



Vancouver Senate

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

WEDNESDAY, 15 DECEMBER 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)

Resignation

Dr Peter Choi, of the Joint Faculties. A by-election will be called.
3. Minutes of the Meeting of 17 November 2021 – Prof. Santa J. Ono (approval) (docket pages 3-26)
4. Business Arising from the Minutes – Dr. Santa J. Ono
 - a) Regulation Changes approved by the Senate Agenda Committee to the COVID Health Academic Regulations (information) (docket pages 27-29) – Julia Burnham
 - b) Amendments to the COVID Health Academic Regulations (approval) (docket pages 30-32) – Dr Kathleen Ross
5. Remarks from the Chair and Related Questions – Prof Santa. J. Ono (information)
6. Admission Committee – Prof. Carol Jaeger
 - a) Indigenous Transfer Partnership Agreement with Langara College (approval) (docket pages 33, 35-46)
 - b) Memorandum of Agreement – UBC and University of Northern British Columbia (UNBC) re. Master of Occupational Therapy – Northern (“MOT-N”) Program (approval) (docket pages 33, 47-58)
 - c) Doctor of Medicine Black Student Admissions Stream (approval) (docket pages 34, 59-60)
 - d) Suspension of Admission – Vantage One Arts (approval) (docket pages 34, 61-66)
 - e) Doctor of Philosophy in Nursing – Part-time Designation (approval) (docket pages 34, 67-69)



7. Awards Committee – Dr Sally Thorne

New and Revised Awards (approval) (docket pages 69-76)

8. Curriculum Committee – Dr Claudia Krebs

Curriculum Proposals from the Faculties of Applied Science, Arts, and Graduate & Postdoctoral Studies (approval) (docket page 77-115)

9. Tributes Committee – Dr John Gilbert

- a) Emeritus Appointments (approval) (docket pages 116-118)
- b) Update on Honorary Degrees (information)

10. Other Business

MINUTES OF 17 NOVEMBER 2021

DRAFT**Attendance**

Present: S. Ono (Chair), K. Ross (Secretary), A. Szeri, S. Parker, S. Bates, J. Olson, G. Averill, M. Aronson, R. Kozak, J. Hare, S. Porter, M. Coughtrie, D. Kelleher, N. Pindell, R. Yada, S. Gopalakrishnan, K. Lo, N. Ford, R. Boushel, J. Dierkes, A. Pratap-Singh, J. J. Stewart, S. Matsui, M. Kuus, S. Forwell, H. Zerrieff, A. Fischer, A. Scott, P. Englezos, L. Stothers, J. Fox, M. MacPhee, C. Krebs, A. Collier, P. Choi, V. Chitnev, C. Marshall, C. Menzies, H. von Bergmann, S. Grayston, I. Price, S. Pelech, S. Thorne, S. Singh, J. G. Stewart, F. Andrew, G. Faulkner, JP. Harrison, R. Spencer, M. Tan, B. Fischer, L. Burr, G. Tsiakos, M. Higgins, R. Topping, J. Greenman, C. Godwin, 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, D. Goyal, X. Jiang

Regrets: S. Point, M. MacDougall, R. Helsley, K. Smith, J. Bulkan, A. Greig, A. Ivanov, C. Jaeger, J. Gilbert, H. Leong, A. Zhao, A. Dulay, A. Uzama, M. Stewart, C. Godwin, L. Wang,

Clerk: C. Eaton

Call to Order

The Chair of Senate, Professor Santa J. Ono, called the third regular meeting of the Senate for the 2021/2022 academic year to order at 6:09 pm.

Senate Membership**NEW MEMBERS**

The Registrar, Dr Kathleen U. Ross, introduced the following new members of Senate:

- Dr Veta Chitnev, Lecturer, Joint Faculties (Arts) until 31 August 2023 and thereafter until replaced.
- Dean Ngai Pindell, Dean, Peter A. Allard School of law, until replaced.

Minutes of the Previous Meetings

Eshana Bhangu
Sathish Gopalkrishnan

}

That the Minutes of 20 October be adopted as amended:

Senator Englezos was in attendance.

Correction to date of previous minutes to be 20 October 2021.

Correction to the spellings of the names of Joanne Fox and Anubhav Pratap-Singh.

Approved

The Vice-Chair of the Senate Tributes Committee, Dr Lawrence Burr, presented.

MEMORIAL MINUTES

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 MSAC 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.

Lawrence Burr
Peter Choi

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

Approved

DR. DONALD M. LYSTER

Donald Lyster 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.

Lawrence Burr
Abby Collier

}

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

Approved

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.

Lawrence Burr	}	<i>That Senate approve the Memorial Minute for David Ll. Williams, that it be entered into the Minutes of Senate, and that copies be sent to the family of the deceased.</i>
Hsingchi von Bergmann		

Approved

Remarks from the Chair

Dr Ono began his remarks by expressing my concern and sympathy for all those affected by the severe storms, flooding and mudslides throughout the province. He noted that UBC was committed to supporting any members of our community who have been affected.

The President said that he was pleased to note that more than halfway through Winter Term 1, data provided to us from public health authorities show that we continue to have very few cases of COVID-19, thanks to our high rate of vaccination, and compliance with the policy on masking and other public health measures. He thanked the entire UBC community for coming together so strongly to help ensure our campuses are COVID safe. Dr Ono added that he had been engaged in many discussions with the U15 group of Canadian research universities, which he presently chaired; and with the leaders of the other B.C. research universities regarding the path forward. He said that as these conversations continue, UBC would integrate the latest public health data as well as the results of upcoming discussions with the provincial health officer, Dr. Bonnie Henry.

Dr Ono said that one of the current areas of areas of consideration and debate across BC and Candian higher education is potential discipline for non-compliance with vaccination policies. He noted that most, like UBC, are still evaluating the situation in the context of the current public health situation. The President Said that our own decisions will be informed by discussions with academic leadership throughout the institution, employee groups, the provincial government, with our peers, and with the Senates and the Board of Governors.

The President noted that on today's agenda was the Research and Scholarship Committee report on the Response to the PWIAS External Review. Dr Ono said that a number of recommendations have been made and he thanked the committee, as well as Gail Murphy, Moura Quayle and the interim PWIAS directors for their efforts to find a path forward. Dr Ono said that the University's

administration concurs with the recommendations and I look forward to future updates from the leadership of PWIAS in the months ahead. Dr Ono also expressed his thanks to the external review committee, CAUT, and the governance review commissioned by the Wall Institute for their recommendations.

Dr Ono advised that tomorrow, he would be joining with more than 40 university and college leaders from across Canada for a virtual signing ceremony for the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions, and Accountabilities. The charter is the result of a year-long collaborative process that started during the first National Dialogues and Action for Inclusive Higher Education and Communities, in October of last year. The President said that UBC would be signing the Charter because its four principles of Black flourishing, inclusive excellence, mutuality and accountability are in alignment with UBC's own inclusion action plan and anti-racism task force.

The President informed Senate that earlier this month, several UBC faculty members, students and staff took part in COP26, the 26th UN Climate Change Conference of the Parties. The UBC delegates took part in COP26 to deepen their understanding of how global climate negotiations work, with positive impacts for their research and programs. They also shared UBC's exemplary work on the climate emergency with this global gathering, and shared their experiences with the wider UBC community when they returned. COP26 included a symposium on how research universities can contribute to facing up to the climate challenge.

The President advised Senate that he learned this week that UBC currently has 28 Highly Cited Scientist in Clarivate's rankings, ranking #1 in Canada in terms of the proportion of our faculty who are highly cited and #2 in total number of highly cited scientists. Dr Ono suggested that this spoke to the high quality of our faculty and their scholarly and research impact.

Dr Ono reminded senators that next week UBC would be celebrating its first in-person graduation ceremony since 2019.

Senator S. Singh said asked about climate change emergency and suggested that we needed a real plan to support our people.

The President we will be releasing our plan at the next board meeting. We are accelerating plans quite dramatically to address this situation.

S. Singh added that we needed to ensure that we had support in emergencies for physical and mental health of our people.

Senator Pelech asked if we would also be discussing faculty and staff later with regards to COVID-19 compliance, in particular with regards to the situation in the Faculty of Medicine where building access may be limited, and the lack of recognition for natural immunity in Public Health Orders versus vaccinated protection.

Dean Kelleher said vaccine mandates are not new in health professions. We cannot negotiate a public health order with the Province. These orders are necessary for the protection of staff and patients and apply to anyone working on health authority sites. It is extremely likely that ongoing COVID vaccination mandates will follow for the health professions, which limited provisions for medical accommodations. Individual situations will need to be dealt with over the next few weeks.

Candidates for Degrees

Eshana Bhangu	}	<i>That the candidates for degrees and diplomas as recommended by the faculties be granted the</i>
Keanna Yu		

Approved

Academic Policy Committee

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

SENATE COVID HEALTH ACADEMIC REGULATION

Kin Lo	}	<i>That Senate approves the Senate COVID Health</i>
Paul Harrison		<i>Academic Regulation effective 1 January 2022.</i>

Senator Lo set out the natural of the proposal: an academic regulation intended to enforce the COVID-19 Campus Rules among students. He noted that students could be de-registered under the regulation if they did not undergo regular COVID-19 testing, except if exempt, generally by reason of vaccination. Dr Lo noted that some faculties and schools had additional requirements, in particular those at health sites or other workplaces with their own rules. Dr Lo reminded the Senate that both they and the Okanagan Senate had urged the President and Board to mandate vaccinations at UBC. Dr Lo advised that the Academic Policy Committee was bringing the matter forward to the Senate for consideration but had decided not to recommend it for approval. The Okanagan counterpart Academic Policy Committee has unanimously recommended it for approval. Dr Lo further noted that should the regulation not approved, another option could be to enforce student discipline regulations in such cases. Dr Lo concluded by noted that following discussions at Academic Policy, a number of improvements had been made to the draft to try to address concerns raised.

The Senate recognized Associate University Counsel Mark Crosbie, who spoke to the background of the proposal. He noted that there was precedent at UBC for an academic regulation of this nature: from the 1930s to 1970s the University required proof of Smallpox vaccination, and several health disciplines mandated several vaccines to this day. He noted that at both academic policy committees there was a strong desire for equivalency of treatment between faculty, staff, and students, and that the University executive agreed with that consideration. Mr Crosbie noted that this regulation would be a tool for the University to further enforcement without having some of the negative repercussions of student discipline.

Senator Burnham assumed the chair to permit the President to enter debate

The President spoke to the issue of equity for faculty and staff, noting that the Board of Governors needed to address the matter for faculty and staff as the Senate did for students. He noted the strong desire for both academic policy committees for equity in treatment.

Senator Menzies asked if the December 8th meeting with the Province had any bearing on what was being proposed at the University.

The President said that BC post-secondary administration, union, and student leadership were having a virtual question and answer session that day to hear from the Provincial

Senator Menzies asked if de-registration referred to courses or to programs, and if there would be a notation on a student record for late withdrawals.

The President said that different things are happening across BC and Canada. Some institutions are withholding grades, others are de-registering students, and some are transcribing this and others are not.

The Registrar said that we would first take a notification approach to advise students that we would be needing them to comply with the rules by a specified date, and if they did not act by that date, we would de-register them from their courses, ideally at the start of a term.

The Clerk to the Senate, Associate Registrar Christopher Eaton, said that we would be refunding tuition but not things such as third-party fees for things like the U-Pass.

The President said that this sort of de-registration could have larger effects on those students in programs with less flexibility.

In response to a parliamentary inquiry from Senator Agosti-Moro, the Clerk advised that the President should remain out of the Chair for the remainder of this item as he was an active participant in the debate, and that the Chair could be passed to another senator should Senator Burnham wish to speak on the matter. The Vice-Chair concurred.

Senator Harrison said that the version before the Senate was an improvement to what was considered by the Academic Policy Committee and a timely decision was needed this evening if we wanted to give students additional notice before January. He noted that the docket before Senate showed significant amounts of correspondence to students asking them to comply with the system. He said that he found comfort in students being contacted to ask them to comply or find out why they are not.

Senator Bhangu spoke in favour of the proposal, saying that student compliance was the Senate's responsibility while aculty and staff are the board's matter. She noted that this policy wasn't as strong as what the Senate had early asked for.

Senator Pelech commented on the inaccuracy of rapid testing, and the hyper-sensitivity of PCR tests. He noted that frequent testing could cause discomfort to students and we shouldn't be making inquiries on peoples' medical statuses. He said that he was trying to balance a health threat with civil liberties and this was difficult without enough information, but that studies he had seen from Women's and Children's Hospital indicated 90% of persons already had anti-bodies against COVID. He noted that his own company had tested 2000 people and came to the same result. Senator Pelech noted that our degree of natural immunity in our society was likely quite high, and those who were vaccinated could still get COVID and pass it on to others. He noted that even those institutions with strong COVID vaccine mandates could still have outbreaks. Senator Pelech suggested that studies showed no correlation between vaccination rates and COVID cases and that natural immunity was superior. He further suggested that students should have every right to not disclose their vaccination status and should not be coerced into undergoing rapid testing. Dr Pelech said that if we really wanted to best ensure safety, we should be testing everyone and should be looking at natural immunity.

Mr Crosbie said that there will be people who take the position that any such measures are a violating of the *Charter of Rights and Freedoms*; however, UBC was satisfied that these measures were designed in such a way as to minimize the curtailment of rights.

Not Approved.

15 December 2021
Vancouver Senate
Docket Page 11 of 118

Senator Szeri spoke against the motion, arguing that it went too far in consequences for non-compliance with the policy in postponing a student's educational advancement. He also noted the amount of pressure put upon students, including loss of housing and financial impact. Dr Szeri said that this could have worrisome impact on student mental health and wellbeing.

Senator Pratap-Singh agreed with the Provost and said while he personally wanted a strong vaccine uptake, those students who were not in agreement had political rights and freedom to do so and we should not deny them access to education. Rather, we should educate them on the science behind vaccines. He asked how many students would be affected by this regulation.

Associate Counsel Crosbie said that unfortunately due to issues with the data we did not have clear numbers on the number non-compliant due to anomalies. Until we can review the data a number wasn't available.

Extend the time to Adjourn

Abby Collier	}	<i>That the time to adjourn be extended by 30 minutes.</i>
Charles Menzies		

Approved

Senator Menzies said that in light of the concerns raised by a number of senators he had changed his position on the matter and was now against the regulation, especially as the University could not state how many students who be affected by the regulation. He said that he did not understand the desire to be punitive towards people for now following the declaration requirements. He said that this was inappropriate and unbalanced and was trying to solve a problem we didn't really know existed and address anxiety rather than our current situation.

Senator Kelleher said that his was not an abstract discussion but a global pandemic that has claimed lives and is filling our hospitals. He agreed with the comments of the students, and said this matter was impacting both people with the virus and overall health of our population. The question of coercion has been raised and this is not coercion towards taking a vaccine but rather a statement that we need to have reasonable safeguards for people. Across the general population a small number of people are likely unvaccinated but we don't really know what that number is. Even if a small unvaccinated population like Israel or Ireland, there can still be large surges of people being hospitalized or killed by COVID. He said that this was a serious public health issue that students, faculty, and staff needed to take seriously.

AMENDMENT:

Claudia Krebs	}	<i>That the regulation be amended to include the following in the last paragraph: That the students be de-registered only from those courses where an online option or accommodation is not available. This will only occur after consultation with the student and their academic advisor.</i>
Toph Marshall		

Amendment
Approved

PREVIOUS QUESTION:

Approved

Main Motion
Approved as
Amended

The President re-assumed the chair.

Admissions Committee

The Vice-Chair of the Senate Admissions Committee, Dr Peter Choi, presented.

GRADE 12 LITERACY ASSESSMENT REQUIREMENT

Peter Choi
Joanne Fox

}

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.

Approved

OPTIONAL USE OF SAT/ACT SCORES FOR ADMISSION FROM AMERICAN SECONDARY SCHOOL CURRICULUM

Peter Choi
Joanne Fox

}

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.

Approved

MASTER OF OCCUPATIONAL THERAPY DISTRIBUTED PROGRAM

Peter Choi
Dermot Kelleher

}

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

Approved

Agenda Committee

The Chair of the Senate Agenda Committee, Senator Julia Burnham, presented.

15 December 2021
Julia Burnham
Paul Harrison

} 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 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.

Senator Burnham advised that the Agenda Committee was proposing that the Senate rule suspension to allow virtual meetings be continued to the end of this year.

Senator Menzies suggested that we should be meeting as a governing body in person from January onwards. We should normalize meeting in person rather than trying hybrid forms of meeting.

Senator Zerriffi noted that we have asked student to return to in-person lectures yet we as a senate have not.

Senator Burnham said that it was important to the Agenda Committee to have a thorough plan to allow equitable participation at Senate but we needed more time to see what works. The Committee has seen a student survey on the matter which indicated a preference for online or hybrid and we hope to extend that survey to the Senate as a whole.

Senator Collier said she noted that the Senate met on Wednesday from 6 to 8 or 10 pm and is inequitable to those with family responsibilities, she suggested that online access could allow more a more diverse and equitable body. She suggested that exploring this as an option could be a good thing coming from a horrible pandemic.

Senators Von Bergmann agreed with Senator Collier.

Senator Gopalakrishnan said he agreed with the previous speakers and added that we could consider moving meetings to within regular business hours if we wanted to go back to in person.

Senator Shpeller spoke in favour of an online or hybrid model to encourage accessibility and further life balance irrespective of COVID-19.

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
Claudia Krebs

}

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.

Approved

Julia Burnham	}	<i>That the time to adjourn be extended by a further 30 minutes.</i>
Sally Thorne		

Approved

Curriculum Committee

The Vice-Chair of the Senate Curriculum Committee, Georgia Yee, presented.

NOVEMBER CURRICULUM PROPOSALS

See Appendix B: Curriculum Report

Georgia Yee	}	<i>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 be approved</i>
Susan Forwell		

Approved

Senator Burnham assumed the chair.

Research and Scholarship Committee

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

PETER WALL INSTITUTE FOR ADVANCED STUDIES (PWIAS)

Guy Faulkner	}	<i>That the Senate receive the Committee's report on the response to the 2020 External Review of the Peter Wall Institute for Advanced Studies and adopt the recommendations outlined therein.</i>
Anubhav Pratap-Singh		

Senator Faulkner set out the history of the external review and these recommendations coming forward to Senate. He said that the Committees report was based on a review of key documents and presented a balanced approach of reviewing the work of others and making its own considerations thereon. The Committee did not wish to adjudicate on the many different positions represented by the parties but rather to attempt to move forward constructively to advance the Institute while reinforcing key governance and collegial principles. Key to the latter would be support for the development of a governance manual.

The Committee's recommendations were as follows:

- 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.

15 December 2021

Vancouver Senate

Docket Page 16 of 118

- 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;
 - c. The Universities Canada Statement on Academic Freedom, dated October 25, 2011; and
 - d. The 1997 UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel.
- 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.

President Ono re-iterated his thanks to the Committee for their work, along with the interim Director of the PWIAS at the time, Dr Kalina Christoff, and Vice-Provost Moura Quayle who has stepped in as Chair of the Board of Trustees. The President said that the intended to do everything they could to fulfill these recommendations.

The Vice-Chair of the Committee, Dr James G. Stewart thanked everyone at the PWIAS who has worked to address the situation over the past several years. He said that in this process the Committee was between two poles: public oversight and a core set of good governance values and embodied in the *University Act*, and secondly a consciousness of the complex and protracted political tension between a university administration and a generous donor. The Committee was not anxious to exacerbate tensions and instead have a balanced approach that advanced good governance while being deferential to the parties.

Senator Gopalakrishnan, who was a trustees of the PWIAS, noted the role of the president's nominee and suggested that this could be a way to ensure an academic linkage for the board.

Dr Ono said that he appreciated the suggestion and that they would explore this in the deed of trust.

Senator Faulkner said we could look into this in the governance manual as well

Approved

The President assumed the chair.

Report from Librarian

The University Librarian, Dr Susan Parker, presented.

Dr Parker thanked the Senate Library Committee for its support, along with the Provost, Dr Andrew Szeri, and the entire staff of the Library. She said that she was immensely proud of their work. Dr Parker outlined the Library's strategic priorities:

Advanced research, learning, and scholarship;
Engage with communities;
Create and deliver responsive collections;
Inspire with innovative spaces and services; and
Steward the organization.

With respect to the Library's budget, Dr Parker noted that 41% was allocated to collections, 40% on salaries, and 9% on benefits, with a remainder of 10% for other expenditures.

Collection electronic formats continue to grow, with physical holdings only used if electronic formats are unavailable or inappropriate.

Dr Parker noted that the exchange rate continued to negatively affect the Library's budget. A gradual expansion in the Library budget is outlined in the President's Academic Excellence Initiative.

Looking ahead, the Library will be undergoing an external review to assess its organization, budget, and opportunities for improvements.

Dr Ono thanked Dr Parker for her tremendous achievement in this challenging time.

Senator J.G. Stewart thanked Dr Parker for her presentation and her tremendous work for public education. He asked if the Library would stock more audiobooks, noting that the Vancouver Public Library was doing so.

Dr Parker said this wasn't in the plans at the moment but it should be looked at to further accessibility. She noted that one area where the Library had expanded was for video streaming.

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

Report from the Registrar

JOINT FACULTIES ELECTION RESULTS

Dr Ross advised that 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

Other Business

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 Sisterrrr*, 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.



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

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



To: Senate
From: Agenda Committee
Re: Approved Amendments to COVID-19 Health Academic Regulations
Date: 19 November 2021

The Senate Agenda Committee has met and unanimously approved the following final text of the COVID-19 Academic Regulation under the powers delegated to the Committee towards the end of the last Senate meeting. The language in question, primarily in the last paragraph, clarifies that the Registrar and Deans must make reasonable efforts to communicate with potentially affected students to advise them of options available to them, including possible academic concessions and accommodations, prior to de-registration. Earlier in the document greater clarity is also made for applicability for courses, including online courses with in person activities such as assessment/examinations.

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 30 August 2021 and 10 September 2021 the Okanagan and Vancouver Senates 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 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 in those courses with in-person attendance in class or other activities, including examinations or

other assessment. 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, including examinations or other assessment, 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. Prior to de-registration, the Registrar or Deans must make reasonable efforts to communicate with affected students and advise them of options available to them, including possible academic accommodations [hyperlink] or academic concessions [hyperlink]. 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 [hyperlink].

To: Senate
From: Dr Kathleen Ross, Associate Vice-President, Enrolment Services & University Registrar
Re: COVID-19 Health Academic Regulations
Date: 9 December 2021

As you are aware, to further compliance with the administration's COVID-19 Campus Rules, both Senates have approved COVID-19 Health Academic Regulations. Under those regulations, a potential consequence of non-compliance with the COVID-19 Campus Rules became de-registration from courses and programs at the University. During deliberations on that regulation, the question of equitable treatment of faculty, staff, and students who fail to comply with the COVID-19 Campus Rules was raised by numerous senators, with a common sentiment being that students should not have more severe consequences for non-compliance than faculty and staff at the University. There were also questions raised regarding the necessity of strong rules given the high levels of vaccination reported in British Columbia generally, and the University community specifically, as well as the more complicated nature of compliance with UBC's Rapid Testing Program versus the vaccine mandates at most other U15 institutions and BC and Federal public sector employers.

Both Senates recommended vaccine mandates in the case of UBC. A majority of U15 institutions have vaccine mandates and have used the consequence of de-registration as a successful tool to further compliance. The Province of British Columbia has indicated that it will not permit its public post-secondary institutions to impose vaccine mandates on students so as to ensure access to higher education regardless of vaccination status. As an alternative, UBC has a Rapid Testing Program, with regular COVID-19 testing and exemption from that testing for those who are fully vaccinated. At this time roughly 9800 students across both campuses of UBC are not in compliance with the Program due to not having declared their vaccination status, and a further ~6250 have declared their status but are not compliant due to not having uploaded proof of vaccination. A substantial number of students have also not been undergoing regular testing; however, approximate numbers are not available at time of writing. While some of these persons may be located outside of Canada, it seems unlikely that such a large number of persons are unvaccinated given overall trends in Vancouver and Kelowna, and thus this issue is likely one of disregard for the University's earlier broadcast messages on the Campus Rules.

On 9 December 2021 UBC sent out further communication indicating that "The University is also enforcing consequences for faculty and staff who do not take part in the program." The exact nature of those consequences have yet to be stated as further discussions need to occur, and in the absence of clarity on what consequences will be applied to faculty and staff, we have not yet informed students of the potential of deregistration, although the regulation in question was approved by both Senates in open session and has had some media attention.

In consideration of the negative impact on students, de-registration is best only used at or towards the start of a term (ideally by the first day of a term, and no later than the last date to add/drop a course in a term). De-registration is a near-equivalent of a faculty or staff member being placed on an involuntary leave. It is a strong consequence for non-compliance. Unlike a leave however, a student being de-registered can only be adjusted at the start of each term, as we cannot re-instate a student midway through a course. It also has the result of removing untested/unvaccinated persons from formal on-campus activities quickly.

Recognizing the need for both the rules and for consequences for persons who do not comply with University regulations, in the absence of clarity regarding Faculty and Staff, I recommend to the Senates that the COVID-19 Health Academic Regulations be amended provide for an incremental approach as a

consequence on students who do not comply at the university-level for Term 2 of the 2021 Winter Session: a modified Academic Hold.

Under the proposed hold, students will not be able to see their grades, be issued transcripts, nor apply for new academic programs. Non-compliant students will be able to register and attend courses for Term 2 (which begins on 10 January 2021); however, if necessary, registration for subsequent sessions may be blocked after the last day to withdraw without academic penalty in Term 2. That block would substantively have the same effect of de-registration, just after a period of time rather than immediately. This would be similar to a progressive discipline approach where a staff member would move through letters of expectation, letters of reprimand, and finally a required leave from active employment. To remove any of the holds, students will need to come into compliance with the program (either as standing or as amended), graduate, or otherwise withdraw from the University. This regulation would come into force on 1 January 2022.

Going forward, if the Program is maintained UBC will need to determine how to address any rules for newly-registered students as well as those who persistently do not comply with Campus Rules. With respect to that point, the President has summary powers over student discipline, and the Senates of both campuses have for many decades noted in the University Calendar that they have the power to require a student to withdraw for or failure to abide by any University regulations. Both of these processes are time consuming and require the direct action of either the president or a committee of each Senate for each affected student. They are not as effective a tool at removing untested/unvaccinated persons from the campus as de-registration at or near the start of a term, or an academic hold, but are more easily applied mid-way through a term. I would suggest that de-registration remain an option for future terms and that students should be advised that it *may* be invoked if needed.

It should be noted that the de-registration of a large number of students, if a significant decrease did not occur in non-compliance, would be a resource intensive administrative exercise for the University as each de-registration takes between 2-3 minutes to enact and similar to reverse. An academic hold is a substantially easier process, that takes under 1 minute per student. The former would also be significant financial impact for the faculties due to potential loss of enrolment.

I recognize that faculty and specific-rules still need to be enforced and non-compliant students in those programs cannot remain in their courses contrary to the 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. I would advise the deans that students in such programs and courses should still be deregistered should they not comply with faculty or school-specific rules. Students in these programs have already been faced with withdrawing or failing courses for Term 1 in light of existing Public Health Orders and employer regulations.

I would therefore recommend that Senate amend the COVID Health Academic Regulations as set out below.

Recommended Amendments to COVID Health Academic Regulations (new text in bold, removed text struck through)

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 **for all students.** ~~to maintain registration at UBC in those courses with in-person attendance in class or other activities, including examinations or other assessment.~~ 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, including examinations or other assessment, 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 ~~placing de-registering~~ students who fail to comply with the COVID-19 Campus Rules **on an academic hold that blocks access to grades, transcripts, application to new/changed programs and registration in subsequent terms/sessions;** and Deans of Faculties shall be responsible for de-registering students who fail to comply with Faculty or School based regulations. **Prior to a student being place on an academic hold, the Registrar must make reasonable efforts to communicate to students informing them of this regulation and how they may comply with the COVID-19 Campus Rules to have the hold either not applied or removed.** Prior to de-registration, ~~the Registrar or~~ Deans must make reasonable efforts to communicate with affected students and advise them of options available to them, including possible academic accommodations [hyperlink] or academic concessions [hyperlink]. **The above notwithstanding, the University may subject a student to student discipline [hyperlink] or require them to Withdraw for Unsatisfactory Conduct [hyperlink] for failure to abide by any University Regulations, including this regulation.**

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 [hyperlink].



3 December 2021

To: Vancouver Senate

From: Senate Admissions Committees

- Re:
- a) Indigenous Transfer Partnership Agreement: UBC and snəwəyəl lelə 'm Langara College (**approval**)
 - b) Memorandum of Agreement – UBC and University of Northern British Columbia (UNBC) re. Master of Occupational Therapy – Northern (“MOT-N”) Program (**approval**)
 - c) Doctor of Medicine Black Student Admissions Stream (**approval**)
 - d) Suspension of Admission – Vantage One Arts (**approval**)
 - e) Doctor of Philosophy in Nursing – Part-time Designation (**approval**)

a. Indigenous Transfer Partnership Agreement: UBC and Langara College "snəwəyəl lelə 'm"

The Committee has reviewed and recommends to Senate for approval the Indigenous Transfer Partnership Agreement: UBC and Langara College "snəwəyəl lelə 'm.". This is a renewal of a previously approved agreement, the changes align the agreement with the goals of the UBC Indigenous Strategic Plan and broadens the eligibility to include students who may be living outside of Canada. A number of editorial changes are also included.

Motion: *That Senate approve and recommend to the Council of Senates for approval the Indigenous Transfer Partnership Agreement between UBC and Langara College.*

b. Memorandum of Agreement – UBC and University of Northern British Columbia (UNBC) re. Master of Occupational Therapy: Northern (“MOT-N”) Program

The Committee has reviewed and recommends to Senate for approval the Memorandum of Agreement between UBC and the University of Northern British Columbia (UNBC) regarding the Master of Occupational Therapy – Northern (“MOT-N”) Program. The Agreement supports the development of the UBC Faculty of Medicine Master of Occupational Therapy-Northern (MOT-N) program to increase recruitment and retention of occupational therapists in northern and rural areas of BC.

Motion: *That Senate approve and recommend to the Council of Senates for approval the terms of the Memorandum of Agreement between the University of British Columbia and the University of Northern British Columbia regarding the UBC Faculty of Medicine Master of Occupational Therapy-Northern (“MOT-N”) Program.*



c. Doctor of Medicine Black Student Admissions Stream

The Committee has reviewed and recommends to Senate for approval the Black Students MD Admissions Pathway. This new admissions stream seeks to address the long-standing underrepresentation of Black students in the MD Undergraduate Program and Black physicians in BC.

Motion: That Senate approve the Black Student MD Admissions Stream for applicants to the Doctor of Medicine program, effective for entry to the 2022 Winter Session and thereafter.

d. Suspension of Admission –Vantage One Arts

The Committee has reviewed and recommends to Senate for approval a proposal to suspend admission to the Vantage One Arts program. Given the increasing demand by international students for admission directly to the Bachelor of Arts, enrolment targets for the Vantage One Arts program have been shifted into the Faculty of Arts.

Motion: That Senate approve the suspension of admission to the Vantage College Arts One program, effective for the 2022 Winter Session and thereafter.

e. Doctor of Philosophy in Nursing – Part-time Designation

The Committee has reviewed and recommends to Senate for approval a proposal to add a part-time classification for the Doctor of Philosophy in Nursing program. The part-time option allows a more flexible study option that enables students to better balance academic and employment responsibilities.

Motion: That Senate approve the Part-time Doctoral Classification for applicants to the Doctor of Philosophy in Nursing, effective for the 2022 Winter Session and thereafter.

Respectfully submitted,

Dr. Carol Jaeger, Chair Senate Admissions Committee



Indigenous Transfer Partnership Agreement between The University of British Columbia and snəwəyət leləm Langara College

This Agreement is made effective as of the ____ day of ____, 2022 (the “Effective Date”)

Between:

The University of British Columbia, a corporation continued under the University Act of British Columbia (hereinafter referred to as “**UBC**”)

And:

Langara College “snəwəyət leləm”, a post-secondary learning institution established under the College and Institutes Act of British Columbia (hereinafter referred to as “**Langara**”)

UBC and Langara are referred to in the Agreement individually as a “**Party**” and collectively as the “**Parties**”.

Whereas:

- (a) Indigenous students should have the opportunity to fulfil their educational potential;
- (b) the Parties recognize that Indigenous students may choose different pathways to degrees, and may transition from colleges to universities;
- (c) the Parties piloted the UBC-Langara Aboriginal Transfer Partnership in 2012 (now called the UBC-Langara Indigenous Transfer Partnership) signaling the Parties would work together to improve student transitions between Langara and UBC for Indigenous learners;
- (d) the Parties are committed to continuing the working relationship, based on a shared commitment to support Indigenous student success in education;
- (e) the UBC-Langara Indigenous Transfer Partnership supports UBC’s 2020 Indigenous Strategic Plan, Goal 8, Action 39 that recommends UBC “Strengthen relationships with educational providers and support a comprehensive, multi-pathway approach for transitioning Indigenous students from K-12 or college to undergraduate studies, or from undergraduate studies to graduate studies”;
- (f) the UBC-Langara Indigenous Transfer Partnership also supports the following commitments in Langara’s Strategic Plan 2025:
 - (i) “Langara’s deep and reciprocal relationships with myriad communities and governments will strengthen our ability to provide outstanding learning experiences for our students”;

- (ii) “Langara will deepen our relationship with Musqueam and other Indigenous Nations and communities, and will implement Langara’s first Indigenization strategy;” and
- (iii) “Langara is the college of choice for Lower Mainland Indigenous students, and the employer of choice for Indigenous faculty and staff”; and

(g) the Parties agree to continue to work together to support Indigenous students who choose to transfer from Langara to UBC.

Therefore, the Parties agree as follows:

1.0 Purpose

1.1 The purpose of this Agreement is to identify the roles, responsibilities, and commitments of the Parties relating to the UBC-Langara Indigenous Transfer Partnership.

2.0 Definitions

2.1 For the purpose of this Agreement:

(a) “Indigenous” refers to:

- i. “Aboriginal peoples of Canada” which includes “Indian, Inuit and Métis people of Canada” as outlined in Section 35 of the Constitution Act, 1982;
- ii. individuals without Canadian citizenship but who are members of Indigenous nations of Canada; and
- iii. individuals who are American citizens and who are affiliated with an Indigenous nation that is bisected by the Canada-U.S. border;

(b) “ITP” refers to the UBC-Langara Indigenous Transfer Partnership, an initiative to support the transfer of students from Langara to UBC through specified admission requirements, scholarships and awards. The scope of the ITP is documented in Appendix “A” of this Agreement and shall be reviewed annually;

(c) “ITP Registration Form” is the form attached hereto as Appendix “B” of this Agreement;

(d) “Personal Information” means information about identifiable students registered in the ITP, including but not limited to:

- iv. Langara Student Identification Number;
- v. UBC Student Identification Number;
- vi. Provincial Education Number;
- vii. Full Name;
- viii. Date of Birth;
- ix. Address;
- x. Telephone Number;
- xi. Email Address;
- xii. Langara Transcript Information;
- xiii. UBC Admissions information;

- xiv. Financial Aid Scholarship and Award information relating to the ITP;
- xv. Information contained in the UBC-Langara ITP Registration Form; and

(e) “Steering Committee” refers to the collaborative body established by the Parties that supports the success of the ITP through policy development, strategy development, and evaluation.

3.0 Commitments

Langara’s Commitments:

3.1 Langara agrees to advise Indigenous students enrolled at Langara to determine if and how to apply to the ITP.

3.2 Langara agrees to ensure that students applying for registration in the ITP complete the ITP Registration Form reproduced in Appendix B.

3.3 Langara agrees to provide support services to Indigenous students registered in the ITP to ensure their persistence in the program while at Langara and to facilitate a smooth transition to UBC after completion. Such support services include but are not limited to:

- (a) maintaining accurate public information about the ITP via the Langara website;
- (b) supporting student transitions with learning objectives mutually-agreed by the Parties;
- (c) providing scholarships and awards to eligible Langara students as indicated in Appendix A;
- (d) providing academic advising, career advising and personal counselling;
- (e) providing peer mentorship from currently enrolled Langara students and/or recently graduated students;
- (f) providing Elder support; and
- (g) sharing Personal Information with UBC as required for the administration of the ITP.

UBC’s Commitments:

3.4 UBC agrees to provide support services to Indigenous students who choose to transition to UBC from Langara through the ITP, including but not limited to the following:

- (a) maintaining accurate public information about the ITP via the UBC website;
- (b) providing scholarships and awards to eligible UBC students as indicated in Appendix A;
- (c) sharing Personal Information with Langara as required for the administration of the ITP, including student promotion and graduation information; and
- (d) provide mentorship to students at Langara to support their transition to UBC.

3.5 UBC further agrees:

- (a) to establish, and from time to time revise, after consultation with Langara, specific admission averages and other academic requirements, including course pre-requisites (“**Academic Requirements**”) for each undergraduate program where UBC is willing and able to admit students who have met the requirements of the ITP; and
- (b) to provide Langara with at least six (6) months’ notice of the establishment or revision of Academic Requirements.

3.6 Subject to section 3.7, UBC further agrees that where Academic Requirements are established or revised under section 3.5, students who are already registered in the ITP shall be given the option of meeting the requirements that were in effect when they first registered at Langara or of meeting the newly established or revised requirements.

3.7 If a student registered in the ITP has taken more than 10 years to complete the full or part time program at Langara, UBC may require this student to comply with current Academic Requirements.

Mutual Commitments:

3.8 The Parties agree that this Agreement only applies to those programs and those faculties of UBC as determined by UBC and as communicated to Langara.

3.9 The Parties agree to establish a Steering Committee and to provide the committee with the necessary resources to support its work.

3.10 The Parties agree to jointly develop and implement a student recruitment and communication plan for the ITP.

3.11 The Parties agree to collaborate and jointly support events and activities to promote the ITP and the successful transition of Langara students to UBC. Such activities and events may include but are not limited to: providing information sessions for students who are considering applying to the ITP; co-hosting an honouring feast for transferring students; coordinating a mentorship program.

4.0 Review

4.1 The Steering Committee will review the Agreement at a minimum on an annual basis.

5.0 Dispute Resolution

5.1 In the event of a dispute between the Parties arising out of this Agreement, the Parties agree to designate representatives to meet, negotiate in good faith, and attempt to resolve the dispute amicably.

6.0 Personal Information

6.1 The Parties agree that all Personal Information provided by a Party to the other Party under the Agreement is subject to the *Freedom of information and Protection of Privacy Act* of British Columbia ("**FIPPA**"). Each Party warrants that the Party and its employees and designee(s) will adhere to and comply with all applicable laws and regulations regarding the collection, use, disclosure and protection of the Personal Information, including but not limited to FIPPA, the University Act of British Columbia and the College and Institute Act of British Columbia.

6.2 The Parties agree that they will only share Personal Information as required for the continued support and growth of the ITP program.

6.3 The Parties agree that they will protect the Personal Information by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or disposal.

6.4 The Parties agree that they will make every reasonable effort to ensure that the Personal Information is accurate and complete.

7.0 Term

7.1 The term of this Agreement commences on the Effective Date and expires 5 years thereafter unless terminated earlier by one Party giving the other Party at least thirty (30) calendar days written notice.

7.2 The Parties may renew this Agreement for a further five-year term by providing written notice no less than sixty (60) days of their intent to do so.

7.3 All terms in this Agreement which require performance by the Parties after the termination or expiration of this Agreement, will remain in force despite this Agreement's termination or expiration.

8.0 Amendment

8.1 Subject to sections 8.2 and 8.3, this Agreement may only be amended by the authorized signatories of each Party.

8.2 UBC may make amendments to the Eligible Programs and UBC Admissions Requirements in Appendix A provided that these amendments do not conflict with the requirements of this Agreement.

8.3 The Steering Committee may make amendments to the ITP Registration Form in Appendix B provided that these amendments do not conflict with the requirements of this Agreement.

9.0 General

9.1 Nothing contained in this Agreement will be construed or deemed to authorize one Party to act as agent for the other, and neither Party will contract, agree or make any commitment, representation or warranty which binds the other Party, or otherwise do any act in the name of, or purport to act on behalf of, the other Party.

9.2 Nothing in this Agreement shall be deemed in any way or for any purpose to constitute the Parties partners in the conduct of any business.

9.3 The name, crests and logos of each Party (the "**Marks**") are the intellectual property of that Institution, and may not be used without that Institution's express written permission for each specific usage. Each Party will obtain the other Party's consent prior to using the other Party's Marks in any advertising or public relations materials.

9.4 Each Party to this Agreement remains solely responsible for its rules governing academic procedures and for its academic standards and nothing in this Agreement precludes either Party from changing such rules or standards.

9.6 This Agreement may be executed in counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument.

The undersigned represent and warrant they are authorized to bind their respective Party to this Agreement.

The University of British Columbia**snəwəyət leləm Langara College**

Signature

Signature

Name

Name

Title

Title

Date

Date**The University of British Columbia**

Signature

Name

Title

Date

Appendix A: Scope of Indigenous Transfer Partnership

ELIGIBLE PROGRAMS AND UBC ADMISSIONS REQUIREMENTS:

The following programs are eligible for transfer pathways from Langara to UBC under this Agreement. Any additional programs will come forward to Steering Committee for consideration.

Langara is currently in the process of developing an Indigenous Admissions Policy. Details of this will be added to the Appendix when they are formalized.

Aboriginal Admissions Policy

UBC invites all qualified Canadian Indigenous students to apply to the University's various faculties, schools, and degrees. If you meet the general admission and degree-specific requirements, and the competitive average required for your degree of choice, you will be directly admissible to that degree on UBC's Okanagan or Vancouver campuses. Most Indigenous students are admitted based on their competitive average. For students who are not admitted under the standard admission process, UBC has adopted an Aboriginal Admission Policy.

This policy allows UBC to consider you for admission to a degree if you have satisfied the general admission and degree-specific requirements, but you have not met your degree's competitive average. UBC may consider your history, cultural knowledge, work experience, educational goals, and other achievements in determining your admissibility.

To be considered through the Aboriginal Admission Policy, you must self-identify as First Nations, Metis or Inuit in Canada and self-identify as an Aboriginal person in the online application to UBC.

Arts

- Complete a minimum of 24 transferrable credits, at least 18 of which must be from Langara.
- Achieve a GPA of 2.67 or higher on your 24 most recent transferable credits attempted, including courses you've failed or re-taken. If you've attempted more than 24 transferable credits, your average will be based on your 30 most recent transferable credits. If the competitive GPA is lower than 2.67 in a given year, you'll be evaluated against the lower average.
- Complete the Writing Component (WRDS 150, ENGL 100, or equivalent) with a final grade of C+ (2.33 on the Langara grading scale) or higher.

Commerce

- Complete the required courses for Year 2 or Year 3 entry (link)
- Achieve a GPA of 2.67 or higher on your most recent transferable credits attempted, including courses you've failed or re-taken. If the competitive GPA is lower than 2.67 in a given year, you'll be evaluated against the lower average.

- Achieve a GPA of 2.67 or higher in all attempts at core courses in your year of entry:
 - Year 2 Entry: All transferrable Economic and English courses, plus required Math (Differential Calculus) courses.
 - Year 3 Entry: All transferable Commerce-equivalent courses
- Submit a BCom Personal Profile
- Record a BCom Video Interview

Engineering (Applied Science)

- Complete the Engineering Transfer Program ([link](#)) with a GPA of 2.8 or higher.
- Complete the Engineering Transfer Program within a 24-month period ending no later than April 30 in the same year as your September start at UBC

Forestry

- Complete at least 30 credits and no more than 60 credits.
- Achieve a GPA of 2.20 or higher on your 30 most recent transferable credits attempted, including courses you've failed or re-taken.
- Complete high school prerequisites or the equivalent in approved university-transferable coursework.

Kinesiology

- Complete at least 24 transferable credits.
- Achieve an academic average of 2.67 or higher on your 30 most transferable credits attempted, including courses you've failed or re-taken. If the competitive GPA is lower than 2.67 in a given year, you'll be evaluated against the lower average.
- Complete high school prerequisites or the equivalent in approved university-transferable coursework.

Land and Food Systems

- Complete at least 30 credits, and no more than 60 credits, within the last four years. If you've completed 24 credits or more of the prescribed first-year requirements (excluding LFS 100), you may be eligible for second-year standing.
- Achieve a GPA of 2.20 or higher on your 30 most recent transferable credits attempted, including courses you've failed or re-taken.
- Complete high school prerequisites or the equivalent in approved university-transferable coursework.

Science

- Complete at least 48 credits and no more than 60 credits.
- Achieve a GPA of 2.67 or higher on your 30 most recent transferable credits attempted, including courses you've failed or retaken.
- Complete high school pre-requisites or the equivalent in approved university-transferable coursework.
- Complete MATH 100 or equivalent.

AWARDS AND SCHOLARSHIPS

The following awards are available for eligible transfer program participants and are adjudicated in September of every year:

Indigenous Transfer Award:

If you are an Indigenous student of Canada who is pursuing an undergraduate degree at UBC in the Faculty of Applied Science (Engineering), the Faculty of Arts, the Faculty of Forestry, the Faculty of Kinesiology, the Faculty of Land and Food Systems, the Faculty of Science, or the UBC Sauder School of Business, there are awards ranging in value from \$1,500 to \$2,500 available from UBC.

To be eligible, you must:

- Have transferred to UBC via the UBC-Langara Indigenous Transfer Partnership; and
- Demonstrate academic achievement and community engagement.

All eligible candidates will be automatically considered.

Indigenous Transfer Scholarship:

If you are an Indigenous student of Canada who is transferring from Langara to UBC to pursue an undergraduate degree in the Faculty of Applied Science (Engineering), the Faculty of Arts, the Faculty of Forestry, the Faculty of Kinesiology, the Faculty of Land and Food Systems, the Faculty of Science, or the UBC Sauder School of Business, there are \$2,500 entrance scholarships available from UBC.

To be eligible, you must:

- Meet UBC's admission requirements under the UBC-Langara Indigenous Transfer Partnership;
- Have a B+ average (3.33 on the Langara grade scale) or higher when you are admitted to UBC; and
- Register in a minimum of 24 credits during your first Winter Session at UBC.

All eligible candidates will be automatically considered

UBC Centennial Scholars Entrance Award

If you are an academically qualified student who would be unable to attend UBC without significant financial assistance, you could be eligible for a one-time or renewable award (up to \$40,000 over four years) or a full-ride award for the full cost of your degree and living expenses (up to \$80,000 over four years).

TRANSITION SUPPORT:

The following opportunities will be made available to students who are participating in the ITP. UBC and Langara will collaborate where needed to ensure new and innovative programming is added as needed.

UBC Information and Advising Sessions

- The UBC Community Liaison Manager will visit the Langara Centre for Indigenous Education Services along with the UBC Transfer Credit Manager and relevant faculty advisors to ensure transfer program participants are able to connect with key UBC contacts.
- Sessions will also include application support for any supplemental submissions that are required by the target faculty.

UBC Indigenous Campus Tour

- The UBC Community Liaison Manager is available to set up virtual or in-person campus tours for students before they transfer.

Event Attendance

- Students who register at Langara to participate in the Transfer Program are encouraged and welcomed to attend events at UBC at the Longhouse and can be signed up for the Talking Stick newsletter.

Mentorship Program

- Students who transfer from Langara to UBC as part of this program will be paired with a Mentor who has transferred from Langara to UBC in previous years.

Graduation Celebration

- UBC and Langara will collaborate on an event to celebrate students who are graduating from UBC who have participated in the Transfer Program.

Langara Information and Advising Sessions

- Langara's Indigenous Student Recruitment Coordinator in partnership with Indigenous Counselling staff will provide support to prospective students in regards to academic advising, admissions criteria, counselling services, and any aspect related to the matriculation process.
- Langara will work with UBC on setting up events related to the recruitment of Indigenous learners into the Indigenous Transfer Program.

Langara Indigenous Support Services

- Langara will support students registered in the Indigenous Transfer Program to access services, supports, and events at UBC.
- Langara will provide Elder supports, cultural supports, academic supports, learning strategist supports and other services that are identified by Indigenous communities and students.

Appendix B: ITP Registration Form

Location of Registration Form:

The ITP Registration Form will be posted at <https://langara.ca/student-services/indigenous-services/pdfs/ubc-atp-registration-form.pdf> or another easily accessible page on the Langara website.

Wording of Registration Form:

The ITP Registration Form will be worded as follows:

The UBC-Langara Indigenous Transfer Partnership (ITP) is an initiative that supports the transfer of First Nations, Métis, and Inuit students from Langara College to the University of British Columbia (UBC – Vancouver campus) in a variety of selected faculties. Learn more at: you.ubc.ca/applying-ubc/university-college-transfer/aboriginal-transfer-partnership.

STUDENT INFORMATION

LAST NAME		FIRST NAME	
<input type="text"/>		<input type="text"/>	
LANGARA ID		DATE OF BIRTH	
<input type="text"/>		<input type="text"/>	
(MM/DD/YYYY) ADDRESS			
<input type="text"/>			
CITY	PROVINCE	POSTAL CODE	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
EMAIL		PHONE NO.	
<input type="text"/>		<input type="text"/>	
LANGARA PROGRAM		START DATE	
<input type="text"/>		<input type="text"/>	

UBC FACULTY OF INTEREST (PLEASE CHECK ALL BOXES THAT APPLY)

☐ Arts ☐ Commerce ☐ Land & Food Systems ☐ Science ☐ Kinesiology ☐ Engineering ☐ Forestry

*Students who are interested in pursuing medicine, law, or graduate studies are encouraged to discuss this in the transition plan meeting with a member of the IGS team.

For the purposes of this application and admission to UBC/Langara, and in accordance with the Constitution Act, 1982, Part II, Section 35(2), being Schedule B to the Canada Act 1982 (U.K.), 1982, c. 11, an Indigenous applicant is an Indian, Inuit, or Métis person of Canada.

DO YOU IDENTIFY YOURSELF AS AN INDIGENOUS PERSON IN CANADA?

☐ Yes ☐ No

COMMUNITY (IF KNOWN)

CONSENT FOR RELEASE OF INFORMATION: I understand that the Indigenous Transfer Partnership ("ITP") is a joint program of Langara College and UBC. I consent to Langara College and UBC sharing my personal information as required for the purpose of the ITP, including course information, financial award and scholarship information relating to the ITP, information related to my ITP and UBC application, and other information related to ITP activity. This information is to be used for the continued support and growth of Langara and UBC Indigenous students registered in the ITP program. I understand that Langara College and UBC collect my personal information under the authority of section 26(c) of the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). For questions about the collection, use and disclosure of my personal information in the ITP, I will contact the Langara College Registrar of Enrollment Services at 604.323.5225 or the UBC Registrar at 604 822 2951.

SIGNATURE

DATE

MEMORANDUM OF AGREEMENT**BETWEEN:****THE UNIVERSITY OF BRITISH COLUMBIA****("UBC")****AND:****THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA****("UNBC")****(collectively the "Institutions")****WHEREAS:**

1. The Ministries of Health and Advanced Education & Skills Training are providing funding to develop the UBC Faculty of Medicine ("FoM") Master of Occupational Therapy – Northern ("MOT-N") program, a fully distributed academic program of the UBC Master of Occupational Therapy ("MOT") program – to increase recruitment and retention of occupational therapists in northern and rural areas of BC; and
2. The MOT-N program will operate out of UNBC facilities to allow MOT-N students to complete their academic education and the majority of their clinical education in northern and rural communities; and
3. The FoM Northern Medical Program ("NMP") and FoM Master of Physical Therapy – Northern program currently operate out of UNBC subject to a separate Affiliation Agreement and Memorandum of Agreement, respectively, between the Institutions.

THEREFORE, the Institutions hereby agree to the following:**1.0 UNIVERSITY AND ACCREDITATION APPROVALS**

- 1.1 The Institutions wish to begin the MOT-N program in August 2022 with 16 seats in the program.
- 1.2 The establishment of the MOT-N program is contingent upon accreditation by the Academic Credentialing Council of the Canadian Association of Occupational Therapists

("CAOT") as a distributed education site of the UBC MOT program. In the event the MOT-N is not accredited as a distributed education site of the UBC MOT program, the MOT-N program will not be established at this time. UBC will diligently seek accreditation from CAOT of the MOT-N as a distributed education site of the UBC MOT program.

- 1.3 In addition, the establishment of the MOT-N program as a distributed education site of the UBC MOT program is contingent upon and subject to the approval of the UBC Senate and authorization by the UBC Board of Governors to the Faculty of Medicine to increase enrollment of Occupational Therapy students from the *current 64 students per year on the UBC-V campus to 64 students per year on the UBC-V campus plus 16 students per year in the MOT-N program located at the UNBC campus.*
- 1.4 The establishment of the MOT-N program as a distributed education site of the UBC MOT program is contingent upon and subject to the approval of UNBC Senate and authorization of the UNBC Board of Governors.
- 1.5 The Institutions agree to diligently seek approval of the respective Senate bodies and Boards of Governance to establish the MOT-N program. In the event approval is not granted by one or more governing bodies the MOT-N program will not be established at this time.

2.0 GOVERNANCE STRUCTURE

- 2.1 The NMP, the MPT-N and the MOT-N program are autonomous programs that will share resources essential to the success of the MOT-N program.
- 2.2 The MOT-N program, as part of the accredited UBC MOT program, is under the direction and leadership of the Head, UBC Department of Occupational Therapy who reports to the Dean, FoM, and reports to the Executive Associate Dean, Education, FoM ("EADE") for education matters.
- 2.3 The MOT-N program falls within the portfolio of the UBC FoM Regional Associate Dean, Northern BC / Associate Vice President, Division of Medical Sciences, UNBC ("RAD/AVP-DMS") who is responsible for providing strategic regional leadership for the FoM. The RAD/AVP-DMS will work with the Head of the Department of Occupational Therapy, to facilitate the relationships between the UBC Department of Occupational Therapy, UNBC and the Northern Health Authority ("NHA") on matters related to the MOT-N program.
- 2.4 There will be a designated MOT-N Site Lead, Academic and an MOT-N Site Lead Clinical (collectively "Site Leads"). The Site Leads are the local co-leaders for the MOT-N program. The Site Leads report to the Head of the Department of Occupational Therapy for all academic and clinical matters relating to the MOT-N program.

3.0 FACULTY

- 3.1 Both UBC and UNBC intend that faculty will be recruited at UBC and UNBC to contribute to the MOT-N program. Faculty will hold primary appointments at either UBC or at UNBC while ensuring adherence to the requirements for accreditation of the program.
- 3.2 All UBC faculty appointees will have affiliate faculty appointments at UNBC. All UNBC faculty appointees teaching in the MOT-N program will have affiliate appointments at UBC with clear teaching, educational mission and leadership expectations and performance standards for the UBC Faculty of Medicine.
- 3.3 At UBC, affiliate faculty positions are governed by UBC Policy AP4 “Faculty Term Appointments Without Review”. Further to Policy AP4, the FoM has an Affiliate Faculty Procedure, which outlines the processes for appointment, review and termination and the rights and responsibilities of the FoM and of faculty members appointed at collaborating universities to teach within any UBC distributed educational programs.
- 3.4 The UNBC affiliate faculty appointment is subject to the approval of the UNBC Board of Governors and the UNBC Policy for Affiliate Faculty Appointments.
- 3.5 Initially the program will be staffed with three tenure stream faculty appointees who will be located at the UNBC site. One faculty member will be the MOT-N Site Lead, Academic, and one faculty member will be the MOT-N Site Lead, Clinical. The third faculty member will be a researcher.
- 3.6 The Site Lead, Academic is responsible for the day-to-day operations of the academic portion of the MOT-N program and the MOT-N Site Lead, Clinical is responsible for the management of the clinical education program, which includes ensuring clinical capacity in Occupational therapy for clinical placements in northern and rural communities.
- 3.7 All individuals who teach students in the academic portion of the MOT-N program for 20 hours per year or more must hold and maintain a faculty appointment at UBC. The UBC appointment may be of any type (such as academic part-time, clinical, adjunct, affiliate) and of any rank.
- 3.8 All faculty members who hold either a UBC and/or UNBC appointment and who formally participate in MOT-N program teaching activities are accountable to the Dean of the UBC Faculty of Medicine, through the Department Head, Occupational Science & Occupational Therapy, with respect to their teaching and service contributions to the MOT-N program.
- 3.9 Terms and conditions of employment of faculty members in the MOT-N program who have their primary appointment at UNBC are governed by the collective agreement that UNBC has negotiated with the UNBC Faculty Association (“UNBC Collective Agreement”).
- 3.10 Terms and conditions of employment for UBC faculty members, other than Clinical Faculty members, are governed by the collective agreement between the UBC

Faculty Association and UBC ("UBC Collective Agreement"). UBC faculty members will be paid by UBC, and will receive merit awards and other annual increases as appropriate from UBC. All UBC faculty, including Clinical Faculty appointees, are bound by all UBC and FOM policies.

- 3.11 Terms and conditions of service for UBC Clinical Faculty members are set out in the contract between the Clinical Faculty member and UBC.
- 3.12 The Selection Committee for MOT-N faculty positions will include representation from both UBC and UNBC and the Occupational Therapy community in northern BC.
- 3.13 Faculty members teaching in the MOT-N program, whose primary appointment is at UNBC will be subject to applicable tenure and promotion and merit processes provided by the UNBC Collective Agreement. When an individual holds a primary appointment at UNBC and an affiliate faculty appointment at UBC in the MOT-N program UNBC will request from the Department Head, Occupational Science & Occupational Therapy, a formal review of the educational, service and research contributions of the individual to the MOT-N program on behalf of UBC, and such formal review must be included in UNBC's overall review of the individual in respect of promotion and tenure decisions.
- 3.14 UNBC agrees that all individuals who have affiliate faculty appointments in the UBC Faculty of Medicine and who hold their primary appointment at UNBC will be formally reviewed at least annually for their contribution to the MOT-N program by the UBC Occupational Science and Occupational Therapy Department Head.
- 3.15 When an individual holds a primary appointment at UBC and an affiliate faculty appointment at UNBC in the MOT-N program, UBC will request from the RAD/AVP a formal review on behalf of UNBC of the educational, service and research contributions of the individual to the MOT-N program and such formal review must be included in UBC's overall review of the individual in respect of promotion and tenure decisions.

4.0 STAFFING

- 4.1 UNBC will employ an Administration Manager, IT, Program and Classroom Support and other administration staff required to support the MOT-N program at the UNBC site.
- 4.2 All administrative staff members will be employees of UNBC, whose terms and conditions of employment are governed by UNBC collective agreements and who will be paid by UNBC. UBC will make lump-sum quarterly transfers to UNBC equivalent to the costs associated with wages and benefits for these employees. UBC will pay progression through each salary grade, but UNBC will be responsible for GWI. All UNBC employees are bound by UNBC policies.

- 4.3 Administrative staff members report to the MOT-N Administration Manager, who reports to the Administrative Director, Northern BC (UBC) and Division of Medical Sciences (UNBC), and with a joint functional report to the Head, Department of Occupational Science and Occupational Therapy or their delegate.

5.0 COMMITTEES

- 5.1 Three committees with membership from UBC and UNBC will be established to assist with the development and operation of the MOT-N program.

5.2 Steering Committee

The Steering Committee is a joint institutional advisory committee to the Dean FoM and the Provost and Vice-President Academic, UNBC. The Steering Committee will:

- Provide support, guidance and advice for the MOT-N program including identification of adequate resourcing to implement curricular components.
- Advise the Head of the Department of Occupational Therapy on budget allocation and distribution for the MOT-N program including capital and equipment expenditures. The Head of the Department of Occupational Therapy has authority delegated by the Dean, Faculty of Medicine, over the departmental budget.
- Develop a framework for collaboration between UBC and UNBC to facilitate management of issues and activities involving both Institutions with respect to the MOT-N Program.

5.3 MOT-N Implementation Committee

The Implementation Committee will serve during the period when the MOT-N is being developed, as a temporary advisory body to the Department Head, Occupational Therapy. The committee will advise on the establishment or modification of policies and guidelines governing the operations and processes in the MOT-N within the framework of collaboration developed by the Steering Committee, including but not limited to overall functioning of the MOT-N program, program evaluation, quality assurance, future planning, curriculum and accreditation.

5.4 MOT-N Admissions Committee

The MOT Admissions committee will include representation from the UNBC site. This committee will review applications to the MOT-N program and will provide recommendations for admission.

6.0 ACADEMIC PROGRAM

6.1 UBC is responsible for the academic program for students in the UBC Department of Occupational Science and Occupational Therapy and shall, without limiting the generality of the foregoing:

- be responsible for and have authority over the curriculum of studies for the MOT program in both locations;
- provide adequate schedules to UNBC through appropriate liaison regarding dates of instruction and objectives of placements;
- assign to learning activities only those students who have met the admission and promotion requirements of UBC and who continue to meet those standards;
- assign to learning activities only those students who meet the health requirements of UBC and/or UNBC as appropriate.

6.2 UBC will fulfill all terms required by the Academic Credentialing Council of CAOT to obtain and maintain the accreditation of the distributed education site including, but not limited to establishing and maintaining:

- the same educational objectives and equivalent education programs of the UBC MOT program;
- a common curriculum based on same curricular principles, epistemology, pedagogy and objectives;
- a common assessment process, and common policies for the determination of grades;
- identical course duration or clinical placement length, unless a compelling reason exists for varying the length of the experience.
- a single educational track for MOT and MOT-N students

6.3 As curriculum changes and develops, the curriculum will continue to be common across geographic sites by means of the implementation of all substantial changes at each geographic site. The MOT-N program and the MOT program will each reflect the distinctive geographic and community context in which it is delivered. Such distinctiveness will be expressed through the type or background of the patients who are involved in the curriculum, characteristics of facilities where clinical placement sites are developed and the particular flavor of the socio-economic issues in the different communities.

6.4 Curriculum and program reports, recommendations and approved changes are developed and considered by the MOT Curriculum Committee. The terms of reference and membership of the MOT curriculum committees will be changed to incorporate representation from the MOT-N program at UNBC, who will participate in program evaluation and curriculum revision.

6.5 MOT program expansion budget resources will be allocated to support the evaluation of the MOT-N program.

6.6 UBC is responsible for assessing the academic performance of all students in the UBC Faculty of Medicine and determining whether a student should be promoted to the subsequent year(s) of the program.

7.0 PROGRAM REVIEW

7.1 UNBC agrees to participate in all program evaluation activities, including the Canadian Association of Occupational Therapists accreditation processes.

7.2 UBC will share program evaluation indicators of the MOT-N program with UNBC.

7.3 The Institutions will address issues relating to the UBC and UNBC faculty teaching in the MOT-N program that are identified through the program evaluation process, and will participate in ongoing review of such issues.

8.0 CURRICULUM OWNERSHIP

8.1 For the purposes of this Agreement, the "Curriculum" is the plan for student learning that is implemented in the MOT program in accordance with its accreditation requirements. "Content" is comprised of the educational materials that are used by teachers to implement the Curriculum. The Content may include original works of a literary, artistic, or other nature or derivations of such original works.

8.2 The Curriculum and Content, whether or not capable of copyright or other intellectual property protection (including enhancements, compilations and translations), is and will continue to be the sole property of UBC, and UNBC will not assert any right, title, or interest in or to the Curriculum or Content.

9.0 SPACE & EQUIPMENT

9.1 Dedicated space at UNBC is critical for the development of occupational therapy training at UNBC. The space requirements include academic, research and administrative space. Teaching (academic) spaces will be fully equipped with occupational therapy teaching equipment including assessment and treatment kits

and packages, anatomical models, and adaptive supplies and equipment. Teaching space will be video-conferencing enabled for broadcasting and receiving, to allow distribution of the academic program between UBC and UNBC as well as continuing professional development of the local and northern BC occupational therapy community, meetings and student activities. The funds for technology-enabled spaces for the OT program expansion have been identified in the expansion proposal submission to government, and was identified as a separate funding line item and included in the UNBC business case for renovation and equipment in the North. UBC did and will continue take full responsibility for identifying, designing, procuring and implementing the technologies covered under these funding line items. UBC will consult with UNBC's Information Technology managers and where possible, align standards and approaches with UNBC practices so long as full interoperability with UBC provincial systems is maintained. UBC's management of the technology-enabled learning portion of these funding lines will ensure that the systems implemented are fully compatible with the existing UBC provincial AV/IT technology infrastructure. Ongoing support of the equipment will be provided according to UBC's standards in order to ensure full interoperability with UBC provincial systems.

- 9.2 UBC will directly manage the disbursement of the technology-enabled learning portion of these funding lines and will procure all required technology goods and services and transfer costs through to UNBC without markup. UBC will leverage existing standing offers for procurement when appropriate. UBC will invoice UNBC for costs incurred at a minimum of once per year with more frequent invoices if required. Ownership of the technology systems as implemented will reside with UNBC and UNBC will renew the equipment in order to maintain full compatibility with the existing UBC provincial AV/IT technology infrastructure. Funds for renewal will be included in the MOT-N annual operating budget. UBC's current standard for renewal of video conference equipment is to renew every eight years.
- 9.3 UNBC agrees to provide for the MOT-N program access to existing suitable student facilities, cafeteria and other facilities for faculty members, affiliate faculty members, students and staff that are equivalent to those provided for UNBC faculty members, students and staff.
- 9.4 UNBC agrees to provide reasonable access to such institutional and administrative areas of the Dr Donald Rix Northern Health Sciences Centre academic areas as are selected by UNBC and UBC for learning activities of MOT-N students, or for their orientation and professional development. In addition to dedicated space, the MOT-N program will, in a spirit of collaboration, share existing and future NMP resources, including lecture theatres and PBL rooms.
- 9.5 Equipment (teaching, research) is also an integral part of the MOT training program at UNBC. Equipment needs are expected to evolve over time. Significant equipment purchases will be endorsed by the Northern Steering Committee and purchase recommended as part of the annual operating budget of the MOT-N program.

Equipment for the MOT-N program will be specified by the MOT program and will be installed, maintained, inventoried and insured by UNBC. The MOT-N program will have priority use, but in a spirit of collaboration, will allow other uses based on available capacity.

10.0 FINANCE

- 10.1 UBC and UNBC recognize that funding for the MOT Program (including the MOT-N program) is provided annually by the Province of British Columbia to UBC.
- 10.2 The Head of the Department of Occupational Science and Occupational Therapy is responsible for the budget, and will consult with the Steering Committee. UBC Department of Occupational Science and Occupational Therapy is responsible for transferring funds to UNBC on a quarterly basis to provide the annual operating budget for the MOT-N program. Signing authority will be granted to MOT-N Site Lead, Academic, the MOT-N Site Lead, Clinical and the Administrative Director (Northern BC and DMS) for varying amounts, according to UBC financial policy if UBC employees, or UNBC financial policy, if UNBC employees. The RAD/AVP-DMS, UNBC will provide the one-over signing authority at UNBC.
- 10.3 The MOT-N Administration Manager is responsible for managing day-to-day financial processing. The MOT-N Administration Manager is responsible for the financial reporting to the Department of Occupational Science and Occupational Therapy, minimally on a quarterly basis.
- 10.4 There may be opportunities for joint fundraising between UNBC and UBC for the MOT-N program. The UNBC and UBC FoM Development Offices will work in collaboration with the Northern Steering Committee to establish guidelines for fundraising and to pursue fundraising initiatives deemed important by both organizations.

11.0 STUDENT SERVICES

- 11.1 MOT-N students will be registered as UBC students in the same manner as other UBC students and will have full access to campus, library and athletic recreational resources at UBC, as well as financial, counseling and academic support services from UBC, regardless of their geographic site. MOT-N students are subject to all UBC and FoM policies and procedures.
- 11.2 UNBC will confer affiliate UNBC student status on MOT-N Students entitling them to all academic and campus services afforded to UNBC students.

11.3 UNBC's policies respecting campus conduct, campus activities and access to campus resources will govern MOT-N students when they are on UNBC campus.

11.4 Student fees (outside of tuition and program fees) are quoted for students remaining at the Point Grey site for the 2 years of their education but can be considered an estimate of fees for those students in the MOT-N program. Students in the MOT-N program will be charged the respective UNBC student fees and will either be exempt from or compensated for the UBC student fees from which they will not benefit. MOT-N students will have access to student representation and services (i.e. UNBC student society, health services, athletics) at UNBC. All student fees will be collected by UBC.

12.0 COMMUNICATIONS

12.1 The website is an important service for student recruitment and support. UNBC and UBC agree to use the following wording of both websites – "MOT-N program – a collaboration between UBC and UNBC". Posting of MOT-N program information on either website will be vetted by the Head, Department of Occupational Science and Occupational Therapy and the Associate Vice President, Northern Medical Program, UNBC, prior to posting.

12.2 Press releases and media relations are a joint responsibility. The pertinent Departments at UBC and UNBC are expected to work collaboratively with each other.

13.0 TERM AND TERMINATION

13.1 This Agreement will come into effect upon execution and will continue to be in effect unless terminated in accordance with this Agreement.

13.2 The Institutions agree to engage in a joint review of the Agreement after the program has been in effect for eighteen (18) months.

13.3 The parties may amend this Agreement by mutual agreement at any time. No amendment or modification to this Agreement will be effective unless it is in writing and duly executed by the parties.

13.4 Either Institution may terminate the Agreement at any time on the provision of at least six (6) months' written notice to the other Institution. On the provision of notice under this section the Institutions shall cease recruitment and admissions activities in the MOT-N Program.

13.5 Despite termination of the Agreement the Institutions agree to continue to provide training as contemplated in this Agreement for a period of a maximum of 25 months to any MOT-N cohort students actively engaged in training at the time of termination.

13.6 Upon termination, the Agreement shall be of no further force or effect except that neither party shall be released from any obligation that has accrued up to the

date of termination including the obligation to continue to provide training as described above.

13.7 Notice of termination shall be in writing and shall be deemed to have been duly given and received either (a) on the day of delivery, if delivered to the receiving party at:

If to UBC, to:

The University of British Columbia
6328 Memorial Road
Vancouver, British Columbia
V6T 1Z2
Attention: The President
Facsimile: (604) 822-5055

And:

The University of British Columbia
2194 Health Sciences Mall
Vancouver, British Columbia
V6T 1Z3
Attention: Dean, Faculty of Medicine
Facsimile: (604) 822-8017

If to UNBC, to:

University of Northern British Columbia
3333 University Way
Prince George, British Columbia
V2N 4Z9
Attention: The President
Facsimile: (250) 960-7301

or such other address as each party may designate in writing to the other party for this purpose.

IN WITNESS WHEREOF, Parties hereto caused Agreement to be signed by their proper officers duly authorized their behalf.

SIGNED FOR ON BEHALF OF THE UNIVERSITY OF BRITISH COLUMBIA	SIGNED FOR ON BEHALF OF THE UNIVERSITY OF BRITISH COLUMBIA
By: Title: Date:	By: Title: Date:
SIGNED FOR ON BEHALF OF THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA	SIGNED FOR ON BEHALF OF THE UNIVERSITY OF NORTHERN BRITISH COLUMBIA
By: Title: Date:	By: Title: Date:

UBC Admissions Proposal Form

<p>Faculty: Medicine Department: MD Admissions Faculty Approval Date: 11/09/21 Effective Session (W or S): W Effective Academic Year: 2022/23</p>	<p>Date: October, 8, 2021 Contact Person: Dr. Shahin Shirzad Phone: 604-822-6209 Email: shahin.shirzad@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Selection Process</p> <p>The entering class is limited to 288 full-time students. The number of qualified applicants significantly exceeds the number of available positions. Therefore, not every qualified applicant will be offered admission. Admission is based on a selection process which strives to enrol the most highly qualified applicants who will be evaluated on the following criteria:</p> <p>....</p> <p>6. Essay by Canadian Indigenous (Status Indians, Non-Status Indians, Métis, or Inuit) candidates who are applying to the Indigenous Stream; or essay by candidates self-identifying as Black who are applying to the Black Student MD Admissions Stream.</p> <p>Black Student MD Admissions Stream</p> <p>The Faculty of Medicine welcomes applications from qualified applicants who self-identify as Black. Black applicants can apply either to the general admission stream or through the Black Student MD</p>	<p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,374,340</p> <p>Present Calendar Entry:</p> <p>Selection Process</p> <p>The entering class is limited to 288 full-time students. The number of qualified applicants significantly exceeds the number of available positions. Therefore, not every qualified applicant will be offered admission. Admission is based on a selection process which strives to enrol the most highly qualified applicants who will be evaluated on the following criteria:</p> <p>....</p> <p>6. Essay by Canadian Indigenous (Status Indians, Non-Status Indians, Métis, or Inuit) candidates who are applying to the Indigenous Stream.</p>

<p>Admissions Stream. Applicants who self-identify as Black will be considered under the Black student admission process as well as under the general admission process.</p> <p>If you wish to apply to the Black Student MD Admissions Stream, you will be required to self-identify as Black and write an essay which will be reviewed by the Black Student MD Admissions Stream Subcommittee. Applicants supported through this stream will have Black evaluators participate in the assessment of their application. Please email the MD Admissions Office for further information</p>	<p>Type of Action:</p> <p>New MD Admissions Application Stream</p> <p>Rationale for Proposed Change:</p> <p>This stream is necessary to help address long-standing underrepresentation of Black medical students in the MD Undergraduate Program and within the physician population in BC. It acknowledges the multifaceted effects of systemic racism on the Black population and helps ensure more equitable access to medical school education..</p> <p>A Black Student MD Admissions Stream Subcommittee (Subcommittee) will be formed to support this pathway. Membership will represent stakeholders in Black medical student education from across B.C., and will be chaired by the Assistant Dean, MD Admissions.</p> <p>Stream/Pathway applicants are required to meet all standard application requirements. Additionally, applicants will be required to self-identify as Black in the application, and write an essay/personal statement, highlighting why they have chosen apply through this application stream. The essay will be reviewed by the Black Student MD Admissions Stream Subcommittee and applicants must receive Subcommittee support to move forward via this specific admissions stream.</p> <p>Student support will be offered through combined efforts of the MD Admissions Office and Student Affairs, Undergraduate Medical Education. This admissions stream will be reevaluated by the Black Student MD Admissions Stream Subcommittee within two years of implementation.</p>
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UBC Admissions Proposal Form Admission Requirements

Faculty: UBC Vantage College Department: Faculty Approval Date: Oct 15th, 2021 Effective Session: W Year for Change: 2022	Date: Contact Person: Dr. Joanne Fox Phone: 604-827-0339 Email: joanne.fox@ubc.ca
<p>URL for Calendar http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,307,943,0</p> <p><u>Homepage Faculties, Colleges, and Schools UBC Vantage College Program Requirements</u></p> <p>Proposed Calendar Entry: <i>Program Requirements</i></p> <p>Students are required to take courses designed to prepare them for entry to participating undergraduate degree programs and UBC Vantage College reserves the right to limit student enrolment accordingly. Specific course requirements will be set out by the College from time to time and will be adjusted to synchronize with undergraduate degree program first-year curricula. With permission of the College, students may take up to 6 credits of 100-level UBC coursework not included in their 11-month Vantage One Program.</p> <p>UBC Vantage One Programs</p> <p>Vantage One Arts</p> <p>Admission to the Vantage One Arts Program is suspended until further notice.</p> <p>Students must complete:</p> <ul style="list-style-type: none"> • A minimum of 18 credits of the following paired courses: <ul style="list-style-type: none"> GEOG 121 and GEOG 122; HIST 104 and HIST 105; POLI 100 and POLI 101; PSYC 101 and PSYC 102; SOCI 101 and SOCI 102; • ASTU 204A¹ • LLED 200² • VANT 140² 	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,307,943,0</p> <p><u>Homepage Faculties, Colleges, and Schools UBC Vantage College Program Requirements</u></p> <p>Present Calendar Entry: <i>Program Requirements</i></p> <p>Students are required to take courses designed to prepare them for entry to participating undergraduate degree programs and UBC Vantage College reserves the right to limit student enrolment accordingly. Specific course requirements will be set out by the College from time to time and will be adjusted to synchronize with undergraduate degree program first-year curricula. With permission of the College, students may take up to 6 credits of 100-level UBC coursework not included in their 11-month Vantage One Program.</p> <p>UBC Vantage One Programs</p> <p>Vantage One Arts</p> <p>Students must complete:</p> <ul style="list-style-type: none"> • A minimum of 18 credits of the following paired courses: <ul style="list-style-type: none"> GEOG 121 and GEOG 122; HIST 104 and HIST 105; POLI 100 and POLI 101; PSYC 101 and PSYC 102; SOCI 101 and SOCI 102; • ASTU 204A¹ • LLED 200² • VANT 140² • VANT 148 and VANT 149 • WRDS 150

<ul style="list-style-type: none"> • VANT 148 and VANT 149 • WRDS 150 • Elective³ <p><i>Total Credits</i></p> <p>¹ ASTU 204A is a temporary course prefix and number; a new course proposal is being prepared.</p> <p>² Credits will not count toward requirements for a Bachelor of Arts degree at UBC.</p> <p>³ In consultation with UBC Vantage College program advisors, students select a 3-credit Arts elective course.</p>	<ul style="list-style-type: none"> • Elective³ <p><i>Total Credits</i></p> <p>¹ ASTU 204A is a temporary course prefix and number; a new course proposal is being prepared.</p> <p>² Credits will not count toward requirements for a Bachelor of Arts degree at UBC.</p> <p>³ In consultation with UBC Vantage College program advisors, students select a 3-credit Arts elective course.</p>
<p>URL for Calendar http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,309,0,0</p> <p>Homepage Admissions Applicants to Vantage College</p> <p>Proposed Calendar Entry:</p> <p><i>Applicants to Vantage College</i></p> <p>Applicants apply to UBC Vantage College via an online application form. The fundamental principles governing admission to UBC Vantage College are the mandate to diversify the international student population and the capacity of the student to matriculate into a UBC degree program.</p> <p>All applicants to UBC Vantage College must demonstrate.</p> <ul style="list-style-type: none"> • a minimum level of English proficiency as indicated in the English Language requirement section. • a suitable level of academic proficiency in the senior level of secondary school study in their domestic curriculum equivalent to having at least a 70% average in the BC/Yukon Secondary School curriculum. <p>Admission to the UBC Vantage College Arts Program is suspended until further notice.</p> <p>Further, students applying to the Engineering stream in the Vantage Program must have completed:</p> <ul style="list-style-type: none"> • senior-level Mathematics (Pre-Calculus) • senior-level Chemistry • senior-level Physics <p>Further, students applying to the Management stream in the Vantage Program must have completed:</p> <p>Admission to the UBC Vantage College Management Program is suspended until further notice.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,309,0,0</p> <p>Homepage Admissions Applicants to Vantage College</p> <p>Present Calendar Entry:</p> <p><i>Applicants to Vantage College</i></p> <p>Applicants apply to UBC Vantage College via an online application form. The fundamental principles governing admission to UBC Vantage College are the mandate to diversify the international student population and the capacity of the student to matriculate into a UBC degree program.</p> <p>All applicants to UBC Vantage College must demonstrate.</p> <ul style="list-style-type: none"> • a minimum level of English proficiency as indicated in the English Language requirement section. • a suitable level of academic proficiency in the senior level of secondary school study in their domestic curriculum equivalent to having at least a 70% average in the BC/Yukon Secondary School curriculum. <p>Further, students applying to the Engineering stream in the Vantage Program must have completed:</p> <ul style="list-style-type: none"> • senior-level Mathematics (Pre-Calculus) • senior-level Chemistry • senior-level Physics <p>Further, students applying to the Management stream in the Vantage Program must have completed:</p> <p>Admission to the UBC Vantage College Management Stream is suspended until further notice.</p> <ul style="list-style-type: none"> • senior-level Mathematics (Pre-Calculus)

THE UNIVERSITY OF BRITISH COLUMBIA

<p>notice.</p> <ul style="list-style-type: none"> senior-level Mathematics (Pre-Calculus) <p>Further, students applying to the Science stream in the Vantage Program must have completed:</p> <ul style="list-style-type: none"> senior-level Mathematics (Pre-Calculus), with a minimum grade of 68% (or nearest equivalent on other grading scales) Grade 11 Chemistry and Physics or equivalents to BC/Yukon school curriculum <p>Due to receipt of more qualified applicants than there are spaces available, a higher admission average may be required. Applicants will be assessed for admission based on the following criteria:</p> <ul style="list-style-type: none"> academic performance in secondary school secondary school curriculum and coursework level of English language preparation <p>The UBC Vantage College admissions committee may seek additional information relevant to the applicant's background such as, for example, an applicant's personal statement of academic experience and aspirations.</p> <p>The Principal of UBC Vantage College has the right to make case-by-case admission decisions on behalf of the College. The College reserves the right to determine whether or not a student is eligible for admission.</p> <p>Many students will be admitted on the basis of interim grades to ensure that offers of admission meet the needs of both the applicant and the university for timely decision-making. Students who are admitted on interim grades and whose final grades drop below the final competitive admission average may be contacted by the College and required to participate in support programs to facilitate academic success or have their offers of admission withdrawn at the discretion of the College.</p>	<p>Further, students applying to the Science stream in the Vantage Program must have completed:</p> <ul style="list-style-type: none"> senior-level Mathematics (Pre-Calculus), with a minimum grade of 68% (or nearest equivalent on other grading scales) Grade 11 Chemistry and Physics or equivalents to BC/Yukon school curriculum <p>Due to receipt of more qualified applicants than there are spaces available, a higher admission average may be required. Applicants will be assessed for admission based on the following criteria:</p> <ul style="list-style-type: none"> academic performance in secondary school secondary school curriculum and coursework level of English language preparation <p>The UBC Vantage College admissions committee may seek additional information relevant to the applicant's background such as, for example, an applicant's personal statement of academic experience and aspirations.</p> <p>The Principal of UBC Vantage College has the right to make case-by-case admission decisions on behalf of the College. The College reserves the right to determine whether or not a student is eligible for admission.</p> <p>Many students will be admitted on the basis of interim grades to ensure that offers of admission meet the needs of both the applicant and the university for timely decision-making. Students who are admitted on interim grades and whose final grades drop below the final competitive admission average may be contacted by the College and required to participate in support programs to facilitate academic success or have their offers of admission withdrawn at the discretion of the College.</p> <hr/> <p>Type of Action: Add calendar notification in two places regarding suspension of admissions to Vantage One Arts program.</p> <p>One typographical error has been corrected in the existing notice regarding suspension of admissions to the Vantage One Management program.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

	<p>Rationale:</p> <p>Vantage One Arts enrolment targets have been shifted into the Faculty of Arts. Starting in 2021, admissions to the Vantage One Arts program will be suspended.</p> <p>The Faculty of Arts was an early and vocal supporter of Vantage College. The Vantage One programs, offered by the College are specially-designed pathways for academically outstanding international students, who do not yet meet the English language admission requirements for direct Faculty entry. In the past five years, the Vantage One Arts program has enrolled 760 students, who will graduate with their Bachelor of Arts degrees from over 100+ different programs in the Faculty of Arts.</p> <p>International student demand for undergraduate programs in the Faculty of Arts is greater than ever, with the Bachelor of Arts program at UBC having seen yearly growth in its prospective international student applicant pool.</p> <p>Given the greater demand by international students directly to Arts, the Faculty of Arts has decided to gradually decrease enrolment in the Vantage One Arts program over the next three years. Three cohorts of ~75 students were accepted into the Vantage One Arts program in 2019, two cohorts of students were accepted into the Vantage One Arts program in 2020, and one cohort of students was accepted in 2021. These international student spaces were shifted into the overall admissions for the Faculty of Arts. Starting in 2021, admissions to the Vantage One Arts program will be suspended.</p> <p>At the same time, the Faculty of Arts is committed to increasing investments in supporting international students in Arts, particularly with respect to written and</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

	<p>oral/spoken communication and research. To do so, the Faculty of Arts will consult widely and learn from successful initiatives and best practices from across the University, including those implemented by Vantage, to provide early and sustained support for all of our students. Faculty and staff members from Faculty of Arts and Vantage will collaborate to help shape future investments into supporting the success of international students broadly. Our faculty and others in Vantage have engaged in high-quality teaching, and the University continues to fully support the College's participation with Faculties across our two UBC campuses.</p> <p>Faculty and staff members who have been hired in coordination with Faculty of Arts departments and student services units will continue to be valued members of the Faculty of Arts. Best practices and expertise gained from teaching in the Vantage One Arts program will continue to benefit home departments. Faculty members teaching in the Vantage One Arts programs have collaborated in delivering innovative and interdisciplinary approaches for improving teaching and learning, especially with respect to academic English skills, within a wide variety of disciplines in the Faculty of Arts.</p> <p>UBC Vantage College will continue to offer the Vantage One Science program and the Vantage One Engineering programs that are highly successful in attracting and retaining academically successful international students to both the UBC Vancouver and UBC Okanagan campuses. Over the past five years, UBC Vantage College has enrolled over 1700 international students in total. These Vantage students will graduate with UBC degrees from 13 different programs at the UBC Okanagan campus, and 198 different</p>
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	<p>programs across 8 different Faculties at UBC Vancouver campus. From the beginning, UBC Vantage College has always been a place of innovation, and the College will continue to launch new partnerships, e.g., with the World University Services of Canada student refugee program (initiated in 2019) and seek out new opportunities to deliver quality programming for students at UBC.</p>
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UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Applied Sciences Department: School of Nursing Faculty Approval Date: October 18, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: October 19, 2021 Contact Person: Annette Browne Phone: 604-822-7558 Email: Annette.Browne@ubc.ca academic.support@nursing.ubc.ca</p>
<p>Calendar Navigation: Homepage Faculties, Colleges, and Schools The Faculty of Graduate and Postdoctoral Studies Degree Programs Nursing</p> <p>Proposed Calendar Entry:</p> <p>Nursing</p> <p>[...]</p> <p>Doctor of Philosophy</p> <p>Admission Requirements Applicants to the program are admitted on the basis of outstanding achievement in their master's program; evidence of potential for research and scholarship; an ability to be self-directed; and articulated goals in keeping with the resources available in the program, including available faculty support and programs of research. The number of qualified applicants that can be accepted in any given year is determined by faculty resources and other factors. Applicants must at minimum meet the admission requirements of the Faculty of Graduate and Postdoctoral Studies. Canadian students must hold practising nurse registration in BC or another province. International students must meet general eligibility criteria for nurse registration in BC.</p> <p>Transfer from the M.S.N. to the Ph.D. program is permitted under regulations set by the Faculty of Graduate and Postdoctoral</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1205</p> <p>Present Calendar Entry:</p> <p>Nursing</p> <p>[...]</p> <p>Doctor of Philosophy</p> <p>Admission Requirements Applicants to the program are admitted on the basis of outstanding achievement in their master's program; evidence of potential for research and scholarship; an ability to be self-directed; and articulated goals in keeping with the resources available in the program, including available faculty support and programs of research. The number of qualified applicants that can be accepted in any given year is determined by faculty resources and other factors. Applicants must at minimum meet the admission requirements of the Faculty of Graduate and Postdoctoral Studies. Canadian students must hold practising nurse registration in BC or another province. International students must meet general eligibility criteria for nurse registration in BC.</p> <p>Transfer from the M.S.N. to the Ph.D. program is permitted under regulations set by</p>



<p>Studies.</p> <p><u>Part-time Doctoral Classification</u> is also available. Students who wish to be classified as part-time must obtain approval from their proposed supervisor and graduate program advisor as part of the admission process. Once registered part-time, students cannot switch to <u>full-time status</u>.</p> <p>[...]</p>	<p>the Faculty of Graduate and Postdoctoral Studies.</p> <p>[...]</p> <p>Type of Action: To add a part-time PhD classification</p> <p>Rationale: The School of Nursing is seeking approval to have the option of part-time classification for their PhD students. We attract students who are in various stages of life, career, and professional employment and who hold leadership positions within our health care system. Some are already in faculty positions at other institutions. Some applicants would like to continue in their current position, and are needed by the health care system; others have personal circumstances that make it impossible for them to devote full-time attention to their program of study. Additionally, a part-time PhD program could enable those students to undertake a research project in their professional setting. Importantly, creating a part-time option is aligned with our School of Nursing's strategic planning to increase enrollment of PhD students in Nursing.</p> <p>It is expected that part-time students would complete their coursework requirement (9 credits) over the first 24 months and their comprehensive exams and formal proposal defence by 48 months in order to advance to candidacy within the permitted time provided by G+PS. This would leave an additional 48 months for the students to complete their dissertation and to finish their doctoral program within the maximum 8-year time period.</p>
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3 December 2021

To: Vancouver Senate

From: Senate Awards Committee

Re: New Awards and Changes to Existing Awards (**approval**)

The Senate Awards Committee has reviewed and recommends to Senate for approval the enclosed list of new and revised awards.

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

Respectfully submitted,

Dr. Sally Thorne
Chair, Senate Awards Committee

December 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

Faculty of Dentistry Graduate Orthodontics Alumni Scholarship

Scholarships totalling \$2,000 have been made available through an endowment established by alumni of the Faculty of Dentistry's Graduate Orthodontics program, for outstanding students enrolled in the combined M.Sc. in Craniofacial Science and Diploma in Orthodontics program. The scholarships are made on the recommendation of the Faculty of Dentistry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

B Lowell Langille Memorial Scholarship in Creative Writing

Scholarships totalling \$2,000 have been made available through an endowment established by Dr. S. Lee Adamson, in memory of her husband, and Ellen R.A. Langille, in memory of her father, Dr. B. Lowell Langille (1947-2008). The scholarships are for outstanding graduate students in the School of Creative Writing. Lowell (B.Sc. 1969, M.Sc. 1970, Ph.D. 1975) was a world-renowned cell biologist and physiologist, who contributed extensively to the field of vascular biology and the study of atherosclerosis. He held faculty positions at the University of Western Ontario and the University of Toronto, where he was a recipient of the John B. Walter Prize for Innovative Teaching/Education from the Department of Pathology. Lowell served on the editorial boards for many of the top cardiovascular journals, was the Co-Chair of the 13th International Vascular Biology Meeting in 2004, and was a member of the scientific review panels for the Canadian Institutes of Health Research and the Heart and Stroke Foundation of Canada. Lowell was a skilled mentor in scientific writing. He was also an avid reader of poetry and literature and wished to support and encourage students in the arts. The scholarships are made on the recommendation of the School of Creative Writing, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

Miller Award in Field Learning

Awards totalling \$2,000 have been made available through an endowment established by Dr. Hugh Miller (Ph.D. UBC 1973) for undergraduate students in the Department of Earth, Ocean and Atmospheric Sciences who are participating in a field course at the Geological Field Station.

Preference will be given to (1) First Nations, Inuit or Métis students of Canada majoring in Geophysics or (2) students majoring in Geophysics. If no suitable candidate is identified, the award can be given to students enrolled in other EOAS majors with preference for First Nations, Inuit or Métis students of Canada. Hugh is a geophysicist, and taught as a Professor in the Department of Earth Sciences at Memorial University of Newfoundland from 1979 until his retirement in 2007. His research involved many field geophysical surveys on land and at sea. Hugh was one of the founders and is a past president (1999-2000) of Geoscientists Canada. He served as President of the Geological Association of Canada (1998-1999), and a member of the Canada - Newfoundland and Labrador Offshore Petroleum Board (1989-2001). The awards are made on the recommendation of the Department of Earth, Ocean and Atmospheric Sciences. (First award available for the 2021/2022 winter session).

Dick Mosher Memorial Award in Soccer

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 through an endowment established by family, friends and the UBC Athletics Department, in memory of Dr. Richard “Dick” Mosher (1944-2021), for members of the UBC Thunderbirds Men’s and Women’s soccer teams who are in good academic standing and have demonstrated leadership abilities on and off the field. Dick (B.P.E. 1966, Ph.D.) joined UBC in 1975 as a Professor in what was then known as the Department of Kinesiology. After many years of coaching local community level soccer, he became the Head Coach of the UBC Thunderbird Men’s Soccer team in 1986 and the Head Coach of the UBC Thunderbird Women’s Soccer Team in 1994. Dick guided the teams to eight national championship titles. He was inducted into the UBC Sports Hall of Fame, and the Canada West Hall of Fame, and received the Jean-Marie de Koninck Canadian University Sport Coaching Excellence Award. The awards are made on the recommendation of the Head Coach of the Men’s and Women’s Soccer teams and the Athletic Awards Committee. (First award available for the 2021/2022 winter session).

Brigadier General Charles H. A. Thompson Memorial Bursary

Bursaries totalling \$1,600 have been made available through an endowment established by an estate gift from Mary Eleanor “Ellie” Thompson (1919-2020), in memory of her husband, Brigadier General Charles H. A. Thompson (1920-2013), for undergraduate and graduate students studying mechanical engineering. Charles (B.A.Sc. 1949) was born in Bridlington, Yorkshire, England. His family immigrated to Vancouver, British Columbia when he was a child, where he attended Shaughnessy College School and University Hill School before entering UBC. Charles’s studies were interrupted by World War II, and in 1942 he enlisted in the Royal Canadian Air Force. After the war, he remained in the RCAF and returned to UBC while on leave, graduating in 1949. Charles served the RCAF in British Columbia, Manitoba and Ontario, and abroad in Metz, France and Lahr, Germany, before attending the Imperial Defence College in London, England, after which he settled in Ottawa, Ontario and worked as the Director

General of Personnel Services for the Canadian Forces Headquarters, until his retirement in 1974. Charles and Ellie (née Copsey) were married for sixty-two years. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

NEW AWARDS – ANNUAL

Canfor Award in Forest Bioeconomy Sciences and Technology

Awards totalling \$3,000 have been made available annually through a gift from Canfor for domestic Bachelor of Science students in Forest Bioeconomy Sciences and Technology who have demonstrated good academic standing. Canfor was founded in the 1930s in British Columbia and is one of the world's leading producers of sustainable wood products. They manufacture sustainable wood products throughout western Canada, the southern United States and Sweden, and are working on new opportunities for bio-based solutions such as low carbon, renewable products. Canfor established this award to support forestry education, innovative and sustainable thinking, and future forestry leaders. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2021/2022 winter session).

Diamond Head Consulting Award in Forestry for Indigenous Students

Awards totalling \$3,750 have been made available annually through a gift from Diamond Head Consulting for undergraduate First Nations, Inuit, or Métis students of Canada in the Faculty of Forestry who have achieved good academic standing. Preference will be given to students in the Urban Forestry, Natural Resources Conservation, Forest Sciences or Forestry degree programs. Diamond Head Consulting is a Vancouver-based company that was founded in 2001 by two UBC alumni. They are an award-winning environmental consulting firm specializing in urban forestry, ecosystem planning, design and management. Diamond Head Consulting established this award in recognition of the National Day for Truth and Reconciliation to support First Nations, Inuit and Métis students studying forestry and environmental management. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2021/2022 winter session).

JLL Award for Black Students

Awards totalling \$5,000 have been made available annually through a gift from JLL for domestic Bachelor of Commerce students who identify as Black, have achieved good academic standing and demonstrated community involvement. Preference will be given to students with an interest in real estate. JLL is a global professional services firm specializing in real estate. They created this award to support Black students in the UBC Sauder School of Business, and to encourage those with an interest in real estate to consider entering the industry. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2021/2022 winter session).

JLL Award for Indigenous Students

Awards totalling \$5,000 have been made available annually through a gift from JLL for First Nations, Inuit, or Métis students of Canada in the Bachelor of Commerce program who have achieved good academic standing and demonstrated community involvement. Preference will be given to students with an interest in real estate. JLL is a global professional services firm specializing in real estate. They created this award to support Indigenous students in the UBC Sauder School of Business, and to encourage those with an interest in real estate to consider entering the industry. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2021/2022 winter session).

LAPORTE Engineering Inc. Award in Engineering

A \$5,000 award has been made available annually through a gift from LAPORTE Engineering Inc. for a Bachelor of Applied Science student majoring in Mechanical, Electrical, or Manufacturing Engineering who has achieved good academic standing. Preference will be given to students who are from communities that have been historically, persistently and systemically discriminated against. LAPORTE Engineering Inc. provides engineering services to pharmaceutical, agrifood and bioindustrial facilities. LAPORTE Engineering Inc. hopes this award will help increase equity, diversity and inclusion in engineering. The award is made on the recommendation of the Faculty of Applied Science. (First award available for the 2022/2023 winter session).

Carter Allen Lee Memorial Bursary in Midwifery

Bursaries totalling \$2,000 have been made available annually through a gift from Laura Tozer and Raymond Lee, in memory of their son, Carter Allen Lee, for students in the Bachelor of Midwifery program. Carter was born on May 17, 2021 at Kelowna General Hospital. He unexpectedly passed away hours after his birth from a rare condition. Midwives provided exceptional care to Laura and Raymond during this time, and they established this bursary to honour Carter's memory by supporting midwifery students. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

Mathisen Family Private Foundation Scholarship in Music

Scholarships totalling \$5,000 have been made available annually through a gift from the Mathisen Family Private Foundation, for outstanding undergraduate or graduate students in the School of Music. Dr. Arne K. Mathisen (1914-1998) was born in Bodo, Norway, and immigrated to Canada with his siblings in 1927. He earned his medical degree from McGill University in 1941, and served as a Surgeon Lieutenant in the Canadian Navy during World War II. Arne married Bertha M. "Peggy" Gratton (1919-2011) in Victoria, British Columbia in 1943. They settled in Vancouver, British Columbia in 1946, and Arne founded the Arpeg Group of Companies in 1956. The Mathisen Family Private Foundation was established in 2014 to

formalize the family's history of giving back to local communities by supporting healthcare, arts and culture, education and sports. The scholarships are made on the recommendation of the School of Music, and in the case of graduate students, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2021/2022 winter session).

W. Wesley Pue Memorial Scholarship in Law

Scholarships totalling \$2,000 have been made available annually through gifts from friends and family in memory of W. Wesley "Wes" Pue (1954-2019), for outstanding LL.M. and Ph.D. students conducting law and society research. Preference will be given to students focusing on legal history. Wes (B.A., B.A. (Juris), LL.M., Ph.D.) was born in Edmonton, Alberta and earned undergraduate degrees in Geography and Jurisprudence from the University of Oxford, where he was the stroke of the Regent's Park College rowing team. He returned to Canada in 1979 to complete his LL.M. at the University of Alberta and Ph.D at Osgoode Hall Law School. Wes joined UBC in 1993 as the Nathan T. Nemetz Chair in Legal History, and taught courses in legal history and administrative law. His research interests included the history of the legal profession, law in colonial settings, and the rule of law. Wes received the Killam Teaching Prize in 2003 for excellence in graduate teaching. He held several senior administrative positions at UBC, including Provost of UBC Okanagan, and Vice-Provost and Associate Vice-President Academic Resources of UBC Vancouver. The scholarships are made on the recommendation of the Peter A. Allard School of Law, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Ted Rogers Beyond Tomorrow Scholars Award

A \$20,000 renewable entrance award has been made available annually through a gift from Rogers Communications Inc, in memory of Ted Rogers (1933-2008), for an outstanding domestic student who identifies as Black and is entering an undergraduate program directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service, and extra-curricular achievement. Preference will be given to students entering a STEM program. Subject to continued academic standing, the award will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). Ted (B.A., LL.B.) was born in Toronto, Ontario, and studied at the University of Toronto and Osgoode Hall Law School. In 1960, he purchased his first radio station, CHFI, which went on to become Canada's biggest radio station, and in 1967 established Rogers Communications Inc, which became Canada's largest cable company in the late 1970s. This award was established as part of Rogers' commitment to increase diversity in Canada's telecommunications industry. The award is adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Annual Awards

5715 – Aboriginal Award in Medicine

Rationale for Proposed Changes

The award has been updated to use the language Indigenous rather than Aboriginal. The revised description has been approved by Strategic Indigenous Enrolment Initiatives and the Centre for Excellence in Indigenous Health.

Current Award Description

Awards totalling \$1,500 are offered annually to Canadian Aboriginal medical students with demonstrated interest in improving the health of Aboriginal people. The awards are made on the recommendation of the Centre for Excellence in Indigenous Health.

Proposed Award Title: ~~Aboriginal~~ Award in Medicine **for Indigenous Students**

Proposed Award Description

Awards totalling \$1,500 ~~are offered~~ **have been made available** annually to ~~Canadian Aboriginal~~ **for Indigenous M.D. medical** students with demonstrated interest in improving the health of ~~Aboriginal~~ **Indigenous** people. The awards are made on the recommendation of the Centre for Excellence in Indigenous Health.

1783 – British Columbia Dental Association Award

Rationale for Proposed Changes

The donor would like to recognize Dr. K.K. Wan, the former president of the British Columbia Dental Association, in the award's title.

Current Award Title: British Columbia Dental Association Award

Current Award Description

A \$5,000 award is offered by the British Columbia Dental Association to a fourth year student who has achieved high academic standing (top third of class) and demonstrated outstanding qualities in leadership and community service. Candidates must be current members of the Association. The award is made on the recommendation of the Faculty of Dentistry.

Proposed Award Title: British Columbia Dental Association **Dr. K.K. Wan Memorial** Award

Proposed Award Description

No changes

5841 – Frank Iacobucci Entrance Award in Law**Rationale for Proposed Changes**

The description has been updated to clarify that the award is valued at one year's domestic tuition, rather than international tuition.

Current Award Description

An award equal to one year's tuition is offered by the Faculty of Law, in recognition of the Honourable Frank Iacobucci (B.Com.1961, LL.B.1962, LL.D. Honoris Causa 1989) to a student entering the J.D. Program who has achieved good academic standing, has been actively involved in student government and/or community programs, and faces challenges (financial or systemic) in accessing a legal education. The award is made on the recommendation of the Peter A. Allard School of Law.

Proposed Award Description

An award equal to one year's **domestic** tuition is offered by the Faculty of Law, in recognition of the Honourable Frank Iacobucci (B.Com.1961, LL.B.1962, LL.D. Honoris Causa 1989) to a student entering the J.D. Program who has achieved good academic standing, has been actively involved in student government and/or community programs, and faces challenges (financial or systemic) in accessing a legal education. The award is made on the recommendation of the Peter A. Allard School of Law.



15 December 2021

To: Vancouver Senate

From: Senate Curriculum Committee

Re: December Curriculum Proposals (approval)

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

The following is recommended to Senate:

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

Respectfully submitted,

Dr. Claudia Krebs, Chair
Senate Curriculum Committee



FACULTY OF APPLIED SCIENCE

Revised program

Bachelor of Applied Science in Biomedical Engineering

New course

MTRL 469 (3) Casting Technology

FACULTY OF ARTS

Revised programs

Bachelor of Arts Major in Ancient Mediterranean and Near Eastern Studies; Bachelor of Arts Honours in Ancient Mediterranean and Near Eastern Studies; Bachelor of Arts Minor in Ancient Mediterranean and Near Eastern Studies

New course code

AMNE Ancient Mediterranean and Near Eastern Studies

New courses

ASIA 443 (3) National Narratives in Chinese Literature and Film; **CENS 104 (3)** Canadian Monuments to Central and Eastern European History; **ENGL 300 (3)** Introduction to Critical Theory; **RMST 402 (3)** Visions of Nature and the Environment in the Romance World

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New course

EECE 568 (3) From Exploring to Building Machine Learning Models

Arts

New course

ASIA 517 (3) Chinese Media Studies: Theories and Histories

Science

New courses

CHEM 588 (3-6) Topics in Chemistry; **RES 509 (3)** Advanced Conservation Science; **ZOOL 509 (3)** Advanced Conservation Science



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Applied Science & Medicine Department: School of Biomedical Engineering Faculty Approval Date: Oct. 21, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: September 27 2021 (update Nov. 17) Contact Person: Peter Cripton Phone: 604-822-0367 Email: peter.cripton@ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>Biomedical Engineering</p> <p>2021W Program Overview</p> <p>The Faculty of Applied Science offers a program leading to the Bachelor of Applied Science (B.A.Sc.) in Biomedical Engineering. Biomedical Engineering (BME) addresses fundamental problems where human biology and physical design principles intersect. The program gives biomedical engineers the skills required to make scientific discoveries and inventions that promote health.</p> <p>Typically, UBC engineering programs begin with a common first year after</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,1612</p> <p>Present Calendar Entry:</p> <p>Biomedical Engineering</p> <p>Program Overview</p> <p>The Faculty of Applied Science offers a program leading to the Bachelor of Applied Science (B.A.Sc.) in Biomedical Engineering. Biomedical Engineering (BME) addresses fundamental problems where human biology and physical design principles intersect. The program gives biomedical engineers the skills required to make scientific discoveries and inventions that promote health. Typically, UBC engineering programs begin with a common first year after which students apply for, and are registered in, a specific engineering discipline in second year. However, entry into the second year of the BME B.A.Sc. program requires BME-specific versions of the first year courses and students wishing to study in the BME program in their second year are strongly encouraged to apply for registration in the "Pre Biomedical Engineering Standardized Timetable (PBME STT)" after they apply to UBC's first year Engineering Program. The PBME STT is a modified version of the common first year and selection for the modified timetable is limited</p>



which students apply for, and are registered in, a specific engineering discipline in second year. However, entry into the second year of the BME B.A.Sc. program requires BME-specific versions of the first year courses and students wishing to study in the BME program in their second year are strongly encouraged to apply for registration in the “Pre Biomedical Engineering Standardized Timetable (PBME STT)” after they are admitted to UBC’s first year Engineering Program. The PBME STT is a modified version of the common first year and selection for the modified timetable is limited and competitive. This timetable allows students to take introductory material core to the BME program in year one.

Students apply for the BME B.A.Sc. after completing first year engineering (or a comparable program at another university or college). Students who are admitted to the BME B.A.Sc. without completing the PBME STT will have to complete any missing course requirements.

Students completing their first year of the PBME modified first year timetable will also be eligible for 2nd year placement into other Engineering programs at UBC.

and competitive. This timetable allows students to take introductory material core to the BME program in year one.

Students apply for the BME B.A.Sc. after completing first year engineering (or a comparable program at another university or college). Students who are admitted to the BME B.A.Sc. without completing the PBME STT will have to complete any missing course requirements.

Students completing their first year of the PBME modified first year timetable will also be eligible for 2nd year placement into other Engineering programs at UBC.

The program is designed with four streams of technical electives to allow students to focus on particular areas of Biomedical Engineering: Cellular Bioengineering; Biomedical Systems and Signals; Biomechanics and Biomaterials; and Biomedical Informatics. After their second year, BME students indicate their prioritized stream preferences. Prospective students should be aware that a maximum enrolment limit may apply to each stream. If student preferences for a stream exceed capacity for that stream, the program Director will select students for the stream based on academic standing and demonstrated interest and ability in that specific stream.

Consult the program website for technical elective selection for each stream.

The program is designed to align with admissions criteria for medical school. Students intending to apply to medical school after their biomedical engineering program must take a first year English course as a complementary study. Other courses within the program are considered equivalent for the purposes of the Biology content recommended by the UBC Faculty of Medicine.

Program Requirements

First Year

APSC 100	3
APSC 160	3
BMEG 101 ¹	3
BMEG 102 ¹	2
CHEM 121	4



<p>2021W Entry or Later</p> <p>Numerous specializations are available within Biomedical Engineering, by appropriate choice of several technical electives. These specializations include: Cellular Bioengineering; Biomedical Systems and Signals; Biomechanics and Biomaterials; and Biomedical Informatics among others. Specialization guides, consisting of groups of courses with their list of pre- and co-requisite courses in a particular area, will be provided to the students as guidance. The students can pick all the courses from a particular specialization guide or they can construct their own set of courses from the list of technical electives. The undergraduate advisors and student services staff are available to advise the students on the specialization guides and potential strengths and considerations of other combinations of courses. Technical electives for these specializations will be chosen from a list of relevant courses or by approval of the program director. Students are also able to craft their own specialization based on the list of technical electives with permission from the program director. Please consult the program website for a full list of specializations and technical elective selections.</p> <p>2018W-2020W Entry</p>	CHEM 123	4
	MATH 100	3
	MATH 101	3
	MATH 152	3
	PHYS 157	3
	PHYS 158	3
	PHYS 170	3
	WRDS 150	3
	Total Credits	40
	Second Year	
	BMEG 201	3
	BMEG 210	3
	BMEG 220	4
	BMEG 230	4
	BMEG 245	4
	BMEG 250	4
	BMEG 257	4
	CHBE 251	3
	CPEN 221 ² or CPEN 223	4
	MATH 253 or 226	3
	MATH 256	3
	MATH 264	1
	Total Credits	40
	Third Year	
	BIOC 202	3



<p>The program is designed with four streams of technical electives to allow students to focus on particular areas of Biomedical Engineering: Cellular Bioengineering; Biomedical Systems and Signals; Biomechanics and Biomaterials; and Biomedical Informatics. After their second year, BME students indicate their prioritized stream preferences. Prospective students should be aware that a maximum enrolment limit may apply to each stream. If student preferences for a stream exceed capacity for that stream, the program Director will select students for the stream based on academic standing and demonstrated interest and ability in that specific stream.</p> <p>Consult the program website for technical elective selection for each stream.</p>	<table> <tr><td>BMEG 310</td><td>4</td></tr> <tr><td>BMEG 321</td><td>3</td></tr> <tr><td>BMEG 350</td><td>4</td></tr> <tr><td>BMEG 357</td><td>3</td></tr> <tr><td>BMEG 371</td><td>3</td></tr> <tr><td>CHEM 233</td><td>3</td></tr> <tr><td>CHEM 235</td><td>1</td></tr> <tr><td>STAT 251</td><td>3</td></tr> <tr><td>Stream-based Courses</td><td>9</td></tr> <tr><td>Complementary Studies Electives³</td><td>3</td></tr> <tr><td>Total Credits</td><td>39</td></tr> </table>	BMEG 310	4	BMEG 321	3	BMEG 350	4	BMEG 357	3	BMEG 371	3	CHEM 233	3	CHEM 235	1	STAT 251	3	Stream-based Courses	9	Complementary Studies Electives ³	3	Total Credits	39
BMEG 310	4																						
BMEG 321	3																						
BMEG 350	4																						
BMEG 357	3																						
BMEG 371	3																						
CHEM 233	3																						
CHEM 235	1																						
STAT 251	3																						
Stream-based Courses	9																						
Complementary Studies Electives ³	3																						
Total Credits	39																						
<p>NOTE: The intake of students into streams was discontinued after the 2021W Year 3 Cohort</p> <p>The program is designed to align with admissions criteria for medical school. Students intending to apply to medical school after their biomedical engineering program must take a first year English course as a complementary study. Other courses within the program are considered equivalent for the purposes of the Biology content recommended by the UBC Faculty of Medicine.</p>	<table> <tr><td>Fourth Year</td><td></td></tr> <tr><td>BMEG 401</td><td>3</td></tr> <tr><td>BMEG 455</td><td>3</td></tr> <tr><td>BMEG 457</td><td>6</td></tr> <tr><td>STAT 300</td><td>3</td></tr> <tr><td>Stream-based Courses</td><td>18</td></tr> <tr><td>Complementary Studies Electives³</td><td>6</td></tr> <tr><td>Total Credits</td><td>39</td></tr> </table> <p>¹ Students who come into Biomedical Engineering without taking BMEG 101 and BMEG 102 must take all of APSC 101, PHYS 159 (or equivalent) and BMEG 200.</p> <p>² Students planning to complete the Bioinformatics option should take CPEN 221.</p> <p>³ See <u>Complementary Studies Courses</u>. Students planning to apply to Medical School should take a first</p>	Fourth Year		BMEG 401	3	BMEG 455	3	BMEG 457	6	STAT 300	3	Stream-based Courses	18	Complementary Studies Electives ³	6	Total Credits	39						
Fourth Year																							
BMEG 401	3																						
BMEG 455	3																						
BMEG 457	6																						
STAT 300	3																						
Stream-based Courses	18																						
Complementary Studies Electives ³	6																						
Total Credits	39																						



2021W Entry or Later Program Requirements	
First Year – Pre-Biomedical Engineering Standardized Timetable	
APSC 100	3
APSC 160	3
BMEG 101 ¹	3
BMEG 102 ¹	2
CHEM 121	4
CHEM 123	4
MATH 100	3
MATH 101	3
MATH 152	3
PHYS 157	3
PHYS 158	3
PHYS 170	3
WRDS 150	3
Total Credits	40
Second Year	
BMEG 201	3
BMEG 210	3
BMEG 220	4
BMEG 230	4
BMEG 245	4
BMEG 250	4
BMEG 257	4

year English course as their complementary studies elective. Students should confirm the specific pre-requisite courses for the Medical School(s) to which they will apply.

Stream Based Courses

Students completing the **Cellular Bioengineering Stream** must complete the following:

BIOC 302	3
BMEG 374	3
BMEG 470	3
CHBE 381	3
Additional technical electives ⁴	15

Students completing the **Biomedical Informatics Stream** must complete the following:

BIOC 302	3
CPSC 221	4
CPSC 340	3
Either MATH 220	3
Or CPSC 121	4
Additional technical electives ⁴	13 (if taki 14 (if taki

Students completing the **Biomedical Systems and Signals Stream** must complete the following:

BMEG 320	3
ELEC 221	4
Additional technical electives ⁴	20

Students completing the **Biomaterials and**



CPEN 221 or CPEN 223	4	<p>Biomechanics Stream must complete the following:</p> <table><tr><td>APSC 278</td><td>3</td></tr><tr><td>APSC 279</td><td>1</td></tr><tr><td>BMEG 330</td><td>3</td></tr><tr><td>MECH 260</td><td>3</td></tr><tr><td>Additional technical electives⁴</td><td>17</td></tr></table> <p>⁴ To be chosen from a course list available on the program website and in consultation with an undergraduate advisor.</p> <p>Cooperative Education Experiential Work Terms Cooperative education experiential learning placements are an integral part of the Bachelor of Applied Science in Biomedical Engineering program. Students will typically complete four 4-month experiential learning placements coordinated through the Applied Science Co-op Program. Work terms can take place during the Winter or Summer terms. Students should refer to the program website for the current schedule. Students unable to complete one or more co-op terms should consult with a departmental advisor.</p> <p>Type of Action: Changing program requirements to remove streams and replace with technical electives grouped into specializations.</p> <p>Rationale for Proposed Change: When the School of Biomedical Engineering (SBME) was formed in 2017, it was created with four streams. In the intervening years, we have found that these streams result in restrictions for such an interdisciplinary and innovative program. Removing the streams from our curriculum and replacing them with a list of technical electives will allow students to build their own specializations from a number of options curated by our School. The removal of the formal streams within Biomedical Engineering (BME) will allow more personalization by students of their program, while still allowing for some structure with the list of specialization courses</p>	APSC 278	3	APSC 279	1	BMEG 330	3	MECH 260	3	Additional technical electives ⁴	17
APSC 278	3											
APSC 279	1											
BMEG 330	3											
MECH 260	3											
Additional technical electives ⁴	17											
MATH 253 or 226	3											
MATH 256	3											
MATH 264	1											
Total Credits	37											
Third Year												
BIOC 202	3											
BMEG 310	4											
BMEG 321	3											
BMEG 350	4											
BMEG 357	3											
BMEG 371	3											
CHEM 233	3											
CHEM 235	1											
STAT 251	3											
Technical Electives ²	6											
Complementary Studies Electives ³	3											
Total Credits	36											
Fourth Year												
BMEG 401	3											
BMEG 455	3											
BMEG 457	6											
STAT 300	3											
Technical Electives ²	15											



Complementary Studies Electives ³	6
Total Credits	36
¹ Students who come into Biomedical Engineering without taking BMEG 101 and BMEG 102 must take all of APSC 101, PHYS 159 (or equivalent) and BMEG 200.	
² To be chosen from a course list available on the program website and in consultation with an undergraduate advisor.	
³ See Complementary Studies Courses. Students planning to apply to Medical School should take a first year English course as their complementary studies elective. Students should confirm the specific pre-requisite courses for the Medical School(s) to which they will apply.	
2018W-2020W Entry Program Requirements	
First Year	
APSC 100	3
APSC 160	3
BMEG 101 ¹	3
BMEG 102 ¹	2
CHEM 121	4
CHEM 123	4
MATH 100	3
MATH 101	3
MATH 152	3
PHYS 157	3
PHYS 158	3

that students can follow. These specializations - similar to the existing streams - would not appear on a student's degree. It is important to note that choosing or crafting a specialization is not mandatory, and provided that students choose technical electives in accordance with any constraints required for accreditation purposes they can select their electives to best satisfy their interests. Any such constraints on elective choices will be published on the program website as part of the list of technical elective offerings.

In the current model, students take 122 credits of core courses in their program, supplemented with 27 credits of stream-based courses, and additional 9 complementary studies elective credits - for a total of 158 credits over four years.

In the proposed model, students would take 122 credits of core courses, supplemented with 21 technical elective credits and 6 credits of complementary studies - for a total of 149 credits over four years. This represents a 9 credit (approximately 3 courses) difference from our current model.

The 21 technical elective credits will be further broken into two lists to ensure that we meet accreditation requirements in Engineering Science and Engineering Design.

We have consulted widely with students and faculty through a survey. We have attached the summary of the results. Overall, the student and faculty populations were supportive of the proposed change. Our Industry Advisory Committee and our Executive Advisory Committee were similarly in support. The Industry Advisory Committee - Education Subcommittee has provided valuable insight into the types of specializations they would be looking for in potential graduates and we intent to continue to consult them on this matter.

The are no budgetary considerations for this proposal because the courses available remain the same.

☐ Not available for Cr/D/F grading



PHYS 170	3	(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.)
WRDS 150	3	
Total Credits	40	
Second Year		Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. <input type="checkbox"/> Pass/Fail or <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.)
BMEG 201	3	
BMEG 210	3	
BMEG 220	4	
BMEG 230	4	
BMEG 245	4	
BMEG 250	4	
BMEG 257	4	
CHBE 251	3	
CPEN 221 ² or CPEN 223	4	
MATH 253 or 226	3	
MATH 256	3	
MATH 264	1	
Total Credits	40	
Third Year		
BIOC 202	3	
BMEG 310	4	
BMEG 321	3	
BMEG 350	4	
BMEG 357	3	
BMEG 371	3	



CHEM 233	3	
CHEM 235	1	
STAT 251	3	
Stream-based Courses	9	
Complementary Studies Electives ³	3	
Total Credits	39	
Fourth Year		
BMEG 401	3	
BMEG 455	3	
BMEG 457	6	
STAT 300	3	
Stream-based Courses	18	
Complementary Studies Electives ³	6	
Total Credits	39	
¹ Students who come into Biomedical Engineering without taking BMEG 101 and BMEG 102 must take all of APSC 101, PHYS 159 (or equivalent) and BMEG 200. ² Students planning to complete the Bioinformatics option should take CPEN 221. ³ See <u>Complementary Studies Courses</u> . Students planning to apply to Medical School should take a first year English Course as their complementary studies elective. Students should confirm the specific pre-requisite courses for the Medical School(s) to which they will apply.		
Stream Based Courses (enrolment suspended for all streams)		



Students completing the Cellular Bioengineering Stream must complete the following:		
BIOC 302	3	
BMEG 374	3	
BMEG 470	3	
CHBE 381	3	
Additional technical electives ⁴	15	
Students completing the Biomedical Informatics Stream must complete the following:		
BIOC 302	3	
CPSC 221	4	
CPSC 340	3	
Either MATH 220	3	
Or CPSC 121	4	
Additional technical electives ⁴	13 (if taking CPSC 121) 14 (if taking MATH 220)	
Students completing the Biomedical Systems and Signals Stream must complete the following:		
BMEG 320	3	
ELEC 221	4	
Additional technical electives ⁴	20	
Students completing the Biomaterials and Biomechanics Stream must complete the following:		
APSC 278	3	
APSC 279	1	



BMEG 330	3	
MECH 260	3	
Additional technical electives ⁴	17	
⁴ To be chosen from a course list available on the program website and in consultation with an undergraduate advisor.		
Cooperative Education Experiential Work Terms		
<p>Cooperative education experiential learning placements are an integral part of the Bachelor of Applied Science in Biomedical Engineering program. Students will typically complete four 4-month experiential learning placements coordinated through the Applied Science Co-op Program. Work terms can take place during the Winter or Summer terms. Students should refer to the program website for the current schedule. Students unable to complete one or more co-op terms should consult with a departmental advisor.</p>		



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: APSC Department: MTRL Faculty Approval Date: October 21, 2021 Effective Session (W or S): W Effective Academic Year: 22</p>	<p>Date: Sept 21, 2021 Contact Person: David Dixon/Steve Cockcroft Phone: 2-3679/2-3669 Email: david.dixon@ubc.ca/ steve.cockcroft@ubc.ca</p>
<p>Proposed Calendar Entry: MTRL 469 (3) Casting Technology Various casting technologies related to the automotive and aerospace sectors will be covered, including upstream liquid metal processing. <i>This course is not eligible for Credit/D/Fail grading.</i> [2-0-2]. Prerequisite: All of APSC 278, MTRL 378</p>	<p>URL: n/a Present Calendar Entry: n/a Type of Action: New Course Rationale for Proposed Change: This new technical elective focuses on casting technology as it applies to the automotive and aerospace sectors. Both of these sectors are moving to adopt light-weighting technologies to reduce energy consumption and CO2 emissions. New and advanced liquid metal refining and casting technologies are critical to achieve the weight reduction goals in these sectors.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <input checked="" type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) </div> <p style="margin-top: 10px;">Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <div style="margin-top: 10px;"> <input type="checkbox"/> Pass/Fail or Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) </div>



Undergraduate Proposals - Programs

CNERS – Department of Classical, Near Eastern and Religious Studies

Program update > Change name from "BA in Classical, Near Eastern and Religious Studies" to "BA in Ancient Mediterranean and Near Eastern Studies"

<p>Category: 1 Faculty: Arts Department: Classical, Near Eastern, and Religious Studies Faculty Approval Date: Oct. 14, 2021 Effective Session (W or S): W Effective Academic Year: 2022-23</p>	<p>Date: September 2, 2021 Contact Person: Odessa Cadieux-Rey Phone: 604-822-2515 Email: cners.undergrad@ubc.ca</p>
<p>Calendar navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Ancient Mediterranean and Near Eastern Studies</p> <p>Proposed Calendar Entry:</p> <p>Ancient Mediterranean and Near Eastern Studies The Department of Ancient Mediterranean and Classical, Near Eastern and Religious Studies offers programs of study that lead to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), and Bachelor of Arts (B.A.).</p> <p>[...]</p> <p>For current offerings, visit the Department. For information on advanced degrees, visit https://cnrs.ubc.ca/for-graduates/graduate-programs/</p> <p>Major in Ancient Mediterranean and Near Eastern Studies A Major in Ancient Mediterranean and Near Eastern Studies requires the completion of 42 credits, at least 30 of which must be at the 300- or 400-level. The 12 lower-level credits are to be chosen from any course code</p>	<p>Calendar navigation: Homepage Faculties, Colleges, and Schools The Faculty of Arts Classical, Near Eastern and Religious Studies</p> <p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,1533</p> <p>Present Calendar Entry:</p> <p>Classical, Near Eastern and Religious Studies The Department of Classical, Near Eastern and Religious Studies offers programs of study that lead to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), and Bachelor of Arts (B.A.).</p> <p>[...]</p> <p>For current offerings, visit the Department. For information on advanced degrees, visit CNERS Graduate Programs.</p> <p>Major in Classical, Near Eastern and Religious Studies A Major in Classical, Near Eastern and Religious Studies requires the completion of 42 credits, at least 30 of which must be at the 300- or 400-level. The 12 lower-level credits are to be chosen from any course code in the Department of CNERS. As part of the completion of the 30 upper-level credits, students must choose one of five available</p>



THE UNIVERSITY OF BRITISH COLUMBIA

in the **department**. As part of the completion of the 30 upper-level credits, students must choose one of five available streams, each of which requires the completion of at least 18 upper-level credits in a certain course code.

Streams**Classical Studies**

[...]

Near Eastern Studies and Egyptology

[...]

Religious Studies

[...]

Classics

[...]

Classical and Near Eastern Archaeology

[...]

Honours in **Ancient Mediterranean and Near Eastern Studies**

Admission into the Honours program requires an overall average of 76% and the permission of the department. Students are expected to maintain an 80% average in the program. An Honours in **Ancient Mediterranean and** Near Eastern Studies requires the completion of 60 credits, at least 48 of which must be at the 300- or 400-level. The 12 lower-level credits are to be chosen from any course code in the Department of **AMNE**. As part of the completion of the 48 upper-level credits, students must choose one of five available streams, each of which requires the completion of at least 27 credits in a specific course code unless otherwise stated. Remaining credits may come from any **AMNE** department offerings. Courses must include CNRS 449, the title under which students earn 6 credits for their honours thesis.

Streams**Classical Studies**

[...]

Near Eastern Studies and Egyptology

[...]

streams, each of which requires the completion of at least 18 upper-level credits in a certain course code.

Streams**Classical Studies**

[...]

Near Eastern Studies and Egyptology

[...]

Religious Studies

[...]

Classics

[...]

Classical and Near Eastern Archaeology

[...]

Honours in ~~Classical~~, Near Eastern and ~~Religious~~ Studies

Admission into the Honours program requires an overall average of 76% and the permission of the department. Students are expected to maintain an 80% average in the program. An Honours in ~~Classical~~, Near Eastern and ~~Religious~~ Studies requires the completion of 60 credits, at least 48 of which must be at the 300- or 400-level. The 12 lower-level credits are to be chosen from any course code in the Department of ~~CNERS~~. As part of the completion of the 48 upper-level credits, students must choose one of five available streams, each of which requires the completion of at least 27 credits in a specific course code unless otherwise stated. Remaining credits may come from any ~~CNERS~~ department offerings. Courses must include CNRS 449, the title under which students earn 6 credits for their honours thesis.

Streams**Classical Studies**

[...]

Near Eastern Studies and Egyptology

[...]

Religious Studies

[...]



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<p>Religious Studies [...] Classics [...] Classical and Near Eastern Archaeology [...]</p> <p>Important: Students intending to pursue graduate work in these fields are strongly encouraged to begin studying ancient languages at the earliest opportunity, and to consult with an advisor. Students interested in archaeology are strongly encouraged to include a field school as part of their program (e.g. a course such as or CNRS 335).</p> <p>Minor in Ancient Mediterranean and Near Eastern Studies A Minor in Ancient Mediterranean and Near Eastern Studies requires the completion of 30 credits, at least 18 of which must be at the 300- or 400-level. [...]</p>	<p>Classics [...] Classical and Near Eastern Archaeology [...]</p> <p>Important: Students intending to pursue graduate work in these fields are strongly encouraged to begin studying ancient languages at the earliest opportunity, and to consult with an advisor. Students interested in archaeology are strongly encouraged to include a field school as part of their program (e.g. a course such as or CNRS 335).</p> <p>Minor in Classical, Near Eastern and Religious Studies A Minor in Classical, Near Eastern and Religious Studies requires the completion of 30 credits, at least 18 of which must be at the 300- or 400-level. [...]</p> <p>Type of Action:</p> <ul style="list-style-type: none"> • Update all mentions of department name to Department of Ancient Mediterranean and Near Eastern Studies • Update program names for the current Minor, Major, and Honours in “Classical, Near Eastern and Religious Studies” to Minor, Major, and Honours in “Ancient Mediterranean and Near Eastern Studies” <p>Rationale for Proposed Change: The proposal to change our department name from the Department of Classical, Near Eastern and Religious Studies (CNERS) to the Department of Ancient Mediterranean and Near Eastern Studies (AMNE) was approved by the Faculty of Arts in May and the Academic Policy Senate Committee on September 27th, 2021 (See attached department name change proposal for reference). Please see the end of this Rationale for detailed reasons for the department name change.</p> <p>This proposal is to change all mentions of the current CNERS department name to the new</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

	<p>AMNE name, and to change the name of the Minor, Major, and Honours programs to “Ancient Mediterranean and Near Eastern Studies.” If the department name change proposal is approved by Senate, the new name will be publicized for current and incoming students in preparation for the 2022-23 academic year. We would like the program name to be the same as the department name so students aren’t confused. Our desire is to have the new program name appear in the February publication of the 2022-23 Calendar so everyone (students, faculty and staff) can familiarize themselves with this change in name.</p> <p>The department has been reviewing our program curriculum for a few years. The proposed new program name is intended to replace outdated terminology with more accurate, contemporary terms of our discipline, and will also improve clarity by removing reference to areas explicitly covered by other programs’ curriculum. The proposed program name will better convey the department’s course offerings, and in a way that students will understand. Our department’s teaching and research specializations can no longer be neatly classifiable under the separate and discrete categories of Classical Studies, Near Eastern Studies, and Religious Studies.</p> <p>This proposal is accompanied by a Category 1 proposal to create a new course code AMNE and Category 2 proposals to recode CLST, CNRS, NEST and RELG courses to the new AMNE code.</p> <p>We will be submitting proposed updates to the program requirements; however, some of the new AMNE courses are not ready at this time. We will submit proposals for the new courses and updates to the program requirements so that they will hopefully appear in the May update of the 2022-23 Calendar. Upon approval of the later submitted program requirements, we will package both the program name change and the program requirements together to submit to Ministry (as per the policy of any change to a program name). The Arts Dean’s Office has confirmed with the Offices of the Senate and the Provost that the proposed program name change can appear in the February release of the Calendar (with disclaimer note “pending Ministry approval”) and the proposal be</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

	<p>held to later merge with the proposal for the change to program requirements.</p> <p>If the proposal to change the name of the department (attached as appendix to this report) is not approved at Senate, we will withdraw this request to change the program name.</p> <p>Detailed rationale for department name change:</p> <p>“Ancient”: The term accurately reflects the principal time frame (ca. 10,000 BCE – 6th century CE) that is the focus of the majority of the department’s teaching and research. While some courses and research extend into the modern era—for example, studies of Classical reception, Jewish literature, contemporary notions of Christianity—such studies often reflect on cultural systems and religious traditions that have their roots in the ancient world. According to all student surveys, the word “Ancient” was popular and easily understood (more so, for example, than a term like “Classical,” which was often a source of confusion).</p> <p>“Mediterranean”: The term presents a geographic focus that was felt to be more accurate and appropriate than words such as “Greece” and “Rome,” the latter being seen as too geographically limiting compared to the broad focus of the department’s research and teaching—these wider areas taking in, for example, the antiquity of North Africa, Spain, Cyprus and Romania. Words like “Greece” and “Rome” also imply a primacy or superiority of those places and their respective cultures, while undermining the identity and agency of other ancient peoples and societies that existed in the Mediterranean regions during the same time periods in antiquity. Although “Mediterranean” still does not fully encompass the breadth of our teaching and research, to some degree the Mediterranean region influenced and held relevance for all the peoples we consider in our courses and research. A potentially more accurate geographical descriptor like “Western Eurasia and North Africa” is unwieldy and would not be effective for student recognition and branding. It is our intention to use a mission statement to further clarify and expand the geographical reach of the Department’s disciplines. The term “Classical” or “Classics”—the name</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

	<p>historically used to describe the study of the ancient Mediterranean—was rejected because it confused many students who did not link the word to the cultures and histories of ancient Greece and Rome. Rather, “classical” was more often linked by students to the word “literature,” as in “classical literature.” Thus “Classical” or “Classics” did not offer the necessary association with the study of the ancient world. As well, there is also an increasing discussion in the field regarding the colonial undertones of the term “Classical.” Given the department’s firm commitment to inclusion and diversity, the term “Classics” was no longer appropriate.</p> <p>“Near Eastern”: The department acknowledges the problematic nature of the term “Near East.” Despite these issues, it is included in our proposed new name because a more acceptable—and still recognizable name for the field—simply does not exist, and to leave reference to this geographical area out entirely would be to exclude the research of a large number of our faculty. To illustrate the current state of the field, the leading North American association for this field (ASOR) struggled to update the even more antiquated term “Oriental” for many years. The association finally settled on changing their name from American Society for Oriental Research to the American Society for Overseas Research. We do not believe that this type of compromise is a solution for our Department. “Overseas” does not provide clarity, and it maintains a problematic and outdated Western gaze. Our faculty who specialize in this field believe that “Near East” is still the best descriptor available at present, at least until a better alternative is found by the field as a whole. “Middle Eastern,” in the first name accepted by the department, was rejected in the second round because it is a modern term that does not fit an ancient period, because it was identified by surveyed students as problematic, and because it infringes on another UBC program (Minor in Middle East Studies). “Ancient West Asian Studies” or similar is still not widely recognized in the discipline and infringes on yet another UBC department and its programs (Asian Studies). Many other institutions across the world continue to use “Near East” in their department and program titles and it is recognizable as a field of study. As</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

	<p>part of our commitment to transparency about the problematic uses and abuses of what we study in the Department, we will use our website and other communication channels as a platform for education about and critical engagement with the term “Near East” and will remain open to future changes to our name as the field evolves.</p> <p>“Studies”: As with “Cultures” in the previously-proposed name, “Studies” implies breadth. However, unlike the earlier term, “Studies” retains a scholarly quality that was missing from “Cultures” and other possible nouns we discussed, e.g. “Peoples” and “World(s).” This also responds to criticism in the final student survey about the previously proposed name being unrecognizable and unmarketable as a major program. “Studies” has an exciting, verbal quality that suggests active academic engagement and implies a wide, diverse range of approaches and specializations that accurately reflects our department.</p> <p>As mentioned earlier, with the introduction of the new Program in the Study of Religion (RGST) and acknowledgement of other units across campus that study and teach topics in religion, the term “Religious Studies” could not accurately be solely claimed by CNER. It was also felt to be too broad and undefined to signal the religions that are covered by the department (namely Judaism and Early Christianity, as well as other ancient religions). The new name “Ancient Mediterranean and Near Eastern Studies,” on the other hand, was thought to embrace nicely the department’s study of religion and researchers’ efforts to situate the discipline meaningfully within the temporal and geographic framework referred to in the name.</p>
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AMNE – Create new course code, Ancient Mediterranean and Near Eastern Studies

<p>Proposed Calendar Entry: AMNE – Ancient Mediterranean and Near Eastern Studies</p>	<p>URL: Create a new page for AMNE courses. Please include the link on all appropriate Calendar pages (undergraduate Academic Programs, Arts, etc.)</p> <p>Present Calendar Entry:</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

	<p>Type of Action: Create new subject code – AMNE</p> <p><i>Note: This Category 1 proposal for a new subject code is submitted at the same time as Category 2 proposals to recode CLST, CNRS, NEST and RELG courses to the new AMNE code.</i></p> <p>Rationale for Proposed Change: The department seeks to create a new code – AMNE – to use for new courses and to replace current codes of existing courses. The proposed code AMNE will be consistent with the proposed department name and program name for the Minor, Major, and Honours.</p>
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Faculty of Arts > Table of Contents – Edit to add AMNE Ancient Mediterranean and Near Eastern Studies

<p>Calendar Navigation: Homepage Course Descriptions Courses by Faculty/School/College Faculty of Arts</p> <p>Proposed Calendar Entry: ACAM Asian Canadian and Asian Migration Studies AFST African Studies AMNE Ancient Mediterranean and Near Eastern Studies ANTH Anthropology ARBC Classical Arabic . . .</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cf?m?page=code&institution=3</p> <p>Present Calendar Entry: ACAM Asian Canadian and Asian Migration Studies AFST African Studies ANTH Anthropology ARBC Classical Arabic . . .</p> <p>Type of Action: Edit Faculty of Arts, Table of Contents, to add the new AMNE code for Ancient Mediterranean and Near Eastern Studies courses.</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new AMNE Code.</i></p>
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THE UNIVERSITY OF BRITISH COLUMBIA

Courses by Subject Name – Edit to add AMNE Ancient Mediterranean and Near Eastern Studies

<p>Calendar Navigation: Homepage Course Descriptions Courses by Subject Name</p> <p>Proposed Calendar Entry:</p> <ul style="list-style-type: none"> . AFST African Studies AGEC Agricultural Economics AMNE Ancient Mediterranean and Near Eastern Studies ASL American Sign Language ANAT Anatomy . . . 	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name</p> <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> . AFST African Studies AGEC Agricultural Economics ASL American Sign Language ANAT Anatomy . . . <p>Type of Action: Edit Faculty of Arts, <u>Courses by Subject Name</u>, to add the new AMNE code for Ancient Mediterranean and Near Eastern Studies courses.</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new AMNE Code.</i></p>
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Courses by Subject Code – Edit to add AMNE Ancient Mediterranean and Near Eastern Studies

<p>Calendar Navigation: Homepage Course Descriptions Courses by Subject Code</p> <p>Proposed Calendar Entry:</p> <ul style="list-style-type: none"> . . . AFST African Studies AGEC Agricultural Economics AMNE Ancient Mediterranean and Near Eastern Studies ANAT Anatomy ANTH Anthropology . . . 	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code</p> <p>Present Calendar Entry:</p> <ul style="list-style-type: none"> . . . AFST African Studies AGEC Agricultural Economics ANAT Anatomy ANTH Anthropology . . .
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THE UNIVERSITY OF BRITISH COLUMBIA

	<p>Type of Action: Edit Faculty of Arts, <u>Courses by Subject Code</u>, to add the new AMNE code for Ancient Mediterranean and Near Eastern Studies courses.</p> <p>Rationale for Proposed Change: <i>Note: This proposal is linked to a category 1 proposal creating a new AMNE Code.</i></p>
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Undergraduate Proposals - Courses

ASIA – Department of Asian Studies

ASIA 443 (3) *National Narratives in Chinese Literature and Film*

<p>Category: 1 Faculty: Arts Department: Asian Studies Faculty Approval Date: Oct. 14, 2021 Effective Session (W or S): W Effective Academic Year: 2022</p>	<p>Date: April 30, 2021 Contact Person: Andrew Fong, course author Renren Yang Phone: 2-0019 Email: andrew.fong@ubc.ca; and renren.yang@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>ASIA 443 (3) National Narratives in Chinese Literature and Film Nationhood as it is constructed, deconstructed, and continuously contested in Chinese literature, film, and other media from the late imperial period to the 21st century in mainland China, Hong Kong, Taiwan, and the Chinese diaspora. <i>Prerequisite:</i> Third year standing.</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cf?m?page=code&code=asia</p> <p>Present Calendar Entry: NA</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This 400-level course examines theories of nationalism, discourses of Chinese nationalism, and their inflections through Chinese literature and film. It investigates the dialectical relationship between narrative imagination and national community, bringing home the ways in which narratives construct, deconstruct, and contest the myth of the nation, as well as how the ideology of nationalism seeps into literary and cinematic representations in a particular historical context. Students are primed to apply theories of nationalism to interpret representative works in modern Chinese literature and film, as well as to use imaginative narratives in Chinese literature and film to contest established theories of</p>



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>nationalism. To realize this goal, this course assembles scholarship from narrative theory, comparative literature, film criticism, history, political philosophy, gender and ethnicity studies, and cultural anthropology. All the readings are in English, and the films will have English subtitles. The course is taught in English, and all the assignments are to be written in English.</p> <p>The Department of Asian Studies offers a range of undergraduate courses that focus on the national construction, transformation, and imagination of Asian countries and cultures, such as ASIA 305 (3) Asian Horror Cinema: National Nightmares and Specters of Trauma, ASIA 337 (3) The Korean People in Modern Times (1600 to the present), ASIA 363 (3) Fiction and Film from Modern Taiwan, ASIA 408 (3) Religion, Society, and Secularism in Modern India, ASIA 410 (3) International Relations in Premodern East Asia, and ASIA 430 (3) International Relations in Modern East Asia: Korea and Japan. However, there is yet no course that is devoted to the evolving national narratives in modern Chinese literature, film, and culture. Despite its focus on 20th century Chinese literature and film, this course deals with a wide range of topics, including the interplay between nationalism and cosmopolitanism, China's national crisis, the critique of Chinese national character, revolutionary nationalism and internationalism, national trauma, post-colonial Hong Kong and Taiwan, Chinese visions of the world order, as well as the nation's internal fault lines of class, gender, ethnicity, geography, and language and their intersection with transnational forces.</p> <p>Though this course is neither a history class (as its primary objects of inquiry are imaginative literature and film) nor a literary or film studies class (as it incorporates theories of nationalism from political philosophy and cultural anthropology), it tries to forge interdisciplinary dialogues between these fields. Students who already studied modern Chinese history can take this class to learn what roles imaginative</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

narratives play in constructing, contending, and complicating the mainstream national historiography. This class can also help students of Chinese literature and film to put into relief the ideology of nationalism in many of the iconic literary and cinematic works they are familiar with. For students interested in theories of nationalism, they can discuss whether those supposedly “universal” theories work in the Chinese context and find out what contributions many world-minded Chinese intellectuals have made to the discourse of nationalism. Going forward, students can take the theories, methods, and critiques they learned in this class to their projects in other classes.

This course is placed on the 4xx level because 1) this course is neither an introductory lecture on the history of Chinese nationalism nor a survey on Chinese national literature and film; 2) this course aims to render more theoretically-informed interpretations of Chinese literature and film; 3) this course is designed to be an upper-division undergraduate seminar that anticipates enrolling both undergraduates as well as graduate students who have already done substantive coursework on Chinese history, literature, or film; 4) this course will hone in on students’ learning of topics and scholarly acumen via writing critical responses, delivering presentations, leading discussions, and advancing a research-based argument.



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

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

Rationale for not being available for Cr/D/F:

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



THE UNIVERSITY OF BRITISH COLUMBIA

	<input type="checkbox"/> Pass/Fail or grading <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.)
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CENES – Department of Central, Eastern and Northern European Studies

CENS 104 (3) Canadian Monuments to Central and Eastern European History

Category: 1 Faculty: Arts Department: CENES Faculty Approval Date: Oct. 14, 2021 Effective Session (W or S): W Effective Academic Year: 2022-23	Date: May 6, 2021 Contact Person: Caroline Rieger Phone: (home office, please use email) Email: caroline.rieger@ubc.ca
Proposed Calendar Entry: CENS 104 (3) Canadian Monuments to Central and Eastern European History Structural monuments and sites dedicated to the history of an immigration from Central and Eastern Europe in Canada and their influence on Canadian cultures of remembrance.	URL: http://www.calendar.ubc.ca/vancouver/courses.cf?code=CENS Present Calendar Entry: None Type of Action: New course Rationale for Proposed Change: Canadians claiming Central and Eastern European heritage make up roughly 20% of the country's population. Numerous monuments across the nation document their immigration story, the history that led to their move to Canada and their contributions to their new communities. We can even find some of these public artworks on our own campus, such as the bust dedicated to Béla Bartók in the School of Music or the memorial dedicated to the Sopron group outside the Forestry building. We propose this new course to introduce our students to these contexts, to familiarize them with this aspect of Canadian history and to foster the cultural literacy necessary to read and interpret these features of Canada's symbolic geography. As we explore the histories connected to these monuments, students will learn to situate them in topical debates about immigration, diversity, and multiculturalism. This discussion will include approaches from the fields of memory studies,



THE UNIVERSITY OF BRITISH COLUMBIA

	Indigenous studies, art history, urban planning, cultural history and transnational studies. The cultural history of Central and Eastern Europe is taught in CENS 201 and in lectures offered through UBC Extended Learning, and we think this topic would find an interested audience within and beyond our university.
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ENGL – Department of English Language and Literatures

ENGL 300 (3) Introduction to Critical Theory

Category: 1 Faculty: Arts Department: English Language & Literatures Faculty Approval Date: Oct. 14, 2021 Effective Session (W or S): W Effective Academic Year: 2022-23	Date: March 25, 2021 Contact Person: Alexander Dick, Associate Professor and Associate Head, Undergraduate, Department of English Language and Literatures Phone: (604)822-4225 Email: Alex.Dick@ubc.ca
Proposed Calendar Entry: ENGL 300 (3) Introduction to Critical Theory Analysis of theoretical methods and critical approaches practiced in the discipline of English studies. Required of all students in the English Honours Literature and Language & Literature programs. <i>This course is not eligible for Credit/D/Fail grading.</i> <i>Pre-requisite:</i> Third-year standing and successful completion of (a) ENGL 210 or (b) 6 credits of 200-level English courses including 3 credits of ENGL 200. Prerequisites must be met by the first day of class or students will be withdrawn.	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=engl Present Calendar Entry: N/A Type of Action: New Course Rationale for Proposed Change: ENGL 300 is a new course proposed as part of an update to the Honours in English program. This course will be required for all students enrolled in both the Literature emphasis and the Language and Literature emphasis of the Honours program. It will be the first ENGL course entirely focused on critical theory that Honours students will encounter during their program, hence the use of “Introduction” in the title for a 300-level course. The Honours program provides unique cohort and research opportunities to students. But there are elements of the program that are out-of-step with current practices in English studies, that are administratively complex, and that drain the time and energy of faculty and students. We are proposing to replace ENGL 211 (3) Seminar for English Honours , which we currently teach as an introduction to literary theory for second-



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>year Honours students, with ENGL 300 (3) Introduction to Critical Theory. A Category 2 proposal to adjust the Honours program requirements has been submitted at the same time as this proposal.</p> <p>The fact that a theory course is unavailable to students entering the program in their third year has created significant inequities in upper-year courses. With the proposed ENGL 300, all Honours students will gain the same base for their upper-level courses. They will study the major principles and debates informing literary theory and criticism as they are used in English studies today and will learn to apply those theories in analyses of a variety of literary and non-literary media. ENGL 300 will also provide an opportunity for all Honours students in the same graduating year to work together as a cohort. The shift from second to third year will relieve some of the pressure of a 9-credit program on second-year students.</p> <p>Registrations in ENGL 300 will be reserved for third-year Honours students. Entry to the course will be controlled by the English undergraduate office who will also verify pre-requisites. Space allowing, the course will be open (by request) to interested Majors students providing an opportunity for Honours and Majors students to learn from each other in conversations about the fundamental themes and dispositions of the discipline. Honours students who have completed ENGL 211 (prior to its deletion) will not be required to take ENGL 300 and will receive advising support in planning their program.</p> <div data-bbox="792 1564 847 1621" style="border: 1px solid black; padding: 2px; display: inline-block;">X</div> <p>Not available for Cr/D/F grading (undergraduate courses only)</p> <p>Rationale for not being available for Cr/D/F: ENGL 300 does not meet two of the primary eligibility requirements for Cr/D/F courses. It will not be available to direct entry students, as entry to our Honours program (and, for non-</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

	Honours students, to this course) is by application only. The course is also not being made available as an elective.
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RMST – Department of French, Hispanic and Italian Studies (FHIS)

RMST 402 (3) Visions of Nature and the Environment in the Romance World

Category: 1 Faculty: Arts Department: Dept of French, Hispanic & Italian Studies Faculty Approval Date: Oct. 14, 2021 Effective Session (W or S): Winter Effective Academic Year: 2022	Date: Received March 25, 2021 Contact Person: Min Ji Kang Phone: Email: fhis.undergrad@ubc.ca
Proposed Calendar Entry: RMST 402 (3) Visions of Nature and the Environment in the Romance World History, literature and philosophy of anthropization and ecology in the Romance world. <i>Prerequisite:</i> Second year standing.	URL: http://www.calendar.ubc.ca/vancouver/courses.cf?m?page=name&code=RMST Present Calendar Entry: None Type of Action: New Course Rationale for Proposed Change: The Department of French, Hispanic, and Italian Studies (FHIS) is in the process of redesigning the curriculum in the Romance Studies (RMST) program. We are proposing new courses that intend to provide a broad cultural and transnational perspective on the Romance-speaking world of yesterday and today. This broad perspective is notably different from our specialized programs in French, Spanish and Italian. This proposal is for RMST 402 (3) Visions of Nature and the Environment in the Romance World. Currently, we offer a number of courses focusing on the study of one Romance-language literature in particular which aim to improve communicative skills in French, Italian, Portuguese or Spanish. These courses are mostly taught in the target language and are inaccessible for students who have not already reached an advanced level of proficiency in this language.



THE UNIVERSITY OF BRITISH COLUMBIA

	<p>They also offer little room to study literary works from a comparative perspective beyond the specificity of their national origin.</p> <p>RMST 402 intends to fill this gap by proposing a comparative study of representative literary works of the Romance World engaging with topics and issues relevant to today's global environmental concerns.</p> <p>With this course, taught in English, our department hopes to appeal to students who do not have advanced proficiency in a Romance language, but who are interested in the principles and methods of ecocriticism, as applied to the cultures and literatures of the Romance-speaking world. RMST 402 offers them the opportunity to develop their critical thinking through the study of literary works selected outside the corpus of English literature.</p> <p>As part of the proposed Romance Studies program renewal (proposal forthcoming), we plan to assign the RMST code to all courses taught in English across our department, as an easy way to differentiate them from other literature courses taught in Spanish, French or Italian.</p> <p>Not available for Cr/D/F grading <input type="checkbox"/> (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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THE UNIVERSITY OF BRITISH COLUMBIA

Category: 1

Faculty: Arts Department: Asian Studies Faculty Approval Date: Effective Session (W or S): Winter Effective Academic Year: 2022	Date: April 30, 2021 Contact Person: Andrew Fong; course author Renren Yang Phone: 2-0019 Email: andrew.fong@ubc.ca ; and renren.yang@ubc.ca
Proposed Calendar Entry: ASIA 517 (3) Chinese Media Studies: Theories and Histories	URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=asia Present Calendar Entry: N/A Type of Action: New Course Rationale for Proposed Change: <p>This 500-level course introduces graduate students to the field of Chinese media studies through a comparative approach to media theory and history. It not only critically examines how the same media concept, artefact, and mechanism works similarly and differently in Chinese and Western contexts, but also actively seeks the interactions between emerging, dominant, and residual media discourses and technologies within a certain historical time frame. This course will be taught in English, but may include a number of Chinese-language materials. It is expected that graduate students are relatively fluent in reading Chinese.</p> <p>The Department of Asian Studies offers graduate-level courses that focus on topics in Chinese literature, literary criticism, language, history, and religion, but there is yet no course that is devoted to Chinese media studies. Although this course focuses on 20th-century Chinese mediascape, it is designed to include consideration of media cultures in ancient and medieval China, postmodernism in Hong Kong and Taiwan, Japanese anime, and infrastructural imaginaries in the Global South, given their impact on and relevance to Chinese media scenes. When it comes to Asian Studies graduate curriculum, this course could be</p>



THE UNIVERSITY OF BRITISH COLUMBIA

productively paired with ASIA 561 Problems of Modernization in Eastern and Southern Asia regarding the discussion of modernity and postmodernity of Asian media culture, as well as with ASIA 503 Problems in the History of the Chinese Language for the common concern over the technology of writing. This course could also be taken as a sequel to ASIA 591 Critical Issues in Asian Studies for those students interested in further exploring media-oriented issues and criticisms in modern Chinese literature, film, and arts.

Graduate students taking this class will not only develop an in-depth, updated, and critical assessment of the state of the field of Chinese media studies, but also get the opportunities to sharpen their scholarly skills by way of presenting on readings, leading a discussion, peer review, compiling an annotated bibliography, writing a book review, and producing a research paper. It is hoped that graduate students will adapt the intellectual outcomes of this course for their own qualifying exams preparation and relevant research projects.

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

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



UBC Curriculum Proposal

Category: (1)

Faculty: Science Department: Chemistry Faculty Approval Date: November 4, 2021	Date: November 4, 2021 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 22S Proposed Calendar Entry: CHEM 588 (3-6) d Topics in Chemistry	Present Calendar Entry: Action: Create new course. Rationale: While there are several graduate level topics courses dedicated to specific subdisciplines in Chemistry, there are instances that do not fit well into the existing suite of topics courses. The purpose of this graduate course is to allow faculty members and visiting professors in Chemistry to offer, on an irregular basis, a graduate-level course on selected, specialized topics in an area of Chemistry that is not covered by the traditional subdisciplines or that is sufficiently cross disciplinary that no existing course title appropriately captures it. For particularly successful instances, it will serve as a test bed for the development of new regular offerings.

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Applied Science Department: Electrical and Computer Engineering Faculty Approval Date: October 21, 2021 Effective Session (W or S): W Effective Academic Year: 2022	Date: September 20, 2021 Contact Person: Nick Jaeger Phone: 2-5673 Email: nickj@ece.ubc.ca
Proposed Calendar Entry: EECE 568 (3) From Exploring to Building Machine Learning Models [3-0-0]	Present Calendar Entry: Type of Action: New Course Rationale for Proposed Change: This course fulfills an increasing need for graduate students to become aware of the applications of machine learning for many subdisciplines in electrical and computer engineering. This regularizes EECE 571T, a graduate course already taught as a special topics course. <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.)

Category: (1)

Faculty: Science Department: Institute for Resources, Environment & Sustainability Faculty Approval Date: November 4, 2021	Date: November 4, 2021 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 22S Proposed Calendar Entry: RES 509 (3) Advanced Conservation Science Equivalency: ZOOL 509	Present Calendar Entry: Action: Create a new course. Rationale: This course provides a unique perspective on the field of conservation science, from its origins in the mid 1980's to the present. The instructor has personally experienced the entire lifespan of the field of Conservation Science, as an educator, researcher and conservation practitioner, since it began in the mid -1980s till the present. She uses this background to convey a holistic perspective on each of 9 foundational topics covered. Instructor-led lectures and ensuing discussions of past and current conservation debates lay a foundation for the <i>conservation team projects</i> that students will conduct in pairs or groups. These projects provide an exceptional opportunity for students to engage in applied conservation through their work on an NGO-sponsored project in a small group setting. Group projects provide an exciting and unique opportunity to contribute to conservation and for students to learn and apply valuable skills, including technical, project management and interdisciplinary teamwork skills. Projects are developed by the instructor in collaboration with the NGO sponsor and represent current needs of the NGO. They are purposefully designed to require multiple skillsets and people to work together. Group projects provide students with an experience similar to working on a team in a conservation NGO.

	<p>The course also develops pedagogic skills, by encouraging discussion leaders to identify their own readings to complement those supplied by the instructor, and to develop active learning discussion exercises. Thus in addition to foundational knowledge in conservation science, the course builds practical skills in interdisciplinary team-based research, conservation applications and pedagogy.</p> <p>The course which has run at UBC over the past two years, has attracted MSc and PhD students not only from IRES, but also from Geography, Zoology, Botany, Forestry, Land and Food Systems and Philosophy of Science, demonstrating a clear need for this type of course.</p>
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Category: (1)

Faculty: Science Department: Zoology Faculty Approval Date: November 4, 2021	Date: November 4, 2021 Contact Person: Norm Hutchinson Phone: 604-822-8188 Email: norm@cs.ubc.ca
Effective Date for Change: 22S Proposed Calendar Entry: ZOOL 509 (3) Advanced Conservation Science Equivalency: RES 509	Present Calendar Entry: Action: Create a new course. Rationale: This course provides a unique perspective on the field of conservation science, from its origins in the mid 1980's to the present. The instructor has personally experienced the entire lifespan of the field of Conservation Science, as an educator, researcher and conservation practitioner, since it began in the mid-1980s till the present. She uses this background to convey a holistic perspective on each of 9 foundational topics covered. Instructor-led lectures and ensuing discussions of past and current conservation debates lay a foundation for the <i>conservation team projects</i> that students will conduct in pairs or groups. These projects provide an exceptional opportunity for students to engage in applied conservation through their work on an NGO-sponsored project in a small group setting. Group projects provide an exciting and unique opportunity to contribute to conservation and for students to learn and apply valuable skills, including technical, project management and interdisciplinary teamwork skills. Projects are developed by the instructor in collaboration with the NGO sponsor and represent current needs of the NGO. They are purposefully designed to require multiple skillsets and people to work together. Group projects provide students with an experience similar to working on a team in a conservation NGO.

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3 December 2021

To: Vancouver Senate

From: Senate Tributes Committee

Re: Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

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

Respectfully submitted,

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

Name	Rank/Title	Faculty	Emeritus Title
Acton, Donald	Associate Professor Teaching	Science	Associate Professor of Teaching Emeritus of Computer Science
Asselin, Marlene	Associate Professor	Education	Associate Professor Emeritus of Language and Literacy Education
Basson, Rosemary	Clinical Professor	Medicine	Clinical Professor of Emeritus of Psychiatry
Beatty, John	Professor	Science	Professor Emeritus of Microbiology
Beckman, Jeff	Clinical Professor	Medicine	Clinical Professor Emeritus of Medicine
Begley, Joy	Associate Professor	Sauder	Associate Professor Emeritus of Commerce and Business Administration
Bingle, Wade	Associate Professor Teaching	Science	Associate Professor of Teaching Emeritus of Microbiology
Broome, Samuel	Clinical Professor	Medicine	Clinical Professor Emeritus of Ophthalmology
Carr, Wendy	Professor of Teaching	Education	Professor of Teaching Emeritus of Language and Literacy Education
Clarke, Lorne	Professor	Medicine	Professor Emeritus of Medical Genetics
Creighton, Susan	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Medical Genetics
Davies, Paul	Associate Professor of Teaching	Applied Science	Associate Professor of Teaching Emeritus of Electrical and Computer Engineering
Doyle-Waters, Mary	General Librarian	Medicine	General Librarian Emeritus
Dunford, William	Professor	Applied Science	Professor Emeritus of Electrical and Computer Engineering
Duronio, Vincent	Professor (Tenure)	Medicine	Professor Emeritus of Medicine
Fryzuk, Michael	Professor	Science	Professor Emeritus of Chemistry
Godfrey, Sima	Associate Professor	Arts	Associate Professor Emeritus of French, Hispanic and Italian Studies
Heywood, Mark	Clinical Professor	Medicine	Clinical Professor Emeritus of Obstetrics and Gynaecology
Knorr, Edwin Max	Associate Professor Teaching	Science	Associate Professor of Teaching Emeritus of Computer Science
Koch, William	Clinical Professor	Medicine	Clinical Professor Emeritus of Psychiatry
Marshall, Peter	Professor	Forestry	Professor Emeritus of Forest Resources Management
Martin, Dawes	Professor (Tenure)	Medicine	Professor Emeritus of Family Practice
McGrath, Kathleen	Librarian	Library	Librarian Emeritus
McIntosh, Lawrence	Professor	Science	Professor Emeritus of Chemistry
Mooney, Patrick	Associate Professor	Applied Science	Associate Professor Emeritus of Architecture and Landscape Architecture
Nagata, Wayne	Associate Professor	Science	Associate Professor Emeritus of Mathematics
Nesbit, Susan	Professor of Teaching	Applied Science	Professor of Teaching Emeritus of Civil Engineering
Nussbaum, Sophia	Associate Professor Teaching	Science	Associate Professor of Teaching Emeritus of Chemistry
O'Brien, Peter	Associate Professor (tenure)	Medicine	Associate Professor Emeritus of Orthopaedics
O'Shaughnessy, Roy	Clinical Professor	Medicine	Clinical Professor Emeritus of Psychiatry
Pickles, Thomas	Professor (Grant tenure)	Medicine	Professor Emeritus of Surgery
Redfield, Rosemary Jeanne	Professor	Science	Professor Emeritus of Zoology

Reiner, Neil	Professor (Tenure)	Medicine	Professor Emeritus of Medicine
Ritland, Kermit	Professor	Forestry	Professor Emeritus of Forest and Conservation Sciences
Shadwick, Robert	Professor	Science	Professor Emeritus of Zoology
Sullivan, Stephen	Clinical Associate Professor	Medicine	Clinical Associate Professor Emeritus of Medicine
Weir, Mary Lorraine	Professor	Arts	Professor Emeritus of English Language and Literatures
Wong, H.C. George	Clinical Professor	Medicine	Clinical Professor Emeritus of Medicine
Young, Jeff	Professor	Science	Professor Emeritus of Physics