Foundation, and

interest accumulated from these sources were primary sources of cash intended to fund the PWIAS. Additional and sizable financial support has also been provided by UBC from the Hampton Endowment, a \$10-million fund added to the resources of PWIAS in 1994. The PWIAS instituted its first programs in 1994, and its first Director, Ken MacCrimmon, was appointed in 1996. In 1999, the institute moved to its current home in the Leon and Thea Koerner University Centre.

Governance & oversight

The governing body of the PWIAS is the Board of Trustees, constituted under the *Deed of Trust for the Establishment of the Peter Wall Endowment (1991)*. The board comprises five members, who meet twice per year and share the mandated responsibility "to govern and manage the Peter Wall Endowment."⁴

According to the Deed, the BoT is to be chaired by the President of UBC or his/her designate. At the time of the events considered in this report and until September 2020, the board was chaired by the UBC President, Dr. Santa Ono. It is currently chaired by his designate, Dr. Moura Quayle.

The PWIAS BoT includes, in addition to the Chair, two trustees appointed by UBC. At the time of the events considered in this report, faculty members Dr. Judy Illes (Professor of Neurology and Canada Research Chair in Neuroethics) and Dr. Maxwell Cameron (Professor, Department of Political Science) served as the UBC-appointed trustees. In February 2021, Dr. Ono announced two new appointees: Dr. Jennifer Berdahl of the Department of Sociology as President's Appointee and Dr. Sathish Gopalakrishnan of the Electrical & Computer Engineering Department as the UBC Foundation delegate.⁵ These appointments followed an open nomination process announced by Dr. Ono at the Senate meeting of 18 November 2020.⁶

Finally, the board also includes a representative of the donor family and a representative of the Wall Financial Corporation. At the time of the events considered

3. https://www.library.ubc.ca/archives/pdfs/ubcreports/UBC_Reports_1991_04_18.pdf

4. <https://pwias.ubc.ca/node/1502>

5. <https://pwias.ubc.ca/announcements/new-ubc-appointees-the-peter-wall-endowment-board-trustees>

6. <https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/20201118%20Vancouver%20Senate%20Minutes%20Final%20Draft.pdf>

here and at present, these positions were and are held by Sonya Wall and Bruno Wall respectively.

There are five “Official Observers” who attend meetings of the Board. These are the Director of the PWIAS, *ex officio*; the Vice-President Research and Innovation (VPRI); the Provost and Vice-President Academic (VPA); and the two Peter Wall Distinguished Professors.

Until 2015, the Board was assisted by the Academic Advisory Committee, a group of researchers whose duty was to reinforce the academic integrity of the institute and provide input on program changes, international partnerships, and Distinguished Visiting Professor appointments. Currently, the PWIAS has an Academic Advisory Board chaired by the Director and comprising nine members, most of whom are UBC faculty. This board was reconstituted in September 2020 and includes, according to the PWIAS website:⁷

Carole P. Christensen, Professor Emeritus, School of Social Work

Wade Davis, Professor, Department of Anthropology

Michelle LeBaron, Professor, Peter A. Allard School of Law

Renisa Mawani, Professor, Department of Sociology

Sebastian Prange, Associate Professor, Department of History

Olav Slaymaker, Professor Emeritus, Department of Geography

Michelle Stack, Associate Professor, Department of Educational Studies

Ali Tatum, Colour Wave Consulting

Saraswathi Vedam, Department of Family Practice

The Director of the PWIAS reports to the Board of Trustees but has also for administrative purposes reported to UBC administrators: first, the Dean of Graduate Studies, and since 2004, the VPRI.

The PWIAS underwent external reviews in 2003 and 2011. In its meeting of 12 December 2018, in response to

the events with which this report is concerned, the UBC Senate approved a motion to arrange for another external review of the PWIAS, which has since concluded. The terms of reference for the review, according to the Senate motion, were to “include an explicit mandate to investigate and make recommendations on the Institute’s structure and governance (both academic and financial).”⁸

Purpose

The Wall Institute may be described as an incubator for broad-based, curiosity-driven, innovative, interdisciplinary research. The Deed of Trust mandated that the President of UBC, then David Strangway, should develop the concept for PWIAS. In 1991, Strangway stated:

Peter [Wall] realized that there was an opportunity to create a university-based institute for advanced research which doesn’t exist anywhere else. He made it clear from the outset that the money had to be used to generate new ideas and initiatives that wouldn’t happen otherwise.⁹

The institute’s declared mandate was “to support fundamental, interdisciplinary research and creative activities which have the potential to result in significant advances to knowledge.”¹⁰

Programs

The Institute’s mandate has been supported by the programs of the PWIAS, including Wall Scholarships, Distinguished Professorships, Distinguished Visiting Professorships, Solutions Initiatives, and International Research Roundtables, among others. The overarching emphasis of the PWIAS is to gather excellent researchers from highly diverse disciplines, to be in residence together (at PWIAS or abroad), in order to create unique synergies that may contribute to novel interdisciplinary research and subsequent solutions to large-scale problems.

7. PWIAS. “PWIAS Academic Advisory Board Members.” 28 September 2020. <https://pwias.ubc.ca/announcements/pwias-academic-advisory-board-members> ; <https://pwias.ubc.ca/node/1502>

8. UBC Vancouver Senate, Minutes, 12 December 2018. <https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/Item%202%2020181212%20Vancouver%20Senate%20Minutes%20Final%20Draft.pdf>

9. Charles Ker, “Wall Institute to meld best minds in research.” UBC News, 12 December 1996. <https://news.ubc.ca/1996/12/12/archive-ubcreports-1996-96dec12-wall2/>

10. UBC Calendar. http://www.calendar.ubc.ca/vancouver/pdf/UBC_Vancouver_Calendar_Research_Units_Centres_and_Institutes.pdf

Distinguished Professors are the core of the institute and are semi-permanent members, serving five-year renewable terms. The first Distinguished Professors were Nobel Laureate Dr. Michael Smith, who was appointed in 1994 and held a professorship until his death in 2001; and Dr. Raphael Amit, who held his professorship from 1994 until his resignation in 2000. Current DPs are Dr. Brett Finlay, appointed in July 2002, and Dr. Derek Gregory, appointed in July 2011.

Under the WSRA program, up to 10 UBC faculty members are appointed for a year in residence. In 2019, nine faculty members from across UBC were so appointed, a number that rose to 10 in 2020 and 12 in 2021.

In addition, visiting scholars are in residence at the Institute throughout any given year through the IVRS program. In 2019, ten faculty members from various nations and institutions were hosted by the institute. Because of the ongoing COVID pandemic, this program is currently suspended.

Along with these core programs, the institute engages in international partnerships and offers grant-funded exploratory workshops, major thematic grants, and the successful Wall Exchange, a high-profile lecture series held off campus.

The Case

In 2016, Professor Philippe Tortell of UBC's Department of Earth, Ocean and Atmospheric Sciences assumed the Directorship of the PWIAS, replacing interim director Dr. Gastón Gordillo.

In 2017, Dr. Tortell was asked by the VP Research and the Wall Institute BoT to develop a new strategic plan for the Institute. The most recent strategic plan had been prepared in 2009. In 2017/18, Tortell worked to create a renewed vision for the Institute. He consulted with a variety of stakeholders on campus, including the Wall Distinguished Professors, Deans of Faculties, the VP Research, and others. He also consulted with international Wall Institute partners.

Tortell submitted a draft strategic plan for the Institute's future to the BoT in May 2018. According to Tortell, after review of the draft document, the BoT directed

him to undertake a second attempt to create an acceptable strategic plan. Tortell submitted a revised draft strategic plan to the BoT in October 2018. Following this submission, the BoT met *in camera* with neither Tortell nor the Institute Distinguished Professors present at the meeting. As detailed above, Tortell, Finlay, and Gregory all have the status of Official Observers to Institute BoT meetings, and Tortell as Institute Director is an *ex officio* member of the Board of Trustees. According to the Distinguished Professors, neither was notified of the *in-camera* BoT meeting.

On 16 November 2018, Tortell received a letter from UBC President Santa Ono, who was at the time also the Chair of the BoT. The letter contained what Tortell described as "a list of directives" from the Institute BoT for the future of PWIAS Institute programs, approved by the BoT in its aforementioned *in camera* session. The letter, according to Tortell, proposed the elimination of a "majority" of PWIAS programs and modification of remaining programs to align more closely with existing VP Research Excellence Clusters. Most significantly, the alignment would require Wall Scholars to engage directly with Research Excellence Clusters, including a new thematic program to enhance and complement the work of existing Research Clusters, with funding being awarded primarily to members of those clusters.

Dr. Ono's letter to Dr. Tortell constitutes one of the most significant milestones in these events. In her letter of March 2021, Dr. Quayle contests Tortell's description of the Ono letter as a "list of directives," calling this an "inaccurate and biased characterization." According to Dr. Quayle, "CAUT's inquiry is premised on the fallacious assumption that the Board had issued directives to eliminate the majority of the Institute's programs and modify the remaining programs to realign with existing research clusters. The letter from Professor Ono to Professor Tortell did not state this at all."

Dr. Quayle notes that the PWIAS budget had not been finalized "and no final decisions had been made." Instead, Dr., Quayle suggests, Professor Ono was providing feedback and recommendations rather than "directives," and "any alignment within the larger university ecosystem were [sic] made solely in the best interests of the institute." In particular, Dr. Quayle

notes that “It is not the case that our Colleagues decided that all the remaining programs were to be aligned with UBC’s existing research clusters. Only one program, Thematic Groups, was recommended to be realigned with UBC’s research clusters, while another, Wall Scholars, was to be encouraged to directly engage with them.”

Because of the role of President Ono’s letter to the PWIAS Director in precipitating the Tortell resignation and the events that followed, the two contrasting characterizations of the letter—Tortell’s and Quayle’s—require consideration. Certainly, the letter from Dr. Ono of 26 November 2018 does list as its purpose the sharing of “feedback, recommendations, and requests from the Board of Trustees,” the body charged with approving the strategic plan and budget. However, the letter contained the following statement with regard to the Wall Scholars: “Scholars will be *expected* [emphasis added] to engage directly with relevant Research Excellence Clusters.” The distinction between being “encouraged” to do something and being “expected” to do something is substantial enough that it appears reasonable for Dr. Tortell to have viewed this as a “directive.”

In addition, with regard to the Thematic Research Fellows and Research Cluster alignment, Dr. Ono’s letter stated that:

In keeping with the Board’s desire to enable greater alignment with the new UBC strategic plan and recognizing the success and impact of the [UBC] Clusters of Research Excellence program, *it will be important that a large portion of that funding go to enhance and complement the work of existing Research Clusters* [emphasis added]. We recognize the importance of keeping some funds available for new themes that emerge within the Institute. However, *the focus of this program should be on the existing Clusters program, with funding being awarded primarily to members of those Clusters* [emphasis added].

Finally, with regard to the elimination of what Tortell characterized as a “majority” of PWIAS programs, Dr.

Quayle notes in her letter of 2021 that “[o]ut of a total of 14 programs and initiatives..., the Board made a recommendation that only four programs be discontinued, one of which was already dormant.” Again, the question of “recommendation” versus “directive” appears to be in dispute between UBC and Dr. Tortell. The language of the letter is therefore relevant. Dr. Ono’s letter stated:

The Board decided that the International Research Roundtable, the Distinguished Visiting Professor, and the Wall Solutions Initiative *will be* [emphasis added] discontinued as of April 1st, 2019. The combined budget lines for International Partnerships and New Research Initiatives will be reconfigured into a single budget item in the amount of \$110,000 for FY20, which will be a discretionary amount for the PWIAS Director. The Board will expect an annual report that captures the use, outcomes, and impact of this funding.

The question of whether the number of programs involved constituted a “majority” is not germane to this report or its findings. However, it is noteworthy that regardless of the number of programs the PWIAS has (the PWIAS website lists six, currently), and the number discontinued, the programs whose discontinuance was in fact directed were highly significant ones.

In response to the Ono letter, Tortell resigned on 20 November 2018, arguing that the Board’s vision was “wholly inconsistent” with the Institute’s values.¹¹ Tortell further stated to CBC News that “UBC’s problem is that they are trying to dictate from the top, from the administrator’s role, what research should be done. And good research doesn’t work like that.”¹² Tortell went on to post online that “the mandated re-alignment of PWIAS programs ... poses an existential threat to the Institute’s core mission, academic independence, and capacity to catalyze truly innovative and creative research. It also highlights an on-going and pernicious governance problem at PWIAS and sets a dangerous precedent of senior administrators directing research at UBC.”¹³

11. https://pwias.ubc.ca/sites/default/files/media_files/Philippe_Tortell_letter.pdf

12. <https://www.cbc.ca/news/canada/british-columbia/peter-wall-institute-director-1.4914839>

13. <https://nghoussoub.com/2018/11/21/why-i-am-resigning-from-the-directorship-of-the-wall-institute/>

On 21 November 2018, President Santa Ono met with PWIAS Distinguished Professors Brett Finlay and Derek Gregory to discuss with them the resignation of Dr. Tortell and the PWIAS strategic plan. Dr. Ono also stated that he had received about 24 communications from faculty members regarding PWIAS. To CBC News, President Ono expressed his disappointment in Tortell's resignation, but CBC noted that "the Institute's direction is ultimately shaped by the university's president, according to its founding agreement, so the Board has the ability to make directives."¹⁴ Dr. Max Cameron, a UBC professor and one of the five members of the Peter Wall Institute BoT, stated in the *Globe and Mail* that "The goal of the board was to find ways of aligning the institute with the strategic plan of the university... There was certainly no question of infringing on academic freedom."¹⁵ In the same article, Tortell was quoted stating that the "university must be a bastion of curiosity-driven fundamental research, where great minds freely explore new intellectual horizons through unfettered and unscripted work."¹⁶ He also called the Peter Wall Institute "a special place at UBC that sits outside existing faculty structures. It brings together scholars and scientists and artists from across the university, and internationally, in a way that doesn't answer to any particular university research project. It's meant to have them interact in a free and intense way to generate new ideas and projects that would not happen any other way."

Tortell's resignation drew an outcry from faculty online, according to the CBC.¹⁷ UBC psychology professor Kalina Christoff, who was a Wall Scholar in 2017 and became PWIAS Interim Director in May 2019, said "Tortell's resignation was demoralizing for faculty and [...] points to administration dictating research interests."

Subsequently, according to CBC News (25 November 2018),¹⁸ the PWIAS Board reversed course, at least

temporarily. It would keep the Institute's scholar program, and not ask scholars at the Institute to align their work with existing research at UBC, at least through 2019. President Ono, speaking on behalf of the Board at the time, did not address the program's future beyond 2019.

Based on calls for programs and announcements on the PWIAS website <https://pwias.ubc.ca/announcements/2021-wall-scholars-announced>, the PWIAS Board approved a continuation of existing Institute programs for fiscal year 2020-2021 (aside from the pandemic disruptions noted above). Ono also stated that the five-person board would consult with members of the Institute on future directions. Tortell responded, "the changes were a welcome move... but making decisions from the top then reversing them isn't the right way to steer an institute".¹⁹

The Tortell resignation and media coverage thereof brought intense scrutiny to the PWIAS. At its meeting of 12 December 2018, the UBC Senate mandated an External Review of the Wall Institute. This review was conducted by a team comprising four eminent international scholars, of whom three are directors of comparable research institutes. The reviewers rendered their report on 24 January 2020; it is discussed later in this report.

In Fall 2019, PWIAS Interim Director Christoff and President Ono recommended the engagement of a consultancy firm to undertake a confidential Governance Diagnostic Review of the PWIAS and its BoT. That review was made available to the External Reviewers and is considered in their report.

In November 2020, the PWIAS Interim Director and BoT issued their response to the 2019 External Review. Of note are the steps undertaken by UBC and the PWIAS to provide transparency. First, the Wall Institute has acted with transparency in providing the 2003, 2011,

14. <https://www.cbc.ca/news/canada/british-columbia/peter-wall-institute-director-1.4914839>

15. Joe Friesen, "Head of UBC research institute resigns over academic freedom concern." *Globe & Mail*, 22 November 2018. <https://www.theglobeandmail.com/canada/article-head-of-ubc-research-institute-resigns-over-academic-freedom-concern/>

16. Friesen, "Head of UBC research institute resigns."

17. <https://www.cbc.ca/news/canada/british-columbia/peter-wall-institute-director-1.4914839>

18. <https://www.cbc.ca/news/canada/british-columbia/peter-wall-institute-changes-1.4919668>

19. Alex Migdal, "Changes to independent UBC research institute reversed after director resigns." CBC News, 25 November 2018. <https://www.cbc.ca/news/canada/british-columbia/peter-wall-institute-changes-1.4919668>

and 2019 External Review documents on its own website. In addition, the consultants' Governance Diagnostic Review (the "Watson Report") was made available in March 2020 on the PWIAS website, in keeping with a recommendation of the 2019 External Review.

However, also of note with respect to process and collegial governance at UBC are delays in sharing the full External Review Report. The Provost withheld the External Review Report from Senate until a Response to the External Review, prepared by the PWIAS Interim Director and BoT, could accompany the External Review Report. In January 2021, Vice-Provost Moura Quayle presented to Senate on the full year's cycle of External Reviews. The relevant Senate minutes summarize her comments:

Professor Quayle said that overall UBC can be very proud of the generally excellent reviewer comments and how seriously our units took the recommendations made. In terms of themes emerging, she referenced finding models of experiential education that are sustainable, including general improvement from learning environments: recruitment of indigenous faculty members and plans for indigenous engagement and indigenous content and curriculum; equity, diversity, and inclusion leadership and how those were built into and should be built into the unit strategic plans; improving graduate student experiences; some focus on administrative restructuring and a number of the units always space and facility challenges [sic] and some reference to new models for academic faculty appointments, especially in some of our professional schools.²⁰

The delay in providing the External Review truncated Senate's opportunity to contribute to the Response to External Review at this stage of the process. The Senate Standing Committee on Research (co-chaired by Drs. James Stewart and Guy Faulkner), however, has the External Report and the Response to the External Report. This Senate Committee has begun assessing

the Report and the Response to Report and was due to report to Senate in spring 2021.²¹

On 11 May 2021, the PWIAS announced that Interim Director Dr. Christoff would not be seeking another term at the expiry of her contract on 31 May 2021. A call for expressions of interest in a one-year Acting Director position was issued, with applications due by 20 May 2021 - just a 9-day posting.

On 4 June 2021, the PWIAS announced the appointment of Professor Emeritus John Gilbert (Faculty of Medicine, College of Health Disciplines, School of Audiology & Speech Sciences) as Acting Interim Director of the institute. Dr. Gilbert brings exceptional scholarly qualifications, but his appointment is nonetheless concerning for two reasons.

First, appointments of emeriti to positions such as the PWIAS directorship are unusual to say the least. Previous directors have been drawn from the ranks of faculty members currently in the employ of UBC.

Second, the appointment of yet another Interim Director is concerning given this watershed moment in the history of the PWIAS. Interim and acting positions are not unusual where searches fail, or vacancies arise unexpectedly. Neither should have been the case in the PWIAS's current circumstance, where an Interim Director had been in place for two years. Since 2014, the PWIAS has been led by a duly appointed non-interim Director for only two of seven years, with three (and now a fourth) Interim Directors leading the institute the majority of the time. This is clearly an untenable situation for any research institute, let alone for one of PWIAS's stature.

20. <https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/20210120%20Vancouver%20Senate%20Minutes%20Final%20Draft.pdf>

21. Publicly available Senate minutes at the time of this report include only meetings up to and including the March 2021 meeting, so it is possible that this report has been made.

The UBC Faculty Association's involvement

On November 25, 2018, the UBC Faculty Association (UBCFA) sent a letter²² to President Ono stating the approved Canadian Association of University Teachers (CAUT) Council motion:

CAUT Council notes the resignation of the Director of the Peter Wall Institute for Advanced Studies over allegations that the academic independence of the institute was violated. Council calls on the CAUT Executive Director to work with the UBC Faculty Association to gather further information about the matter and report to the CAUT Academic Freedom and Tenure Committee.

The letter also stated that the UBCFA, in conjunction with CAUT, would gather information on what avenues of collegial consultation were employed to formulate the new mandate for the PWIAS and what procedures were used to adopt this mandate. Further, the UBCFA stated that:

We are concerned about whether your administration believes that the implementation of the University's strategic plan authorized the central administration to alter the research or teaching missions of academic units without sufficient collegial consultation, both with the members of the unit and with UBC's wider academic community, and without approval of Senate.

The UBCFA expressed the view that such actions constituted "potential incursions upon the academic freedom and autonomy of UBC's academic units, as well as usurpations of the academic governance powers of Senate". Citing the Collective Agreement signed between the parties and the report of the Honourable Lyn Smith, QC, the UBCFA noted the positive duty upon all members of UBC for "supporting, safeguarding, and preserving" academic freedom.

In response to the UBCFA letter of 25 November, President Ono sent a letter (Appendix III) dated 17 December to the UBCFA. In this letter, he stated that "in line with its fiduciary and governance responsibilities, the Board asked Professor Tortell in September 2017 to develop a strategic plan for the Institute... Professor Tortell was encouraged to consult with

stakeholders across the University." The President also stated, "We wish to reiterate that as a public academic institution, UBC places paramount value on academic freedom, and on supporting interdisciplinary research. We are committed to maintaining the Wall Institute's unique role and mission at UBC and to ensuring that the institute continues to support and nurture the outstanding research for which it is known."

Discussion

Academic freedom

The UBC Faculty Association, formed in 1920, has a longstanding commitment to academic freedom. In 1948, the UBCFA urged the UBC Board of Governors to endorse the American Association of University Professors' 1940 statement on tenure and academic freedom, which the board did in 1949, enshrining UBC's institutional commitment to these core principles of the academy.

After the UBCFA became sole faculty bargaining agent under the BC Labour Code in 2000, tenure and academic freedom were enshrined in collective agreement provisions. Language on academic freedom entered the agreement preamble in 2006 in the form still present in the Collective Agreement today.²³ The preamble reads as follows:

...members of the University enjoy certain rights and privileges essential to fulfillment of its primary functions: instruction and pursuit of knowledge. Central among these rights is the freedom, within the law, to pursue what seems to them as fruitful avenues of inquiry, to teach and to learn unhindered by external or non-academic constraints.... Suppression of this freedom, whether by institutions of the state, the officers of the University or the actions of private individuals, would prevent the University from carrying out its primary functions. All members of the University must recognize this fundamental principle and must share responsibility for supporting, safeguarding and preserving this central freedom."

22. https://www.facultyassociation.ubc.ca/assets/media/25Nov18_LT-Pres-Ono-re-PWIAS.pdf

23. https://www.facultyassociation.ubc.ca/assets/media/Academic-Freedom-History-and-Principles_HonLynnSmith.pdf, p. 7.

The university's policy on academic freedom, enshrined in the university calendar,²⁴ restates much of the preceding commitment and extends it beyond the members of the UBCFA:

... This freedom extends not only to the regular members of the University, but to all who are invited to participate in its forum. Suppression of this freedom, whether by institutions of the state, the officers of the University, or the actions of private individuals, would prevent the University from carrying out its primary functions. All members of the University must recognize this fundamental principle and must share responsibility for supporting, safeguarding and preserving this central freedom. Behaviour that obstructs free and full discussion, not only of ideas that are safe and accepted, but of those which may be unpopular or even abhorrent, vitally threatens the integrity of the University's forum. Such behaviour cannot be tolerated.

UBC's obligation to uphold academic freedom has been further elaborated by the Smith Report of October 2015,²⁵ itself a response to a significant concern about interference by the UBC Board of Governors in the academic freedom of a faculty member. In her report, Smith articulated the obligation of the UBC administration and community not merely to refrain from acts that might infringe upon academic freedom, but rather "to support and protect academic freedom at UBC"; that is, as a "positive obligation."

Our investigation was tasked, first, "to examine the circumstances surrounding the resignation of the Director of the Peter Wall Institute for Advanced Studies in November 2018, and to determine if a violation of academic freedom occurred."

We will first address the issue of "potential incursions on the academic freedom and autonomy of UBC's academic units" as put forth by the UBCFA, as a result of events leading to the resignation of the PWIAS

Director. It is our understanding and working assumption that academic units in and of themselves do not possess academic freedom; as detailed in the CAUT Policy Statement on Academic Freedom,²⁶ "[a]cademic freedom is a right of members of the academic staff, not of the institution." Therefore, a violation of the academic freedom of an academic unit per se is not possible. Autonomy of academic units is determined through collegial governance processes within the unit and with the greater university. Collegial governance within PWIAS, and in conjunction with the University regarding PWIAS, will be addressed in subsequent sections of this report.

Next to be considered is the question of whether the academic freedom of the PWIAS Director and/or PWIAS members was violated. This question requires consideration of two aspects of academic freedom detailed in the CAUT Policy Statement on Academic Freedom. The first of these is *research-related*: "the right, without restriction by prescribed doctrine, to freedom to teach and discuss; freedom to carry out research and disseminate and publish the results thereof; [and] freedom to produce and perform creative works."

The PWIAS scholars were directed to "cluster up". Engaging with a cluster or clusters was mandatory ("required") as the result of a decision by the Board of Trustees. To compel academics to join an existing research cluster may narrow and focus research activity to certain areas in an institute such as the PWIAS, whose foundations lie in a commitment to unbounded and innovative inquiry without regard to scholarly trend, immediate utility, or institutional desires. The requirement to "cluster up" was contrary to the foundational charter and aspirations of the institute itself.

Despite these changes, which alter the noble aspirations and unique nature of the Institute, was the *research-related* academic freedom of the PWIAS Director and members violated? In 2019, there were 27 funded clusters, with themes from the specific ("Bee Health") to the broad (Biodiversity Research: An Emerging Global Research Priority).²⁷ The clusters are not

24. <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0>

25. https://www.facultyassociation.ubc.ca/assets/media/Academic-Freedom-History-and-Principles_HonLynnSmith.pdf

26. <https://www.caut.ca/about-us/caut-policy/lists/caut-policy-statements/policy-statement-on-academic-freedom>

27. <https://research.ubc.ca/vpri-competitions-initiatives/research-excellence-clusters/research-excellence-clusters-funded-2019>

infinitely broad, however, and it is easily possible to imagine a researcher whose work does not fit within *any* of the clusters listed on the VPR's website for 2018, 2019, 2020, or 2021.²⁸ Presumably, then, mandatory "research clustering" both within the PWIAS and at UBC carries the potential to infringe upon academic freedom, an issue that requires further and broader discussion at UBC.

A second aspect of academic freedom relevant in this case and described in the *CAUT Policy Statement on Academic Freedom* is *intramural* academic freedom:

that is, the right to have representatives on and to participate in collegial governing bodies in accordance with their role in the fulfilment of the institution's academic and educational mission. Academic staff members shall constitute at least a majority on committees or collegial governing bodies responsible for academic matters including but not limited to curriculum, assessment procedures and standards, appointment, tenure and promotion" [emphasis added].²⁹

Given that the directive to align with research clusters and the other academic changes to the PWIAS did not arise from collegial governing bodies containing a majority of academic staff, the decisions taken in November 2018 can be described as an infringement upon the intramural academic freedom of Dr. Tortell and the academic staff of the PWIAS.

In this regard, our findings on academic freedom are both similar to and different from those of the distinguished panel that conducted the 2019 External Review. That panel found that

At issue, we believe, is not academic freedom *per se* but the equally important question of the appropriate level of autonomy of PWIAS leadership relative to the Board when it comes to decision-making about programs that best fit the academic mission of the Institute and the university. It is critical that a high degree of such autonomy be respected and preserved while still ensuring appropriate input and advice

from other stakeholders, most importantly the Board of Trustees and relevant academic administrators and stakeholders. The establishment of mutual confidence and trust among the players is essential for the future of the PWIAS. As we argue below, significantly revised governance arrangements will provide the grounding for achieving productive and cooperative relationships.³⁰

That is, the reviewers did not find that *research-related* academic freedom had been infringed upon, but they pointed to defects in governance that infringed upon the "autonomy of [academic] PWIAS leadership" in relation to academic decision-making; defects that relate directly to the intramural academic freedom referenced in the *CAUT Policy Statement* and defined above.

PWIAS adherence to principles of collegial governance

Our investigation was further tasked to investigate the governance structure of the PWIAS, in order to determine whether it adheres to principles of collegial governance. The PWIAS is not a freestanding institute but is a component of a major university. Because the PWIAS is affiliated with and part of UBC, the requirement to adhere to principles of collegial governance should apply not only to the PWIAS governance structure itself, but also to the structure of PWIAS-UBC relations.

Within the PWIAS, we believe, the principles of the *CAUT Policy Statement on Governance* should obtain, in that "Academic staff must play the decisive role in making academic decisions and setting academic policy in order for post-secondary institutions to fulfill their public responsibilities for the creation, preservation, and transmission of knowledge and for the education of students."³¹ A governance structure that met this standard would allow faculty to take the central role in determining the academic direction of the institute.

In academic relations between the PWIAS and the broader university, appropriate governance would

28. <https://research.ubc.ca/vpri-competitions-initiatives/research-excellence-clusters>

29. <https://www.caut.ca/about-us/caut-policy/lists/caut-policy-statements/policy-statement-on-academic-freedom>

30. PWIAS External Review Report, January 2020, p. 3.

31. <https://www.caut.ca/about-us/caut-policy/lists/caut-policy-statements/policy-statement-on-governance>

imply a central role for Senate, in keeping with the CAUT Policy Statement, which states that:

Academic decisions and setting of academic policy should be the responsibility of a senior academic body (typically called Senate) committed to collegial governance. Associated functions should include but should not be limited to articulating the academic mission of the institution, determining its programs of study and related curricular matters, determining academic standards, oversight of long-range academic planning and its implementation, and oversight of the academic operations of the institution.

A governance relationship that met this standard would see the UBC Senate take a central role in oversight of the PWIAS.

Our report reflects these fundamental tenets of collegial governance. We find that both within the governance structure of the Institute itself and in the governance of relations between the PWIAS and UBC, principles of collegial governance have been ignored and best practices neglected.

Internal structural governance of the PWIAS: The Board of Trustees

As discussed above, the PWIAS is governed by a five-person Board of Trustees including two members appointed by the donor family and the Wall Financial Corporation, respectively. The current structure represents an evolution of the structure originally anticipated by the Deed of Trust. The five trustees designated by the Deed are:

1. The President of the University, who is the Chair, or his/her designate;
2. The Chair of the UBC Foundation or his/her designate;
3. One person appointed by the President;
4. Peter Wall or a designate of his choosing; and
5. One person appointed by Peter Wall.

The members of the Wall Institute Board of Trustees in 2018 (and in 2021) include more academics than

originally anticipated by the Deed. In 2018, the members were:

1. UBC President Santa Ono;
2. UBC Professor Judy Illes
3. UBC Professor Max Cameron
4. Mr. Bruno Wall (Wall Financial Corporation); and
5. Ms. Sonya Wall (donor family).

The Board of Trustees members listed here directed Dr. Tortell to produce the strategic plan, rejected the two draft plans, and produced and/or approved the letter stipulating that institute members and their activities should align with existing research clusters.

It is clear from this action of the BoT, from the Deed of Trust itself, and from the history of the PWIAS that the BoT has the authority to determine academic matters. The composition of the PWIAS Board of Trustees and its jurisdiction over academic matters are in conflict with the CAUT Guiding Principles for Donor Collaborations,³² which articulate best practices for the maintenance of academic integrity as follow:

1. No donor or other collaborative agreement may be allowed to intrude on academic governance or contravene existing academic policies or collective agreements.
2. In no case, should a funder or a private collaborator or their representatives have any voice in matters related to the academic affairs of the institution or academic aspects of the collaboration.
3. Donor and other collaborative agreements should be governed by a committee at least 2/3 of which are elected faculty members who do not hold administrative positions. The administrative staff component should include both those who are involved in the agreement and those that are not.
4. The day-to-day management of the agreement should be conducted predominantly by university faculty, not by representatives of the external funder.

Despite the presence of two UBC faculty members, the strong presence of the donor family anticipated by the Deed continues to dictate the composition of the

32. <https://www.caut.ca/sites/default/files/guiding-principles-for-university-collaborations-april-20121.pdf>, p. 7.

board. Bruno and Sonya Wall are non-academics and are relatives of Peter Wall, the donor who created the Wall Endowment. The board's composition thus also militates against UBC's own Fundraising and Acceptance of Donations Policy.³³ As discussed above, this policy was adopted in September 1993, after the announcement of the Wall donation but, importantly, before the constitution of the institute itself. The policy states that:

A donation is a voluntary transfer of property from a donor to UBC without any expectation of return or benefit... UBC *values and will protect* its integrity, autonomy, and academic freedom, and will not accept donations when a condition of such acceptance would compromise these fundamental principles. [emphasis added]

The very composition of the PWIAS Board of Trustees envisioned in the Deed of Trust, however, appears to constitute "a condition of such acceptance" with significant potential to "compromise these fundamental principles."

With only five members, the Board of Trustees of the Wall Institute is exceedingly small. Just two members of the board have academic status. The UBC President is an administrator, occupied heavily with administrative duties including donor relations. It is not conceivable that a governance model with this Board composition can maintain appropriate academic decision-making. The Wall Board of Trustees governance structure appears to place non-academics in the inappropriate position of making decisions regarding the academic direction of the institute and the pursuits of Wall academics. The inappropriateness extends to their allowable influence as Wall Trustees on other academic activities of the Wall Institute, such as selection of Wall Scholars. Because our request to speak with members of the Board of Trustees was denied by email from President Ono (Appendix 2), we were unable definitively to answer this fundamental question: *What is the role, if any, of non-academic Board members in academic decisions, such as the re-alignment of PWIAS with existing research clusters at UBC?* In the absence of evidence to the contrary, and given the composition of the Board,

we are forced to conclude that non-academic trustees engage in academic decision-making at PWIAS.

PWIAS service terms & service periods: Members of the Board of Trustees

PWIAS BoT members Drs. Max Cameron (appointed in 2017, by the Chairman of the UBC Foundation) and Judy Illes (appointed in 2018, by the UBC President) had served on the PWIAS BoT without designated term limits. Previous appointees to these positions on the BoT served fixed and defined terms of appointment. The Cameron and Illes appointments appear to be historical anomalies, and are not consistent with good governance, that requires turnover and replacement of Board members on a fixed and periodic basis. An effort to rectify this situation has been undertaken, as Drs. Jennifer Berdahl and Sathish Gopalakrishnan have been appointed to the BoT to replace Cameron and Illes, with the new appointees having defined terms and limits (three years, once renewable).

In addition to indeterminate terms of appointment, there are examples of extraordinarily long continuous terms of service on the BoT, whether as the appointee of the President (Akbar Lalani, 16 years; UBC foundation appointee (Les Peterson, 16 years), Peter Wall or appointee (Sonya Wall, 16 years and counting); or Peter Wall appointee (Robert H. Lee, 14 years).³⁴ It is unclear whether these appointments were perpetually renewed or a result of indeterminate terms. Regardless, they reflect poorly with respect to appropriate governance practices on a board. Defined term limits on Boards provide regular turnover of membership at determined intervals to ensure fresh perspectives and new leadership.

Internal structural governance of the PWIAS: The Advisory Committee

The Deed specifies that "the Peter Wall Endowment Trustees in consultation with the University will appoint a prestigious Advisory Panel composed of some of the world's most distinguished scholars to give it benefit of such persons' advice in selecting the best possible programs, projects and people." In practice, it appears that an Advisory Committee was

33. https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Fundraising-Policy_FM6.pdf

34. https://pwias.ubc.ca/sites/default/files/2019-12-10_PWIAS_Self_Study-FINAL_v2.pdf, p. 23.

established in 1996. The committee was a diverse group of UBC academics totaling 11 members.

It can be assumed that the Advisory Committee did not completely meet the requirements of the Deed, since “the world’s most distinguished scholars” would presumably include some not located at UBC. Both the 2003³⁵ and 2011³⁶ External Reviews highlighted this deficit and urged the creation of a truly international advisory committee to produce more robust governance. The 2003 External Review urged that the Advisory Committee be given a formal role and enlarged to represent all academic constituencies served by the institute, while the 2011 Review explicitly identified potential conflicts of interest as a reason to recruit committee members external to UBC. While these recommendations seem not to have been adopted, the PWIAS Advisory Committee did provide academic input on the institute’s academic mission until its demise in 2015. Had such a committee still existed at the time that strategic changes at PWIAS were under consideration (2018), it should have had a substantial role in any debate around the research direction of the Institute.

Similarly, the designation of Official Observers to meetings of the PWIAS board represents some modicum of academic oversight, although the observers had voice but no vote. As mentioned above, there are five (5) individuals who have Official Observer status at Wall Institute BoT meetings: The Director of the Wall Institute (*ex officio*); Dr. Gail Murphy, UBC Vice-President Research & Innovation; Dr. Andrew Szeri, UBC Provost and Vice-President Academic; and Drs. Brett Finlay and Derek Gregory, Peter Wall Distinguished Professors.

In sum, the structures of internal governance at the PWIAS do not conform with principles and best practices of collegial governance. Defects in governance extend beyond internal governance, to the relations between the institute and UBC’s bodies of academic oversight.

UBC governance of the PWIAS: The role of Senate

In October 2001, the UBC Senate approved the “Status of Institutes and Centres” policy document.³⁷ In this document, section B regarding governance of Institutes and Centres is most relevant, mandating:

- That the governance of an inter-faculty Institute or Centre be provided by a Steering-Advisory Committee of representatives from proposing Faculties... and include the Director or and other participants as deemed appropriate.
- That the Steering-Advisory Committee have the following specific responsibilities: to recommend the appointment of a Director of the Institute or Centre on the advice of appropriately constituted search committee; to provide the Dean of the host faculty and the Director with advice on strategic direction and management of the Institute or Centre, to approve an annual report including a rolling three-year unit-based academic plan; to approve an annual budget...
- That the regular review of the Institute or Centre conform to common university practice and provide for the closure of an Institute or Centre when appropriate.
- That these recommendations come into force when a new Institute or Centre is proposed and inform the review of existing Institute or Centre.

Although the establishment of PWIAS pre-dates the adoption of the UBC policy on Status of Institutes and Centres, the policy clearly states that it is to inform the review of an existing “Institute or Centre”, which we take to include the PWIAS, since it is a UBC institute.

We found no evidence that the University or the Wall Institute has engaged with, or conformed to, the common university practices laid out in the principles of governance and review contained within the UBC Senate’s “Status of Institutes and Centres” document. In 2017, the BoT of the Wall Institute directed the Institute Director to develop a strategic plan. The Director was to consult stakeholders, and come back to the BoT with a draft strategic plan. From our analysis,

35. https://pwias.ubc.ca/sites/default/files/ExternalReviewReport_2003.pdf

36. https://pwias.ubc.ca/sites/default/files/110712_External_Review_Final_PWIAS_Report.pdf

37. <https://senate.ubc.ca/vancouver/policies/status-institutes-centres>

the drafting and approval of a Wall Institute strategic plan, from a policy and procedural perspective, was to be transactional between the Wall BoT and the Institute Director. This approach did not include consideration of existing institute and university policies for higher-level consultation and approval. The governance of the Wall Institute appears to be carried out solely by the Institute's Board of Trustees.

As indicated above, we found that UBC governance structures had not extended to the Wall Institute. This circumstance and associated concern were apparent at the UBC Senate meetings of 21 November and 12 December 2018. The minutes of those meetings³⁸ note that the UBC Senate lacked a senate research committee, and that the existence of such a committee is common practice in Canadian U15 universities. A motion passed at the 12 December Senate meeting directed the establishment of a senate standing committee on research and the drafting of its terms of reference, for presentation and Senate ratification in February of 2019. This occurred at the March meeting of Senate.³⁹ The intent was to provide Senate with a committee through which it can review the directions and practices of the PWIAS and other institutes, and inform the broader Senate for University approval, or not, of changes in these institutes.

The Senate went further at its December 12th meeting, passing a resolution that there be an External Review of the Wall Institute. This review has since occurred and is discussed in this report. The Senate Standing Committee on Research (co-chaired by Drs. James Stewart and Guy Faulkner) now has the External Report and the Response to the External Report. This Senate Committee will begin assessing the Report and the Response to Report and was to report to Senate by the end of Spring 2021.⁴⁰ Note, however, that the Wall Institute has acted with transparency in providing the 2003, 2011, and 2019 External Review documents on its own website.

Governance of the Wall Institute: The actions of the Board of Trustees

While the structures that govern the PWIAS may lack conformity with principles of collegial governance, the *actions* taken by the board exacerbated any structural defects. Tortell, Finlay and Gregory were not invited in their role as observers to the pivotal Board of Trustees meeting that resulted in the dramatic shift in research focus to "clusters." The exclusion of observers violates good governance practices of any organization and is inconsistent with collegiality and collegial governance. Observers typically act as a resource if called upon by board members to provide information, assisting the development of an informed decision by a board. In excluding Wall Institute academic observers, the Board of Trustees limited the academic integrity of its decision-making.

The actions of the PWIAS Board of Trustees were further obscured by the fact that deliberations and decisions were made *in camera*, and minutes of the *in-camera* meeting were not made available in response to our request. The lack of transparency around these important academic decisions leaves the academic community in the dark regarding the factors that influenced the decisions that were made. Furthermore, the *in-camera* decision, made with no minutes available to the university community, leaves open the strong possibility that non-academic members of the Board of Trustees voted in support of academic changes at the Institute. This would be highly problematic, as indicated above.

PWIAS governance: Conflicts of interest & role confusion

A small Board of Trustees like the one that governs the PWIAS is arguably more vulnerable to the effects of conflict of interest and role confusion, given the disproportionate weight of each individual's voice and vote. In the consultations that preceded the Watson Report, an emergent theme was that "Some participants are seen to have *real or perceived* conflicts of interest between their obligations to the Institute

38. <https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/Item%2020-%2020181121%20Vancouver%20Senate%20Minutes%20Final%20Draft.pdf>
<https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/Item%202020181121%20Vancouver%20Senate%20Minutes%20Final%20Draft.pdf>

39. <https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/20190320%20Vancouver%20Senate%20Minutes%20Final%20Draft.pdf> p. 7.

40. We have not been able to confirm the reporting from the UBC Senate minutes, since April and May 2021 minutes have not been posted at the time of this report's finalization.

and personal or other competing interests, which are seen primarily as “structural conflicts.”⁴¹

At the time of the events in question, Dr. Santa Ono served three simultaneous and prominent roles throughout the governance hierarchy. He is the University President and the Chair of the University Senate, and until recently was also the Chairman of the Wall Institute Board of Trustees. He exercised all three roles in the decision to change the direction of PWIAS and/or in the defence of that decision in its aftermath.

As noted by both the 2019 External Review Report and the Watson Report, the president brings stature to the role of PWIAS Chair, but it is unusual for a university president to serve as a Trustee of an institute on his/her campus. For the president to assume such a role may be especially concerning in an institute where relatives of the founding donor are also on its Board of Trustees. The president of any university, not least a major university such as UBC, is a primary fundraiser. Managing relations with significant donors such as the Walls is a key part of the presidential portfolio. Where a donor has made a major contribution and may make more in the future, problematic perceptions may arise, for example, that a university president could feel pressure to vote with donor family members on a small board. In her March 2021 letter, Dr. Quayle rejected any concerns about conflict of interest, indicating that Dr. Ono did not make any such decisions, and that he occupied the role of Chair in keeping with “statute and the Deed of Trust.” We accept Dr. Quayle’s characterization of Dr. Ono’s conduct, but the potential *perception* of conflict of interest remains.

Previous UBC Presidents Toope and Gupta designated other university officials to act as chair of the Board of Trustees and represent the interests of the University. Because Drs. Toope and Gupta declined to meet with us, we could not confirm their reasons for designating alternate chairs for the PWIAS BoT, or their perceptions of potential conflicts of interest involved in serving as chair. It is not clear why this practice was discontinued

by President Ono. Regardless, Dr. Ono made it clear at the Senate meeting of 21 November 2018 that he chaired the Wall Institute Board of Trustees, that “he had to take ownership of how that process unfolded,” and that “[i]n the end, the trustees felt that focus and alignment would help both the institution and the institute.”⁴² Both the 2019 External Review and the Watson Report pointed to Dr. Ono’s chairing the BoT in their recommendations for change. The External Review Report, in its fourth recommendation, called for the transfer of the chair to a suitable designate as soon as possible:

We recognize the importance of having a senior university official serve as BOT chair. The university president in particular brings stature and prominence to the BOT and to the PWIAS. At the same time, we note that it is unusual for the president of a university, especially one as large and far flung as UBC, to assume this role. We also note that having the president as chair has attracted some concern, not about President Ono himself, but about the real or perceived conflict of interest in which the president is put in a position of having both the best interests of the PWIAS and of the university as a whole as his first priorities. There may indeed be situations where those interests are not aligned, placing the president in a position where, understandably, he must put the interests of the university as a whole as his first priority.

In addition, when the issue of PWIAS governance and the change of Institute direction was on the agenda at the University Senate, instead of relinquishing the Senate Chair for that controversial topic due in part to his direct involvement as Chair of the Wall Institute Board of Trustees, Dr. Ono continued to chair the Senate while the issue was discussed.⁴³ Given Dr. Ono’s status as University President (involved in high-profile donor relations) and his direct involvement in the decision as Chair of the Wall Board of Trustees, it would have been appropriate that he step out from the Chair position for the duration of the discussion. The

41. Watson Report, slide 10.

https://pwias.ubc.ca/sites/default/files/Governance_Diagnostic_Report.pdf

42. <https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/Item%20%20-%2020181121%20Vancouver%20Senate%20Minutes%20Final%20Draft.pdf>

43. <https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/Item%20%20-%2020181121%20Vancouver%20Senate%20Minutes%20Final%20Draft.pdf>

custom of relinquishing the Chair in such a situation permits an individual to participate in discussion and debate of any motions (which could be relevant given Dr. Ono's role as PWIAS Board of Trustees Chair). Furthermore, relinquishing the Chair would have ensured that someone with a direct and prominent role in Institute governance, and a dominant position in the power balance at the University, could not be perceived as controlling the nature and course of discussion of the matter at Senate.

Dr. Quayle pointed out in her letter of March 2021 that Dr. Ono was "not required" to vacate the Chair of Senate whilst discussing the Wall Institute. This could be debated, depending on the form(s) of participation the President pursued at the Senate meeting. The UBC Senate Rules and Procedures (section 21.b [vi]) stipulate with regard to "Chair's Remarks" that "The Chair may report on issues of interest to the Senate. Members of the Senate shall have the opportunity to pose questions to the Chair regarding matters of interest to the Senate." On the other hand, however, Senate Rules and Procedures (section 22e) also state that "The President shall vacate the Chair to present a statement- other than under section 21 (b) (vi)- or participate in the debate."⁴⁴ We do not know the precise nature of the President's participation in the Senate as it relates to the Senate rules; it would be up to UBC Senators to debate and determine whether the President's conduct was in order in relation to the rules. Regardless, there was nothing preventing Dr. Ono from vacating the Chair to avoid any perceptions of conflict of interest.

Dr. Ono is not the only member of the Board of Trustees with regard to whom perceptions of conflicts of interest might arise. As discussed above, the Wall Board of Trustees made the decision to eliminate the majority of PWIAS programs and modify remaining programs to align more closely with existing VPRI Excellence Clusters. This would require Wall Scholars to engage directly with Research Excellence Clusters, including a new thematic program to enhance and complement

the work of existing research clusters, with funding being awarded primarily to members of those clusters.

The two UBC-appointed academic members of the PWIAS Board of Trustees in 2018, as detailed above, were Drs. Judy Illes and Max Cameron, Professors of Neurology and Political Science, respectively. Both individuals had voting privileges on the Wall Board of Trustees and leadership roles in existing research clusters at UBC. Because Drs. Cameron and Illes declined via President Ono to speak to us, it was initially unclear whether they declared their involvement in research clusters as a potential conflict at the deciding PWIAS BoT meeting. In her letter of March 2021, however, Dr. Quayle writes that:

Professors Cameron and Illes each declared to the Board their roles in UBC's research clusters prior to any budget discussions. Neither of them sought any funding from the Institute for the research cluster in which they participated. Both of them understood that they would be ineligible to apply for any funding from the Institute. At no time did either Professor Cameron or Professor Illes exercise decision-making authority over specific research projects funded by the Institute.

This is useful and welcome information. Nonetheless, these disclosures were unknown to those to whom we spoke. At the time, membership in research clusters, and leadership roles in such clusters in particular, could potentially be seen to have influenced the direction of Trustees' decisions to support a strategic model that would align Wall programs and resources toward the cluster model. Trustees' ability to make a disinterested vote in a decision to wholly align Institute research and resources with the cluster model was questioned. Indeed, the status of the faculty trustees as cluster leaders was considered significant enough to be raised at the 21 November 2018 UBC Senate meeting and confirmed by President Ono. Again, as with Dr. Ono, the point being made is *not* that Dr. Ono, Dr. Cameron, or Dr. Illes acted improperly. The point is, rather, that the governance structures in place, and the affiliations

44. UBC, Rules and Procedures of the Vancouver Senate. July 2020. https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/Rules-Procedures-20200722_0.pdf

they had or positions they held in the greater university, could give rise to *perceptions* of conflict of interest.

The aforementioned issues relating to conflict of interest existed despite a Conflict of Interest Declaration that was signed by all Trustees and noted in minutes of the BoT meeting on 27 June 2016.⁴⁵ The Institute does not have copies of these signed Conflict of Interest declarations. In 2019, the Trustees were asked by the Board Chair to renew the Conflict of Interest declarations by signing an updated Conflict of Interest form. A request was made to the Board Secretary by the Institute to receive a copy of the signed declarations of 2019, but signed declarations were not provided, according to the Self-Study. It is unclear whether this is in part an issue of poor record keeping, and/or is due to other causes. The existence and ready provision of conflict-of-interest declarations would support transparency and indicate commitment to strict avoidance of conflicts of interest by the BoT. Without this documentation, it is unclear what the position and intent of the BoT is towards transparency and conflict of interest, other than what can be concluded from the decisions of the BoT.

PWIAS financial governance & UBC policy

Provision 10.1 of Policy 114 of the UBC Board of Governors states that:

It is UBC's general practice to sell securities immediately upon receipt. UBC reserves the right, on a case-by-case basis, to hold the shares or sell securities over a period of days, weeks, or months if UBC determines that regular trading volume is not sufficient to absorb the securities without significantly adversely affecting their value.⁴⁶

The Deed of Trust for Establishment of the Peter Wall Endowment agreed to by UBC stipulates that should the Peter Wall Endowment Trustees designate a block of WFC shares to be sold, this must be arranged and approved by the Wall Financial Corporation. The indefinite holding of common shares in the Peter Wall Endowment or any other endowment by UBC, and the requirement for approval of a sale of such shares by a corporation, conflicts with and does not adhere to the aforementioned UBC policy 114 on fundraising and

acceptance of donations. This arrangement would seem to be highly unusual in that it gives the donor, through his corporation, potential continuing and undue influence over financial decisions of the University.

The Deed also allows the Endowment Trustees (including donor family members) to direct the Management committee (including donor family members) to sell WFC shares. As with the Board of Trustees itself, two members of the four-to five-member management committee are donor family members. The UBC President and the donor family representatives serve not only on the Board of Trustees but on the Management Committee. The Deed of Trust stipulates that:

the Management Committee may invest any moneys from time to time comprising the Endowment requiring investment in such manner and in such investments in their absolute discretion from time to time [they] think fit without being limited to investments permitted by law to trustees...

There are a number of linkages and restrictions to selling of Endowment shares associated with the share-selling activities of the Wall Financial Corporation. These financial governance structures conflict with UBC policy and would appear to place the financial governance of the PWIAS uncomfortably close to the activities of the Wall Corporation.

In addition, there are individual(s) who currently serve on both the Board of Trustees of the Wall Endowment at UBC and the Board of Directors of the Wall Financial Corporation. The Deed allows the University to have one appointee on the Board of Directors of the Wall Financial Corporation. The dual representation of donor family members and University representative(s) on respective Boards, Corporate and University Institute/Endowment, and restrictions on selling of Endowment shares based on Wall Corporate financial activities, raises potentially substantial questions regarding conflict of interest. Whose interests are being served by those who hold dual Board memberships? Those of the Corporation? Those of the University? What of instances where the interests of the

45. External Review Self Study
https://pwias.ubc.ca/sites/default/files/2019-12-10_PWIAS_Self_Study-FINAL_v2.pdf

46. https://universitycounsel-2015.sites.olt.ubc.ca/files/2019/08/Fundraising-Policy_FM6.pdf?file=2015/07/policy114.pdf

Corporation and the University conflict? How would those circumstances be resolved? How is University autonomy preserved under this type of arrangement?

This arrangement may be considered inappropriate and untenable, particularly because concerns about the financial governance of PWIAS are not new. The 2003 External Review noted “the complex financial history relating to the Institute” and expressed concern that (a) less-than-specified dividends from the Wall Financial Corporation had contributed to major long-term debt and (b) the donated shares had been associated with a cash debt of \$2.75 million. By 2003, according to the External Review, these factors had resulted in limited funds for the PWIAS, which was further constrained by “extra Trustee initiatives” costing approximately \$100,000 in the current and preceding fiscal years.

PWIAS financial governance: Trustee initiatives

Section I of the Deed of Trust, CONSTITUTION AND PURPOSE OF THE PETER WALL ENDOWMENT, states two points relevant to financial management: “The funds held in the Peter Wall Endowment trusts are for the exclusive benefit of the Peter Wall Institute for Advanced Studies at the University of British Columbia”, and further, “The UBC Foundation shall employ the income and capital of the Peter Wall Endowment exclusively for the purpose of initiating, establishing, operating and funding the Peter Wall Institute for Advanced Studies.”

Despite a clear mandate to focus investment exclusively on PWIAS by the Deed, Trustees on the Board began pursuing “Trustee Initiatives” in the year 2000, guided by their statement that “The Trustees can propose funding-worthy research, research-related activities or events that do not fit the criteria of the Institute’s thematic or residential programs” (Appendix D of Self Study).

A number of Trustee initiatives listed in Appendix I of the 2019 PWIAS Self Study⁴⁷ might be in direct violation of the Deed and not uphold the responsibilities of Trustees on the PWIAS Board, such as investment

in opera and other initiatives outside of PWIAS. Some of the trustee initiatives occurred post-2016, in spite of an additional document entitled “Procedures for the Operation of the Board of Trustees” at the Institute approved by the BoT in June of 2016 that states as one of its principles: “A requirement of the Trustees to not permit or institute, including the property, information, and opportunities of the Institutes to be used for the private benefit, advantage, or profit of any person.”

In addition, Appendix I of the Self-Study indicates that the PWIAS Board gave a stipend for four consecutive years (2012- 2015), to a Wall family member (Sonya Wall) as compensation for serving on the PWIAS Board.⁴⁸ Although this is not an investment outside of PWIAS, it leads to a question as to whether it is appropriate for a Board to provide a Board member and donor family member with compensation from a University-held endowment established by the donor. Of equal concern, the Self Study indicates that in relation to the Trustee Initiatives there is no ... formal record and decisions are sometimes only backed by email correspondence by the Board Secretary stating the Trustees have approved a specific amount to be used at the discretion of the donor.... Concerns have been raised by the University that the transfer of money to the donor Peter Wall, to be used upon his discretion to third parties where there is no connection to the purpose of PWIAS, would constitute him obtaining a personal benefit from a charitable trust, which would be in violation of the University’s obligations under the PWIAS Trust and general charitable law.⁴⁹ Of additional concern, the Self Study states: “loans to the Wall Financial Corporation from the cash portion of the Peter Wall Endowment have been approved by the Board of Trustees, raising concerns regarding financial conflict of interests for members of the Peter Wall Endowment Board of Trustees who also serve the interest of the Wall Financial Corporation”. University auditors, and/or external independent auditors, as well as University or

47. https://pwias.ubc.ca/sites/default/files/2019-12-10_PWIAS_Self_Study-FINAL_v2.pdf, p. A-24.

48. https://pwias.ubc.ca/sites/default/files/2019-12-10_PWIAS_Self_Study-FINAL_v2.pdf

49. https://pwias.ubc.ca/sites/default/files/2019-12-10_PWIAS_Self_Study-FINAL_v2.pdf

external legal counsel, should be able to provide definitive determinations on these important issues.

PWIAS financial governance: Management/finance committee

The PWIAS Management Committee responsible for managing the finances and investments of the Wall Institute has undergone a number of iterations, including dissolution in 2007 and reconstitution in 2011 with its role reduced to advisory to the BoT from that time (Self Study). The name of the Management Committee was changed to Finance Committee in 2014, and there are no records of Finance committee meetings from 2014-2017. Apparently there have been large gaps in Management/Finance committee functions due to presumed non-existence of the committee, and lack of meetings when it has been in existence. This is unfortunate, as consistent functioning of this committee would have presumably been beneficial in stewarding and overseeing the finances of the endowment and financial activities by the BoT. The Finance Committee met three times over the years 2018 and 2019. Despite the fact that membership of the committee comprises the UBC Treasurer, Peter Wall or Appointee, an Appointee of Peter Wall and the UBC Comptroller (*pro tem*), the three meetings over 2018 and 2019 were chaired by the UBC President. Documentation indicating a change in the committee membership to allow the President to preside at these meetings appears lacking. This might receive consideration as another example of inappropriate governance practice at PWIAS.⁵⁰

Recent developments: Toward improved governance at PWIAS

The Tortell resignation has catalyzed change. As indicated above, governance issues at PWIAS and between PWIAS and UBC resulted in two reviews of PWIAS in 2019-2020 and, subsequently, significant preliminary developments to enhance governance practices at PWIAS. These changes include the following:

1. **Appointment of presidential designate to chair the PWIAS BoT (2020).** On 24 September 2020, Prof. Moura Quayle Vice Provost and Assoc. VP Academic Affairs was appointed to serve as President Ono's designate on the PWIAS BoT, and to chair the BoT.

2. **Commissioning, completion and public release of Watson Report (2019-2020).** In March 2020, the Watson Governance Diagnostic Review was made publicly available on the PWIAS website. The report indicates that there is no written framework for PWIAS governance and that such a framework is needed to provide clarity regarding roles and responsibilities. The Watson Report identified further issues, including informal practices in decision making at PWIAS instead of formalized ones; informal reporting; perceived conflicts of interest, vagueness of the Deed of Trust in many respects, and need for clarification of the relationship/integration of the PWIAS with UBC. The positioning of PWIAS, according to the Watson Report, lies between two models of governance: Academic/University Governance (multiple stakeholders, bi-cameral, processes are consultative and participatory) on one end, and Private/Trust, (closely held, defined beneficiaries, centralized decision making) on the other end.

3. **Completion and public release of External Review (2019—2020).** On 24 January 2020, the 2019 External Review Report of PWIAS was rendered. Terms of reference for the review included a mandate to investigate and make recommendations on the PWIAS structures and governance (both academic and financial). The review team included international experts (A. Bernstein, M. Levi, J. Ohlmeyer and V. Strang) in governance of institutes of advanced study.

The External Review outlined substantial recommendations relevant to governance, including academic governance. The review suggested that, based on current practices and deficiencies with respect to PWIAS governance identified in the Watson Governance Review (above), the recommendations of Watson Inc. be implemented namely: 1) Establish “guiding principles” that reflect principles of good governance and academic governance; 2) Develop a written governance framework; 3) Develop an authority matrix; and 4) Enhance meeting practices.

50. https://pwias.ubc.ca/sites/default/files/2019-12-10_PWIAS_Self_Study-FINAL_v2.pdf_pp.24-25

In addition, the External Review recommended that the Wall Endowment shares be sold, and resulting funds managed as part of the UBC endowment, in keeping with standard UBC and not-for-profit organization practice.

Furthermore, the External Review noted problematic aspects of the Deed of Trust, including ambiguous language not easily reconcilable with the University Act and academic/university governance structures. An obvious solution would be a re-negotiation of the Deed of Trust, but the External Review indicated that if that proved impossible, a second governance document should be signed off by the BoT to clarify a host of governance and authority relationships between the BoT and Institute Director, PWIAS and the University and others. This report was posted to the PWIAS website in late 2020.

4. Preparation and release of the PWIAS response to the External Review (2020). A response to the External Review Report was produced jointly by the PWIAS BoT and PWIAS Director and posted on 17 November 2020. The Joint Response indicates a commitment to develop the governance recommendations for PWIAS, proposed by Watson Inc. and promoted by the External Review. There was no corresponding commitment to selling of Wall shares to become compliant with standard UBC policy on donated shares. There was also no explicit commitment to prevent academic decision-making at PWIAS being made by non-academic members of the BoT.

As mentioned above, the External Review Report recommended that if the Deed of Trust cannot be revised, a second governance document should be created. The BoT has indicated that it will undertake to write the governance document. In light of the extensive governance issues at PWIAS, it would seem appropriate that the UBC BoG and Senate, and perhaps the Provost as well, sign off on any PWIAS governance document, in addition to the BoT. Since the Wall Institute is not a free-standing institute, but part of the University, there must be a strong formalized agreement with respect to an academic/collegial university governance model for the Institute's decisions.

5. Re-establishment of the PWIAS Academic Advisory Board. An Academic Advisory Board (AAB) was re-established on 28 September 2020 to provide advice and recommendations on various matters relating to PWIAS, including its academic governance and mandate. All nine members of the AAB are from UBC, with no international membership. The AAB was re-constituted through co-appointment of members by UBC President Ono and PWIAS Interim Director Christoff. The creation of the AAB was done without the participation of the BoT. Therefore, the AAB has provided advice to the interim director and to the President, not to the BoT. The AAB has monthly meetings with the interim director and has actively participated in reviewing candidates to replace the two academic members of the BoT, Max Cameron and Judy Illes. As indicated above, the two new academic members of the PWIAS BoT are Dr. Jennifer Berdahl (President's appointee) and Dr. Sathish Gopalakrishnan (UBC Foundation delegate). This can be considered a positive development, as we were told that UBC's presidents previously appointed such academic BoT members without formal consultation with an academic committee.

While many of the governance issues enumerated above are not directly caused by the structures that govern the PWIAS and might have been ameliorated by individual actions, the governance structures in place have clearly failed to produce transparent, open, and academically sound decision-making. Our investigation found that while the resignation of Dr. Tortell was perhaps the greatest crisis the PWIAS has ever faced, problems in governance and leadership have beset the institute virtually from its inception. These problems have manifested, most significantly, in frequent turnover of Directors and delay in filling the Director position, issues that persist to this day. However, other problems include the lack of a truly international advisory committee and continued involvement of non-academics in academic decision-making.

Conclusions

1. The requirement that the PWIAS and its faculty align with existing research clusters under the Vice-President, Research and Innovation, and the manner in which it was determined, raise significant questions concerning the research-related academic freedom of PWIAS faculty members and, indeed, research-related academic freedom at UBC. We note with regard to these questions that UBC has a “positive obligation” to support and protect academic freedom as stated in the UBC collective agreement, and also articulated by Smith (2015), and should have carefully scrutinized mandatory alignment with research clusters in light of this positive obligation.
2. Given that the directive to align with research clusters and the other academic changes to the PWIAS did not arise from collegial governing bodies containing a majority of academic staff, the decisions taken in November 2018 can be described as an infringement upon the intramural academic freedom of Dr. Tortell and the academic staff of the PWIAS.
3. The events and decisions of November 2018 arose from longstanding structures and practices that govern the PWIAS internally and within the University of British Columbia. These structures and practices do not adhere to principles of collegial governance. We find that within the governance structure of the institute itself and in the governance of relations between the PWIAS and UBC, principles of collegial governance were ignored, and best practices neglected.
4. The actions taken by the PWIAS Board of Trustees in November 2018 specifically, were inconsistent with principles of collegial governance, including but not limited to openness, transparency, and the primacy of academics in academic decision-making.
5. While the resignation of PWIAS Director Dr. Philippe Tortell was arguably the most significant crisis faced by the PWIAS in its history, it forms part of a history of failed governance at PWIAS. Most problematic are potential conflicts of interest,

deficiencies in the governance relationship between Senate and PWIAS, as well as the PWIAS Deed of Trust, unchanged from inception, which allows non-academic board members to make academic decisions at PWIAS. Furthermore, the Wall Endowment that supports PWIAS, is governed in a manner that runs counter to University policy, and supports non-academic PWIAS BoT member projects outside the stated mandate in the Deed.

In our view, attention to governance at PWIAS on the part of Senate, the UBC Board of Governors, and the PWIAS itself is urgently required to protect and support principles of academic freedom and collegial governance and to ensure compliance with the policies of UBC itself. We also believe that attending to governance is the best way to ensure that PWIAS endures and prospers as a space of free and unfettered inquiry and fulfils its unique mandate to perform deep and unconstrained research into some of the most profound questions and challenges facing humanity.”⁵¹

October 2021

Ad Hoc Investigatory Committee

KEVIN KANE

(Medical Microbiology and Immunology)
University of Alberta, Chair

JACQUELINE HOLLER

(History, Women’s Studies and Gender Studies)
University of Northern British Columbia

51. <https://pwias.ubc.ca/about-us>

Appendix I



THE UNIVERSITY OF BRITISH COLUMBIA

Professor Santa J. Ono
President and Vice-Chancellor

Office of the President
7th Floor, Walter C. Koerner Library
1958 Main Mall
Vancouver, BC V6T 1Z2

Phone 604 822 8300
www.president.ubc.ca

November 16, 2018

Dear Philippe,

Thank you for your time to prepare for and participate in the recent meeting of the PWIAS Board of Trustees. You are an enthusiastic leader of the Institute, and the energy that you bring to its mission is clear. For that we offer our sincere thanks.

As promised, I am writing to share feedback, recommendations, and requests from the Board of Trustees. We had a fulsome in-camera discussion of our perspective on the programmatic priorities for the Institute, and the related budgetary implications. The Board agrees on the catalytic and transformational role that the Institute should play at UBC. We are excited at the potential to realize that vision through the strategic plan that you are developing, and through increasing alignment with the *UBC's Next Century*.

I have included as an appendix to this letter a version of your budget that reflects the Board's thinking on the best path to a sustainable budget for the Institute. As I expressed to you and as the Board agreed, in light of our fiduciary responsibility to the Institute, we can only approve a budget model that is sustainable with the Institute's current resources. In addition, I have summarized the key decisions and recommendations from the Board below. Together, this information will serve as the Board's formal feedback on the version of the strategic plan that you presented to us.

The Board agreed that an important evolution would be to develop formal Terms of Reference for each of the core programs. These Terms will outline the conditions and expectations of funding, one of which will be reports of progress and impact to the Board. For programs such as the Wall Scholars and Distinguished Professors, they could serve as something of a position description, which we understand are not currently in place. It is our hope that this request signals the importance and value the Trustees place on these particular programs. We feel strongly that this additional degree of rigour will allow the Institute to have a more robust, structured understanding of the impact of its funding.

Specific feedback on the Research Award programs is as follows:

Wall Scholars

- The Board is comfortable setting the capacity for this program at between 5-6 scholars per year;
- Funding will be used to support buy-out time and the research award that you described in the draft strategic plan;



- As will be established in Terms of Reference for this program, Scholars will be expected to engage directly with relevant Research Excellence Clusters. They will also be invited to report on their activity and the impact of the Institute's investment, to the Board on an annual basis.

International Visiting Scholars

- The Board recognizes this as an important, opportunistic program, and agrees with the forecast that you had suggested for FY20.

As will be set out in Terms of Reference for this program, these Scholars will also be invited to report to the Trustees on the impact of their award in their area of scholarship.

Thematic Groups

- The Board appreciated the thought you had put in to the Thematic Research Fellows program, and is comfortable with the annual budget amount you have proposed.
- In keeping with the Board's desire to enable greater alignment with the new UBC strategic plan, and recognizing the success and impact of the Clusters of Research Excellence program, it will be important that a large portion of that funding go to enhance and complement the work of existing Research Clusters. We recognize the importance of keeping some funds available for new themes that emerge within the Institute. However, the focus of this program should be on the existing Clusters program, with funding being awarded primarily to members of those Clusters.

The Board decided that the International Research Roundtable, the Distinguished Visiting Professor, and the Wall Solutions Initiative will be discontinued as of April 1st, 2019. The combined budget lines for International Partnerships and New Research Initiatives will be reconfigured into a single budget item in the amount of \$110,000 for FY20, which will be a discretionary amount for the PWIAS Director. The Board will expect an annual report that captures the use, outcomes and impact of this funding.

The other substantive change that you will see in the revised budget is in the intent of funds currently earmarked for Facilities. The board considered some one-time improvements and specifically the installation of plumbing to the Ideas Lounge to enhance its usability. We will cease the annual transfer to the Ideas Lounge. Please advise the Board on the financial status of the Ideas Lounge vis-à-vis the prior use of this subsidy.

There is a regular cycle of Board and Finance Committee meetings to be scheduled in the next few months. Those meetings will be the opportunity for the Board to approve a one-year budget for FY20, along with the Institute's new strategic plan. The Board appreciates the consultation you have undertaken in developing the plan thus far, and look forward to seeing a



final plan later this year. Please continue to work with Gail Murphy and Andrew Szeri as you finalize the strategic plan and complete any remaining consultations that you wish to carry out.

The new PWIAS strategic plan marks an exciting milestone, Philippe, and we again thank you for your thoughtful and enthusiastic leadership of the Institute.

Sincerely,

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

Santa J. Ono
President and Vice-Chancellor



PWIAS FY19 - FY20 Forecast

	FY19 Approved Budget	FY19 Forecast	Difference Notes	FY20 Forecast	FY20 (Revised)	Notes
Research Awards and Expenses						
Wall Scholars (Note 1)	\$ 470,000	\$ 480,000	A	\$ 1,443,000	\$ 550,000	To accommodate 5-6 scholars / year, with full buy-out
Thematic Groups (Note 2)				\$ 1,508,000	\$ 1,500,000	To align primarily with Clusters of Research Excellence Program
International Visiting Research Scholars (IVRS) (Note 3)	\$ 290,000	\$ 183,700	B	\$ 105,000	\$ 105,000	This program will be discontinued
International Research Roundtables (IRR)	\$ 290,000	\$ 290,700	C	\$ 293,000	\$ -	This program will be discontinued
Distinguished Visiting Professor (Note 4)	\$ -	\$ 100,000	D	\$ -	\$ -	This program is currently dormant, and will be discontinued
Solutions Initiative (Note 5)	\$ 470,000	\$ 515,200	E	\$ 518,000	\$ -	Will transition this to a discretionary fund for the Director, and remove the express emphasis on
International Partnerships	\$ 70,000	\$ 65,000		\$ 70,000	\$ 70,000	International Partnerships
New research initiatives	\$ 40,000	\$ 40,000		\$ 40,000	\$ 40,000	
Subtotal	\$ 1,630,000	\$ 1,674,800		\$ 3,977,000	\$ 2,465,000	
5 year Professor Appointments						
Distinguished Professors Compensation (Note 6)	\$ 327,123	\$ 306,859	F	\$ 492,080	\$ 310,000	This distinction is conferred by the President. Plan to continue with two DPs.
Director Compensation (Note 7)	\$ 360,000	\$ 190,639	G	\$ 207,335	\$ 207,335	
Subtotal	\$ 687,123	\$ 497,498		\$ 699,416	\$ 517,335	
Other Activities						
Wall Exchange	\$ 80,000	\$ 110,000		\$ 100,000	\$ 80,000	
Communications/ Knowledge mobilization	\$ 90,000	\$ 69,900		\$ 90,000	\$ 70,000	
Arts Based Programs	\$ 30,000	\$ 55,000		\$ 60,000	\$ 60,000	This program will transition to one that is open to UBC scholars exclusively.
Int Academic Advisory Committee	\$ 10,000	\$ 10,000		\$ 10,000	\$ 10,000	
Associate Forums	\$ 30,000	\$ 30,000		\$ 50,000	\$ -	
External reviews	\$ 10,000	\$ 10,000		\$ 10,000	\$ -	
Subtotal	\$ 250,000	\$ 278,900		\$ 320,000	\$ 220,000	
Administration						
Staff						
Financial Management Support	\$ 401,670	\$ 402,903	H	\$ 500,804	\$ 405,000	
Operational Expenses (Note 8)	\$ 30,000	\$ 50,000	I	\$ 50,000	\$ 50,000	
Auditor Professional Fees	\$ 59,700	\$ 50,000	J	\$ 60,000	\$ 50,000	
Subtotal	\$ 501,370	\$ 502,903		\$ 610,804	\$ 515,000	
Facilities						
Facilities	\$ 80,000	\$ 89,551		\$ 90,592	\$ 90,000	These funds are approved as a budget for one-time renovations for the Ideas Lounge.
Subsidy Ideas Lounge (Note 9)	\$ 30,000	\$ 30,000		\$ 30,000	\$ 30,000	
Subtotal	\$ 110,000	\$ 119,551		\$ 120,592	\$ 120,000	
Other						
Opera Program				\$ 200,000	\$ 200,000	
Peter Wall Initiative	\$ 50,000	\$ 50,000		\$ 50,000	\$ 50,000	
Contingency	\$ 10,000					
Subtotal	\$ 60,000	\$ 50,000		\$ 250,000	\$ 250,000	
Total Budget	\$ 3,238,493	\$ 3,123,652		\$ 5,977,811	\$ 3,887,335	

Appendix II



THE UNIVERSITY OF BRITISH COLUMBIA

OFFICE OF THE PROVOST AND VICE-PRESIDENT ACADEMIC

Walter C. Koerner Library
651 - 1958 Main Mall
Vancouver, BC Canada V6T 1Z2

Phone 604 822 1261
Fax 604 822 3134

June 18, 2019

Canadian Association of University Teachers
2705 Queensview Drive
Ottawa, Ontario K2B 8K2

Dear Mr. Robinson:

Re: Canadian Association of University Teachers ("CAUT") Appointment of Ad Hoc Investigatory Committee for the Peter Wall Institute of Advanced Studies ("PWIAS")

I am writing in response to your letter dated June 6, 2019 regarding the establishment of an Ad Hoc Investigatory Committee by the CAUT to examine allegations of academic freedom violations at the PWIAS (the "Investigation").

The University of British Columbia (the "University") is a community of students, faculty, staff and members of the community at large dedicated to the advancement of learning, the collection and dissemination of knowledge and skills, the intellectual development of its members and the betterment of society. We understand the vital importance of academic freedom for instruction and the pursuit of knowledge, and the particular importance that academic freedom has at educational institutions. We recognize that interference with the fundamental principle of academic freedom and failure to protect academic freedom would prevent the University from carrying out its primary functions. We are strongly committed to ensuring that students, faculty, staff and visitors are able to study and work in an environment that supports and upholds academic freedom. To this end, we have developed appropriate policies and procedures to protect and uphold academic freedom at our institution.

The University has carefully considered the unexpected November 2018 resignation of the Director of the PWIAS and the circumstances surrounding his resignation. Following the resignation of the Director of the PWIAS, the President of the University embarked on a process to receive feedback and input through an open dialogue with the University community. The President heard from a broad and engaged group of stakeholders, and was pleased to announce that Dr. Kalina Christoff has been appointed Interim Director of the PWIAS effective June 1, 2019. We are confident that the PWIAS will continue to provide a platform for meaningful work by faculty, students and staff, and uphold and promote academic freedom in a vibrant, interdisciplinary environment, as it has for many years.

Also, I have arranged for an external review of the PWIAS under the provisions of the Senate Policy on Review of Administrative Units and the Principles, Procedures and Guidelines for External Academic Unit Reviews. The terms of reference for the review include an explicit mandate to investigate and make recommendations on the structure and governance (both academic and



THE UNIVERSITY OF BRITISH COLUMBIA

financial) of the PWIAS.

Lastly, thank you for providing a copy of the "CAUT Procedures in Academic Freedom Cases", which confirms that the Investigatory Committee has no statutory powers nor authority to compel individuals to participate in its inquiry. As this matter is already being reviewed within the policies and procedures of the University, we will therefore respectfully decline to participate in the Investigation.

Should you have any further comments or questions regarding this matter, please do not hesitate to contact me.

Sincerely yours,

A handwritten signature in cursive script, appearing to read 'ASzeri'.

Andrew Szeri
Provost and Vice-President, Academic

Appendix III



THE UNIVERSITY OF BRITISH COLUMBIA

Professor Santa J. Ono, FRSC, FCAHS
President and Vice-Chancellor

Office of the President
7th Floor, Walter C. Koerner Library
1958 Main Mall
Vancouver, BC V6T 1Z2

Phone 604 822 8300
www.president.ubc.ca

December 17th, 2018

Bronwen Sprout
President, UBC Faculty Association
112-1924 West Mall
Vancouver, BC V6T 1Z2

Dear Bronwen,

Thank you for your letter of November 25th with regards to the Peter Wall Institute for Advanced Studies. I am pleased to respond on behalf of the Institute's full Board of Trustees.

You asked for information on avenues of collegial consultation that were employed to formulate the new mandate for the PWIAS and the procedures used to adopt this mandate. In line with its fiduciary and governance responsibilities, the Board asked Professor Tortell in September of 2017 to develop a strategic plan for the institute. There were a number of discussions with the Board about the emerging strategic plan after that, both at Board meetings, and informally with all of the Trustees.

Throughout the past 14 months, Professor Tortell was encouraged to consult with stakeholders across the University. The Board would not be aware of who Professor Tortell met with during that time, so information about the avenues of collegial consultation that were employed in development of the strategic plan would best be directed to him. The Institute has four Advisory Committees which in my view would be excellent groups to consult with on a strategic plan. Professor Tortell would be able to tell you how he engaged with the community as he developed the plan.

The letter sent to Professor Tortell was part of the ongoing process to reach a consensus on the strategic approach and proposed budget of the institute. The Board was awaiting the director's response to the feedback letter on the budget, and was surprised and disappointed when he chose to resign.

We wish to reiterate that as a public academic institution, UBC places paramount value on academic freedom, and on supporting interdisciplinary research. We are committed to maintaining the Wall Institute's unique role and mission at UBC and to ensuring that the Institute continues to support and nurture the outstanding research for which it is known.

We trust this response will alleviate your expressed concerns, Bronwen. Thank you for your interest in the success of the Peter Wall Institute.

Sincerely,

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

Santa J. Ono
Chair, Board of Trustees
Peter Wall Institute for Advanced Studies

UBC LIBRARY

2020/21 Senate Report



THE UNIVERSITY
OF BRITISH COLUMBIA
Library



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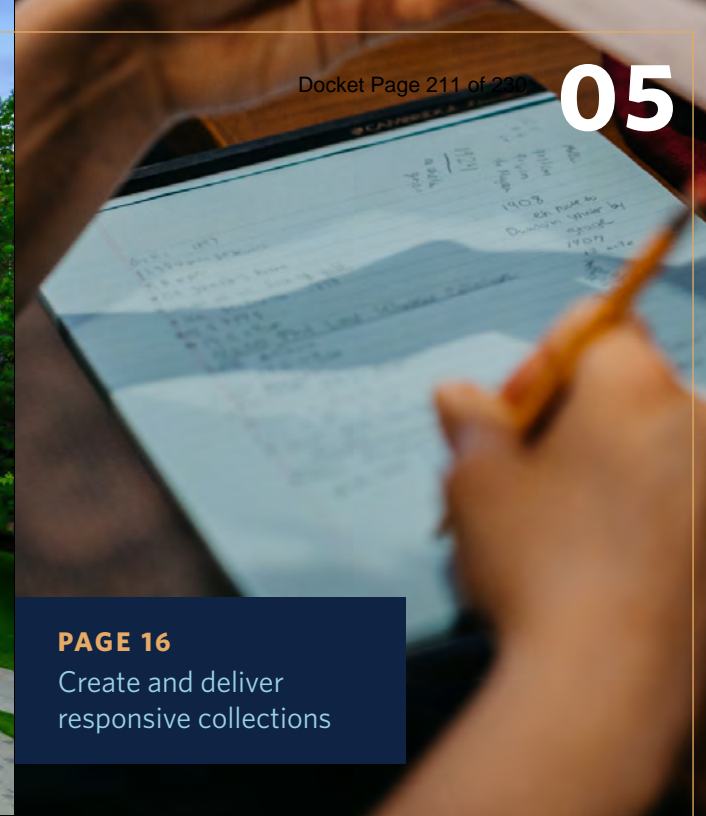
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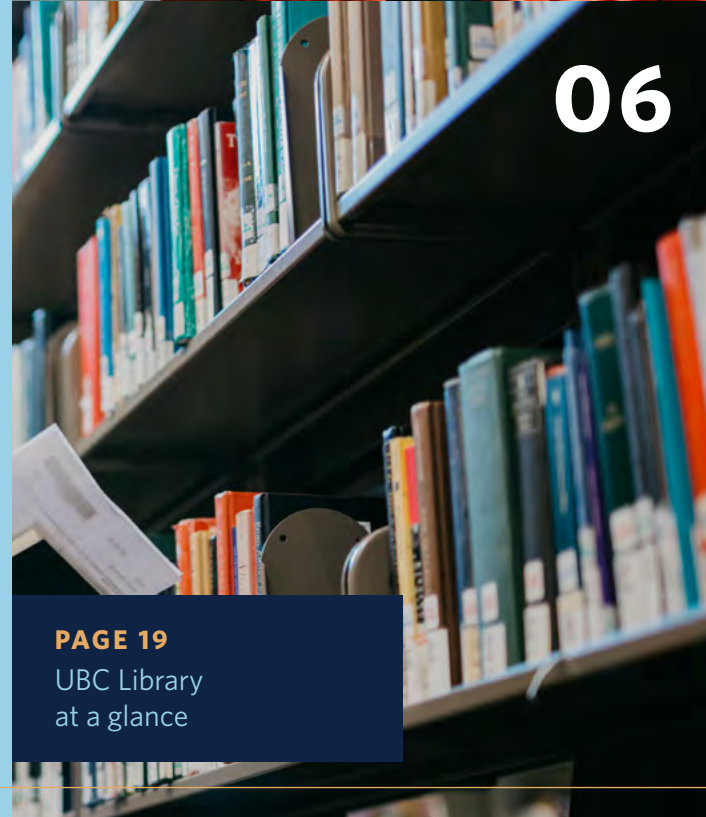
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UBCO Library & Acknowledgements



Dr. Susan E. Parker,
University Librarian, UBC Library

MESSAGE FROM THE UNIVERSITY LIBRARIAN

When we had to close the doors to the library's physical branches temporarily in mid-March 2020 in response to the COVID-19 outbreak, it was impossible to predict what the next year would bring or how the library's services and spaces might need to change to best serve our campus community. What followed confirmed how well-positioned UBC Library was for this pivot, facilitated by our move towards an e-preferred acquisitions model since 2015 and the availability of so many of our experts through remote service options.

To ensure access to our collections, we participated in the HathiTrust Emergency Temporary Access Service (ETAS) which provided access to in-copyright digitized items from the library's print collections, allowing students, faculty and staff, studying worldwide, to be able to access materials in our print collection digitally. We acquired more electronic materials and licenses as we mobilized to provide electronic materials to support online courses. We developed our Materials Pick-up Service, which launched in July 2020, to provide access to those physical resources not available in electronic formats.

In September 2020, we opened the Irving K. Barber Learning Centre (IKBLC) to UBC students, faculty and staff, one of the only safe study spaces available on campus.

We also developed a host of new services, increasing the already robust programming offered, and provided new offerings designed to support students, faculty and staff with the challenges of remote teaching and learning.

We also renewed our commitment to Equity, Diversity and Inclusion. Our leadership participated in a series of workshops offered by DeEtta Jones & Associates to ensure a baseline of skills and tools as we move forward and I look forward to working with our EDI in Recruitment and Retention Working Group to provide appropriate future training to all UBC Library faculty and staff.

I am immensely proud of the ways in which the faculty and staff of UBC Library have met so many of the challenges of this past year with flexibility and tenacity and that the needs of our campus community have remained at the centre of our decision-making.

The past year has demonstrated, perhaps as no other, that the expertise, collections and programmed spaces offered by UBC Library are indispensable in supporting the missions of teaching, research and learning that are the heart of UBC.

– Dr. Susan E. Parker

Advance research, learning and scholarship

01 / OPEN-SOURCE GEOSPATIAL DATA DISCOVERY TOOL GEODISY LAUNCHES

The UBC Library Research Commons launches Geodisy, an open-source tool that allows users to search online for Canadian research data through map-based discovery. With funding awarded by CANARIE in November 2018, the Research Commons team works in collaboration with several partners to create a more robust version of their originally proposed tool. The resulting software meets the increasing demand from researchers across disciplines for a map-based search alternative.

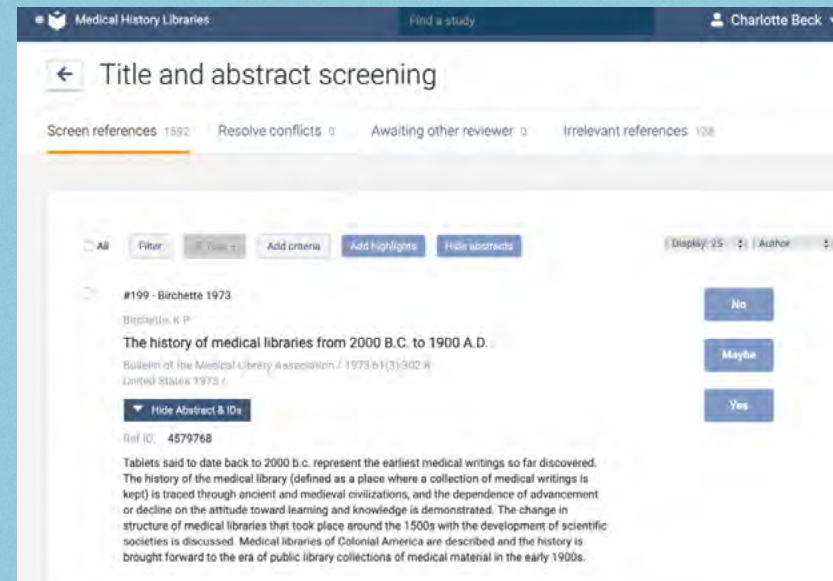
Photo of participants learning about Geodisy, an open-source tool that allows users to search online for Canadian research data through map-based discovery



02 / HELPING RESEARCHERS BUILD CORE SKILLS IN DIGITAL SCHOLARSHIP

The UBC Library Research Commons offers a robust set of workshops to provide researchers with support in using digital scholarship tools including web scraping, creating a Git repository or using APIs. A six-part GIScience series, funded as a small Teaching and Learning Enhancement Fund (TLEF) Innovation Project introduces participants to technologies relevant to geographic information systems, a skill set that has become increasingly relevant among UBC students across disciplines.

Pixellating, a monthly Digital Humanities mixer debuts two new workshop series in collaboration with UBC Okanagan Library and other partners, strengthening connections with groups like the Public Humanities Hub, UBC Advanced Research Computing (ARC) and others to further digital scholarship at UBC.



03 / ACCELERATING SYSTEMATIC REVIEWS WITH ACCESS TO COVIDENCE

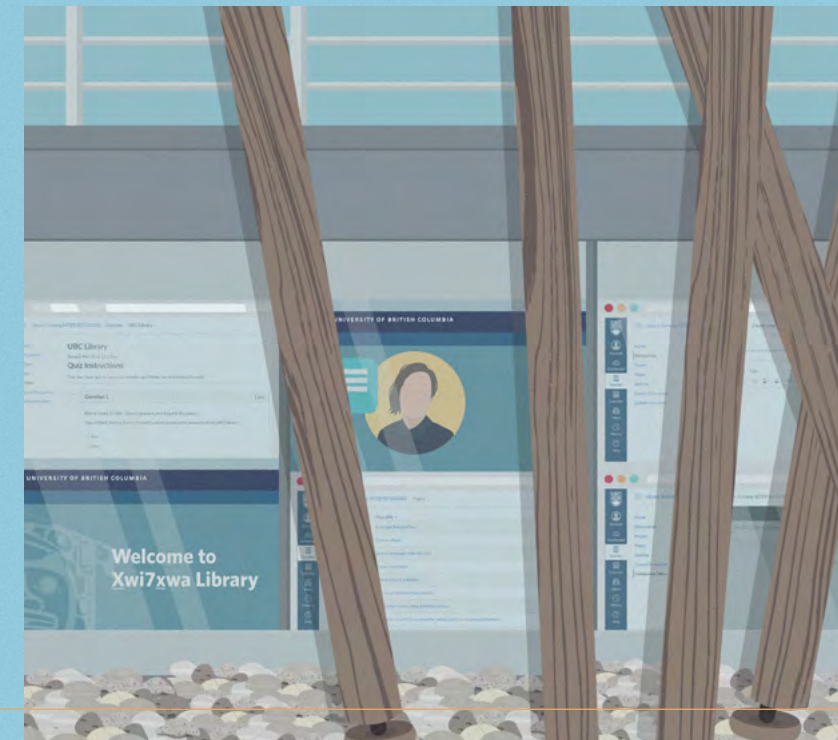
In March 2020, many research projects are put on hold or delayed as UBC labs close and fieldwork is paused due to physical distancing requirements, prompting researchers in healthcare and other related disciplines to switch their focus to systematic reviews or other knowledge synthesis projects. UBC Library acquires an institutional subscription to Covidence, a web-based systematic review management software platform to help UBC faculty, staff and student researchers accelerate the review process and improve their overall experience.

Screen capture of Covidence, a web-based systematic review management software platform



04 / LIBRARY TRAINING COURSE FOR INDIGENOUS TEACHER CANDIDATES

X̱wi7x̱wa Library launches a new Canvas course for students in NITEP, the Indigenous Teacher Education Program in the Faculty of Education at UBC. Students can self-enrol in the course to remotely access a comprehensive introduction to UBC Library, prepared for Indigenous teacher candidates, with five modules that cover topics like library resource searching, citing sources, and using research guides. The course is also an important new resource for students at NITEP's three field centres around British Columbia.



Claire Williams, Forestry Archivist at Rare Books and Special Collections, carefully handling items from a collection



05 / NEW FUND FOR OPEN ACCESS RESOURCE PUBLISHING

The UBC Open Access Fund for Humanities and Social Sciences Research supports the costs of making books or journal articles openly accessible by assisting UBC faculty members who wish to publish in Open Access books and journals that require payment for associated fees. The fund, which provides approximately \$75,000 CAD annually, is a pilot program administered by UBC Library under the auspices of the Vice-President, Research & Innovation and the Provost and Vice-President Academic, UBC Vancouver.

*Photo of a student studying at
the Irving K. Barber Learning Centre*

*Seminar room in Rare Books
and Special Collections*

Fundraising for the future

Donor support enables the library to enhance student learning, help researchers find answers and advance knowledge to its fullest potential. Donations can help build spaces, connect ideas, and allow the library to provide a margin of excellence beyond what public dollars provide.

INBOUND CHANNELS



**Numbers reflect the fundraising efforts for UBC Library’s Vancouver campus only*

TOTAL FUNDS RAISED*

\$2.6M

NUMBER OF GIFTS

593

FUNDS RAISED

\$1.26M

Outright donations

\$560K

Gifts-in-kind

\$524K

Pledges

\$260K

Realized bequest

Engage with communities

Aerial shot of
UBC Vancouver campus

01 / DOWNTOWN EASTSIDE RESEARCH ACCESS PORTAL

The Downtown Eastside Research Access Portal (DTES RAP) launches to provide access to research and research-related materials relevant to Vancouver's Downtown Eastside through an easy-to-use public interface. The portal is part of the Making Research Accessible Initiative (MRAi), a sustained collaboration launched in 2015 between the UBC Learning Exchange and UBC Library's Irving K. Barber Learning Centre, and in consultation with DTES residents and community organizations through focus groups and user experience testing.

An innovative use case for UBC's open access digital repository cIRcle, the portal relies on cIRcle's infrastructure and services for content processing and reuse permissions. Serving a variety of purposes both within the UBC community and beyond, the DTES RAP serves as an instructional tool, as a way for researchers to amplify the reach and impact of their work, and as a reliable, primary information source for the DTES community.



Front doors of the
UBC Learning Exchange



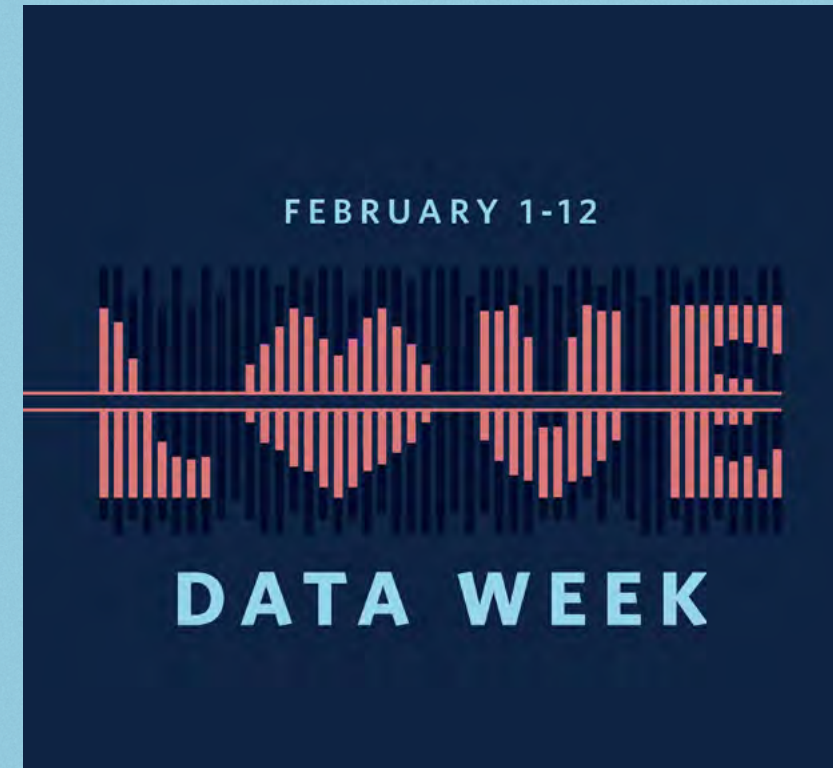
02 / A CONVERSATION WITH DR. ROBIN WALL KIMMERER

ᑭᓄᓐᓴᓄᓐ Library and Woodward Library present, in partnership with UBC Forestry and the Simon K. Y. Lee Global Lounge and Resource Centre, an immensely popular virtual event with Dr. Robin Wall Kimmerer. The acclaimed author of *Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants* is joined by moderators, Dr. Ayesha S. Chaudhry and Corrina Sparrow to discuss the author's influence on multidisciplinary understandings of her work and how readers can integrate this into our connections with land and each other through our respective disciplinary lenses. The conversation goes live to 1925 viewers and the post-event recording is viewed more than 8,600 times.

*Photo of Dr. Robin
Wall Kimmerer*

03 / CLIMATE RESEARCH MADE REAL

The UBC Library Climate Act Team (L#CAT) presents Climate Research Made Real: Practical Applications of Research for Better Futures, a special event featuring four panelists from diverse disciplinary backgrounds engaging in a conversation about the climate crisis and work to be done in the here and now. Topics include environmental policy, environmental modelling and air pollution, community planning in First Nations communities, and environmental poetics.



04 / LOVE DATA WEEK

The library celebrates Love Data Week along with many other universities across Canada and throughout the world. The online workshop series, dedicated to spreading awareness about the importance of research data, covers topics including designing dashboards with Tableau, an introduction to visual tools for text analysis such as Voyant, and software such as R and RStudio, Github and NVivo.



*Students on the steps
of the UBC Nest*

Create and deliver responsive collections

Claire Williams,
Rare Books and Special Collections,
categorizing items from a collection



01 / HATHITRUST EMERGENCY TEMPORARY ACCESS SERVICE

As part of the library's efforts to make collections more accessible during the COVID-19 outbreak, UBC Library joins the HathiTrust Emergency Temporary Access Service (ETAS). The service provides UBC students, faculty and staff access to nearly 750,000 digitized items from the library's print collections, as well as continued access to more than 6.7 million public domain and Creative Commons-licensed works in the HathiTrust Digital Library.

10,838

UNIQUE ITEMS
ACCESSED

4,134

ITEMS
RENEWED

02 / WORKING TO SUPPLEMENT THE LIBRARY'S ROBUST ELECTRONIC COLLECTIONS

While physical branches are temporarily closed, making the print collection inaccessible, the library works to source electronic versions of print materials for teaching and research to supplement its robust e-collections. The library acquires more electronic materials and licenses and increases its streaming media budget threefold to support online courses and course reserves. 92% of the collections budget is spent on electronic resources, up 10% from previous fiscal year.

Taking a dual approach that includes purchasing large e-book packages from some publishers and using an Evidence-Based Acquisitions (EBA) model with others, the library provides a deep collection of content that allows e-book purchases to be made based on usage data. This approach helps the library better forecast and budget plan, while maintaining a balance between e-journal and monograph acquisition across disciplines.

Photo of Stuart Hill, Digital Initiatives Assistant, digitizing items in the UBC Library Digitization Centre



03 / ACCESS TO DIGITAL EDITIONS OF
ESSENTIAL FRENCH LITERATURE
PUBLISHED BY CLASSIQUES GARNIER

UBC Library acquires 28 series from the 2021 e-book frontlist collection published by Classiques Garnier, featuring select digital editions of French and Francophone literature, to ensure that UBC faculty, staff and students have seamless remote access to key French scholarly materials. The purchased series encompass nearly 200 titles across several centuries of French literature from the Middle Ages up to the 20th century.

*Photo of students accessing a computer
in the Chapman Learning Commons*



04 / LWW HEALTH LIBRARY

The library purchases temporary electronic access to approximately 200 titles in LWW Health Library, an online portal to meet the new demand for remote teaching and learning materials for use in health sciences courses at UBC. The subscription provides continuity for library users in disciplines spanning medicine, nursing, pharmacy, physical therapy, occupational therapy, audiology, speech sciences and more.

UBC Library at a glance
VANCOUVER CAMPUS

24.8K
ONLINE REFERENCE
INTERACTIONS

29.9K
WORKSHOP
PARTICIPANTS

1.1K
CLASSES
OFFERED

3.6M
TOTAL E-BOOKS

7.5M
E-JOURNAL ARTICLE
DOWNLOADS

5.5M
TOTAL PHYSICAL
ITEMS

2.9M
E-BOOK DOWNLOADS

86
ARTICLE DOWNLOADS
PER STUDENT,
FACULTY AND STAFF
MEMBER

34
E-BOOK DOWNLOADS
PER STUDENT,
FACULTY AND STAFF
MEMBER

ASSOCIATION OF RESEARCH
LIBRARIES RANKING, 2019

38

CONNECTING THROUGH
OUR STORIES

46

Total news and stories published to
the UBC Library website †

471

Total posts shared on UBC Library
social media channels

24%

Increase in social media
followers since 2016

9.9M
Website visits

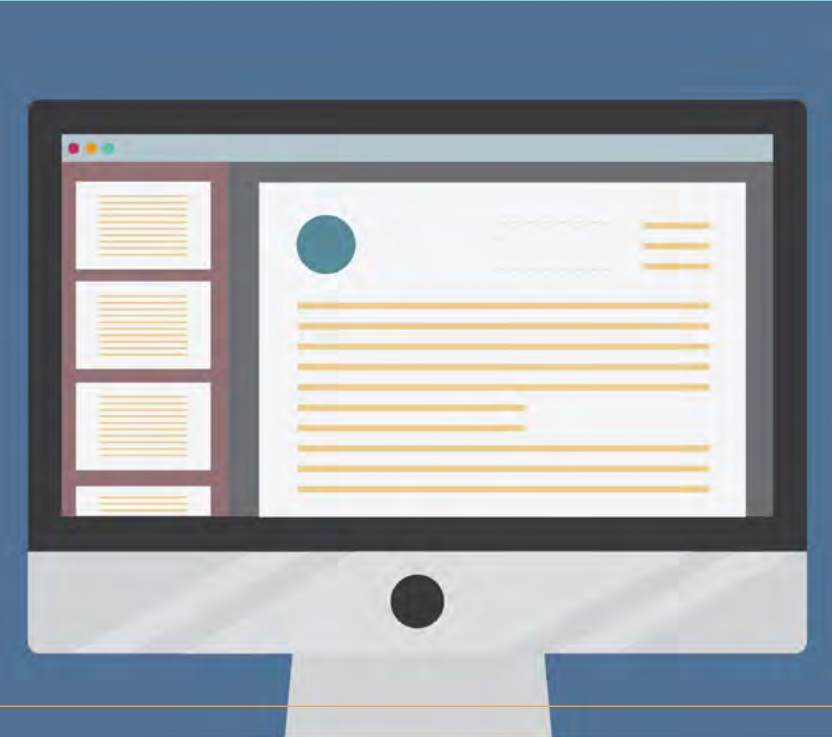
† Does not include service bulletins, closure notices or job postings.



Claire Williams,
Rare Books and Special Collections
inspecting items from a collection

05 / NEW BROWSER EXTENSION
CREATES SEAMLESS ACCESS TO
ONLINE RESOURCES

Library users can seamlessly access UBC Library subscriptions from anywhere on the web, thanks to a new Library Access browser extension. Once installed, the extension automatically detects when users are on a website that contains content the library subscribes to and allows access without having to visit the library website first. If the content is not accessible, the extension automatically checks for open access versions.



Statement of revenue & expenditures

VANCOUVER CAMPUS

FISCAL YEAR APRIL 1, 2020 - MARCH 31, 2021

	SALARIES	BENEFITS	COLLECTIONS	OTHER	TOTAL	REVENUE	SURPLUS
Programs	17,108,839	3,809,596	18,046,408	4,258,459	43,223,302	43,423,956	200,654
Grants	3,109	241	0	125,658	129,008	300,312	171,304
Gifts	124,570	24,049	599,205	51,340	799,164	790,605	(8,559)
Project	1,059,157	44,260	0	(210)	1,103,208	1,023,511	(79,697)
TOTAL EXPENDITURES	18,295,675	3,878,146	18,645,613	4,435,247	45,254,681	45,538,384	283,703

LIBRARY EXPENDITURES

41%
COLLECTIONS

40%
SALARIES

9%
BENEFITS

10%
OTHER

Inspire with innovative spaces and services

Student picking up items from the Materials Pick-up Service at the doors of the Walter C. Koerner Library



01 / BOOKABLE STUDY SPACES AT THE IRVING K. BARBER LEARNING CENTRE

As one of the only study spaces open at UBC, the Irving K. Barber Learning Centre (IKBLC) becomes an essential campus destination after reopening on September 8, 2020, for currently-registered students, faculty and staff with a valid UBC card. Rigorous safety and cleaning protocols, physical distancing measures, and an active security presence make it possible to provide this essential space. Study space bookings top nearly 40,000 between September 2020 and March 2021.

Photo of student at the welcome desk in the Irving K. Barber Learning Centre

41,079

**BOOKINGS FROM
SEPTEMBER 8, 2020 - MARCH 31, 2021**



02 / PRINTING PICK-UP SERVICE

The Printing Pick-up Service launches in October, using the Pay-for-Print platform already in place, and adding a service layer where print jobs are retrieved by student staff and brought to the front door of the Irving K. Barber Learning Centre, without students having to make a booking. This service enables over 1,000 students to print more than 7,500 pages.

1,000

STUDENTS ENABLED
TO PRINT

7,500

PRINTED PAGES

03 / VIRTUAL REFERENCE HOURS

Virtual reference support helps bridge an essential service gap for students seeking research help and specialized support in their subject area. The David Lam Management Research Library is the first branch to offer drop-in reference hours and appointments on Zoom in March 2020, after the library's physical branches close temporarily. Woodward Library begins offering the service soon afterward, followed by Koerner Library in January 2021.



04 / MATERIALS PICK-UP SERVICE

After the library's physical locations close temporarily, the Materials Pick-up Service launches in July 2020 to provide library users a way to access those physical resources that are not available in electronic formats. Through the service, thousands of requests are sent through the online library catalogue, processed within seven business days and held for two weeks at the main entrance to Koerner Library on UBC Vancouver campus. Materials in the Humanities and Social Sciences collection account for 43% of all requests submitted.

By November, the library is able to increase staffing levels to keep up with demand, extend pick-up hours and provide expanded access to include additional user groups.

18,860

REQUESTS FILLED
SINCE LAUNCH



Annika Marshall, Irving K. Barber Learning Centre Assistant, greeting guests at the welcome desk in the Irving K. Barber Learning Centre

05 / **TRANSITIONING TO ONLINE PROGRAMMING**

David Lam Library works in collaboration with the Canaccord Learning Commons to create CLC: Online, a Canvas course to which all UBC Sauder School of Business undergraduates are automatically added. This service provides information about online workshops, remote access to financial databases and more.

The Chapman Learning Commons opens a virtual office that offers drop-in hours via video, voice-only and text chat, with student peers trained to answer academic support and UBC learning technology questions. The team creates new workshops that address how to manage specific aspects of the new remote learning environment, including time management, online communication skills and self-care.

The Research Commons begins offering online programming, including one-on-one consultations, workshops and webinars.

The Centre for Writing and Scholarly Communication offers online one-on-one writing consultations and workshops and launches two new online writing communities to help mitigate social isolation and help the UBC community stay motivated and connected. Every week students, researchers and faculty gather for a few hours to write alone—together.

Photo of Aprille McCauley gathering items for the Materials Pick-up Service

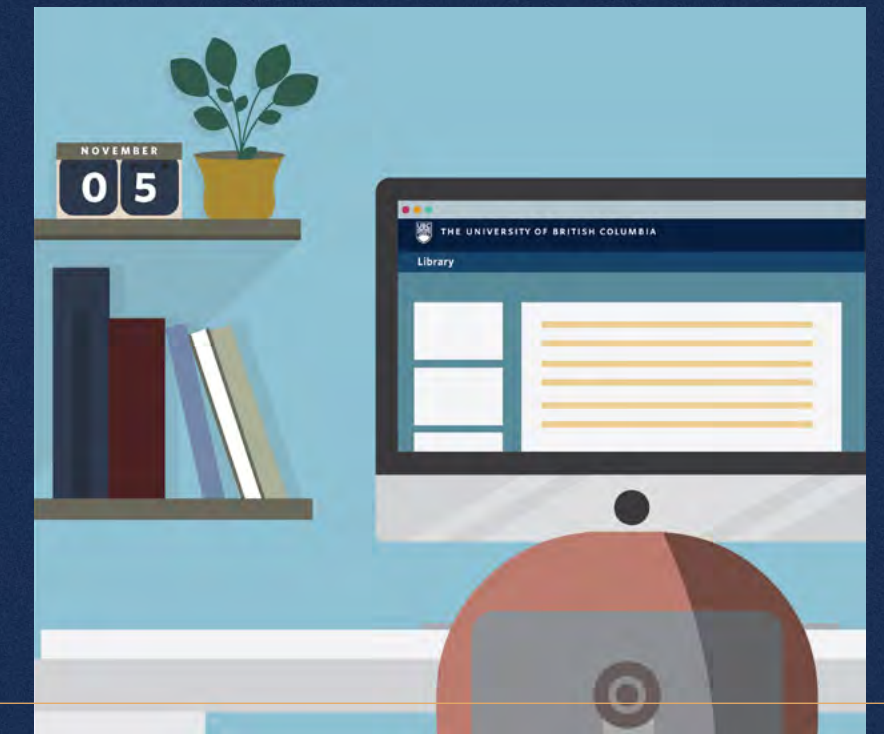
06 / **OFFERING NEW AND EXPANDED SUPPORT THROUGH SUBJECT LIBRARIANS**

UBC subject librarians supporting students, faculty and staff in the Medical and Allied Health Sciences see an increase in demand for their expertise as researchers move away from lab or practice-based research to systematic and literature reviews. Librarians provide asynchronous and synchronous lectures to support research courses that have been moved ahead in the academic year.

Photo of a student studying at the Irving K. Barber Learning Centre

07 / **PROVIDING TIMELY SUPPORT TO MAKE COURSE MATERIALS AVAILABLE ONLINE**

The library provides support in making course materials available through the Library Online Course Reserves (LOCR) system, which is integrated with Canvas, ensuring appropriate copyright considerations and licensing permissions. UBC librarians help instructors think differently about accessibility and pivoting into blended learning in classes with guidance on alternative open access options for course materials.





08 / MEETING INCREASED DEMAND FOR WEB ARCHIVING AND DEPOSITS INTO CIRCLE

The work at cIRcle, UBC's institutional digital repository, not only increases but takes on a new level of importance for UBC faculty, staff and students as conferences are cancelled due to the COVID-19 outbreak. With an abundance of research activity that suddenly has no outlet, cIRcle meets the increased uptake in deposit submissions and celebrates a major milestone with 70,000 open access items now available in their collections.

09 / HELPING FACULTY AND INSTRUCTORS PUBLISH OPEN TEXTBOOKS

The demand for open educational resources increases as most UBC classes move online, and new opportunities arise to develop open access textbooks for scholarship and instruction. UBC Library offers a service that guides faculty and instructors through the entire process of open educational resource publishing, helping with copyright standards, Creative Commons licensing, metadata and more using online publishing platform PressBooks, with access provided by BCcampus. The library's catalogue of hosted open textbooks expands to cover a wide range of subject matter from chemistry to French language studies.



10 / REMOTE ACCESS TO COMPUTER LABS

Students, faculty and staff gain remote access to more than 80 desktop computer workstations for academic instructional use across four UBC Library labs. Access to these workstations, which include PCs and Macs, is critical to those who require specialized software and high-performing machines to pursue their research. By providing these virtual machines, the library continues to offer technology-rich spaces that enable experimentation and encourage creative approaches for faculty and students at UBC.

80

**WORKSTATIONS
AVAILABLE REMOTELY**



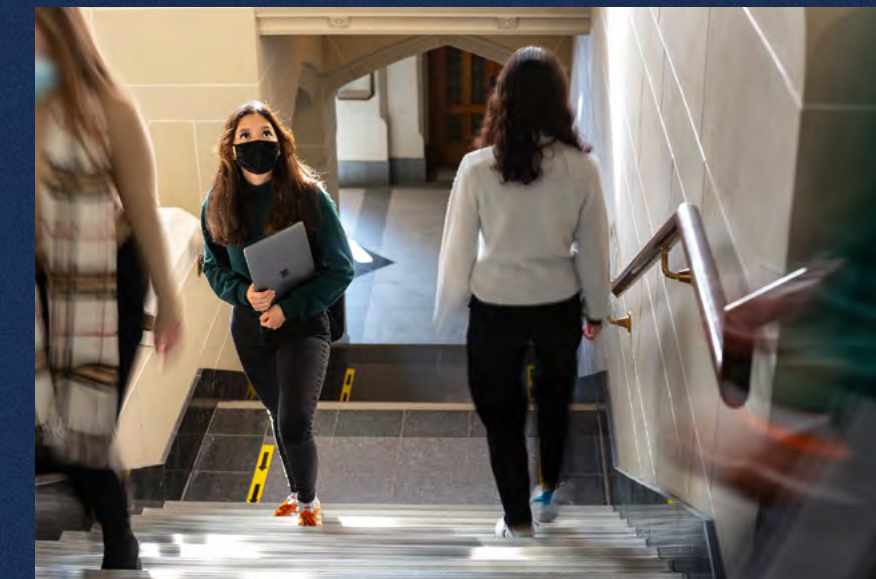
Socially distanced workstations in the Irving K. Barber Learning Centre

Steward the organization

Exterior photo of the Irving K. Barber Learning Centre

01 / RENEWING OUR COMMITMENT TO EQUITY, DIVERSITY AND INCLUSION

In alignment with UBC's Inclusion Action Plan, leaders in the library participate in a series of Equity Toolkit workshops beginning in January 2021. Delivered by DeEtta Jones & Associates, the training serves to further our education in and commitment to principles of Equity, Diversity, and Inclusion at the library and ensure a baseline of skills and tools. Plans are developed in conjunction with the EDI in Recruitment and Retention Working Group to provide appropriate future training to all UBC Library faculty and staff.



Students on their way to study in the Irving K. Barber Learning Centre



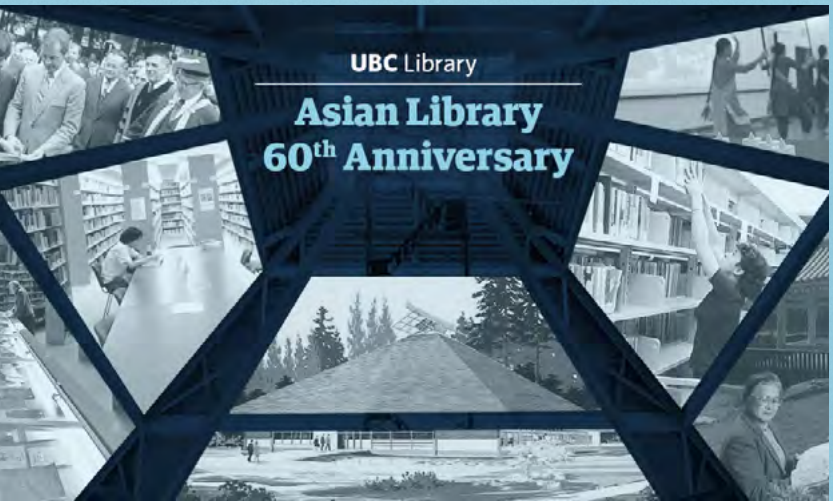
02 / ELIMINATING DAILY OVERDUE FINES ON SELECT MATERIALS

Following the temporary closure of all library locations in March 2020, late fines are temporarily suspended. In September 2020, the library eliminates daily overdue fines on books, journals and audio-visual materials for all library users. The decision to make the fines suspension permanent is driven by the library's decision making around COVID-19, helping users make the most of the library's extensive physical collections without the added worry of incurring fees on items that aren't in immediate demand.

Items ready to be processed for pick-up

03 / SHOW AND TELL: SELECTIONS FROM OUR PERSONAL ARCHIVES AND LIBRARIES

Rare Books and Special Collections launches a new blog series in which archivists, librarians and library staff share items from their personal collections of documents, books and ephemera. The series, inspired by the Museum of Anthropology's "Museum of Me: Stories from our Homes" initiative, is a journey through heirloom recipe books, salvaged wallpaper, childhood sketches, World War II diaries and many more items of deeply personal significance.



04 / ASIAN LIBRARY CELEBRATES 60 YEARS

The Asian Library celebrates its 60th anniversary with an online exhibit that explores the history and development of the branch. The exhibit details the spaces, collections, research, learning and teaching, community engagement and people of the Asian Library through stories written by the library's faculty, staff and student staff. An interactive timeline shares snapshots of key events throughout the branch's history.



Exterior photo of the Asian Library

05 / UNIVERSITY LIBRARIAN ELECTED TO THE CARL AND ARL BOARDS OF DIRECTORS

Dr. Susan E. Parker, University Librarian, is appointed as a Board member on the Association of Research Libraries (ARL) Board of Directors, serving a three-year term (2020-2023) to govern and represent the interests of ARL member libraries in directing the business of the Association and representing the Association to the community. The Canadian Association of Research Libraries (CARL) also appoints Dr. Parker as Director (Western Region Representative) to their Board of Directors, responsible to the CARL membership at large, and with formal legal responsibility for the organization.

*Dr. Susan E. Parker,
University Librarian, UBC Library*



07 / HEAD OF UBC LIBRARY RESEARCH COMMONS WINS THE 2020 CARL AWARD OF MERIT

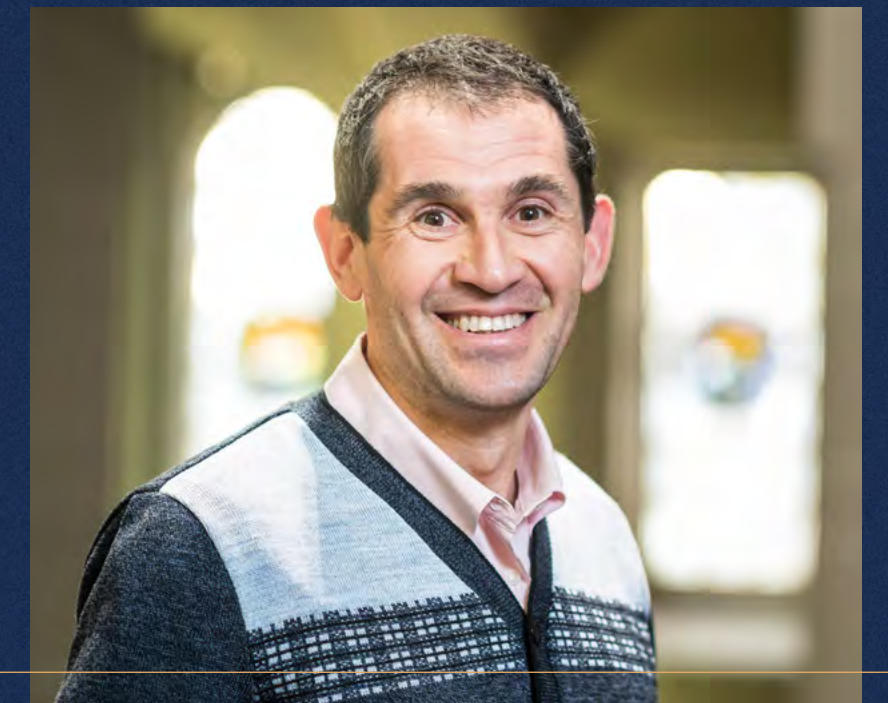
The Canadian Association of Research Libraries (CARL) presents Eugene Barsky, Head of the UBC Library Research Commons, with the CARL Award of Merit which recognizes an individual who has made an outstanding local, regional, or national contribution within an area of research librarianship and whose contribution has had broad and beneficial impact within the CARL community. Barsky is recognized for his contributions to and impact in advancing research data management (RDM) in Canada and internationally.

*Eugene Barsky
Interim Head, Research Commons*

06 / HEAD OF XWI7XWA LIBRARY WINS THE 2019 COPPUL OUTSTANDING CONTRIBUTION AWARD

The Council of Prairie and Pacific University Libraries (COPPUL) recognizes Sarah Dupont, Head of Xwi7xwa Library, with its 2019 Outstanding Contribution Award, given annually to an individual or team working in a member library for exemplary contributions to the consortium. Dupont is recognized for the Making Meaning Symposium, which has made an impact throughout the region.

*Sarah Dupont,
Head, Xwi7xwa Library*



*Exterior of the Irving K. Barber
Learning Centre*

UBCO Library

The launch of the new Student Learning Hub in Fall 2019 brings together the expertise of the Library and the Student Services portfolio in a new, student-centred library space and delivery model uniting writing and language learning, math/science tutoring, and Supplemental Learning programs in one easily-accessible location for students on the Okanagan campus. Other highlights include a funding award to develop modules guiding students in foundational information literacy skills, advancement of the bi-campus strategic move toward Open Science through institutional launch of the Open Science Framework platform, introduction of a Kootenay/Columbia pilot project and community newspaper digitization initiative within the context of Digitized Okanagan History, the unveiling of a new Okanagan Library website, acquisition and exhibition of key special collections, and significant cross-campus advances in records management.

*Photo of The Commons Building,
UBC Okanagan campus*

Acknowledgements

I would like to thank the many contributors to this report and those who contributed to its development and production.

-Dr. Susan E. Parker
University Librarian

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PAGES

1-4,7,9,10,13,16,17,20,22,23,25,26,29,32-34: Library Communications and Marketing

3: “sʔi:łqəy̓ qeqən (Double-Headed Serpent Post)” Brent Sparrow Jr., Musqueam at UBC Vancouver Campus (Hover Collective, UBC Brand & Marketing)

3,36: Exterior view of the Commons at UBC Okanagan (UBC Okanagan Communications and Marketing)

10: Students in Irving K Barber Learning Centre during 2020 (Paul Joseph, UBC Brand & Marketing)

12: UBC Vancouver Campus (Hover Collective, UBC Brand & Marketing)

14: Dr. Robin Wall Kimmerer (Dale Kakkak, Photographer)

15: Students in the AMS Nest during 2020 (Paul Joseph, UBC Brand & Marketing)

18,27,31: Students in Irving K Barber Learning Centre during 2020 (Paul Joseph, UBC Brand & Marketing)

30: UBC Vancouver Campus (Hover Collective, UBC Brand & Marketing)

35: Sarah Dupont and Eugene Barsky (Paul Joseph, UBC Brand & Marketing)





17 November 2021

To: Vancouver Senate

From: Dr Kate Ross, Registrar

Re: 2021 Vancouver Senate By-Election results

Set out below are the results of the by-election.

Faculty Member Representative of the Joint Faculties

Further to the second call for nominations for faculty members of the Vancouver campus to fill one (1) vacancy on the Vancouver Senate for the remainder of the 2020-2023 triennium issued on 13 September 2021, two (2) valid nomination has been received. Therefore, pursuant to Section 16 of the University Act, the following faculty member is elected as representative of the Joint Faculties on the Vancouver Senate for a term ending 31 August 2023 and thereafter until a successor is elected:

- Dr Veta Chitnev, Lecturer, Faculty of Arts

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All vacancies have been filled in this by-election.