

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT Enrolment Services Senate and Curriculum Services

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THE OKANAGAN SENATE

AGENDA

Wednesday 25 November 2009

3:30 pm to 5:30 pm

LIB 317 | UBC OKANAGAN CAMPUS

1. Senate Membership – Mr. James Ridge

a. Vice-Chair of Senate (information)

In response to a call for nominations for the election of a Vice-Chair of Senate issued on 26 October 2009, the Secretary has received one nomination for Dr. Doug Owram. Dr. Owram has accepted and is thus acclaimed as elected.

2. Minutes of the Previous Meeting, 21 October 2009 (approval) (circulated – Item 2) – Dr. Doug Owram

3. Business Arising from the Minutes – Dr. Doug Owram

4. Deputy Vice-Chancellor's Remarks – Dr. Doug Owram

5. Candidates for Degrees – Dr. Doug Owram (approval)

- ##### a. Candidates for Degrees: lists as submitted by the Faculties are available for advance inspection at Enrolment Services, and will also be available at the meeting.

The Vice-Chair of Senate calls for the following motion:

That the candidates for degrees as recommended by the Faculties be granted for which they were recommended, effective November 2009, and that a committee composed of the Registrar, the appropriate Dean, and the

Chair of the Okanagan Senate be empowered to make any necessary adjustments (2/3 majority required).

6. Nominating Committee – Dr. Carol Scarff

- a. Senate Committee Vacancies (approval) (circulated – Item 6a)

7. Joint Report of the Agenda and Academic Policy Committees – Dr. Jan Cioe, Academic Policy Committee Chair

- a. Policy Template: “O-1: Format, Development & Administration of Senate Policies” (approval) (circulated – Item 7a)

8. Agenda Committee – Acting Chair Dr. Jan Cioe

- a. Changes to the Rules and Procedures of the Okanagan Senate (approval) (circulated – Item 8a)

9. Academic Policy Committee – Dr. Jan Cioe

- a. Intercampus Student Mobility (approval) (circulated – Item 9a)

Motion: That Senate approve in principle the framework as outlined in the Intercampus Student Mobility documents, and direct the Secretary to prepare revisions to the necessary policies for consideration by the appropriate Senate Committees.

- b. Policy on Student Safety Abroad (information) (circulated – Item 9b)
- c. Academic Concession (approval) (circulated – Item 9c)

10. Curriculum Committee – Dean Robert Campbell

- a. Curriculum Proposals from the Faculties of Arts & Sciences and the Faculty of Management (approval) (circulated – Item 10a)
- b. Faculty of Commerce and Business Administration: Master of Management (Early Career Masters Program) Offered at UBC Okanagan (information) (circulated – Item 10b)

11. Admissions and Awards Committee – Dr. Sharon McCoubrey

- a. New Award (approval) (circulated – Item 11a)
- b. Admission Proposals: Master of Applied Science (M. A. Sc.) and Master of Engineering (M. Eng.) Admission Requirements; and Admission to UBC Okanagan – Changing Degree Programs (approval) (circulated – Item 11b)

12. Report from the Dean of Graduate Studies – Dean Marvin Krank

Oral Status Report on Graduate Studies at UBC Okanagan

- 13. Focus on People: Workplace Practices at UBC¹ - Dr. Doug Owram**
Introducing Guest Presenter Ms. Lisa Castle (information) (to be circulated at the meeting)
- 14. UBC Equity and Diversity Strategic Plan² - Dr. Doug Owram**
Introducing Guests Mr. Tom Patch and Dr. Anne Condon (Co-Chairs of the Equity and Diversity Strategic Plan Development Working Group) (information) (circulated - Item 14)
- 15. Place and Promise: The UBC Plan - Dr. Doug Owram** (approval) (circulated - Item 15)

The Vice-Chair of Senate calls for the following motion:

That Senate endorse Place and Promise: The UBC Plan.

16. Other Business

- 17. In Camera: Report from the Admissions and Awards Committee - Dr. Sharon McCoubrey** (approval)
- 18. In Camera: Report from the Learning and Research Committee on Candidates for 2010 Honorary Degrees - Dr. Peter Arthur** (approval) (to be circulated at the meeting)

Regrets: Nathalie Hager (250) 807-9259 or email nathalie.hager@ubc.ca
UBC Senates and Council of Senates website www.senate.ubc.ca

¹ Recommended maximum 20 minutes.

² Recommended maximum 20 minutes.

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THE OKANAGAN SENATE

MINUTES - **Draft**

Wednesday 21 October 2009

3:30 pm to 5:30 pm

LIB 317 | UBC OKANAGAN CAMPUS

Attendance

Present: Dr. J. Cioe (Vice-Chair), Mr. J. Ridge, (Associate Vice-President, Enrolment Services & Registrar), Dr. A. Abd-El-Aziz (Provost), Ms. L. Amantea, Dr. P. Arthur, Ms. S. Bertrand, Ms. M. Burton, Dr. F. de Scally, Dr. J. Holzman, Ms. C. Hopkins, Mr. A. Hu, Dr. J. Johnson, Mr. S. Joseph, Mr. J. Kent, Dr. D. Keyes, Dean M. Krank, Ms. C. Kuhn, Dr. R. Lalonde, Ms. R. L'Orsa, Dr. G. Lovegrove, Acting Dean C. Mathieson, Dr. S. McCoubrey, Dr. H. Najjaran, Dr. B. Nilson, Dr. B. O'Connor, Dr. D. Ogram (Deputy Vice-Chancellor), Ms. L. Patterson, Dr. M. Rheault, Dr. C. Robinson, Acting Dean K. Rush, Dr. C. Scarff, Mr. D. Vineberg, Dr. S. Yannacopoulos

By Video-conference: Professor S. J. Toope (President)

Guests: Ms. L. Collins, Mr. B. Chavarie, Mr. C. Eaton, Ms. M. Kruiswyk

Regrets: Dean T. Aboulnasr, Mr. G. August, Dean R. Belton, Mr. N. Cadger, Dean R. Campbell, Dr. J. Castricano, Dr. J. Cheng, Ms. C. Cody, Ms. L. Driscoll, Dr. M. Duran-Cogan, Dr. C. Hodge, Dr. A. Joy, Ms. S. Morgan-Silvester (Chancellor), Acting Dean D. Muzyka, Dr. G. Pandher, Ms. W. Rotzien, Dr. B. Schulz-Cruz, Ms. J. Walker, Ms. G. Zilm

Recording Secretary: Ms. N. Limbos-Bomberg

Call to Order

Vice-Chair Dr. Owram called to order the second regular meeting of the Senate for the 2009/2010 academic year.

Senate Membership

Vice-Chair of Senate

The Secretary declared that in response to a call for nominations for the annual election of a Vice-Chair of Senate issued at the 23 September 2009 meeting of the Senate, one nomination for Dr. Jan Cioe was received and accepted, and Dr. Cioe was thus acclaimed as elected.

Dr. Cioe assumed the chair as Vice-Chair of Senate.

Notices of Replacement

The Secretary issued notice of the following replacements:

1. Ms. Lindsay Amantea replaced resigning Student Senator Mr. Gary Cowan as Student Representative At-large.
2. Dr. Gareth Jones replaced Dr. Craig Mitton as Representative of the Faculty of the Health and Social Development.

Call for Nominations

The Secretary issued a call for nominations for one (1) Student Senator to serve on the Nominating Committee to replace resigning Senator Mr. Gary Cowan until 31 March 2010 and thereafter until replaced.

Discussion

On behalf of the UBC Okanagan Students' Union, Ms. Bertrand expressed concern over recent confusion that led to two students being offered a Student Representative At-large position on Senate, and recalled for Senate a similar situation during the February bi-election.

Ms. Collins noted that the *Rules and Procedures of the Okanagan Senate* had been applied correctly in this instance, and the next runner-up from the previous election was offered and had accepted. Ms. Collins stated that she was not prepared to comment on the best structure for secretariat support to the Senate,

and clarified that there is one Secretary to Senate, the Registrar, as defined in the *University Act*.

Minutes of the Previous Meeting, 23 September 2009

Moved: Dr. Johnson

Seconded: Dr. Keyes

That the minutes of the Okanagan Senate Meeting of 23 September 2009 be adopted as circulated.

The motion was put and carried.

Business Arising from the Minutes

Mr. Ridge advised that December's Report on Enrolment would address questions around retention and Aboriginal enrolment trends.

President's Remarks and Related Questions

The President apologized for being unable to attend the meeting in person.

H1N1 Influenza Pandemic Preparedness Planning

The President reassured Senate that parallel plans are in place for both the Okanagan and Vancouver campuses in collaboration with the respective health authorities.

For the Okanagan campus, regular updates are posted on the Interior Health website (www.interiorhealth.ca/H1N1.aspx) as well as the UBC Okanagan website (web.ubc.ca/okanagan/hse/health/h1n1fluvirus.html).

The President emphasized a key role for instructors to make students aware of their responsibilities. Students must:

1. declare absences due to influenza-like illness (ILI) online through the Student Service Centre (SSC) at ssc.adm.ubc.ca/sscportal/servlets/SRVSSCFramework; and
2. remain at home and away from class, labs, social gatherings, sports, etc. until at least 24 hours after being free of fever (100° F [37.8°C]) without the use of fever-reducing medications.

The President noted that the University is not requiring a medical certificate for ILI absences except under compelling circumstances.

G8/G20 University Summit

The President reported that UBC will be partnering with the University of Alberta in hosting the third annual G8/G20 University Summit in May 2010 to coincide with the G20 meeting hosted by Canada. The University Summit will include a meeting for University Presidents and some faculty members in Vancouver, as well as a student summit in Banff. The President encouraged those interested in the theme of “University and Communities Transition to a Sustainable Future” to contact the President’s Office for more information on opportunities to participate in the planning process.

Times Higher Education World University Rankings

With some frustration the President reported that in 2009 UBC had fallen from 34th to 40th position in the recent Times Higher Education Supplement (THES). He expressed disappointment with the methodology used to determine the rankings, but conceded that such are seen as important around the world. He had struck a group to explore why on objective measures UBC’s ratings improved but it still fell in overall rank. The President noted that UBC does not actively participate in ranking surveys, and that any information used in the Supplement had been gleaned from data on the UBC websites and other publications.

Discussion

In response to a question around opportunities for students to participate in the G8/G20 University Summit, the President noted that planning opportunities were limited to two students from UBC. He added that students interested should contact the Office of the President for more information on the process of selection, but that at this time there is general agreement that students must be in their last year of undergraduate study or be registered as a graduate student.

Dr. de Scally requested further information on the proposed process for students reporting influenza-like illnesses, specifically the waiving of the requirement of a doctor’s note and the responsibilities around verifying absences. The President responded that certain details remain to be determined, and ceded further comment to the Provost for Okanagan-specific processes. The Provost noted that discussions at Academic Council centered around the desire to see a system-wide approach of student self-reporting. In response to an inquiry around exam scheduling, the Provost noted that requests to re-schedule exams will be handled like for a regular illness unless the numbers are so large that this proves untenable. He added that the Deans and Provost’s Office continue to work together, and a communication is forthcoming.

Mr. Ridge clarified that the above processes are in place for influenza-like illnesses only.

Place and Promise: The UBC Plan

The President recalled for Senators that two previous drafts presented to Senate explored the vision, values, and commitments statements, and noted that today's discussion was intended to focus on the goals and actions set out within each of the nine commitment areas. He expressed gratitude to both Okanagan and Vancouver Senators for their feedback, noting that many changes had already been incorporated.

The President described Place and Promise as high-level strategic plan that seeks to achieve an overall statement of purpose and ambition for the University over a period of five to ten years, and is not intended to speak in great detail. He noted the range of subsidiary plans which in turn build the overall strategic plan: plans around the Aboriginal community, International Engagement, Focus on People, and Sustainability among them. These various plans fold into and inspire the overall strategic plan. He stressed that Place and Promise is envisioned as a living document meant to continue to inspire action and focus energies, and will be linked to the annual budgets both in the Okanagan and Vancouver to provide a driving force for implementation.

The President encouraged comments and feedback.

Discussion

Dr. Owrarn noted that the recent Okanagan Academic Strategic Plan Open Forum attracted over seventy individuals, and confirmed with the Provost that that a revised draft is expected at the end of the month.

Dr. O'Connor inquired how exactly the goals and actions will be linked to the budget process, and wondered which metrics will be used. On this item Dr. Owrarn replied that as the Okanagan campus sets priorities, deans will be required to demonstrate how any budget request meets those stated priorities. He stated that properly-focused metrics could positively affect behavior. Dr. Owrarn described three levels of metrics:

1. 'Dash-board' or high-level quick measures;
2. University-level measures, select in number; and
3. Unit-level measures.

The President assured Senate that the measures are not intended to be complicated, but are in place to assure that the University is doing what it says it is doing. He explained that measures should be rational and sensible, be both

qualitative and quantitative, and include both process measures and also targeted measures.

International Engagement and Global Influence: How Ambitious is the University of British Columbia?

The President expressed his surprise that to date there had not been more feedback on this discussion paper. He recalled for Senators that in the last strategic plan one pillar identified was internationalization, and as such, was a focus for UBC. He stressed that this discussion paper was not a plan, but rather a means of generating dialogue and discussion across the University.

The President highlighted several key factors. Firstly, there was no crisis: in fact, UBC is one of the two most engaged universities internationally in Canada. That being said, feedback from colleagues has suggested that the sum is not as great as the parts and UBC is not leveraging its international engagement as effectively as it might. He described the discussion paper as offering suggestions where the University might improve by drawing attention to the purposes of engagement as expressed as the core mission of the University and as supported by several principles of engagement. The President stressed the importance of a 'bottom-up' engagement process, one of iteration and learning using connections that already exist. He described learning through his own travels abroad that various units at UBC are working in same geographical or thematic area, yet are unaware of the other's existence. He highlighted the need to continue UBC's strong engagement with Asia, and reaching into India in a more effective way. Other key areas of focus include the Aboriginal community, sustainability, and the importance of providing opportunities to interns and also international graduate students. Lastly, the President drew attention to information gathering and sharing, with several suggestions for ways to improve.

The President concluded, and welcomed Senators' comments.

Deputy Vice-Chancellor's Remarks

The Deputy Vice-Chancellor invited the Provost to offer Senators an update on the progress to appoint an Interim Director for Interdisciplinary Graduate Studies (IGS). The Provost reported that Dr. Daniel Keyes has been appointed for a term of one year ending 30 June 2010; at that time the position will be filled as per the usual process. The Vice-Chair suggested that the appointment process commence immediately in order to assure that a permanent director would be in place for June 2010.

From the Board of Governors

The Senate received for information confirmation that the following items approved by the Okanagan Senate had been subsequently approved by the Board of Governors as required under the *University Act*.

Senate Meeting of 11 February 2009

Curriculum Proposals from Faculty of Arts and Sciences

New Award

Senate meeting of 11 March 2009

Curriculum Proposals from the Faculties of Arts and Sciences, and Creative and Critical Studies.

New Awards

Submission of Consolidated Financial Statements for 2008/2009

For Senate's information Mr. Ridge announced that the consolidated financial Statements for 2008/2009 were available in electronic format at:

<http://www.finance.ubc.ca/financialreporting/FinancialReportingFinancialStatements.cfm>.

Dr. Owram noted that the annual budget will be presented to Senate in the spring by the Academic Building and Resources Committee.

Nominating Committee - Committee Chair Dr. Carol Scarff

Committee Chair Dr. Carol Scarff presented the report.

Okanagan Senate Committee, Council of Senates Committee Membership Adjustments

Moved: Dr. Scarff

Seconded: Ms. Patterson

That Dr. Robert Campbell replace Dr. Jennifer Gustar on the Learning and Research Committee until 31 August 2011 and thereafter until replaced.

The motion was put and carried.

Moved: Dr. Scarff

Seconded: Dean Krank

That Dr. Gurupdes Pandher be elected to replace Dr. Craig Mitton on the Budget Committee until 31 August 2011 and thereafter until replaced;

and

That Mr. Neil Cadger be elected to fill a vacancy on the Budget Committee until 31 August 2011 and thereafter until replaced;

and

That Mr. Steven Joseph be elected to replace Mr. Matt Koovisk on the Council of Senates Elections Committee until 31 March 2010 and thereafter until replaced.

Discussion

The Assembly recognized Mr. Chris Eaton, who noted one correction to the term end date for Mr. Joseph on the Council of Senates Elections Committee.

The motion as corrected was approved.

Okanagan Senate Committee Terms of Reference, Composition Adjustments

Moved: Dr. Scarff

Seconded: Mr. Joseph

That Senate adjust the terms of reference for the Admissions and Awards Committee to set a quorum of six (6) voting members.

Discussion

Dr. Lalonde inquired if the proposed motion was a lowering or a raising of the current quorum. The Vice-Chair noted that unless a committee's terms of reference stated otherwise, the *Rules and Procedures of the Okanagan Senate* set quorum for committees at 50% of the voting members, with the Chancellor and President as ex-officio voting members. The Vice-Chair observed that the proposed change was in response to the frequent non-attendance of ex officio members.

The motion was put and carried.

Moved: Dr. Scarff

Seconded: Dr. Johnson

That Senate adjust the Appeals of Standing and Discipline Committee composition to add two more voting members as follows: one (1) additional faculty member, and one (1) additional student representative;

and

That Senate adjust the terms of reference for the Appeals of Standing and Discipline Committee to set a quorum of four (4) voting members.

Discussion

Ms. Collins clarified for Senate that in this instance, the motion as proposed both added committee members and set quorum at four voting members.

The motion was put and carried.

Dr. Keyes assumed the chair as Dr. Cioe presented the Report of the Academic Policy Committee.

Academic Policy Committee

Committee Chair Dr. Jan Cioe presented the report.

Parchment Signing for Graduate Degrees

Moved: Dr. Cioe

Seconded: Dean Krank

That the Senate approve the following arrangement for the granting of graduate degrees beginning November 2009: that the name of the College of Graduate Studies appear as the recommending body on all degree parchments, and that the Dean of the College of Graduate Studies sign such parchments in addition to the Chancellor, President and Registrar.

The motion was put and carried with two abstentions.

Update on Student Mobility

Dr. Cioe recalled for Senate that earlier this year there had been some discussion on the desire to see further development on a policy on intercampus student mobility. He reported that a framework of understanding had been reached between the two campus provosts, and invited the Provost to comment further. Dr. Alaa Abd-El-Aziz noted that with the support of the Secretariat, a series of documents outlining the framework by which Okanagan and Vancouver students will have an increased ability to take courses at the other campus are being finalized for presentation to Senate at its next meeting.

Curriculum Committee

Committee member Dean Krank presented the report. He noted Dean Campbell as the new Curriculum Committee Chair.

See also, 'Appendix A: Curriculum Summary.'

Moved: Dean Krank
 Seconded: Acting Dean Mathieson

That Senate approve the new courses brought forward by the Faculty of Arts and Sciences as set out in the attached proposal.

The motion was put and carried.

Learning and Research

Committee Chair Dr. Arthur presented the report.

Candidates for Emeritus/Emerita Status

See also, 'Appendix B: Faculty Members Eligible for Emeritus Status: Candidate for Emeritus Status Retiring UBC Okanagan Faculty.'

Moved: Dr. Arthur
 Seconded: Dr. Najjaran

That Senate approve the enclosed list of individuals to receive emeritus/emmerita status, with such status to become effective upon their date of retirement from the University and; that their names be added to the Roll of Convocation.

The motion was put and carried.

Admissions and Awards Committee

Committee Chair Dr. McCoubrey presented the report.

New Award

See also, 'Appendix C: New Award.'

Moved: Dr. McCoubrey
 Seconded: Dr. Najjaran

That Senate accept the award as listed and forward it to the Board of Governors for approval; and that a letter of thanks be sent to the donor.

Discussion

Dr. Lalonde inquired if this award has previously been announced in the press. Dr. McCoubrey replied that the gift itself had been announced at the recent Board of Governors event in September. Dr. Owram noted that the Development Office works diligently within Senate rules, and anticipated no difficulty in the

approval of the terms for the award. Dr. Lalonde observed that the prior announcement put Senate in an awkward position.

Specific criteria in the award terms were discussed. Dr. Keyes questioned if it would be more suitable to grant this award to a graduating student from the Faculty of Creative and Critical Studies rather than the Barber School of Arts and Sciences, and inquired if Development had a strong sense of the special structure of UBC Okanagan. Dr. McCoubrey stressed that donor preference influenced the award terms and assured Senators that the Development Office did indeed understand the Okanagan's faculty structure and worked to offer the broadest award terms possible to the benefit of all students.

Ms. L'Orsa inquired how a faculty would come to be aware of the outside activities of students, volunteer or other, as outlined in the award criteria. Dr. McCoubrey observed that many awards are given on subjective criteria, and balance both the quantitative and qualitative. Acting Dean Mathieson noted that a special committee will be struck to evaluate this award in particular, and would work to develop an appropriate application process if necessary.

The motion was put and carried.

Report from the Registrar

Discipline for Non-Academic Misconduct: Student Code of Conduct

The Registrar noted the inclusion of a new policy for Discipline for Non-Academic Misconduct: Student Code of Conduct in the online Okanagan Calendar

(<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,1030,0>).

Discussion

Dr. Lalonde sought clarification on whether allegations of non-academic misconduct were pursued in addition to criminal charges, or in place of. The President confirmed that indeed this new policy provided for a parallel process for student discipline and any necessary criminal proceedings, and cited two recent instances at the Vancouver campus where criminal charges were laid.

Mr. Joseph expressed his delight at seeing this policy come into effect as a student living in on-campus residence.

In response to an inquiry if this new policy was applicable to misconduct while in residence, Dr. Ogram replied in the affirmative. Ms. Amantea expressed her opinion that it was very necessary to provide for discipline in addition to the current protocol for eviction or banning from residences.

Adjournment

There being no further business, the meeting was adjourned. The following regular meeting of the Senate was scheduled for Wednesday 25 November 2009 at 3:30pm to 5:30pm in Library 317.

Appendix A: Curriculum Summary

Faculty of Arts and Sciences

1. The following new program and related course:
 - a. Biochemistry Honours Program
 - b. BIOC 449 (6) Honours Thesis
2. The following new courses:
 - c. BIOL 410 (3) Plant-Microbe Interactions
 - d. BIOL 507 (3) The Biochemical Basis of Disease
 - e. HIST 300 (3) History of Indigenous Peoples of Canada to 1876; HIST 301 (3) History of Indigenous Peoples of Canada Since 1876
 - f. HIST 406 (3) British Columbia to 1900; HIST 407 (3) British Columbia Since 1900
3. The following discontinued program options:
 - g. General Studies Thematic Options

Appendix B: Faculty Members Eligible for Emeritus Status: Candidate for Emeritus Status Retiring UBC Okanagan Faculty

1. Mr. James Kalnin, Associate Professor (tenure), Faculty of Creative and Critical Studies (retirement date 30 June 2009)
2. Ms. Eileen Truscott, Associate professor (tenure), Faculty of Creative and Critical Studies (retirement date 30 June 2007)

Appendix C: New Award

Pushor Mitchell LLP Gold Medal Leadership Prize: A \$10,000 prize is offered by Pushor Mitchell LLP to a graduating student in the Irving K. Barber School of Arts and Sciences at The University of British Columbia Okanagan. In addition to academic achievement in the student's final fifty four credits, candidates for the award must demonstrate leadership in one or more of the following areas: community service or volunteerism, cross-cultural relations, promotion of diversity, intellectual pursuits, and artistic or athletic endeavours. The prize is awarded on the recommendation of the School. (First awards available for the 2009/10 Winter Session)

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25 November 2009

To: Okanagan Senate
From: Nominating Committee
Subject: Senate Committee Vacancies (approval)

The Nominating Committee is pleased to recommend the following to Senate:

Motion: *That Mr. Steven Joseph be elected to serve on the Budget Committee of the Council of Senates as Student Representative until 31 March 2010 and thereafter until replaced;*

and

That Mr. Daniel Vineberg and Mr. Jonathan Kent be elected to serve on the Academic Policy Committee as Student Representatives until 31 March 2010 and thereafter until replaced;

and

That Ms. Lindsay Amantea be elected to serve on the Appeals of Standing and Discipline Committee as Student Representative until 31 March 2010 and thereafter until replaced;

and

That Mr. Alex Hu be elected to serve on the Admissions and Awards Committee as Student Representative until 31 March 2010 and thereafter until replaced;

And

That Dr. Gareth Jones be elected to serve on the Appeals of Standing and Discipline Committee until 31 August 2011 and thereafter until replaced.

THE UNIVERSITY OF BRITISH COLUMBIA



25 November 2009

ENROLMENT SERVICES

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To: Okanagan Senate

From: Academic Policy and Agenda Committees

Re: Format, Development, & Administration of Senate Policies

Recently, the UBC Vancouver Senate adopted a policy on the format, development, and administration of Senate policies for UBC Vancouver. The Vancouver Senate shared their plans with the Okanagan Senate Academic Policy Committee earlier this year, and the Academic Policy Committee is of the opinion that a similar policy would be of benefit to UBC Okanagan. As such, the Committee requested that the document be modified for UBC Okanagan and is now pleased to recommend its approval by the Okanagan Senate. It is our hope that a uniform policy can be adopted for all of UBC.

The primary goals of this proposal are to:

- 1) Provide a uniform presentation of the official decisions of Senate;
- 2) Allow for better record keeping and ease of reference to decisions of Senate;
- 3) Clarify the position of Senate on matters of academic policy; and
- 4) Allow for a structured and systematic review and updating of policies affecting academic governance at UBC Okanagan.

The policy itself is written in the proposed new structure. The format selected is a composite based on existing UBC academic policies, the UBC Board of Governors' policy template, and the templates of other universities - especially helpful were Queensland and Yale; although the policies of all G13 universities in Canada were reviewed, many institutions did not have consistent templates.

The sections of the policy can best be divided into three areas: administrative concerns (effective and review dates, responsibilities, statutory authority, etc), the substance of the policy (including scope, exceptions, and procedures), and additional data such as consultations and policy history (primarily for use during policy creation and review).

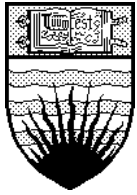
We are aware that producing policies in this new format will be more time-consuming until such time as relevant members of the campus community become accustomed to the change, but Enrolment Services is prepared to devote the necessary resources to assist in a transition as the benefits for the future are evident in terms of reference and review. Once the campus community has become more familiar with the new format, we believe that the time spent will be realized many times over.

As mentioned in the document, our intent is not to re-write all UBC policies in the new format immediately, but rather to transition them to the new format when they need to be revised or reviewed (and to convert frequently-used policies on a time-available basis). That conversion process will also give UBC the first opportunity to systematically review all our academic policies.

As such, the Senate Academic Policy and Agenda Committees request that Senate resolve as follows:

“That Senate approve Policy O-1: Format, Development & Administration of Senate Policies.”

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



SENATE POLICY:

O-1

DRAFT VERSION 1.2

OKANAGAN SENATE SECRETARIAT
Enrolment Services
Senate and Curriculum Services

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Number & Title

O-1: *Format, Development & Administration of Senate Policies*

Effective Date:

Proposed for 1 January 2010

Approval Date:

Consideration Expected December 2009

Review Date:

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

Responsible Committee:

Agenda

Authority:

University Act, S. 37(1)

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

(a) to regulate the conduct of its meetings and proceedings..”

Purpose and Goals:

This policy is designed to:

- 1) Provide a uniform presentation of the official decisions of *Senate*;
- 2) Allow for better record keeping and ease of reference to decisions of *Senate*;
- 3) Clarify the position of *Senate* on matters of academic policy; and
- 4) Allow for a structured and systematic review and updating of policies affecting academic governance at *UBC Okanagan*.

Applicability:

This policy is applicable for all policy proposals for consideration by the *Senate* for *UBC Okanagan* except as otherwise noted in this policy.

Exclusions:

- 1) This policy does not apply to:
 - a. matters under the jurisdiction of the Council of Senates;
 - b. proposals for specific new or existing programs or courses of study, including their admission requirements, or any or revisions thereto;
 - c. proposals for specific new or existing courses;
 - d. policies or rules reported by a faculty under Sections 40 or 41 of the University Act that only affect the affairs of that faculty;
 - e. non-policy matters requiring the consideration of *Senate*; or
 - f. matters specified under or as set out in the Rules and Procedures of *Senate*.
- 2) The structure and formatting requirements of this policy – although encouraged to be used if and inasmuch as is possible – shall not apply for joint policies with the *Board of Governors* or the *Vancouver Senate*.

Definitions:

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

- *Responsible Committee* shall mean the standing committee(s) of *Senate* charged with the oversight and review of a *Senate* policy

Policy:

- 1) Unless otherwise provided by *Senate* in this policy, all *Senate* policies shall be numbered, codified, and uniformly formatted in the manner specified by this policy.

- 2) Decisions and resolutions of *Senate* made before the implementation of this policy remain in force, but upon their revision or review shall be reformatted and restructured to comply with this policy except as provided for in Section 3.
- 3) *Senate* may make exceptions to the use of this format in the case of minor or urgent revisions to existing policies where it is not practicable to reformat an entire policy before a change is needed.
- 4) Policies may only be proposed to *Senate* by either a standing or an ad-hoc committee of *Senate* except for those proposed by individual senators, the President, or the Academic Vice-President as provided for in the *Rules and Procedures of Senate*. In the case of a policy proposed by an individual senator, the President, or the Academic Vice-President, *Senate* reserves the right to refer the proposal to a committee for review.
- 5) Draft policies shall clearly be marked as such, and shall include a version number. In the place of “Effective Date” and “Approval Date”, the expected or proposed dates of consideration and effectiveness should be listed and noted as such.
- 6) The format and order of sections in *Senate* policies shall be as follows
 - a. Title & Number
 - b. Effective/Implementation Date
 - c. Approval Date
 - d. Review Date
 - e. Responsible Committee(s)
 - f. Authority
 - g. Purpose and Goals
 - h. Applicability
 - i. Exclusions
 - j. Definitions
 - k. Policy
 - l. Calendar Statement(s)
 - m. Consultations
 - n. History
 - o. Related Policies
 - p. Appendix/Appendices
 - q. Procedures
- 7) Information to be covered under each section shall be as set out below:
 - a. Title
 - i. Each policy shall have a distinct, short, and descriptive title.
 - ii. Every effort should be made to ensure that *Senate* policies do not have the same titles as *Board of Governors* policies.

- iii. For ease of reference, the *Secretary to Senate* shall assign numbers to *Senate* policies.
 - iv. Policy numbers for policies only affecting *UBC Okanagan* shall be preceded by “O-“, for those joint with the *Board of Governors*, “B-“, and for those joint with the *Vancouver Senate* or the *Council* “J-“.
- b. Effective Date
- i. This is the date that the policy shall come into effect. If for some reason a date is not listed on a policy, it is to be assumed the policy comes into effect the day it is approved.
 - ii. In such cases where the approval or consent of the *Board of Governors* is required for all or part of a policy, the effective date specified shall be the day *Board of Governors* approval or consent was granted.
 - iii. The effective date shall only be retroactive if explicit reference is made to this and the retroactive approval date is included in the resolution of *Senate* approving the policy or any revisions thereto.
 - iv. If there is an expiry date for a policy, it shall be noted under the same heading as the Effective Date.
 - v. Prior to approval, a proposed implementation date is to be listed on the draft policy.
- c. Approval Date
- i. This is the date *Senate* approval was most recently granted to the policy or any revisions thereto.
 - ii. Prior to approval, an expected consideration date is to be listed on the draft policy
- d. Review Date
- i. All policies shall be reviewed within five (5) years of implementation and shall be reviewed thereafter as needed; some policies may be reviewed on a recurring basis or sooner than within (5) years if deemed necessary by *Senate*.
 - ii. Policy reviews shall be overseen by the *Responsible Committee* unless *Senate* otherwise provides.
- e. Responsible Committee(s)
- i. Every policy shall be the responsibility of one or more standing committee(s) of *Senate*.
 - ii. The *responsible committee(s)* shall consider revisions of the policy, review procedures under the policy, and generally be responsible for making recommendations to *Senate* regarding the policy.
 - iii. Although an ad-hoc committee, the President, the Academic-Vice President, or an individual senator may propose a policy to *Senate*, the proposed policy must specify one or more standing

committee(s) of *Senate* that shall have responsibility for the policy once approved.

- f. Authority
 - i. Under what authority – statutory or otherwise – is this policy being implemented? Generally, this will be a specific section or sections of the *University Act*.
 - ii. If there is no statutory authority for a proposed *Senate* policy, the matter may only be considered as non-binding advice or a resolution of the sense of the *Senate* on a subject.
 - iii. Generally, this section shall be completed by the *Secretary to Senate* as part of the policy development process.

- g. Purpose and Goals
 - i. Why this policy is being proposed and what are its goals if implemented.

- h. Applicability
 - i. Policies shall state the circumstances under which they are applicable in general terms.

- i. Exclusions
 - i. Any exceptions to the policy, either in terms of applicability, or for specific sections of the policy, shall be listed here.

- j. Definitions
 - i. Any terms that are defined for the purposes of the policy shall be listed here. If a term is already defined for another policy, every effort should be made to ensure that the same definitions are used if appropriate.
 - ii. Terms defined by the *University Act* shall have those meanings unless otherwise defined for a particular policy.
 - iii. The *Secretary to Senate* shall maintain a glossary of all defined terms and a list of policies using those terms.

- k. Policy
 - i. The text of the policy itself shall be listed here.
 - ii. If there are a set of procedures established under a policy, how those procedures are set and may be adjusted must be set under the policy itself.

- l. Calendar Statement(s)
 - i. If any or all of the policy is applicable to *students*, it shall be set out as part of a calendar statement. This is especially important for any policies that refer to rights, privileges, or responsibilities of *students*.

- ii. Calendar statements for policies shall follow the text of the policy itself inasmuch as is possible. Additional or adjusted text may be used in the calendar statement for reasons of clarity or structure (e.g., definitions may be provided in text, or sections may be re-ordered to be consistent with the format of that section of the calendar).
 - iii. Calendar statements amending or deleting existing text in the calendar shall be presented in the format used for curriculum proposals for ease of comparison.
 - iv. Although binding upon the *University*, calendar statements should primarily be reflections of the policy set out under “Policy” included in the calendar for convenience and ease of reference.
 - v. In such cases where a calendar statement does not provide a full understanding of the policy itself, a notice drawing readers’ attention to the formal policy and how it may be obtained should be included as part of the calendar statement.
 - vi. If in doubt as to if material is relevant for *students* or not, it likely should be included.
 - vii. If a calendar statement is identical to the policy this shall be reflected by stating “Identical to policy” under this section instead of repeating the policy.
- m. Consultations
- i. List groups consulted during the development of this policy.
 - ii. Consultation lists for previous versions may be listed in an appendix if useful.
 - iii. Incomplete consultations shall be noted as such in draft policies.
 - iv. A listing under consultations shall only mean that comment was requested from that person or group, and that they were given a reasonable time to respond.
- n. History
- i. Generally, just the titles and dates of previous policies are all that are needed. The inclusion of text from past policies is discouraged but a short narrative may be supplied if necessary.
- o. Related Policies
- i. References to other policies of *Senate*, the *Board of Governors*, or any other body that *Senate* feels are important for understanding the context or meaning of the policy in question.
 - ii. If available, hyperlinks should be used to the related policy being cited.
- p. Appendix/Appendices
- i. Any relevant material that should not be included in the main text but that is still part of the policy shall be included here. References to the appendix or appendices must be set out in main

text of the policy if an appendix is to be included. The use of appendices is discouraged except for long lists that would disrupt the readability of a policy.

- q. Procedures:
 - i. Procedures may be established to implement a policy as provided by that policy.
 - ii. The areas in which procedure is to be established shall be clearly set out in the policy.
 - iii. New or amended procedures – if not set by the Responsible Committee(s) in the Policy – shall be reported to the Responsible Committee(s) prior to their implementation.
 - iv. This responsibility for setting and amending procedures to implement a policy shall be assigned in the policy to the Responsible Committee(s), to the *President*, a Vice-President, or to the *Secretary to Senate*.

- 8) To ensure the uniform presentation of material, the format used in this policy shall be used for all other policies; this includes, but is not limited to, the following requirements:
 - a. Policies shall be set out in Times New Roman font, size 12;
 - b. Only the following shall be set out in italics:
 - i. titles of other *Senate* and *Board of Governors* policies;
 - ii. terms defined by *Senate*;
 - iii. terms defined by the policy under Definitions; and
 - iv. terms defined by the *University Act*.
 - c. Bold text shall only be used for section titles.

- 9) Only the material in the policy itself is binding upon the *University*; any other information provided to *Senate* in either written or oral form (e.g., a cover memo, FAQ, or a minute recorded in the minutes of *Senate*) are only provided for motivation, background and reference and are not binding policy unless included in appropriate section of the policy itself.

- 10) Although policies may be drafted by any member of the *University* community, submissions shall be edited as directed by the *Responsible Committee(s)* prior to submission to *Senate* to ensure they comply with the format and structure requirements of this policy.

- 11) This policy shall be considered part of the *Rules and Procedures of Senate* and thus may only be amended or suspended under the provisions specified therein. Other policies – unless otherwise provided by *Senate* or the requirements of the *University Act* – may only be approved, amended, or rescinded by resolution of *Senate*.

- 12) All policies shall be published on the *Senate* website in a timely manner and the *Secretary to Senate* shall devise an index and tagging system for ease of referral based upon topics covered by each policy and their applicability.
- 13) As a procedure to this policy, the *Secretary to Senate* shall develop and maintain a new policy template.
- 14) In such cases where a policy cannot be or is not complied with, the matter shall be brought to the attention of the *Responsible Committee(s)* by the *Secretary to Senate*.

Calendar Statement:

There are no calendar statements under this policy.

Consultations

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

Academic Policy Committee, Okanagan Senate

President's Office

- President
- Academic Vice-Presidents/Vice-Provosts
- Vice-President, Research
- Vice-President, Students

Secretary to the Board of Governors

Office of the University Counsel

Enrolment Services

- Registrar
- Senate & Curriculum Services
- Records & Registration
- UBC Okanagan
- Undergraduate Admissions

History:

This is the first version of this policy.

Related Policies:

Board of Governor's Policy #1: *Administration of Policies*

<http://www.universitycounsel.ubc.ca/policies/policy1.pdf>

Student Declaration and Responsibility, Chapter 5: Policies & Regulations, Vancouver Calendar

<http://www.students.ubc.ca/calendar/index.cfm?tree=3,285,0,0>

Appendix:

There is no appendix to this policy.

Procedures:

Template for Senate Policies

(please note that this document has been modified for readability in print format)

Title & Number:

O- :

Effective/Implementation Date:

Proposed for implementation

Approval Date:

Proposed for consideration by *Senate* in

Review Date:

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

Responsible Committee(s):

Authority:

Purpose and Goals:

This policy is designed to:

Applicability:

Exclusions:

Definitions:

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

█

Policy:

- 1) █
 - a. █
 - b. █
 - i. █
 - ii. █
- 2) █

Calendar Statement(s):

█

Consultations:

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

█

History:

█

Related Policies:

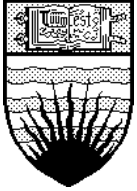
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Appendix/Appendices:

█

Procedures:

█



25 November 2009

AGENDA COMMITTEE
Okanagan Senate
c/o Enrolment Services
2016 - 1874 East Mall
Vancouver, B.C. Canada V6T 1Z1
christopher.eaton@ubc.ca

To: Senate
From: Agenda Committee
RE: Changes to the *Rules and Procedures of the Okanagan Senate*

In response to suggestions made over the summer months from various senators, the Agenda Committee has prepared revisions to the *Rules and Procedures of the Okanagan Senate*. These changes fall into the following categories:

- 1) Changes to the way in which replacement student and faculty senators are selected (Changes to Sections 13 and 14).
- 2) Clarification of the calculation of committee quorums for certain ex officio members (Changes to Section 27).
- 3) Changes to the order of business at meetings of Senate to reflect some current practices (Changes to Section 20).
- 4) Consequential changes to numbering schemes (Throughout and not listed in Section headings).

Text to be added is in **bold** and text to be removed is struck through ~~as such~~.

The changes in replacement procedures would have the effect of seats no longer being filled by runners up, instead, the current procedures for replacements in such cases where there are no runners up would be used in place.

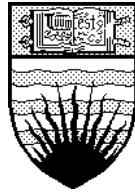
The calculation of committee quorums is to reflect current practices in light of conflicting interpretations in *Roberts Rules of Order Newly Revised*.

The changes to the order of business at Senate are to reflect a the practice at Senate as the Agenda Committee has routinely dividiated from the usual order recommended in the *Rules and Procedures of the Okanagan Senate*. The Committee notes that the order recommended for today's agenda is neither the current nor the proposed usual order, and advises the Senate that it recommended this month's agenda order out of deference for guests who have traveled to present today from UBC Vancouver.

The Committee is please to recommend to Senate that it resolves as follows:

“That the Rules and Procedures of the Okanagan Senate be amended as set out in the attached report.”

RULES
AND
PROCEDURES
OF THE
OKANAGAN SENATE



THE UNIVERSITY OF BRITISH COLUMBIA

DRAFT VERSION NOVEMBER 2009

Part 1 - Definitions

1. The following definitions are in use throughout, except as context requires otherwise:
 - Board of Governors shall mean the Board of Governors of the University
 - Chair shall mean the Chair of meetings of the Senate, or the chair of one of its committees as context requires
 - Council of Senates shall mean the Council of Senates of the University of British Columbia
 - Deputy Vice-Chancellor shall mean the Academic Vice-President of the University specified under Part 3 (1) of the *University Act* also known as the Vice-President Academic and Research
 - President shall mean the President of the University
 - Registrar shall mean the Registrar of the University
 - Senate shall mean the Okanagan Senate of the University
 - University shall mean the University of British Columbia
 - *University Act* shall mean the law titled as such in the Province of British Columbia with the citation Revised Statutes of British Columbia 1996, chapter 468

Part 2 - Rules and Procedures of the Senate

2. The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Senate in all cases to which they are applicable and in which they are not inconsistent with these Rules and Procedures.
3. The Agenda Committee shall consider and make recommendations on any matters relating to the rules and procedures of the Senate that are not otherwise covered by these Rules and Procedures.
4. Senate may amend or suspend these Rules and Procedures by resolution.

Part 3 - Membership and Officers of the Senate

5. Membership of the Senate is as set out in the *University Act*, with such other members as added by resolution of the Senate as per Section 35.1 (3) (j) of the *University Act*.
6. The President shall serve as Chair of the Senate.

7. The Senate shall elect one of its members as Vice-Chair to serve as Chair in the absence of the President. A term as Vice-Chair is for one (1) year and a Vice-Chair shall serve no more than two (2) consecutive terms. In the absence of both the Chair and the Vice-Chair, the standing committee chair present with the longest continuous service on Senate who is not expected to be presenting a report at that meeting shall serve as acting chair of the meeting unless Senate otherwise resolves. In the event of a tie for length of service, the chair of the committee listed first alphabetically by committee name from amongst those tied shall be considered to have the longest continuous service on Senate for the purposes of this rule.
8. The Registrar or his or her designate shall serve as the Secretary of Senate.
9. No member may appoint a voting proxy to act in the member's absence.
10. The position of an elected faculty member shall be declared vacant by the Secretary of Senate when he has received notice that the member has resigned, or that the member is going on leave for a period of more than six months, or that the member has been granted disability leave.
11. Faculty members who inform the Secretary of Senate of their intent to remain on campus and to be active in Senate business during their leave shall be exempt from the rule prohibiting membership during faculty leave set out in Section 10.
12. Any elected member may be granted a leave of absence for up to five consecutive ordinary meetings of Senate, except in the case of a student senator who may be granted a leave of absence for up to two consecutive ordinary meetings of Senate. Any absence without leave for more than five consecutive ordinary meetings, or two in the case of a student senator, shall result in a declaration of vacancy by the Secretary of Senate.
- ~~13. In such cases where a vacancy exists for an elected Senate position, the position shall be offered – in the order of the number of votes received – to the persons who received the most number of votes in the most recent election to that office who were not elected.~~
14. ~~If a vacancy cannot be filled by the manner specified in Section 13 above,~~ **In such cases where a vacancy exists for an elected Senate position, it shall be filled:**
 - a. In the case of a convocation senator by the Senate on the recommendation of the Alumni Association of the University
 - b. In the case of a faculty senator elected by a specific faculty by that faculty, or by an election of the joint faculties if elected by the joint faculties; or
 - c. In the case of a student senator by the Senate on the recommendation of the University of British Columbia Students' Union Okanagan.
15. Positions filled through Sections 13 ~~and 14~~ above shall only be for the remainder of the original elected term of office.

Part 4 - Meetings of the Senate

16. Regular Meetings

- a. The Senate shall schedule nine regular meetings each academic year, normally on either the first or the second Wednesday of the month from September through May. Such meetings shall normally be called to order at 3:30 p.m.
- b. The schedule of regular meetings of Senate for each academic year shall be established no later than January of the preceding academic year. The time for adjournment may be extended at any meeting by a successful motion for extension, which is not debatable, and requires an affirmative vote of a simple majority of those who vote.

17. Special Meetings

- a. A Special Meeting may be called to discuss a particular topic or topics.
- b. A Special Meeting may be called by the Chair at his or her discretion or upon receiving a request from the Board of Governors or the Council of Senates.
- c. A Special Meeting must be called by the Chair upon a motion carried by the Senate passed by a simple majority of those voting, or upon the written request of twelve (12) members of the Senate.
- d. The Chair shall fix the date of the Special Meeting; that date shall not be more than twenty-one (21) days after the receipt of a request issued under Section 47 **16** (c).
- e. A Notice of Special Meeting shall specify the purpose of the meeting. Such a notice shall be given to members of the Senate at least ten days prior to the meeting. Only the matter or matters specified in the notice concerning the meeting shall be considered at such a Special Meeting.

18. Quorums

- a. Twelve members of the Senate, other than the Chair, shall form a quorum for all meetings of the Senate.
- b. Quorum for committees of the Senate shall be as set in their terms of reference. In the event a quorum is not so set, quorum shall be 50% of the voting members of such a committee.

19. Open and Closed Sessions

- a. Meetings of the Senate are, in general, open and may be attended by observers who must sit in the designated areas, which shall normally be an area set aside

from the voting members of Senate. The Secretary of the Senate may limit the number of spaces available in those areas.

- b. Non-Members of Senate may only address Senate if granted leave to do so by the Chair or by Senate.
- c. In accordance with general legislative rules, no cameras, tape recorders or other electronic equipment may be used except at the discretion of the Chair.
- d. Admittance of observers is on a first come, first served basis.
- e. The Senate may resolve to consider items of the agenda *in camera*.

20. Order of Business

- a. The agenda for regular meetings is normally set by the Policies and Procedures Committee a minimum of twelve (12) days prior to the scheduled meeting date of the Senate.
- b. The usual order of agenda items is:
 - i. Senate Membership: Attendance and declaration of vacancies.
 - ii. Unfinished Business: Items brought forward from the previous meeting.
 - iii. Minutes of Previous Meeting: Motion to adopt, amend and/or correct the minutes.
 - iv. Business arising from the minutes: information may be presented, and matters arising from the minutes discussed. Motions may be put and voted upon regarding matters arising from previous minutes.
 - v. Chair's Remarks: the Chair may report on issues of interest to the Senate. Members of the Senate shall have the opportunity to pose questions to the Chair regarding matters of interest to the Senate.
 - vi. **Deputy Vice-Chancellor's Remarks: The Deputy Vice-Chancellor may report on issues of interest to the Senate. Members of the Senate shall have the opportunity to pose questions regarding matters of interest to the Senate.**
 - vii. Correspondence and the receipt of petitions: petitions may be received by the Senate and may be forwarded to appropriate committees for consideration. Statements may be circulated to members.
 - viii. From the Board of Governors: notification of the Board's approval of the Senate's recommendations.

- ix. Reports of Committees of the Senate: normally presented in **alphabetical order**. ~~in the following order: Nominating, Agenda, Academic Policy, Curriculum, Learning and Research, Admission and Awards, Appeals of Standing and Discipline, and Academic Building and Resources. Reports should normally be circulated in advance. Committees may propose motions with respect to their reports.~~
 - x. Reports from the Chancellor, Deputy Vice-Chancellor, **Provost**, and Registrar.
 - xi. Faculty **and College** Business.
 - xii. Other Business: ~~which may also include committee reports.~~
 - xiii. Matters to be discussed *in camera*.
- c. Agenda Recommendations from the Agenda Committee may be set aside upon a simple majority vote of the Senate, or at the discretion of the Chair.
 - d. Any matter not already on the agenda of a regular meeting may, at the request of a member from the floor of the Senate and at the discretion of the Chair, be included on the agenda under "Other Business."
 - e. Any member may request in writing to the Secretary of the Senate that the Agenda Committee include in the agenda of the next regular meeting any such matter that the member requests the Senate to consider.
 - f. Any member may give notice of a motion from the floor of the Senate, whereby the motion shall be placed on the agenda of the next regular meeting of the Senate.

21. Conduct of Meetings

- a. Voting on ordinary business and motions is normally by show of hands. A member may request at any time through a motion that a roll call vote or a secret ballot vote be conducted. Such a motion requires a simple majority in the affirmative to pass.
- b. The Senate may acquiesce in a recommendation or motion without a vote. This is an indication of the will of the Senate should the minutes reporting the concurrence be adopted without challenge.
- c. The Chair has the same voting rights as other members of the Senate. In the event of an equal number of votes for and against a motion, the motion shall be lost.
- d. Any member of the Senate may request that the vote count, or the member's individual vote or abstention from voting, be recorded in the Senate minutes.

- e. The Chair normally vacates the Chair to present a statement - other than under Section ~~20~~-19 (b) (v) - or participate in the debate.
- f. Debate on questions under consideration by the Senate shall be unlimited until debate is exhausted or the previous question is put to the Senate.

22. Motions

- a. Motions may originate from a Committee presenting a report; from a Committee advising Senate in advance of its intention to bring forth motions at the next regular meeting of the Senate; from a Faculty, if the Agenda Committee considers that the matter need not be referred to a Senate Committee; from a member presenting a notice of motion to be presented at the next regular meeting of the Senate; or from the floor of the Senate, to be considered immediately in accordance with Section ~~20~~ 19(d).
- b. Once a motion is moved and seconded, the mover may speak to it and answer questions from the floor of the Senate.
- c. A motion included on the agenda may be withdrawn before being moved on the floor of the Senate.
- d. A motion may be presented and voted upon with or without discussion.
- e. A motion on the floor of the Senate may be referred to a committee by the carrying of a second motion to this effect, which is debatable and is passed by a simple majority.
- f. A motion to postpone consideration of a motion on the floor of the Senate may be moved at any time. If seconded, a motion to postpone consideration is debatable. If the motion to postpone is carried by simple majority, no further discussion of the original motion is allowed; if the motion to postpone is lost, debate of the initial motion may continue.
- g. A motion to "lay on the table" the pending motion halts consideration of the pending motion immediately. It must be seconded, is not debatable and may be passed by a simple majority. It should be employed only when the Senate wishes to lay the pending motion aside temporarily when a matter of immediate urgency has arisen.
- h. A motion to amend a motion on the floor of the Senate may be moved at any time. If seconded, the motion to amend may be debated and voted upon, to be passed by simple majority. Regardless of the outcome, debate of the original motion may continue, with further motions of amendments proposed and voted upon. Once all discussions are complete, including voting upon all motions of amendment, the original motion in amended form if such amendments were carried, is put to a vote in its entirety.

- i. Upon the agreement of the Senate in the form of a motion to such effect, which is not debatable and is passed by a simple majority, a motion on the floor may be split into two or more parts, with each part to be debated and voted upon separately. The defeat of one part of a motion so divided does not automatically defeat the other parts of the split motion.
- j. When two motions on the agenda are at variance, the Chair may rule that consideration of the second motion is unnecessary if the first is passed. If the first motion is lost, the second may then be considered.
- k. A motion to rescind a motion requires a vote of two-thirds majority in the affirmative to pass, or, if a notice of motion has been given, a simple majority in the affirmative to pass.
- l. A motion to adjourn may be made at any time. When seconded, it is not debatable, must be voted upon immediately and requires a simple majority vote in the affirmative to pass.
- m. Any ruling or action of the Chair with regard to motions or any other matter may be challenged. Such a challenge is generally not debatable, shall be voted upon by the Senate and is sustained by a simple majority. Before the vote, the Chair may state the reasoning for the ruling or action without entering into debate.
- n. To refer any matter to the Council of Senates requires a vote of 2/3rds in the affirmative of those present and eligible to vote. This section shall have no effect unless the Vancouver Senate establishes and maintains a rule to the same effect.
- o. Sections ~~2019~~ (c) through (e) notwithstanding, no motion to refer any matter to the Council of Senates may be considered by Senate unless notice of motion has been made at the previous meeting of Senate. This section shall have no effect unless the Vancouver Senate establishes and maintains a rule to the same effect.
- p. If notice of motion to refer to the Council of Senates has been made under Section ~~22-21~~(o), the Agenda Committee shall be responsible for considering and making a recommendation to the Senate by its next meeting on the disposition of the motion, except in such cases where notice of motion is given by a committee of Senate. This section shall have no effect unless the Vancouver Senate establishes and maintains a rule to the same effect.

Part 5 - Committees

23. The Nominating Committee

- a. The Committee shall nominate the elected membership of all other Senate committees unless Senate otherwise provides, and recommend the size of each committee to Senate.

- b. The Committee shall be composed seven (7) Senators, two of whom shall be student members.
- c. The Secretary of Senate shall call for nominations to this Committee before the first meeting of a newly constituted Senate and shall include the names of those nominated in the notice calling this meeting.
- d. The Committee shall be elected by written or electronic ballot at or before the first meeting of a newly constituted Senate.
- e. When a vacancy occurs in the Nominating Committee, the vacancy shall be declared at the next regular meeting of Senate, at which time there shall be a call for nominations. The nominees shall indicate to the Secretary of Senate their willingness to stand, prior to the election. The Senate shall elect a member to fill the vacancy by written or electronic ballot at the immediately following regular meeting of Senate
- f. The terms of reference of Senate committees shall be reviewed by the Nominating Committee during the third year of each Senate.

24. The standing committees of Senate are as follows:

- a. Admission and Awards
- b. Appeals of Standing and Discipline
- c. Curriculum
- d. Learning and Research
- e. Nominating
- f. Academic Policy
- g. Agenda
- h. Academic Building and Resources
- i. Council of Senates Okanagan Representative Committee One
- j. Council of Senates Okanagan Representative Committee Two
- k. Council of Senates Okanagan Representative Committee Three
- l. Council of Senates Okanagan Representative Committee Four
- m. Council of Senates Okanagan Representative Committee Five

25. The terms of reference and composition of the standing committees are as determined from time to time by the Senate. A compilation of committee terms of reference and membership is normally distributed to all Senate members at the commencement of every newly constituted Senate.
26. The Senate may at any time by motion carried with a two-thirds majority, delegate to one or more committees those of its powers as it may determine.
27. The **Chancellor and President** ~~is an~~**are** ex-officio members of all Senate ~~standing~~ committees, except that the President is not a member of a ~~standing~~ committee considering student appeals on ~~academic~~ discipline, **and neither the Chancellor nor President shall count towards a quorum being present.** The Registrar or designate is an ex-officio member of all Senate committees and shall serve as committee secretary, but have no right to vote as such.
28. When a vacancy occurs or is expected to occur on a committee, or when a committee wishes to add to its members, the Chair of that committee shall notify the Secretary of the Senate.
29. Senate may at any time by motion, form and establish the terms of reference of a standing or an *ad hoc* committee of which the size and composition is normally determined by the Nominating Committee.
30. Every Senate committee shall be free to co-opt additional members, whether or not they are members of the Senate, subject to two conditions:
 - a. First, a majority of the entire committee must vote in favour of each individual proposed.
 - b. Thereafter the Senate must vote in favour of each individual proposed.
31. Co-opted members of committees shall have full voting rights on these committees, upon approval of their co-option by the Senate.
32. Attendance at meetings of Senate committees is normally limited to members of the committee. Others may attend only with the permission, or at the request of, the Chair of the Committee.
33. Committee members may not appoint a proxy.
34. Members of committees whose term of office on the Senate has ended are requested to continue attendance at committee meetings until their successors have been appointed.
35. The Secretary of the Senate or designate shall call the first meeting of each Senate Committee as soon as feasible after the composition of the committees has been determined.
36. Committee Reports

- a. A committee report is generally presented by the Chair of the committee, but in the Chair's absence another member of the committee may do so.
- b. Committee reports are not required to be seconded to be discussed on the floor of the Senate.
- c. A committee report should normally consist of the body of the report with recommendations, if appropriate, summarized at the end and motions arising from the recommendations, if any, presented following.
- d. The final recommendation of an *ad hoc* committee's final report should be that the Senate discharge the committee.
- e. The Senate may take, through appropriate motions, any of the following actions with regard to committee reports:
 - i. Receive a report as presented, or as amended by Senate;
 - ii. Receive a report, and consider motions to approve specific recommendations as presented, or as amended by Senate;
 - iii. Adopt a report and its recommendations either in full, or as amended by Senate;
 - iv. Adopt a report but not all its associated recommendations, and consider motions to approve specific recommendations as presented, or as amended by Senate;
 - v. Refer a report to another committee;
 - vi. Refer a report back to the originating committee; or
 - vii. Postpone consideration of a report, until a specified date or indefinitely.
- f. A committee may circulate a report for information. Such a report may raise questions without making recommendations, or may make recommendations, with no motions or actions arising from the report.

Part 6 – Council of Senates Members

37. Election of Representatives

- a. Senate shall elect nine (9) representatives to the Council of Senates, to serve terms of no more than three (3) years. Those representatives shall be apportioned as follows:
 - i. One (1) dean, elected by Senate on the recommendation of the Nominating Committee;

- ii. Four (4) faculty members from those elected to Senate, elected by Senate on the recommendation of the Nominating Committee;
 - iii. Three (3) student from those elected to Senate – one of whom must be a graduate student – elected by Senate on the recommendation of the Nominating Committee;
 - iv. One (1) convocation member from those elected to Senate, elected by Senate on the recommendation of the Nominating Committee
- b. The Nominating Committee shall make a recommendation required under Section ~~37~~ 36(a) (i-iv) within two (2) months of a declaration of a vacancy on the Council of Senate.
 - c. In making a recommendation, the Nominating Committee shall take into consideration nominations and recommendations from the members of Senate eligible for the vacant position.

38. Standing Committee Chairs

- a. The chairs of the Curriculum, Admission & Awards, and Academic Policy Committees shall be recommended to the members of the Council of Senates who elect Committee chairs as those chairs to be elected. Additionally, the Nominating Committee shall recommend to Senate a fourth standing Committee, the chair of which shall also be recommend to said members for election.
- b. The Nominating Committee shall review the recommendation of the fourth chair specified above during its triennial review of committee terms of reference.

THE UNIVERSITY OF BRITISH COLUMBIA



Senate Secretariat
Senate and Curriculum Services
Enrolment Services
2016-1874 East Mall
Vancouver, BC V6T 1Z1

February 23, 2009

To: Okanagan Senate Admissions & Awards Committee
Okanagan Senate Academic Policy Committee
Okanagan Senate Curriculum Committee

Vancouver Senate Admissions Committee
Vancouver Senate Academic Policy Committee
Vancouver Senate Curriculum Committee

Cc Doug Owram, Deputy Vice-Chancellor, UBC Okanagan
Alaa Abd-El-Aziz, Provost, UBC Okanagan

Dave Farrar, Provost & Vice-President, Academic, UBC Vancouver
Anna Kindler, Vice-Provost, Academic Affairs, UBC Vancouver

From: Brian Silzer
Associate Vice-President, Enrolment Services & Registrar

Subject: Inter-campus Student Mobility

I am pleased to provide a status update on recent discussions related to inter-campus student mobility. As we move forward, your Committees will be charged with developing and recommending to your respective Senates policy changes that will clarify student options for mobility between campuses. I hope that this summary will be useful to you as you undertake this work.

April 2008 Meeting

In April 2008, a working group of administrators and Senate committee chairs met to discuss guiding principles related to inter-campus student mobility.

The group reached general agreement on a framework (hereafter “the 2008 Framework”, attached) as a basis for further discussion. They also identified a particular challenge related to the separation of UBC budgets and enrolment management activity by campus. Members suggested that the Provosts of the two campuses determine whether and how budgets and student full-time equivalent (FTE) counts would flow between the two campuses.

Since the April 2008 meeting, issues related to student mobility have been raised in several different forums. The two Provosts have had several informal discussions on the matter, and the item also appeared on the agenda of a June 2008 joint meeting of the deans from both campuses. President Toope and other Okanagan Senators in particular have requested regular status updates and have expressed a need for urgency in filling a policy void in this area.

Most observers acknowledge that – given that we have separate academic governance processes and (in all but one case) separate faculties -- it would not be realistic to expect that a student should be able to gain access to any program on any campus at any time. Individual programs have requirements that must be met in order for a student to graduate. Those requirements vary by Faculty, which means they also vary by campus.

When students do move between campuses, they are often uncertain about how their courses will ultimately meet program requirements. While all UBC courses “transfer” from one campus to the other and are clearly visible on the student transcript, there is no guarantee that a course taken at one campus will satisfy a program requirement at the other campus. Advisors have also expressed confusion about whether coursework completed at the other campus should be considered “resident UBC credit.” Because our policies and Calendar entries are not sufficiently clear, inconsistent practices have developed and a certain level of frustration has been evident.

February 23, 2009 Meeting

On February 23, 2009, the following group came together to discuss potential ways forward on inter-campus student mobility:

- Dr. Alaa Abd-El-Aziz, Provost, UBC Okanagan;
- Dr. David Farrar, Provost & Vice-President, Academic, UBC Vancouver;
- Dr. Anna Kindler, Vice-Provost, Academic Affairs, UBC Vancouver;
- Mr. Brian J. Silzer, Associate Vice-President & Registrar; and
- Ms. Lisa Collins, Associate Registrar, Senate & Curriculum Services.

The group acknowledges that there remains much work to be done. We would encourage the development of new and revised policy where appropriate through the Senate process and would be prepared to consult, assist, or guide as necessary.

We offer the following comments:

1. Policies on inter-campus student mobility are best articulated at the UBC system level, rather than independently by the campuses. This can hopefully be accomplished through collaboration between the respective committees of the campus-based Senates to develop a common policy and Calendar language.

2. Inter-campus student mobility should not be more difficult or administratively complicated than transfer to the University from another institution. Indeed, it should be possible to orchestrate more streamlined internal arrangements.
3. The group is generally supportive of the ideas set out in the 2008 Framework. Setting aside the special case of Engineering, students taking courses on the other campus are by definition studying outside their program and Faculty. Students transferring from a program at one campus to a program at the other campus are by definition changing Faculties. Even though both the Vancouver and Okanagan campuses offer a Bachelor Arts, for example, each program has distinct requirements. The academic autonomy of faculties and programs must be respected.
4. Residency Requirements

Our policies need to anticipate two scenarios: students who wish to transfer from one program to another (and who wish to change campuses in so doing) and students who wish to complete some of the requirements of their program at the other campus. In either case, the “residency requirement” as articulated in the Calendar entry on Requirements to Receive a Degree or Diploma ought to be maintained. The Calendar entry currently reads in part as follows:

The requirements for degrees and diplomas are described in the faculty and school entries. Except where the requirements of a particular degree or diploma program specifically state otherwise, a student must:

1. *satisfy all the program requirements by completing studies either at UBC or elsewhere;*
2. *satisfy at least 50% of the credits required for the program while registered in the program¹; and*
3. *in undergraduate programs, complete upper-division UBC credits to satisfy at least 50% of the credits required by point (2) above.*

¹*Courses taken while studying at another institution on a Senate-approved exchange program satisfy this requirement.*

5. Inter-campus Transfer Students

In considering how much inter-campus transfer our UBC policies should support, the group was of the opinion that the most reasonable comparator is the existing process for transfer from one Faculty to another. Students changing campuses are in effect changing faculties, even within the same discipline. Although there are likely to be more

efficiencies when transferring between Faculties within the same discipline, coursework completed while enrolled in one program may not be applicable to the new program. Student year levels may change and it may take additional time to complete all of the requirements of the second program. This is already the case for students transferring between programs.

6. Intra-UBC Exchange Students

The group respectfully suggests that, although the model described in the 2008 Framework document is suitable, the term “exchange” is not appropriate. Exchange agreements imply parity in student flow between partners. Given the relative size of the two campuses and data collected to date about student migration patterns, an expectation for equality in FTEs sent and received would be unrealistic. Different terminology would help manage expectations in this area. One suggestion is “inter-campus visitor”, which would need to be distinguished conceptually and in our systems and processes from students visiting from other institutions.

7. Competition for Spaces in Programs and Courses

Clearly not all students applying for admission to a high-demand (quota) program with a limited number of student seats – either by transfer from another university program or by direct entry -- are going to gain admission. The group agrees that, all other factors being equal, it is appropriate to accord a local student some advantage over a student from a degree program at the other campus. Where there is capacity, however, UBC should take care of its own.

Programs accepting UBC students from other degree programs must determine through their usual Faculty approval processes whether to hold students to a competitive transfer average or some other standard. Should the standard for students from programs at the other campus be the University minimum, the same transfer average as for students from other institutions, or somewhere in between?

These kinds of internal transfer arrangements are currently negotiated on a program-to-program basis, and this should continue. Such arrangements may exist between Faculties and programs on the same campus (and they currently do), or between Faculties and programs on two campuses.

Course registration is also often competitive. If a student is permitted to change programs, s/he then is accorded course registration priority as a student in the new program with no special arrangement necessary.

For students enrolled in a program at one campus but completing some requirements at the other, it is important to consider what constitutes an appropriate registration date. At the moment, priority is given to local students (ordered themselves by year level and

grade average), with students from the other campus assigned registration dates falling later in the process – often at the same time as visiting students from other universities. While it seems reasonable to accommodate local students first, the group suggests that UBC students from the other campus could be assigned a registration date earlier than visitors from outside the University.

8. Student Advising and Request Processing

There is unanimous agreement that regardless of the academic policies in effect, the University needs to do a better job of coordinating advising services for students wishing to move between campuses and facilitating the application process. To this end, we recommend that a designated Enrolment Services staff at UBC O and UBC V would serve as a single point of contact to clarify student options and guide students through the process. While academic advising would still happen at the program level at each campus, Enrolment Services facilitators, working with student advisors, could play a helpful coordinating and troubleshooting role.

9. Budgets, FTE Counts, Provincial Grants

In 2008W, 115 students transferred from Okanagan to Vancouver and 14 students transferred from Vancouver to Okanagan. A typical student would be in the a Bachelor of Arts or Bachelor of Science at UBC Okanagan applying to transfer to Vancouver at the end of first or second year.

It is expected that inter-campus transfer numbers will remain small. The initial focus should be on clarifying and facilitating options for students rather than actively promoting the movement of large numbers of FTEs. It is understood that, as partnerships develop, mobility may grow over time.

If numbers of students moving between campuses remain low, impacts on budgets and enrolment reporting will be minimal. If numbers grow, the Provosts will discuss adjusting budgets to compensate for disproportionate movement. The Provosts do not consider the development of such a budget model to be a necessary precursor to Senate academic policy approval. Additional data collection over a three-year period will make patterns easier to predict.

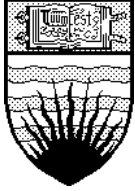
Students should be counted for the purposes of enrolment statistics based on the campus they attend. Students are not able to be concurrently registered at two campuses during the same term except when enrolled in distance education courses.

The Provosts jointly subscribe to the general principle that the tuition follows the students, i.e., that tuition for a course is collected centrally by the Registrar but allocated to the campus offering that course. The fees are further allocated within a campus through the normal budget process. This principle currently holds when applied

to either of the two student mobility scenarios. For students in programs at one campus but taking courses at the other, further consideration is necessary to determine where student-levied fees should be paid and related services accessed.

Should you wish clarification of any of the above, do not hesitate to contact me and I will coordinate a response.

THE UNIVERSITY OF BRITISH COLUMBIA



12 September 2008

SENATE SECRETARIAT

Enrolment Services

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Current Status of Discussions on Student Mobility

In the late spring and summer of 2008, a small working group of administrators and committee chairs from UBC Okanagan and UBC Vancouver came together to discuss principles around student mobility between UBCO and UBCV. The group consisted of

Dr Alaa Abd-El-Aziz, Provost, UBC Okanagan

Dr James Berger, former Chair, Vancouver Senate Admissions Committee

Mr Christopher Eaton, Academic Governance Officer, Enrolment Services (meeting convener)

Dr Jennifer Gustar, former Chair, Okanagan Senate Curriculum Committee

Dr Paul Harrison, Chair, Vancouver Senate Academic Policy Committee

Dr Daniel Keyes, former Chair, Okanagan Senate Policies & Procedures Committee

Dr Anna Kindler, Vice-Provost, UBC Vancouver

Dr Peter Marshall, Chair, Vancouver Senate Curriculum Committee

Dr Sharon McCoubrey, Chair, Okanagan Senate Admissions & Awards Committee

Respect for the following principles were viewed by the group as being necessary for the success of student mobility between UBC campuses:

- 1) The academic autonomy of each campus and its faculties and programs need to be respected, in doing so:
 - a. There are differences in programs and courses— even those with the same or similar names – between campuses that need to be taken into consideration; although a course may meet the goals or needs of one program, it may not be acceptable for the specific goals or needs of another.
 - b. Budgets and programs are separate and flexibility for students in one academic program should not compromise the programs of other students.

- 2) Faculties and programs should be encouraged to continue to develop and facilitate linkages between programs to draw upon the unique abilities and skills of each campus to better students' programs of study, on both an organized basis (e.g., a cohort of students in a program completing a term or a series of courses at another), or individual basis (e.g., a student in a masters program requiring a methodology course only available at the other campus).

- 3) Generally, existing processes should be used -with modifications as needed - rather than creating new structures.
- 4) A differentiation needs to be made between students transferring programs, and students completing aspects of a program based at one campus with courses based at another.
- 5) In the first instance (students transferring programs):
 - a. The acceptability of a course for a program's requirements is a matter of academic judgment for the receiving program and campus.
 - b. Students transferring between programs at different campuses should normally be given the same rights and held to the same standards as students transferring between programs at the same campus
 - c. The regulation requiring a majority of a program to be completed while registered in that program should be maintained (aka, the residency requirement).
- 6) In the second instance (students completing some of the requirements for a program at one campus with courses from the other):
 - a. Students should be treated as much as possible in the same manner as outgoing and incoming Exchange students, including the assurance of the following:
 - i. Consent of both the sending and the receiving program;
 - ii. Either a reasonable degree of parity between outgoing and incoming students within faculties, or transfer of budget to compensate the disproportionately receiving faculty.
 - iii. Comparable advising, housing, and fee arrangements to existing exchange agreements between UBC and other institutions.
 - b. In order to ensure that a student graduates from a program in which they completed a majority of their studies:
 - i. An intra-UBC exchange would take the place of an external exchange for a student
 - ii. An intra-UBC exchange would be precluded for students who have already transferred between campuses and would preclude them from transferring between campuses, as this would violate the spirit of the residency requirement.
 - c. Students will normally complete such an exchange in their 3rd year, but may also do so in other years if possible with their program of study.
- 7) Although the ideas of student transfers and student exchanges can be applied universally (that is, to both direct entry and professional, undergraduate and graduate) with the consent of the faculties and programs, it is expected that most activity will occur at the direct-entry level and graduate levels due to cohort systems and specialized curricula.

Issues still to be addressed are items 1 (b) and 6 (a) (ii) above. Some concerns have been raised that the number of students having interest in some programs will be greater than the number of spaces potentially available. This may be addressed by a) a competitive system for space allocations, or b) resource allocations to compensate programs stressed

by mobility, or c) a combination thereof. The exact number of spaces available for students will need to be discussed by the faculties and provost's offices, likely at the same time as discussions on seat allocations generally.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT
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25 November 2009

To: Okanagan Senate
From: Academic Policy Committee
Subject: Policy on Student Safety Abroad (information)

The Academic Policy Committee received for its first reading the enclosed draft policy on Student Safety Abroad and includes it here for Senate's information.

This policy draft is being forwarded to the Board of Governors at its meeting on 3 December 2009, for information and, subject to any concerns raised by the Board of Governors, will be posted for public comment until 31 December 2009. Once that process is complete, all feedback will be coordinated and a final draft will be presented to the each Senate and the Board of Governors for its approval (Note: sections containing explicit academic implications include Article 2 of the Policy - *Definitions* and the following articles in the Procedures - Article 5 *Travel to Level 2 "Exercise High Degree of Caution" Travel Advisory Destinations*; Article 6 *Travel to Level 3 "Avoid non-essential travel or Level 4 "Avoid all travel" Travel Advisory Destinations*; Article 7 *Revocation of Authorization*; and Article 9 *Unauthorized Travel*).

Please submit any comments or feedback to Mr. Mark Crosbie, Associate University Counsel (tel: 604-822-8898 or Mark.crosbie@ubc.ca) and to Nathalie Hager, Okanagan Senate Secretariat (tel: 250-807-9259 or Nathalie.hager@ubc.ca).

 <p>The University of British Columbia</p>		Approval Date:
	<p>Responsible Executives: Vice President, Students Provost and Vice President Academic (UBC Vancouver) Deputy Vice Chancellor and Vice President Academic and Research (UBC Okanagan)</p>	
<p>Title:</p> <p style="text-align: center;">Student Safety Abroad</p>		
<p>Background & Purposes:</p> <p><u>Background</u> UBC is a global university with internationalization as one of the core elements of its mission, and an increasing number of students undertake international travel for the purpose of study, research, work, volunteer and service learning as part of the UBC experience. Such activities can expose students to certain health and safety risks.</p> <p><u>Purpose</u> The purpose of this Policy is to set standards to enable safer student experiences abroad. This will be done by providing a process for approving student international travel for University Activities; by providing tools to enable the assessment of any risks associated with individual locations students may travel to for a University Activity; and by establishing risk management resources to enable student travelers to be informed of and manage the risks associated with travelling abroad.</p>		

1. Scope

- 1.1 This policy applies to any Student travel outside of Canada in connection with a University Activity.
- 1.2 Faculty and staff are frequently approached by individual students or groups of students for advice regarding planned international travel. Faculty or staff providing advice to such students should clarify with the students at the outset whether or not such travel is for a University Activity and if so, the requirement to follow this Policy.
- 1.3 If any person is uncertain whether or not contemplated travel is considered to be for a University Activity pursuant to this Policy, they should consult with the Go Global Office for a determination.
- 1.4 All Students planning to travel abroad for a purpose other than a University Activity do so as private citizens. Such Students are solely responsible for making their own travel arrangements and making their own decisions regarding personal safety. While they are not required to comply with this Policy, such Students are nonetheless permitted and encouraged to voluntarily contact Go Global for advice, support and/or registration of their travel arrangements with the Student Safety Abroad Registry.

2. **Definitions**

- 2.1. “Activity Sponsor” means with respect to a University Activity the UBC faculty or staff member who has actively organized or coordinated a University Activity, or if there is no such person, the Head of Unit for the academic unit or administrative unit that approves the activity, sponsors the activity or gives academic credit for the activity.
- 2.2. “**DFAIT**” means the Canadian Department of Foreign Affairs and International Trade.
- 2.3. “**Go Global**” is the Go Global Office of the Division of Student Services of the University.
- 2.4. “**Head of Unit**” is the head of the academic unit or the administrative unit most closely affiliated with the University Activity involving student travel. Particular instances include:
 - 2.4.1. In the case of travel sponsored by the Go Global Office, the Director of Go Global.
 - 2.4.2. In the case of a Graduate Student enrolled in the Faculty of Graduate Studies:
 - 2.4.2.1 when the University Activity is related to a particular University course the Head of Unit is the Department Head of the Department offering the course, or the Dean of the Faculty if the Faculty does not have Departments.
 - 2.4.2.2 when the University Activity is non-course related the Head of Unit is the Dean of the Faculty of Graduate Studies.
 - 2.4.3. In the case of a student enrolled in a Continuing Education course the Head of Unit is the Executive Director, Continuing Studies.
- 2.5. “**Provost**” means:
 - 2.5.1. for Students of the Vancouver Campus of the University, the Provost and Vice President Academic (UBC Vancouver).
 - 2.5.2. for Students of the Okanagan Campus of the University, the Provost (UBC Okanagan).
- 2.6. “**Responsible Executive**” means:
 - 2.6.1. individual(s) assigned by the President, from time to time, to be responsible for this Policy and any associated Procedures; and
 - 2.6.2. any sub-delegate of that assigned responsible individual(s) except to the extent that the power to delegate is specifically excluded in this Policy or in the appointment by the President.
- 2.7. “**Student**” means individuals enrolled in full or part time credit-programs at the University and individuals taking non-credit courses at the University.
- 2.8. “**University Activity**” means any activity:
 - 2.8.1. undertaken by a student to fulfil a requirement for academic progress at the University; or
 - 2.8.2. officially organized by the University; or
 - 2.8.3. paid for in whole or in part from University funds, including without limitation, third party research or other funds administered by the University.

University Activities do not include:

- 2.8.3.1 activities sponsored or organized by student clubs or associations affiliated with the Alma Mater Society of UBC Vancouver, the Graduate Students Society or the Students’ Union of the University of British Columbia Okanagan; or
- 2.8.3.2 activities organized solely by a student or group of students; unless they otherwise meet the definition of University Activities.

3. Travel Planning and Responsibilities

- 3.1. All Students wishing to participate in University Activities that take place in whole or in part outside of Canada must comply with this Policy and any accompanying Procedures, including without limitation obtaining authorization to travel pursuant to Article 5 and 6 of the Procedures, and the obligation to register with Go Global pursuant to Article 11 of the Procedures.
- 3.2. The University maintains the Go Global Office to, among other functions, facilitate student travel in a safe manner and to act as a resource for Student travelers and Activity Sponsors.
- 3.3. Activity Sponsors responsible for a University Activity involving travel to locations outside of Canada with a DFAIT Travel Advisory of Level 2, 3 or 4 must consult with the Go Global Office regarding the proposed travel component of the University Activity and, where required by this Policy or its Procedures, must comply with the directions of the Go Global Office.
- 3.4. Each Head of Unit must consider applications for authorization to travel for Students participating in University Activities in accordance with this Policy and any accompanying Procedures.
- 3.5. While the University provides resources aimed at facilitating a safe travel experience, it cannot ensure that student travel will be problem free. All Student travelers have the primary responsibility to prepare themselves in advance of international travel, to research and be aware of the risks involved in their planned trip, to ensure that they are physically and mentally prepared for the travel, to conduct themselves in a safe manner while travelling, and to bring any concerns they may have to the attention of the senior University official at the place of travel (if any) as well as the Go Global Office as soon as possible after the concern arises. The Go Global Office will notify the appropriate University officials as necessary.
- 3.6. Every Student has the right to decline to travel outside of Canada. If the Student decides not to proceed with a trip because of a concern about personal safety, the Student must communicate this decision to the senior University official at the place of travel (if any) and the Go Global Office. The Go Global Office will assess the Student's decision and determine whether or not the travel would raise material personal safety issues, using an objective standard.
- 3.7. In the event that material personal safety issues have been determined to exist pursuant to Article 3.6 of this Policy and the travel is a component of an academic course for credit, the Student's professor(s) will make efforts to permit the Student to fulfill his or her course requirements through alternate arrangements provided that such alternate arrangements maintain the University's academic standards. If no material personal safety issues have been determined to exist pursuant to Article 3.6 of this Policy and the Student still wishes to decline to undertake the trip, the Student will not be entitled to any academic credit or accommodation in respect of the academic work that would have been undertaken in the course of the trip.
- 3.8. The University has no control over international events, and will not be responsible to refund any costs or losses, including the loss of timely academic progress, associated with Student travel or the cancellation of Student travel. This will be the case whether:
 - 3.8.1. the Student travel is not authorized pursuant to this Policy; or
 - 3.8.2. authorization for travel is revoked pursuant to this Policy; or
 - 3.8.3. the Student declines to travel, regardless of whether material personal safety issues are determined to exist pursuant to 3.6 of this Policy.

PROCEDURES

Pursuant to Policy #1: Administration of Policies, "Procedures may be amended by the President, provided the new procedures conform to the approved policy. Such amendments are reported at the next meeting of the Board of Governors and are incorporated in the next publication of the UBC Policy and Procedure Handbook."

1. Responsible Executive

- 1.1. Appointment: The individuals assigned by the President to be responsible for this Policy and these associated Procedures are the Vice President, Students, the Provost and Vice President Academic (UBC Vancouver) and the Deputy Vice Chancellor and Vice President Academic and Research (UBC Okanagan).
- 1.2. Sub-Delegation: The Responsible Executives are not limited in sub-delegation of the duties hereunder but remain responsible for oversight and answerable to the President.

2. Travel Support

- 2.1. The Go Global Office provides support for the implementation of this Policy by:
 - 2.1.1. Maintaining the UBC Student Safety Abroad Registry, including Students' emergency contact information;
 - 2.1.2. Staying informed of changing conditions as articulated in the DFAIT Travel Advisories and communicating these changes to affected University units and Students traveling abroad provided the Students are registered with Go Global in accordance with this Policy and these Procedures;
 - 2.1.3. Working with Activity Sponsors, academic units and other programs to provide advice and assistance, particularly in cases where there is a Level 2, 3 or 4 DFAIT Travel Advisory, and advising University authorities on decisions to restrict Student travel;
 - 2.1.4. Working with academic units and other programs to assist when risk ratings change;
 - 2.1.5. Offering pre-departure workshops and resource materials, in person and online, to outgoing Student travelers.

3. Risk Rating System

The University relies upon the Risk Rating System established by the DFAIT to assess whether or not Students should engage in University Activities in various regions of the world. The table below lists the DFAIT Ratings and the recommendations of DFAIT associated with them as well the level assigned to them when referred to in this Policy. The Risk Rating System is generated and maintained by DFAIT and other outside agencies. The Go Global website (<http://www.students.ubc.ca/global/>) provides a link to the DFAIT Travel Advisories but the University is not responsible for the accuracy and content of the travel information provided by DFAIT.

DFAIT Rating	Definitions	University Equivalent Travel Advisory Risk Level
"Exercise Normal Security Precautions"	DFAIT advises to exercise normal security precautions in this country - meaning all regions of the country.	Level 1
"Exercise High	DFAIT advises to exercise a high degree of	Level 2

Degree of Caution”	caution in this country - meaning all regions of the country.	
	DFAIT advises to exercise a high degree of caution in specified region(s) of this country.	
“Avoid Non-Essential Travel.”	DFAIT advises against non-essential travel to this country - meaning all regions of the country. Canadians without essential reasons to be in this country should leave.	Level 3
	DFAIT advises against non-essential travel to this country - meaning all regions of the country.	
	DFAIT advises against non-essential travel to the specified region(s) of this country. Canadians without essential reasons to be in the specified region(s) of this country should leave.	
	DFAIT advises to exercise a high degree of caution in this country - meaning all regions of the country, and to avoid non-essential travel in the specified region(s) of this country.	
	DFAIT advises against all travel to this country - meaning all regions of the country. Canadians in this country should leave.	
“Avoid all travel.”	DFAIT advises against all travel to this country - meaning all regions of the country. Canadians in this country should leave.	Level 4
	DFAIT advises against all travel to this country - meaning all regions of the country. Canadians in specified region(s) of the country should leave.	
	DFAIT advises against all travel to this country - meaning all regions of the country.	
	DFAIT advises against all travel to specified region(s) of this country. Canadians in the specified region(s) of this country should leave.	

4. Travel to Level 1 “Exercise Normal Security Precautions” Travel Advisory Destinations

- 4.1. Students may travel for University Activities to locations with a DFAIT Travel Advisory of Level 1 subject to the conditions and requirements set out in the Policy and these Procedures (see for example Article 11 of the Procedures). They are not required to seek explicit authorization.

5. Travel to Level 2 “Exercise High Degree of Caution” Travel Advisory Destinations

- 5.1. The University will only authorize Student travel to a country or region of a country with a DFAIT Level 2 Travel Advisory when the Student has obtained authorization to travel as outlined in Article 5.2 of these Procedures.
- 5.2. A Student seeking authorization pursuant to Article 5.1 of these Procedures to travel in a country or region of a country with a DFAIT Level 2 Travel Advisory must apply in writing to the Head of Unit to seek authorization using the forms provided by Go Global, within the timeframes stipulated by Go Global. The Go Global website at (<http://www.students.ubc.ca/global/>) provides the forms needed to apply to the Head of Unit, and the timelines for such application. It is the responsibility of the Head of Unit to determine whether to grant or to decline to grant such authorization. Such determination must be made in writing and sent to the Student and the Go Global Office using the forms provided by Go Global. Before approving this travel the Head of Unit must consult with the Go Global Office, and at a minimum, be satisfied that the Activity Sponsor or Student has submitted a risk assessment and emergency planning document which has been developed in consultation with the Go Global Office and which is deemed by the Go Global Office as satisfactory.

The discretion as to whether such travel will be authorized rests with the Head of Unit. The fact that the conditions listed above have been met does not create any entitlement to authorization from the Head of Unit.

6. Travel to Level 3 “Avoid non-essential travel” or Level 4 “Avoid all travel” Travel Advisory Destinations

- 6.1. The University will not authorize Student travel to a country or region of a country with a Level 3 or a Level 4 Travel Advisory to engage in a University Activity unless exceptional circumstances exist. If a Student believes exceptional circumstances exist to justify the University giving the student a special authorization, he or she may apply for special authorization as outlined in Article 6.2 of these Procedures.
- 6.2. A Student seeking special authorization pursuant to Article 6.1 of the Procedures to a country or region of a country with a DFAIT Level 3 or Level 4 Travel Advisory must apply in writing to their Head of Unit to seek authorization using the forms provided by Go Global, within the timeframes stipulated by Go Global. The Go Global website at (<http://www.students.ubc.ca/global/>) provides the forms needed to apply to the Head of Unit, and the timelines for such application. It is the responsibility of the Head of Unit to determine whether to grant or to decline to grant such authorization. Such determination must be made in writing and sent to the Student and the Go Global Office using the forms provided by Go Global. Before approving this travel the Head of Unit must consult with the Go Global Office, and at a minimum, be satisfied that:
 - 6.2.1. The travel has the written support of the Activity Sponsor;
 - 6.2.2. The travel has the written support of the Go Global Office;
 - 6.2.3. For a Student under the age of 19 years, the trip has the written support of the Student’s parents or legal guardians;
 - 6.2.4. The travel is academically necessary for the Student and if not carried out at the proposed location and time there will be serious negative consequences for the Student’s academic program;
 - 6.2.5. The Activity Sponsor or Student has submitted a risk assessment and emergency planning document which has been developed in consultation with the Go Global Office and which is deemed by the Go Global Office as satisfactory;

- 6.2.6. The Activity Sponsor or Student can demonstrate that the Student has taken adequate steps to mitigate risks at the location and will have adequate support and guidance while in the region. In making this assessment the Head of Unit should consider the Student's experience and background in the region, whether a University employee is travelling with the Student and/or whether the Student is travelling with an established local organization with expertise in providing safe travel within the region;
- 6.2.7. If the travel is to a region of a country with a Level 4 Travel Advisory, the travel has written support of the Dean of the Student's Faculty;

Special authorizations of this nature will only be granted in exceptional circumstances. The fact that the conditions listed above have been met does not create any entitlement to a special authorization from the Head of Unit.

7. Revocation of Authorization

- 7.1. Notwithstanding a decision made by the Head of Unit pursuant to Articles 5.2 or 6.2 of these Procedures to authorize travel for a particular Student, the Provost (with respect to University Activities that that receive academic credit), or the Vice President Students (for non-credit-bearing University Activities), may review a Student's application for authorization and may decide to revoke such authorization and refuse to permit the Student to travel. Such determination must be made in writing and sent to the Head of Unit, the Student and the Go Global Office.

8. Changes to Risk Ratings While Students Are in the Field

- 8.1. Should the DFAIT Travel Advisory Risk Rating of a country or region of a country be increased while Students are participating in University Activities, Go Global will advise Students registered in the Student Safety Abroad Registry and the appropriate Head of Unit. In this situation Students are required to follow the direction of the University, and leave the region or country if instructed by the University to do so. Students who refuse to follow the instructions of the University will be considered to be on unauthorized travel and will be subject to the provisions of Article 9 of the Procedures.

9. Unauthorized Travel

- 9.1. Where the University has not authorized Student travel for a University Activity, or where such authorization has been revoked, then if the Student undertakes or continues the travel he or she will be considered to be travelling as a private citizen and may not hold himself or herself out as travelling for a University Activity.
- 9.2. No University resources can be used, or University sponsorship provided, in support of Student travel for University Activities that has not been approved by the University pursuant to this Policy. In the event the University becomes aware of such unauthorized travel the Head of Unit may:
 - 9.2.1. where possible, cancel the University Activity or the Student's participation in the University Activity;
 - 9.2.2. terminate any funding to the Student from sources controlled by the University;
 - 9.2.3. subject to applicable laws, and with the approval of the University's Access and Privacy Manager,
 - 9.2.3.1 advise third parties of the Student's situation (for example government agencies, or the parents, guardians or next of kin of the Student).
 - 9.2.3.2 advise third parties that the Student is not travelling under the auspices of the University or with the authorization of the University;
 - 9.2.4. if the Head of Unit is the head of an academic unit;

- 9.2.4.1 with the approval of the Dean of the relevant Faculty, require that the Student be withdrawn from registration in or placed on leave from any course or program related to the travel;
- 9.2.4.2 refuse to give the Student academic credit for activities undertaken while travelling;
- 9.2.4.3 refuse to allow the Student to utilize any research conducted while traveling as a means of meeting a degree requirement at the University.
- 9.2.5. impose such other restrictions as the Head of Unit feels are warranted by the situation.

10. Requirements to Report Problems

- 10.1. UBC staff and faculty have a responsibility to report significant problems related to health and safety of Students abroad to the Head of Unit who has authorized the Student's travel as soon as possible after learning of the problem. The Head of Unit is then required to consult with the Director of Go Global in determining how best to support the Student;
- 10.2. UBC Students have a responsibility to report problems related to their own health and safety abroad to the senior University official in the place of travel (if any) and to the Go Global Office as soon as possible during their travel;
- 10.3. The Go Global Office is responsible for ensuring the Student has access to all relevant UBC resources, and where necessary, that a coordinated response to any problem is implemented;

11. General Travel Procedures

- 11.1. Any Student who travels for University Activities abroad must register in the Student Safety Abroad Registry maintained by the Go Global Office and comply with any other requirements issued by Go Global.
- 11.2. All Students with Canadian citizenship are required to register in the DFAIT "Registry of Canadians Abroad" system prior to undertaking travel outside of Canada for a University Activity. Students who hold other citizenships can still register in this system, and may also wish to register with the consulate of their home country.
- 11.3. Students traveling outside of Canada for a University Activity to destinations with a Level 1 Travel Advisory are required to complete a pre-departure health and safety workshop, either on-line or in-person, offered through the Go Global Office.
- 11.4. Students who have been authorized to travel outside of Canada for a University Activity to locations with a Level 2 "Exercise High Degree of Caution" Travel Advisory Destinations pursuant to this Policy must meet the conditions outlined in Article 5.2 of the Procedures, must work with Go Global to complete a Safety Planning Record and emergency plan, must complete a pre-departure health and safety briefing, and must sign the Level 2 Student Mobility Agreement.
- 11.5. Students who have been authorized to travel outside of Canada for a University Activity to locations with a DFAIT Level 3 "Avoid Non-Essential Travel" Travel Advisory or a DFAIT Level 4 "Avoid All Travel" Travel Advisory pursuant to this Policy must meet the conditions outlined in Article 6.2 of the Procedures, must work with Go Global to complete a Safety Planning Record and emergency plan, must complete a pre-departure health and safety briefing, and must sign the Level 3 Student Mobility Agreement or Level 4 Student Mobility Agreements, as appropriate.
- 11.6. Go Global will keep a copy of all written authorizations granted by Head of Units, as well as refusals to authorize travel made by Head of Units, as well as the risk assessment and emergency plan developed for each Student traveler.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT
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Senate and Curriculum Services

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25 November 2009

To: Okanagan Senate
From: Academic Policy Committee
Subject: Academic Concession (approval)

Enclosed for your approval is a revised Calendar entry on Academic Concession.

The aim of the revised policy entry is to simplify what is becoming a growing and yet incomplete list of circumstances that may lead to requests for academic concession by grouping them into two distinct categories: conflicting responsibilities and unforeseen events. As well, the policy aims to provide one source of information that clarifies the responsibilities of both the University and the student when requests for academic concession are made. Lastly, the policy introduces a reference to the Senate appeals process.

An early draft of this policy was circulated for comment in the Okanagan by the former Policies and Procedures Committee. The Academic Policy Committee considered it at its recent meeting and is pleased to recommend it to Senate for approval.

Motion: *That Senate approve the revisions to the policy on Academic Concession as enclosed.*



UBC Okanagan Proposal Form

<p>From: Academic Policy Committee Effective Session: immediate</p>	<p>Contact Person: Dr. Jan Cioe, Chair Email: jan.cioe@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>Policies and Regulations</u></p> <p><i><u>Homepage</u> > <u>Policies and Regulations</u> > <u>Academic Concession</u></i></p> <p>[11831] The University is committed to supporting students in their academic pursuits. Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course or program. Generally, such circumstances fall into one of two categories: conflicting responsibilities and unforeseen events.</p> <p>[14336] Academic concession is different from academic accommodation for a disability. Students with disabilities may apply for an academic accommodation. See <u>Academic Accommodation for Students with Disabilities</u> and <u>UBC Policy 73</u>.</p> <p>Conflicting responsibilities include, but may not be limited to: representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support oneself or one's family; and having responsibility for the care of a family member.</p> <p>Unforeseen events include, but may not be limited to: ill health or other personal challenges that arise during a term; and changes in the requirements of an on-going</p>	<p>Draft Calendar URL: <u>http://okanagan.students.ubc.ca/calendar/proof/edit/index.cfm?tree=3,48,0,0</u></p> <p>Present Calendar Entry:</p> <p><u>Policies and Regulations</u></p> <p><i><u>Homepage</u> > <u>Policies and Regulations</u> > <u>Academic Concession</u></i></p> <p>[11831] Students may request academic concession in circumstances that may adversely affect their attendance or performance in a course or program. Such circumstances include:</p> <p>[11832]</p> <ul style="list-style-type: none"> ▪ a medical condition; ▪ emotional or other problems; ▪ religious observance; and ▪ military service. <p>[14336] Academic concession is different from academic accommodation. Students with disabilities may apply for an academic accommodation. See <u>Academic Accommodation for Students with Disabilities</u> and <u>UBC Policy 73</u>.</p>



job.

[11833] Students who intend to or must, as the result of circumstance, request academic concession should notify their **instructor**, dean, or director as specified below.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid as much as possible any conflicts with course requirements. Students with such responsibilities are also required to discuss with their course instructor(s) at the start of each term, or as soon as a conflicting responsibility arises, any accommodation that may be requested. Instructors may not be able to comply with all such requests especially if the academic standards and integrity of the course or program could be compromised.

[11834] Religious observance may preclude attending classes or examinations at certain times. In accordance with [UBC Policy 65](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance, and preferably earlier.

[11835] Students who, **because of unforeseen events, are absent during the term and are unable to complete tests or other graded work**, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given to them at the start of the course (see [Grading Practices](#)). Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for. **If ill-health is an issue, students are encouraged to seek attention from a health professional. Campus Health and Counselling will normally provide documentation only to students who have been seen previously at these offices for treatment or counseling specific to conditions associated with their academic difficulties. Students who feel that requests for consideration have not been dealt with fairly by their instructors may take their concerns to the office of their**

[11833] Students who intend to or must, as the result of circumstance, request academic concession should notify their dean, director, or instructor(s) as specified below.

[11834] Religious observance may preclude attending classes or examinations at certain times. In accordance with [UBC Policy 65](#), students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance, and preferably earlier. See [Religious Holidays](#) for information on the principal holidays recognized at UBC.

~~**[14337]** Students who also serve in the military must discuss with each instructor, at the start of term, how their commitment to the military might affect their participation in the course.~~

~~**[11835]** Students absent from final examinations held in the official examination periods must request academic concession from the office of their dean or director. Students who are absent at the other times, or are unable to complete tests or other graded work because of short-term illness, religious obligation, or other reasons, should normally discuss with their instructors how they can make up for missed work, according to written guidelines given to them at the start of the course (see [Grading Practices](#)). Instructors are not required to make allowance for any missed test or incomplete work that is not satisfactorily accounted for. Students also have the right to request academic concession from their dean's or director's office.~~



dean or director.

[11836] Students who, because of an unforeseen event, experience a prolonged absence during a term or who miss a final or term-end examination must report to their dean or director to request academic concession as close as possible to the time that attendance is adversely affected. The University, in considering these requests or any appeals of decisions on academic concession, will not normally take into account untimely notifications. **The occurrence of adverse personal circumstances that cannot be anticipated may necessitate that a student seek academic concession more than once. Each request for academic concession will be considered on its merits. Repeat requests based on the same or similar reasons may require a different response than de novo requests.**

Before responding to a student's request, the dean or director may require supporting documentation and may also ask the student to formulate and follow an academic plan which would include: a reduction in course load; a commitment to an on-going program of medical care, counseling services, or support from the Disability Resource Centre; or other appropriate actions. The student's personal circumstances will be taken into account in the development of such a plan. On-going support from the academic unit may require periodic updates from the student on his/her academic plan and/or the submission of documentation from a treating health professional or other source of personal support. The documentation might be a "Statement of Illness" form obtained from [Campus Health](#) or an informative letter from their attending physician, from Counselling, or from another recognized counselor.

[11837] The academic concessions that may be granted include the following: permission to drop or withdraw from a course after the normal deadlines (see [Change of Registration](#)), Aegrotat standing or Deferred standing (see [Standings](#)), and withdrawal from the University (see [Change of Registration](#)).

[11838] If permission is given to drop or withdraw from a course, any refund of fees will be in accordance with normal policy (see [Refund of Fees](#)).

Students who are denied academic concession

~~**[11836]** Students wishing to request academic concession from the office of the dean or director must apply to the office as close as possible to the time attendance is adversely affected. In the case of religious observance, the office of the dean or director must receive notification a minimum of two weeks in advance. The University, in considering these requests or any appeals of decisions on academic concession, will not normally take into account untimely notifications. Students requesting academic concession will be asked to provide such evidence as is deemed appropriate. If there is a medical problem, students should submit a "Statement of Illness" form obtained from [Campus Health](#) or their attending physician. Students may be asked to provide additional information.~~

[11837] The academic concessions that may be granted include the following: permission to drop or withdraw from a course after the normal deadlines (see [Change of Registration](#)), Aegrotat standing or Deferred standing (see [Standings](#)), and withdrawal from the University (see [Change of Registration](#)).

[11838] If permission is given to drop or withdraw from a course, any refund of fees will be in accordance with normal policy (see [Refund of Fees](#)).



from their dean or director may have grounds to appeal the decision. See Senate Appeals on Academic Standing (<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,53,0,0>).

[11839] Students in good academic standing who are permitted to withdraw from the University **as an academic concession** may apply to re-enrol in the program from which they withdrew. Application to re-enrol must be made by the published application deadline for the program (**see Readmission**). Students permitted to withdraw may be told the time period during which an application to re-enrol will be permitted. **Documentation from a medical or counseling professional or from the Disability Resource Centre** of a nature sufficient to satisfy the University that **the** student is ready to continue studies may be required before the student will be re-enrolled.

[11839] Students in good academic standing who are permitted to withdraw from the University may apply to re-enrol in the program from which they withdrew. Application to re-enrol must be made by the published application deadline for the program. Students permitted to withdraw may be told the time period during which an application to re-enrol will be permitted. A medical certificate of a nature sufficient to satisfy the University that a student is ready to continue studies may be required before the student will be re-enrolled.

Action:

Simplify what is becoming a growing and yet incomplete list of circumstances that may lead to requests for academic concession by grouping them in two distinct categories. Provide one source of information that clarifies the responsibilities of both the University and the student when requests for academic concession are made. Introduce a reference to the Senate appeals process.

Rationale:

The changes are intended to:

- (a) classify the reasons for seeking academic concession rather than revising and adding to a list of particular circumstances that highlights some but not others that might be equally valid;
- (b) ensure that students take responsibility for acknowledging personal circumstances that exist when classes start and which might conflict with their academic responsibilities
- (c) further clarify the roles and responsibilities of the instructor and



- the student's dean or director;
- (d) clarify that missing a term-end examination, whether scheduled by Enrolment Services or administered in-class, necessitates contact with the student's dean or director just as missing required instruction or assessment over a prolonged period during the term does. Students who miss a major assessment such as a term-end examination may experience similar difficulties in more than one course and an individual instructor will not know. The student's dean or director is responsible for oversight of the student's academic progress and should be involved in decisions on requests for academic concession in those instances;
- (e) expand the directions given to students on the documentation required, the support services available, and the possible conditions placed on the granting of academic concession. Some requests for academic concession arise from injuries, bereavements, or other events from which the student may recover quickly. The response of the academic unit will likely differ in those cases from that required when students try to cope with on-going adverse personal circumstances. In the latter case a process whereby the dean/director enters a discussion with the student about strategies and facilitates access to resources may help the student to recover academically and may also reduce the likelihood of future requests. Students may choose not to work with the faculty and University in this way but in so doing they should understand that they cannot expect to be granted



	<p>further academic concessions if they have not dealt with their recognized personal challenges effectively. On the other hand, new adverse circumstances do sometimes arise and students have the right to make new requests for academic concession; and</p> <p>(f) Students have the right to appeal decisions on academic standing to the appropriate Senate committee.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT

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25 November 2009

To: Okanagan Senate
From: Senate Curriculum Committee
Subject: November Curriculum Proposals (approval)

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

As such, the following is recommended to Senate:

Motion: *That Senate approve the new programs and courses brought forward by the Faculties of Arts & Sciences and the Faculty of Management as set out in the attached proposals.*

Respectfully submitted,
Dr. Robert Campbell
Chair, Curriculum Committee



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25 November 2009

To: Okanagan Senate
From: Senate Curriculum Committee
Subject: November Curriculum Proposals

Attached please find the following for your consideration:

Faculty of Arts and Sciences

1. The following new program:
 - a. Honours Program with a Specialization in Forensic Psychology
2. The following new courses:
 - b. POLI 391 (3) Special Topics in Political Science
 - c. POLI 435 (3) International Politics on Film

Faculty of Management

3. The following new courses:
 - a. MGMT 400 (3) Intermediate Financial Accounting
 - b. MGMT 401 (3) Intermediate Managerial Accounting
 - c. MGMT 402 (3) Introduction to Income Taxes in Canada
 - d. MGMT 403 (3) Auditing and Assurance Services
 - e. MGMT 404 (3) Advanced Financial Accounting
 - f. MGMT 405 (3) Advanced Managerial Accounting



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts and Sciences Unit/Dept.: Unit 4: Psychology Faculty Approval Date: Sept. 3, 2009 Effective Session: 2009W</p>	<p>Date: October 19, 2009 Contact Person: Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Homepage > Faculties, Schools, and Colleges > Faculty of Arts and Sciences > Bachelor of Arts Programs > Psychology (B.A.)</p> <p>[11377] B.A. Major in Psychology [...]</p> <p>[11401] Psychology Honours Program [...]</p> <p><u>Honours Program with a Specialization in Forensic Psychology</u></p> <p><u>This program provides exceptional undergraduate psychology students the opportunity to concentrate their studies in forensic psychology during the completion of their B.A. Honours degree in Psychology. The program will allow students to learn—through coursework, thesis, and practical experience—about the various roles that psychologists play in the legal system, psychological aspects of crime and criminal investigation, the assessment of risk for violence, and mental health issues/psychological interventions among both victims and offenders.</u></p> <p><u>Program Outline</u></p> <p><u>Students who successfully complete the program will receive a four-year, 120-credit B.A. Honours degree in Psychology, and a transcript notation verifying completion of the Specialization in Forensic Psychology. Students must commit to the specialization prior to their fourth year of studies, tailor</u></p>	<p>Draft Calendar URL: http://okanagan.students.ubc.ca/calendar/proof/edit/index.cfm?tree=18,282,857,989</p> <p>Present Calendar Entry:</p> <p>Homepage > Faculties, Schools, and Colleges > Faculty of Arts and Sciences > Bachelor of Arts Programs > Psychology (B.A.)</p> <p>[11377] B.A. Major in Psychology [...]</p> <p>[11401] Psychology Honours Program [...]</p>



courses to the program requirements, and begin their practicum hours in the summer after the third year. Successful completion of the specialization requires admission into the Honours program after the completion of the third year of study so that the two practica can be successfully completed (one before the Winter Session of the final program year).

Curriculum Requirements

Students interested in this specialization will first register for the standard B.A. program in Psychology. They will then follow the B.A. program with the intention of taking Honours (acceptance at end of third year) and with attention to the specific requirements of the specialization program listed below.

Admission Criteria

Admission of students to the Specialization in Forensic Psychology will occur on a competitive basis. A limited number of students will be accepted each year based on compatibility with research interests of potential supervisors, and practicum and supervisor availability. Applicants must have completed PSYO 372 (Research Methods and Statistics) and 373 (Advanced Research Methods and Statistics), achieving a mark of 80% or higher in each course. Applicants' overall weighted credit average will also be considered, and a minimum second-year weighted credit average of 80% will normally be required. Qualified applicants will undergo an interview by the selection committee. Acceptance will be based on both academic performance and possession of interpersonal skills and ethical knowledge suitable for work with forensic staff and populations.

Course Requirements

Psychology (all required)
PSYO 355 (3) and 356 (3) Forensic Psychology I and II (80% or higher)
PSYO 381 (3) Directed Studies in Psychology on a forensic topic, broadly defined (80% or higher)
PSYO 490 (6) Undergraduate Honours Thesis (80% or better). The thesis must address a forensic topic, broadly defined.
PSYO 508 (3) Advanced Topics in (Forensic) Psychology (80% or higher)
Psychology (minimum five required)
PSYO 241 (3) Personality (80% or higher)
PSYO 252 (3) Introduction to Social Psychology (80% or higher)
PSYO 311 (3) Memory (80% or higher)



PSYO 335 (3) Drugs and Behaviour (80% or higher)
PSYO 343 (3) and 344 (3) Psychopathology I and II (80% or higher)
PSYO 353 (3) and 354 (3) Psychological Aspects of Human Sexuality I and II (80% or higher)
PSYO 444 (3) Psychological Tests and Administration (80% or higher)

Non-Psychology

Students are required to take four relevant courses in Sociology as part of their degree elective requirements. Students must complete:

SOCI 111 (3) and 121 (3) Introduction to Sociology I and II (68% or higher)
SOCI 249 (3) Crime and Society (68% or higher)

and ONE of

SOCI 270 (3) Youth, Crime, and Deviance (68% or higher)

SOCI 309 (3) Violence in Intimate Relationships (68% or higher)

Practicum Requirements

Students will be required to complete two practica in approved forensic settings in the Okanagan region. The minimum number of hours for each practicum will be 160 hours (four full-time weeks which can be spread throughout the school year or during the summer months). Each practicum will allow a student to (a) observe/shadow psychologists and other forensic staff in their work, (b) receive relevant on-the-job training, and (c) work with trained staff members during their interactions with crime victims and/or criminal offenders. Students will be evaluated by the practicum supervisor at the end of the practicum. Grading will be Pass or Fail, as evaluated according to pre-set criteria depending on the practicum site (e.g., attendance, acquisition of relevant knowledge, ethical behaviour, etc.). Students will complete their practica in one of two ways: (a) one practicum in the summer following their third year and one across the fourth year or (b) one practicum in the summer following the third year and one during the summer following the fourth (final) year. This will be decided on an individual basis.

Application Process

After gaining admission to the Honours program, students interested in applying for the Specialization in Forensic Psychology should submit a one-page cover letter which includes the following: student



name and number, statement of interest, and reason for applying (please be brief).

Please send this information to the Forensic Psychology Specialization Selection Committee, c/o Unit Assistant, Unit 4: Psychology and Computer Science, University of British Columbia Okanagan, Kelowna, BC, V1V 1V7.

Present Calendar Entry:

Homepage > [Faculties, Schools, and Colleges](#) > [Faculty of Arts and Sciences](#) > [Bachelor of Science Programs](#) > [Psychology \(B.Sc.\)](#)

[12264] B.Sc. Major in Psychology

[...]

[12338] B.Sc. Honours in Psychology

[...]

Honours Program with a Specialization in Forensic Psychology

This program provides exceptional undergraduate psychology students the opportunity to concentrate their studies in forensic psychology during the completion of their B.Sc. Honours degree in Psychology. The program will allow students to learn—through coursework, thesis, and practical experience—about the various roles that psychologists play in the legal system, psychological aspects of crime and criminal investigation, the assessment of risk for violence, and mental health issues/psychological interventions among both victims and offenders.

Program Outline

Students who successfully complete the program will receive a four-year, 120-credit B.Sc. Honours degree in Psychology, and a transcript notation verifying completion of the Specialization in Forensic Psychology. Students must commit to the specialization prior to their fourth year of studies, tailor courses to the program requirements, and begin their practicum hours in the summer after the third year. Successful completion of the specialization requires admission into the Honours program after the completion of the third year of study so that the two practica can be successfully completed (one before the Winter Session of the final program year).

Draft Calendar URL:

http://okanagan.students.ubc.ca/calendar/pr_oof/edit/index.cfm?tree=18,282,858,996

Present Calendar Entry:

Homepage > [Faculties, Schools, and Colleges](#) > [Faculty of Arts and Sciences](#) > [Bachelor of Science Programs](#) > [Psychology \(B.Sc.\)](#)

[12264] B.Sc. Major in Psychology

[...]

[12338] B.Sc. Honours in Psychology

[...]



Curriculum Requirements

Students interested in this specialization will first register for the standard B.Sc. program in Psychology. They will then follow the B.Sc. program with the intention of taking Honours (acceptance at end of third year) and with attention to the specific requirements of the specialization program listed below.

Admission Criteria

Admission of students to the Specialization in Forensic Psychology will occur on a competitive basis. A limited number of students will be accepted each year based on compatibility with research interests of potential supervisors, and practicum and supervisor availability. Applicants must have completed PSYO 372 (Research Methods and Statistics) and 373 (Advanced Research Methods and Statistics), achieving a mark of 80% or higher in each course. Applicants' overall weighted credit average will also be considered, and a minimum second-year weighted credit average of 80% will normally be required. Qualified applicants will undergo an interview by the selection committee. Acceptance will be based on both academic performance and possession of interpersonal skills and ethical knowledge suitable for work with forensic staff and populations.

Course Requirements

Psychology (all required)
PSYO 355 (3) and 356 (3) Forensic Psychology I and II (80% or higher)
PSYO 381 (3) Directed Studies in Psychology on a forensic topic, broadly defined (80% or higher)
PSYO 490 (6) Undergraduate Honours Thesis (80% or better). The thesis must address a forensic topic, broadly defined.
PSYO 508 (3) Advanced Topics in (Forensic) Psychology (80% or higher)

Psychology (minimum five required)
PSYO 241 (3) Personality (80% or higher)
PSYO 252 (3) Introduction to Social Psychology (80% or higher)
PSYO 311 (3) Memory (80% or higher)
PSYO 335 (3) Drugs and Behaviour (80% or higher)
PSYO 343 (3) and 344 (3) Psychopathology I and II (80% or higher)
PSYO 353 (3) and 354 (3) Psychological Aspects of Human Sexuality I and II (80% or higher)
PSYO 444 (3) Psychological Tests and Administration (80% or higher)

Type of Action: New specialized program in Forensic Psychology.

**Non-Psychology**

Students are required to take four relevant courses in Sociology as part of their degree elective requirements. Students must complete:

SOCI 111 (3) and 121 (3) Introduction to Sociology I and II (68% or higher)

SOCI 249 (3) Crime and Society (68% or higher)

and ONE of

SOCI 270 (3) Youth, Crime, and Deviance (68% or higher)

SOCI 309 (3) Violence in Intimate Relationships (68% or higher)

Practicum Requirements

Students will be required to complete two practica in approved forensic settings in the Okanagan region. The minimum number of hours for each practicum will be 160 hours (four full-time weeks which can be spread throughout the school year or during the summer months). Each practicum will allow a student to (a) observe/shadow psychologists and other forensic staff in their work, (b) receive relevant on-the-job training, and (c) work with trained staff members during their interactions with crime victims and/or criminal offenders. Students will be evaluated by the practicum supervisor at the end of the practicum. Grading will be Pass or Fail, as evaluated according to pre-set criteria depending on the practicum site (e.g., attendance, acquisition of relevant knowledge, ethical behaviour, etc.). Students will complete their practica in one of two ways: (a) one practicum in the summer following their third year and one across the fourth year or (b) one practicum in the summer following the third year and one during the summer following the fourth (final) year. This will be decided on an individual basis.

Application Process

After gaining admission to the Honours program, students interested in applying for the Specialization in Forensic Psychology should submit a one-page cover letter which includes the following: student name and number, statement of interest, and reason for applying (please be brief).

Please send this information to the Forensic Psychology Specialization Selection Committee, c/o Unit Assistant, Unit 4: Psychology and Computer Science, University of British Columbia Okanagan, Kelowna, BC, V1V 1V7.

Rationale: This specialization is built on the existing Honours Programs offered in Psychology. A new specialization within the existing Honours Program at UBCO will provide a small number of top undergraduate psychology students the opportunity to concentrate their studies in forensic psychology during the completion of their psychology Honours degree. UBCO will one of two universities in Canada to offer such a program. Dalhousie has this program, but it is not clear whether they can still offer it given their current faculty. This program will allow students to learn—through coursework, a thesis on a forensic topic, and hands-on experience working with psychologists in forensic settings—about the various roles that psychologists play in the legal system, psychological aspects of crime and criminal investigation, the assessment of risk for violence, and mental health issues/psychological interventions among both victims and offenders. A major component of the new program is the required successful completion of two practica in forensic settings. Practica have been confirmed with the John Howard Society and Kelowna Community Corrections; others are being developed.

This undergraduate education in forensic psychology will provide an important foundation for the development of relevant research and professional skills with further graduate-level training. Practically, the specialization in forensics will provide students with an advantage in gaining admission to very competitive graduate programs that lead to a professional career in psychology and law (academic and/or practicing forensic psychologist). Students would also be well positioned to pursue further professional training in law, policing, criminology, forensic science, and government/corrections.



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts and Sciences Unit/Dept.: Unit 6 Faculty Approval Date: October 13, 2009 Effective Session: 2009W</p>	<p>Date: July 13, 2009 Contact Person: Peter Wylie Phone: 250.807.9341 Email: peter.wylie@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>POLI 391 (3-9) d Special Topics in Political Science</u> <u>Examination of selected topics in current political science and/or policy. Topics may or may not vary each time the course is offered. Repeatable for up to 9 credits with different topics. [3-0-0]</u> <u>Prerequisite: 3 lower-level POLI credits and third-year standing.</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course.</p> <p>Rationale: This course will offer flexibility in the program to take advantage of faculty expertise and to provide options for course offerings for new or visiting faculty, and for introducing new curricula on an experimental basis before proceeding to a full new course proposal (if any).</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty: Arts and Sciences Unit/Dept.: Unit 6 Faculty Approval Date: October 13, 2009 Effective Session: 2010W</p>	<p>Date: February 15, 2009 Contact Person: Adam Jones Phone: 250.807.9624 Email: adam.jones@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>POLI 435 (3) International Politics on Film</u> <u>Major themes and conflicts of international politics in the modern age through an exploration of key works of political cinema. [3-0-0]</u> <u>Prerequisite: 3 lower-level POLI or HIST credits and third-year standing.</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course.</p> <p>Rationale: Political cinema has been one of the major forces in the art and culture of the twentieth and twenty-first centuries. At the same time, citizens and students of international relations alike have grown increasingly accustomed to apprehending information, including political information, through visual media. This course seeks to use the medium of film as an entrée to an examination of the turbulent modern age.</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty/School: Management Department/Unit: N/A Faculty Approval Date: April 20, 2009 Effective Session: 2010W</p>	<p>Date: April 1, 2009 Contact Person: Dr. Ian Stuart Phone: 250.807.9656 Email: ian.stuart@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>MGMT 400 (6) Intermediate Financial Accounting</u> <u>The environment of financial reporting, the standard-setting process, and the conceptual framework that underlies financial reporting in Canada. Technical accounting procedures for the main categories of assets, liabilities, equities, revenues, and expenses will be covered. Credit will not be granted for both MGMT 400 and either MGMT 430 or MGMT 438. Prerequisite: MGMT 301 and fourth-year standing in the B.Mgt. program.</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>MGMT 430 (3) Financial Reporting for Managers and Analysts Advanced, in-depth examination of financial statements using the perspectives of both the preparer and the user. Understanding how financial statements are created and prepared so that financial statements can be used to make better business decisions. [3-0-0] Prerequisite: Fourth year standing in the B.Mgt. program.</p> <p>MGMT 438 (3/6) d Special Topics in Accounting Latest concepts and issues in accounting. Accounting research, taxation of mergers and acquisitions, accounting for non-profit organizations, government accounting, international accounting, and other related topics within the field of accounting. Not intended for topics routinely covered in the curriculum. Prerequisite: Fourth year standing in the B.Mgt. program.</p> <p>Type of Action: Create a new 6-credit course and discontinue two 3-credit courses.</p> <p>Rationale: This 6-credit course becomes the prerequisite for a fairly standard set of accounting courses that are required by the professional accounting bodies as prerequisites for entry into their professional training programs.</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 2

<p>Faculty/School: Management Department/Unit: N/A Faculty Approval Date: April 20, 2009 Effective Session: 2010W</p>	<p>Date: April 1, 2009 Contact Person: Dr. Ian Stuart Phone: 250.807.9656 Email: ian.stuart@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MGMT 401 (3) Intermediate Managerial Accounting</p> <p><u>Implementation and evaluation of cost systems for management and decision making. Cost issues include: accumulating and analyzing costs using actual and standard approaches, overhead allocation, and cost estimation. Management topics include: pricing, production and investment decisions, revenue analysis, performance evaluation, management incentive systems, and strategy analysis. Credit will not be granted for both MGMT 401 and MGMT 431.</u> [3-0-0] <i>Prerequisite:</i> <u>MGMT 302 and fourth-</u> year standing in the B.Mgt. program.</p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>MGMT 431 (3) Intermediate Managerial Accounting</p> <p>Advanced study into the preparation and use of cost accounting information for managerial decision-making and control purposes. Link between accounting-based reward systems and management behaviour and responses. Provides the tools needed to understand and address the important accounting problems facing managers today. [3-0-0] <i>Prerequisite:</i> Fourth- year standing in the B.Mgt. program.</p> <p>Type of Action: Change course number, description, and prerequisite.</p> <p>Rationale: One of six accounting courses that are required by the professional accounting bodies as prerequisites for entry into their professional training programs.</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 2

<p>Faculty/School: Management Department/Unit: N/A Faculty Approval Date: April 20, 2009 Effective Session: 2010W</p>	<p>Date: April 1, 2009 Contact Person: Dr. Ian Stuart Phone: 250.807.9656 Email: ian.stuart@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>MGMT 402 (3) <u>Introduction to Income Taxes in Canada</u> <u>Introduction to the Income Tax Act (Canada). Focuses on fundamental tax principles as well as developing familiarity in using the Income Tax Act and other tax research tools. Topics include sources of income, computing income for tax purposes for individuals and corporations, tax planning opportunities, and other tax issues. Credit will not be granted for both MGMT 402 and MGMT 432.</u> [3-0-0] <i>Prerequisite:</i> Fourth-year standing in the B.Mgt. program. <u>Corequisite: MGMT 400, MGMT 403</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>MGMT 432 (3) Tax Planning from a Managerial Perspective Importance of tax considerations in making business and personal financial decisions; takes a managerial decision-making approach to tax planning rather than a technical perspective. Addresses the critical areas of how taxes affect business decisions and the evaluation of tax planning opportunities and strategies with an emphasis on understanding concepts and analyzing situations. [3-0-0] <i>Prerequisite:</i> Fourth-year standing in the B.Mgt. program.</p> <p>Type of Action: Change course number, title, and description. Add corequisites.</p> <p>Rationale: One of six accounting courses that are required by the professional accounting bodies as prerequisites for entry into their professional training programs.</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty/School: Management Department/Unit: N/A Faculty Approval Date: April 20, 2009 Effective Session: 2010W</p>	<p>Date: April 1, 2009 Contact Person: Dr. Ian Stuart Phone: 250.807.9656 Email: ian.stuart@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>MGMT 403 (3) Auditing and Assurance Services</u> <u>Focuses on the external auditor's provision of assurance services on financial information. Topics include: society's demand for various assurance services; the role, profession, ethics, independence, and liability of the assurance provider; assurance risk and strategy; assurance planning, operations, and reports; computerization and internal control; and emerging assurance services. [3-0-0]</u> <u>Prerequisite: MGMT 301, MGMT 302, and fourth-year standing in the B.Mgt. program.</u> <u>Corequisite: MGMT 400.</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course.</p> <p>Rationale: New course introduced as part of accounting stream and required by professional accreditation bodies for entry into their professional training programs.</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty/School: Management Department/Unit: N/A Faculty Approval Date: April 20, 2009 Effective Session: 2010S</p>	<p>Date: April 1, 2009 Contact Person: Dr. Ian Stuart Phone: 250.807.9656 Email: ian.stuart@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>MGMT 404 (3) Advanced Financial Accounting</u> <u>Analyzes the concepts and practices underlying financial reporting in more complex areas such as business combinations, multinational operations, future income taxes, and not-for-profit organizations. [3-0-0]</u> <u>Prerequisite: MGMT 400.</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course.</p> <p>Rationale: New course introduced as part of accounting stream and required by professional accreditation bodies for entry into their professional training programs.</p>



UBC Okanagan Curriculum Proposal Form New or Change to Course or Program

Category: 1

<p>Faculty/School: Management Department/Unit: N/A Faculty Approval Date: May 12, 2009 Effective Session: 2010S</p>	<p>Date: April 20, 2009 Contact Person: Dr. Ian Stuart Phone: 250.807.9656 Email: ian.stuart@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>MGMT 405 (3) Advanced Managerial Accounting</u> <u>Examines the integrative and interdisciplinary role of managerial accounting and its contribution in the strategic management process, including analysis and managerial control. Focuses on cases that deal with management's need for information planning and decision making. Develops analytical, communication, and presentation skills using contemporary management issues. [3-0-0]</u> <u>Prerequisite: MGMT 401.</u></p>	<p>Draft Calendar URL: N/A</p> <p>Present Calendar Entry:</p> <p>Type of Action: New course.</p> <p>Rationale: New course introduced as part of accounting stream and required by professional accreditation bodies for entry into their professional training programs.</p>



SAUDER
School of Business

ROBERT H. LEE
GRADUATE SCHOOL

3 November 2009

To: Okanagan Senate Curriculum Committee

From: Brian Bemmels
Senior Associate Dean, Academic Programs

Subject: Early Career Masters Program Offered at UBC Okanagan (for information)

The Sauder School of Business, R. H. Lee Graduate School of Business, in partnership with the Faculty of Management, UBCO intends to offer the Early Career Masters (ECM) stream of the Master of Management (MM) degree program at the FOM, UBCO.

The ECM program was introduced at the Sauder School of Business in September 2008 with an initial cohort of 54 students. A second cohort of 55 students started in September 2009.

The ECM is a one-year master's degree (completed in approximately 10 months) that provides a general foundation in business and management. Ideally suited for individuals with bachelor's degrees in non-business disciplines such as Arts, Science, and Engineering, the ECM program provides an opportunity to gain valuable business skills that are beneficial to a career in any industry or sector. It builds on the investment that students have made in their undergraduate education, and enhances career opportunities.

The ECM is not available to students with undergraduate degrees in Business, Commerce or Management, or to students with degrees in other areas but including a minor in Business, Commerce or Management. The program is intended for students who have had essentially no prior instruction in these areas.

Sauder will administer the program delivery at UBCO, but we expect that most of the program will be taught by members of the FOM. Sauder Business Career Centre, in partnership with UBCO Career Services, will provide extensive career assistance to students and graduates. The program delivery will be funded completely from tuition proceeds. No additional resources are required from UBCO. Faculty teaching will be considered overload and faculty will be paid a stipend for teaching (at Sauder, the ECM and several other professional graduate degree programs are staffed by this same method). Any net proceeds from the operation of the program will be retained in FOM to support research, program development or other activities within the FOM.

The following pages outline the likely curriculum/schedule for the ECM at UBCO, and the detailed schedule of the ECM currently at Sauder as an example of how the program will be delivered. The accompanying memo includes additional information on the proposed curriculum, including course descriptions. Please let me know if you require any further information.

ECM Outline for UBCO: 2010/2011

August

		ECM Preparation (Optional: Quant Methods and Econ)
BA	550	Business Immersion

Term 1A

BAAC	500	Financial Reporting
BAHR	550	Organizational Behaviour
BAPA	550	Foundations of Managerial Economics
BAMA	550	Marketing

Term 1B

BABS	550	Application of Statistics in Management
BAFI	500	Corporate Finance
BAFI	513	Risk Management
BASM	550	Strategic Management

Term 2A

BAAC	550	Foundations in Accounting
BAMA	580	Service Marketing
BAMS	550	Operations and Logistics
BA	520	Career Development Program

Term 2B

BAHR	505	Leadership
BAHR	510	Strategic Human Resource Management
BAIT	550	Information Technology for Management
BALA	503	Business Law and Ethics

Term 2C

BAEN	580C	Fundamentals in Entrepreneurship
BAHR	507	Negotiations
BASM	511	Strategic Management of Services
BA	503	ECM Capstone Course

Total: 31.5 credits



SAUDER
School of Business

ROBERT H. LEE
GRADUATE SCHOOL

ECM Academic Year Schedule 2009-2010

Updated: May 20, 2009

	2009	
ECM PREPARATION – QUANTS	August 24 & 25	
EMC PREPARATION - ECONOMICS	August 27, 28 & 29	
ECM BUSINESS IMMERSION	August 31 - September 4	
Term 1A	September 8 – October 17	September 7, Labour Day October 12, Thanksgiving
Term 1B	October 26 – December 5	November 11, Remembrance Day
	2010	
Term 2A	January 4 – February 13	January 1, New Year's Day February 12, Winter Olympics Begin
Break – 2010 Olympics	February 15 – February 28	February 28, Winter Olympics End
Term 2B	March 1 - April 10	April 2, Good Friday April 5, Easter Monday
Term 2C	April 19 – May 28	May 24, Victoria Day
ECM CAPSTONE	April 23, 30 & May 14, 2010	
GRADUATION	November 2010	



3 November 2009

To: Senate Curriculum Committee

From: Jacques Verville, Faculty of Management

Subject: Early Career Masters Program Offered at UBC Okanagan (for information)

The Faculty of Management intends to host, at UBC Okanagan, the Early Career Masters (ECM) stream of the Master of Management (MM) program, which is administered by Sauder's Robert E. Lee Graduate School in Vancouver. The program and all coursework have been approved by the UBC Vancouver Senate and the program will remain under the administration of the Robert E. Lee Graduate School. However, the program will be delivered and taught in the UBC Okanagan Faculty of Management, and net proceeds will remain with the Faculty of Management.

Graduates of the program will be awarded a UBC Master of Management degree. The MM degree will provide students with a comprehensive broad-based management education to complement their undergraduate degree. Students will develop business expertise across a range of key subject areas. This should significantly enhance their initial employment prospects and potential for future career advancement.

In the ECM program, all students will move through the entire program together as a cohort taking a set, standard curriculum. See below for program admission, degree, and course information.

Admission Requirements

Admission requirements include all the minimum admission requirements for the Faculty of Graduate Studies, plus GMAT or GRE is generally required, and a minimum TOEFL score of 600 (or equivalent) for international students.

A four-year Bachelor's degree or recognized equivalent from an accredited institution is required. The Early Career Masters Program is not available for candidates with a Bachelor of Management, Bachelor of Commerce, or Bachelor of Business Administration degree, or students with a Minor in Commerce, Business, or Management.

The Early Career Masters is considered a "pre-experience" graduate business degree. Therefore, work experience is not required for admission to the Early Career Masters Program. However, any work, volunteer, travel and extra-curricular experiences that you have had should be clearly communicated in the application essays as these help to give the admissions committee a sense of your leadership potential, maturity and ambition.

Coursework

The ECM program is approximately 10 months of full-time study. It includes 31.5 credits of study, which consists of 21 course modules (including a Career Development module). In addition, students have the option to attend an “ECM Preparation” – preparation courses covering quantitative methodologies or economics for those who may not have studied these concepts in their undergraduate degree or who wish a refresher course. These may be required as a condition of admission for some students who lack adequate preparation in these areas.

Note: the program is delivered in Modules (courses) that are 1.5 credits each.

Program Overview

The ECM curriculum has been developed to provide a foundation in a broad spectrum of business management disciplines, focusing on practical knowledge and skills that employers are looking for. Course topics include:

- Strategic Management
- Finance
- Managerial Accounting
- Marketing
- Entrepreneurship
- Organizational Behaviour and Human Resources
- Information Technology
- Supply Chain Management
- Operations and Logistics

Course Descriptions

ECM Preparation (Optional: Non-credit Quantitative Methods and Economics)

BA 550 (1.5 credits) Business Immersion

This module provides an introduction to the Early Career Masters stream of the Master of Management degree program. It contains teamwork exercises, provides a brief overview of several functional areas of business, and concludes with an integrated case analysis that demonstrates the integrated nature of the various functional areas of business. Students are also given instruction on how to analyze and write up a business case.

BAAC (1.5) 500 Financial Reporting

Accounting is a system for measuring and communicating the outcomes of business activities. The focus of financial accounting is the preparation of accounting reports by individuals within a firm for individuals outside the firm. The purpose of the course is to: provide the student with a basic understanding of the concepts, principles, and economic motivations underlying financial accounting practices; provide the student with the technical tools and references to analyze how a particular transaction affects a firm's financial statements; make the student comfortable with financial data; make the student aware of the care that must be taken when using accounting data as a source of information for making decisions. *Prerequisite:* Master of Management standing.

BAHR 550 (1.5) Organizational Behaviour

The primary objective of this course is to teach students about the effects of individual and group behaviour on organizational processes and outcomes. The course also examines the organization as an actor and how the firm behaves in different types of environments. Throughout the course an emphasis is placed on how you as an organizational member might experience and interpret these processes. *Prerequisite:* Master of Management standing.

BAPA 550 (1.5) Foundations of Managerial Economics

The course develops capacity to analyze an organization's economic environment, to understand the constraints this environment places on the organization's pursuit of its goals, how these constraints may change with time, and to apply economic reasoning to internal decision making. *Prerequisite:* Master of Management standing.

BAMA (1.5) Marketing

Successful businesses use the principles of marketing to attract new customers and retain existing customers in a sustainable, profitable manner. A well-planned, well-executed and integrated marketing strategy that is perceived by customers to be consistently offering them superior value ultimately determines the winners and losers in this competitive game.

Regardless of what role you ultimately play in an organization, a thorough understanding of marketing principles and strategies is essential if you are going to play an active role in the success of the venture.

This component of the ECM program is built on one over-riding principle: you are already very knowledgeable and experienced in the ways of marketing at the tactical level, primarily through constant exposure as customers. What you now need is a framework into which to 'fit' that knowledge, a consistent language to describe it, and tools to allow you to systematically understand and ultimately design marketing programs. Readings, assignments and class discussion are designed to help you build, practice and apply this framework, leveraging your existing knowledge & experiences. *Prerequisite:* Master of Management standing.

BABS 550 (1.5) Application of Statistics in Management

The object of this course is to give students an understanding of the role of statistics in business and management. It will become clear how pervasive statistics has become and how essential the basic concepts are to modern management practices. Students will learn the basics of data analysis and the fundamental notion of statistical inference. The statistical concepts in this course will provide the knowledge necessary for students to apply the basic techniques in a wide variety of circumstances and perhaps more importantly, will enable you to assess the legitimacy and significance of the many and varied reports that you will come across during your careers. *Prerequisite:* Master of Management standing.

BAFI 500 (1.5) Corporate Finance

Corporations obtain resources from capital markets in order to finance investments in productive assets. The benefit of an investment is typically uncertain and realized over several years. This course provides an introduction to the analysis of corporate decisions from a financial point of

view. We explore the following questions: What determines the value of an investment decision? How do we measure the costs and benefits of an investment? How do we account for time and uncertain in evaluating costs and benefits? How do stock and bond prices reflect investment decisions? Does the value of an investment decision depend on whether or not the investment was financed with debt or equity? Are investments worth more if financed with debt, with equity, or with a mixture of the two? *Prerequisite:* Master of Management standing.

BAFI 513 (1.5) Risk Management

Introduction to the financial instruments, methods, and tools used in financial risk management. Methodology applies to both corporate and investment settings for managing exchange rate risk, interest rate risk, market risk, and credit risk. Focuses on three types of derivative securities: forwards and futures, options, and swaps. Understanding of the basic properties of these instruments, their hedging uses, and their valuation principles. Value-at-risk and options theory will also be covered. *Prerequisite:* Master of Management standing.

BASM 550 (1.5) Strategic Management

A conceptual and practical introduction to the major areas of strategic management with an integrative perspective on managing an organization. Includes the analysis of a business and its environment, the development and evaluation of strategic alternatives, and implementation of change. The course provides students with an integrative, top-management perspective of directing an organization. A key aspect of strategy is to develop overall, long-term planning for an organization to ensure its success in a constantly changing environment. *Prerequisite:* Master of Management standing.

BAAC 550 (1.5) Foundations in Accounting

This course focuses on the use of accounting information in efficiently operating an organization. The concepts are sufficiently general to be applicable in both “profit” and “not-for-profit” organizations. Management accounting has two major roles:

Decision-Facilitating Role: Managers have the responsibility and authority for making decisions with respect to the acquisition and use of an organization’s resources. To do this effectively they must identify the actions (or strategies) available to them, predict the relevant consequences of those actions, and then choose the action that has the most preferred predicted outcome.

Management accounting systems can be effective tools in providing information that is useful in predicting the possible consequences of alternative actions and in presenting a description of those consequences. Furthermore, management accounting systems can help identify situations in which “corrective” action is required.

Decision-Influencing Role: Managers are often employees, rather than owners, of an organization. Their action choices are affected by their personal preferences with respect to the consequences of those actions. Management accounting systems can be effective tools in providing measures of management performance which, when combined with appropriate incentives, will induce management to select the actions preferred by the owners or directors of the organization. In so doing, the system is fulfilling its decision-influencing role.

An organization's accounting records must provide the information necessary to prepare the financial statements reported to investors, bankers, unions and others who are not part of the firm's management. These statements must be prepared in accordance with generally accepted accounting principles (GAAP), particularly if the statements are audited. However, the information reported to management need not be prepared in accordance with GAAP. Management wants the information that is most useful in operating their organization, and that often differs from the information used to satisfy GAAP. We will discuss how management accounting is influenced by GAAP, but our primary focus is on understanding how to develop the information that will be most useful to management, and how to make effective use of that information. *Prerequisite:* Master of Management standing.

BAMA 580 (1.5) Service Marketing

Distinctive approaches to planning and implementing marketing strategy in service organizations. The relationship between the service provider and customer, the real-time process experience of services, customer relationship management, customer satisfaction, and service quality, design and culture. *Prerequisite:* Master of Management standing.

BAMS 550 (1.5) Operations and Logistics

The course provides students with an understanding of the processes by which an organization produces products or services and how it delivers these products or services to the customer. This course examines and applies management tools and principles to these supply and distribution problems. Emphasis is placed on developing a broad overview of the logistics field. Students will achieve an understanding of the business logistics concepts, how logistics activities produce value in the organization, and become familiar with analytical methods appropriate to logistics decision-making. *Prerequisite:* Master of Management standing.

BA 520 (1.5) Career Development Program

This provides students with professional development for careers in business management. It includes self-assessment to help students clarify their career direction, one-on-one career coaching and career workshops in areas such as: Interviewing Skills; Approaching the Market; Networking; Resumes for Business; Salary Negotiations; Writing Cover and Approach Letters; and How & Where to Get Hired. This is delivered by the Sauder Business Career Centre.

BAHR 505 (1.5) Leadership

Examination of theoretical and practical approaches to leadership. Topics include distinguishing between authority and leadership, technical problems and adaptive challenges, power and progress, diagnostic frameworks for assessment strategies and tactics of intervention to mobilize progress.

Prerequisite: Master of Management standing.

BAHR 510 (1.5) Strategic Human Resource Management

Develops an understanding of the diverse areas in human resources management. Examines analysis, planning, staffing, performance evaluation, compensation, training and development, labor relations, employee safety, health, human resource management, and an understanding of cultural differences and its impact on the organization. *Prerequisite:* Master of Management standing.

BAIT 550 (1.5) Information Technology for Management

IT has become a vital part of the operations and management of organizations of every kind and size. Successful managers must take advantage of this situation by deploying IT in the most effective manner. This course provides a general introduction to the role of IT in management. Students will gain an understanding of how IT has changed the nature of the modern business world, how IT can be used by an organization to achieve strategic advantages, and how IT can improve one's own effectiveness as a manager. *Prerequisite:* Master of Management standing.

BALA 503 (1.5) Business Law and Ethics

Introduces managers of organizations and business to basic legal concepts that they can expect to encounter. Provides the background needed to identify legal issues and make informed decisions in instructing legal counsel and acting on legal advice. Increase awareness of wide range of ethical challenges faced by managers in organizations. *Prerequisite:* Master of Management standing.

BAEN 580C (1.5) Fundamentals in Entrepreneurship

This course provides a comprehensive introduction to fundamentals of entrepreneurship. The course has two major components. First, the students will familiarize themselves with the main concepts of new venture creation. The course will use a combination of case-study based discussion, lectures, and guest speakers to explain in detail the challenges of starting new ventures and expose students to the experience of being an entrepreneur. Second, the students will be developing feasibility studies as a pre-requisite to fully-fledged business plan. A considerable amount of class time will be set aside to do a variety of exercises and presentations. Additional work will be done outside of class in student teams. *Prerequisite:* Master of Management standing.

BAHR (1.5) Negotiations

Managers negotiate every day. They negotiate about contracts, leases, purchases, salaries and other material issues as well as about less tangible issues like expectations, ideas, and responsibilities. Managers need analytical skills to discover superior solutions to organizational challenges, but they need negotiation skills to get others to accept and implement these solutions. Unfortunately, many managers negotiate poorly. They compromise, give in, or force others to give in when creative problem solving could lead to a deal that would be better for everyone involved. *Prerequisite:* Master of Management standing.

BASM 511 (1.5) Strategic Management of Services

This course takes a multifunctional and strategic approach to the management of services businesses. Effective management of service organization--which occur in business, nonprofit and government sectors, requires the integration of at least three major functions: (1) marketing, (2) operations, and (3) human resources. While each function can be examined independently, this module will focus on an integrative approach. Students will develop a framework for analyzing management problems in service industries and designing competitive strategies. Topic areas to be covered include: (1) understanding the services management challenge, (2) designing and delivering services, (3) managing capacity and managing demand, and (4)

organization and human resources management in services. *Prerequisite:* Master of Management standing.

BAEN 580C (1.5) Fundamentals in Entrepreneurship

This course provides a comprehensive introduction to fundamentals of entrepreneurship. The course has two major components. First, the students will familiarize themselves with the main concepts of new venture creation. The course will use a combination of case-study based discussion, lectures, and guest speakers to explain in detail the challenges of starting new ventures and expose students to the experience of being an entrepreneur. Second, the students will be developing feasibility studies as a pre-requisite to fully-fledged business plan. A considerable amount of class time will be set aside to do a variety of exercises and presentations. Additional work will be done outside of class in student teams.

BA 503 (1.5) ECM Capstone Course

The Capstone is a project-based course. The capstone project provides students with the opportunity to integrate and apply a great deal of their learning from the entire ECM program. The objectives of the course is: (1) to achieve an in-depth understanding of concepts that are fundamental to a wide range of managerial situations; (2) to equip prospective managers with tools for dealing with a broad range of complex problems; develop core management skills particularly in areas of decision making and working with others; (3) to create a program culture that is characterized by enthusiasm, effort and teamwork.

From the program, you will have a broader and more in-depth understanding of integrated business disciplines, which will enable you to discuss solutions to complex business issues more thoroughly. One of the primary objectives of this course is to help you bring together the different concepts and skills you have acquired in the ECM Program. Soon you will graduate and head for new careers and management challenges that require integrated approaches to handle them well. We encourage you to think about how you will model this teamwork and integration in your future careers. *Prerequisite:* Master of Management standing.

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



OKANAGAN SENATE SECRETARIAT
Enrolment Services
Senate and Curriculum Services

University Centre · UNC 322
3333 University Way
Kelowna, BC · V1V 1V7
Tel: (250) 807-9259 · Fax: (250) 807-8007
<http://www.senate.ubc.ca>

25 November 2009

To: Okanagan Senate
From: Admissions and Awards Committee
Subject: New Award (approval)

The Admissions and Awards Committee is pleased to recommend the following:

Motion: *That Senate accept the award as listed and forward it to the Board of Governors for approval; and that a letter of thanks be sent to the donor.*

Judy GURNEY Memorial Bursary in Nursing: Bursaries totalling \$1,000 have been endowed by Peter Peto in memory of his wife Judy Gurney to assist undergraduate and/or graduate students in the School of Nursing at The University of British Columbia Okanagan. Judy Gurney (nee: Meynell) born 11/14/1942 in Duncan, B.C. died 10/6/2008 in Vernon, B.C. She graduated with a diploma in Nursing from Royal Jubilee Hospital in Victoria circa 1963 and obtained a Bachelor of Nursing at UBC circa 1975. She loved to practice her nursing profession, with great care, sensitivity and competence to those she attended to at hospitals in Vancouver, Squamish and Summerland.

It is hoped that this perpetual endowment established in her loving memory, will help nursing students attain the educational certification to pursue dedicated lives in the nursing profession as was exemplified by the late Judy Gurney. (First award available for the 2009/10 Winter Session)

For the Committee,
Dr. Sharon McCoubrey
Chair, Admissions and Awards Committee

THE UNIVERSITY OF BRITISH COLUMBIA | OKANAGAN



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25 November 2009

To: Okanagan Senate

From: Admissions and Awards Committee

Subject: Admission Proposals: Master of Applied Science (M.A.Sc.) and Master of Engineering (M.Eng) Admission Requirements; and Admission to UBC Okanagan – Changing Degree Programs (approval)

The Admissions and Awards Committee is pleased to recommend the following to Senate:

i. Changing Degree Programs

Remove registration restriction and allow program changes in both summer and winter sessions.

Motion: *That Senate approve the proposed changes to Admission to UBC Okanagan – Changing Degree Programs.*

ii. Master of Applied Science (M.A.Sc.) and Master of Engineering (M.Eng) Admission Requirements

Align School of Engineering entrance requirements with those of the College of Graduate Studies and change the International English Language Testing Service (IELST) requirement to be a minimum overall band of 6.5 with nothing less than 6.0 per individual test.

Motion: *That Senate approve the proposed changes to the Master of Applied Science (M.A.Sc.) and Master of Engineering (M.Eng).*

For the Committee,
Dr. Sharon McCoubrey
Chair, Admissions and Awards Committee



UBC Okanagan Admissions Proposal Form

<p>Faculty/School: Engineering Department/Unit: N/A Faculty/School Approval Date: 04/03/09 Effective Session: 2009W</p>	<p>Date: March 4, 2009 Contact Person: Dwayne Tannant Phone: 250.807.8067 Email: dwayne.tannant@ubc.ca</p>
<p>Proposed Calendar Entry: Homepage > Faculties, Schools, and Colleges > College of Graduate Studies > Engineering > Master of Applied Science (M.A.Sc.)</p> <p>[13379] Admission Requirements</p> <p>[13380] Students admitted to the M.A.Sc. degree will normally possess a bachelor's degree in engineering or a related area, with a minimum GPA of B+ (76–79%), as well as specified English language requirements, including a TOEFL minimum score of 580 or an IELTS minimum overall band of 6.5 (with nothing less than 6.0 per individual test).</p> <p>Proposed Calendar Entry: Homepage > Faculties, Schools, and Colleges > College of Graduate Studies > Engineering > Master of Engineering (M.Eng.)</p> <p>[13378] Admission Requirements</p> <p>[13385] Students admitted to the M.Eng. degree will normally possess a bachelor's degree in engineering or a related area with a minimum GPA of B+ (76–79%), as well as specified English language requirements, including a TOEFL minimum score of 580 or an IELTS minimum overall band of 6.5 (with nothing less than 6.0 per individual test).</p>	<p>Draft Calendar URL: http://okanagan.students.ubc.ca/calendar/pr_oof/edit/index.cfm?tree=18,285,981,1163</p> <p>Present Calendar Entry: Homepage > Faculties, Schools, and Colleges > College of Graduate Studies > Engineering > Master of Applied Science (M.A.Sc.)</p> <p>[13379] Admission Requirements</p> <p>[13380] Students admitted to the M.A.Sc. degree will normally possess a bachelor's degree in engineering or a related area, with a minimum GPA of B+ (76–79%), as well as specified English language requirements, including a TOEFL minimum score of 580 or an IELTS minimum overall band of 7 (with nothing less than 6.5 per individual test).</p> <p>Draft Calendar URL: http://okanagan.students.ubc.ca/calendar/pr_oof/edit/index.cfm?tree=18,285,981,1163</p> <p>Present Calendar Entry: Homepage > Faculties, Schools, and Colleges > College of Graduate Studies > Engineering > Master of Engineering (M.Eng.)</p> <p>[13378] Admission Requirements</p> <p>[13385] Students admitted to the M.Eng. degree will normally possess a bachelor's degree in engineering or a related area with a minimum GPA of B+ (76–79%), as well as specified English language requirements, including a TOEFL minimum score of 580 or an IELTS minimum overall band of 7 (with nothing less than 6.5 per individual test).</p>



Type of Action: Change IELTS score requirements.

Rationale: The School of Engineering voted to change the IELST requirements to be a minimum overall band of 6.5 with nothing less than 6.0 per individual test. These are the same as the requirements from COGS and align our entrance requirements with those of COGS.



UBC Okanagan Calendar Change Proposal Form

<p>Approval Date: Effective Session: Effective for 2011 admission to UBC. Year for change: To be posted to the calendar upon approval for the purpose of advising students.</p>	<p>Date: October 14, 2009 Contact Person: Rosalie Vlaar, Senior Policy Analyst, Undergraduate Admissions Phone: 604-822-4240 Email: rosalie.vlaar@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p><u>Admission to UBC Okanagan</u></p> <p><u>Homepage > Admission to UBC Okanagan > Changing Degree Programs</u></p> <p>UBC students who wish to transfer to a different program must complete the Change of Degree Program/Campus form on the Student Service Centre and pay the \$60.00 application fee. Former UBC students can also apply for readmission and change of program or campus using the same form.</p> <p>Students applying to change degree programs are required to meet faculty or school prerequisites.</p> <p>Academic evaluations are based on the average of the most recently completed college or university credits attempted to a maximum of 30 credits, including failures and repeated courses, unless otherwise prescribed by the program to which admission is sought.</p>	<p>URL from Web Calendar:</p> <p>http://okanagan.students.ubc.ca/calendar/index.cfm?tree=2,274,0,0</p> <p>Present Calendar Entry:</p> <p><u>Admission to UBC Okanagan</u></p> <p><u>Homepage > Admission to UBC Okanagan > Changing Degree Programs</u></p> <p>UBC students who wish to transfer to a different program must complete the Change of Degree Program/Campus form on the Student Service Centre and pay the \$60.00 application fee. Former UBC students can also apply for readmission and change of program or campus using the same form. Readmission and Change of Degree Program forms are considered for the Winter Session only.</p> <p>Students applying to change degree programs are required to meet faculty or school prerequisites.</p> <p>Academic evaluations are based on the average of the most recently completed college or university credits attempted to a maximum of 30 credits, including failures and repeated courses, unless otherwise prescribed by the program to which admission is sought.</p>



	<p>Type of Action: Allow for change of program in both the Summer and Winter sessions.</p> <p>Rationale: UBC is currently disadvantaging its own students by allowing students from other institutions to apply to begin their studies in some programs in the Summer Session but not allowing the same for our own students, who are currently restricted to making program changes for the Winter Session only.</p> <p>The rationale previously was that they could continue in the program they were currently registered in for the Summer and then ‘switch’ in the Fall. This was also a result of the historical practice of waiting for Sessional averages from UBC students in order to determine admissibility. Now that admission can be determined after the first term of the Winter Session, this restriction is no longer necessary.</p>
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UNIVERSITY OF BRITISH COLUMBIA
VALUING DIFFERENCE:
A STRATEGY FOR ADVANCING EQUITY AND DIVERSITY AT UBC

PREAMBLE

Equity and diversity are not abstract goals; they are essential qualities of an outstanding institution.

UBC embraces equity and diversity as integral to our academic mission. We encourage and support participation of the widest range of perspectives in our exploration and exchange of knowledge and ideas. An essential component of academic excellence is a truly open and diverse community that actively fosters the inclusion of voices that have been underrepresented or excluded. Thus, UBC is committed to fostering a living, learning, and working environment to which all can contribute and within which all can thrive.

An environment that fosters equity inspires innovation in teaching, research, scholarship, and service. It enhances wide-reaching opportunities for mentoring. Its diverse communities and varied experience and expertise will make it a welcoming destination for the best and brightest faculty, staff, and students.

INTRODUCTION

UBC has a rich history. We recognize that part of this history includes the suppression or exclusion of some of the voices that make up our diverse society. UBC has taken great strides in moving beyond that history. Nevertheless, some legacies of exclusion must still be addressed. Women now comprise more than half of the UBC workforce, and almost a third of employees on the Vancouver campus identify themselves as “visible minorities”. However, women and visible minorities continue to be underrepresented in leadership positions. Aboriginal people and persons with disabilities are underrepresented in many sectors of the UBC community – indeed, the representation of people with disabilities is declining.¹ UBC’s student body appears to be more diverse than our workforce. But too many students from underrepresented groups continue to report that they feel marginalized or tokenized within their classes and they do not see their lives and experiences reflected in the curriculum.²

¹ Detailed information on the representation of women, visible minorities, Aboriginal people and persons with disabilities in the UBC workforce is available at the UBC Equity Office website at: <http://www.equity.ubc.ca/data/index.html>.

² See, for example, the interviews with Aboriginal students in *What I learned in Class Today: Aboriginal Issues in the Classroom*, a research project by Karmen Crey and Amy Perrault at <http://fnsp.arts.ubc.ca/projects/classroom/>.

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Much has been done and continues to be done to make UBC more inclusive of and welcoming to groups that may have been excluded or underrepresented in the past. Many excellent initiatives are advancing equity and diversity in units across the University.³ The following plan is not intended to replace those initiatives. Rather, it aims to provide an overarching framework that will, over five years, embed equity and diversity more deeply into UBC's institutional practices and will support the efforts of individual units. For background on the plan, see diversity.ubc.ca.

As part of the Place and Promise project, this plan provides an opportunity to embed equity and diversity goals in all aspects of strategic planning. There is a particularly close relationship between the goals of this plan and those of the Focus on People and the Aboriginal strategic initiatives.

“Equity” and “diversity” are broad terms capable of many interpretations. The plan begins, therefore, by defining these terms and providing some context.

EQUITY AND DIVERSITY – DEFINITIONS AND PHILOSOPHY

The focus of this plan is on *diversity* within UBC's workforce and student body. We embrace diversity because it enriches our institution. While all diversity is of value, some types of diversity are particularly relevant to the university's mission. According to a leading researcher, relevant diversity for organizations “means differences in how people see, categorize, understand, and go about improving the world.”⁴ These differences are central to the academic mission. A diverse and excellent academic community, working together, will generate innovative research and scholarship. Students who are exposed to diverse perspectives will have more cognitive tools for understanding new ideas and resolving problems and will be better prepared for the challenges they will face after graduation.

For these benefits to be realized, the diverse perspectives must be fully included and valued. Beyond a mere “accounting for” difference, the way in which people are different – for example, in gender, race, culture, religion, sexual orientation, physical ability, family status or socio-economic status – must be respected. Thus, diversity in an organization means taking individual difference into account, respecting the ways in

³ For some examples of those initiatives, see *Exemplary Practices in Equity and Diversity Programming: University of British Columbia – Vancouver* (2009) a report for the Equity Office prepared by Lori J. Charvat (http://www.equity.ubc.ca/assets/pdf/publications/reports/exemplary_practices_in_%20equity_%20and_diversity_programming_UBCV.pdf).

⁴ Scott E. Page, *The Difference: How the Power of Diversity Creates Better Groups Firms, Schools, and Societies* (2007, Princeton: Princeton University Press).

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which that difference manifests, and taking full advantage of the exchange of diverse perspectives and ideas that result in a robust and collegial environment.⁵

Equity at its heart is about fairness; it is about equal access – to education, to employment – and equal opportunity to succeed in these domains. Promoting and achieving equity requires that institutions, such as universities, reflectively examine their policies and practices related to such areas as hiring and promotion of faculty and staff, admission of students, measurements of success, curricula and climate.

Equity is not the same as *formal equality*. Formal equality implies sameness. Equity, on the other hand, assumes difference and takes difference into account to ensure a fair process and, ultimately, a fair (or equitable) outcome. In this way, equity can be seen as the equivalent of the concept of *substantive equality* built into the Canadian legal system. Equity recognizes that some groups were historically disadvantaged in accessing educational and employment opportunities and were, therefore, underrepresented or marginalized in many organizations and institutions. The effects of that exclusion often linger systemically within organizational policies, practices and procedures. One goal of this plan, therefore, is to increase diversity by ameliorating conditions of **disadvantaged groups**.

The *Canadian Charter of Rights and Freedoms* explicitly provides for special measures aimed at “the amelioration of conditions of disadvantaged individuals or groups” Under the *Charter*, disadvantaged groups include those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age, mental or physical disability or sexual orientation. For this plan, disadvantaged groups may also include groups who experience systemic barriers due to other factors such as family status, socio-economic status or gender identity.

The focus of this plan is on present or emerging, not historical, disadvantage. We recognize that current barriers may have their origin in historical exclusion. However, groups that have experienced disadvantage may no longer face barriers or may face them in some areas or activities but not others. On the other hand, research may result in groups (such as first-generation learners) being added to those identified as “disadvantaged”.

⁵ Some material from the preamble and other sections of this document is drawn or adapted from the language and definitions set out in *Exemplary Practices in Equity and Diversity Programming: University of British Columbia – Vancouver* (2009) a report for the Equity Office prepared by Lori J. Charvat.

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CONTEXT

- **UBC's Vision, Values and Commitments** – The values of integrity, mutual respect, equity and the public interest are all specifically referenced in UBC's proposed Vision Statement and Values.⁶ Further, UBC has made express commitments to International Engagement, Aboriginal Engagement, Creating an Exceptional Work Environment, Community Engagement and Building Cross-Cultural Competencies. Accordingly, to enable UBC to advance our Vision, Values and Commitments, equity and diversity issues must be an integral part of all strategic planning.
- **Excellence** – UBC strives for excellence through its students, faculty, staff and alumni. This value is reinforced by ensuring that equity and diversity are incorporated into policies and practices that enable UBC to draw on the broadest possible pool of qualified students, faculty and staff.
- **Demographics** – Changing demographics, brought about by immigration, globalization, greater participation of disadvantaged groups and changing ideas of inclusiveness, have drastically altered the pools of potential students, staff and faculty available to attend, live and work at UBC. In order to attract the best talent available, UBC must be prepared to cast our nets as widely as possible. To retain and engage this talent, UBC must ensure that campus facilities, policies and climate are welcoming and that programs and services are diverse and accessible to all. These programs and services must also be sensitive to the differential impact of demographics, both on campus and in the surrounding communities, on the Vancouver and Okanagan campuses.
- **Societal Good** – In our role as a leader and educator in the community, it is important that UBC acknowledge and address historical injustices and systemic barriers that may prevent disadvantaged groups from seeking higher education or employment at UBC. If UBC is to live up to its Public Interest Values statement of creating “opportunities to bring together scholars and the wider community to enhance societal good”, we must be active leaders in not only promoting equity and diversity within our own backyard but also in providing the tools and programs for our students, staff, faculty and graduates to bring these values back to the community at large.

REQUIREMENTS FOR SUCCESS

- **Commitment** – Achieving equity and diversity at UBC requires more than vision; it requires an adjustment in our practices at many levels. Such organizational change will not happen without a genuine commitment to take action to achieve the vision.

⁶ found at http://www.strategicplan.ubc.ca/vision_mission

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Moreover, the commitment requires more than rhetoric; it must be supported with resources.

- **Honesty and Accountability** – UBC must be open, honest and accountable in assessing its progress towards achieving equity and diversity. UBC must recognize where inequities exist and must be transparent about its efforts to remedy them. It is equally important to recognize and celebrate individuals and units that are having a significant impact in advancing equity and diversity at UBC.
- **Leadership** – Although change must happen at all levels of the organization, it is essential that UBC's leaders demonstrate a commitment to action. Commitment can be demonstrated through inclusion of equity and diversity in strategic planning, policy-making and resource allocation, and in the diversity of those appointed to leadership positions.
- **Shared Responsibility** – At UBC, change happens most effectively at the level of academic or administrative units. It is there that members of the UBC community learn, teach and work and it is there that most policy is implemented. To be effective, therefore, change needs to be directed at that level. UBC is also a highly decentralized organization and the needs, priorities and resources will vary greatly from one unit to another. Success in achieving equity and diversity will require actions and resources that empower individual units to implement change that meets their needs in their particular context. That means setting goals that are broad enough to advance the vision of the university while respecting the differences across units, faculties and campuses. And it means providing the support and resources that are necessary to enable units to meet their goals.
- **Empowerment** – Also essential in advancing equity and diversity is the work of dedicated individuals and groups who advocate from the grassroots. This plan is intended to be a tool that empowers these individuals and groups to advance the University's mission and that recognizes their contribution.
- **Innovation** – To become a university that embraces equity and diversity as part of its academic mission and that reflects the diversity of Canadian society, UBC must be prepared to recognize and change policies and practices that have been barriers to inclusion and participation. Change at large organizations like UBC is often a challenge. However, UBC has frequently demonstrated through its academic and research advances that its members have the capability to create and embrace innovation. UBC needs to harness that power to innovate as we pursue our vision to be a leader in equity and diversity.

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ACTION PLAN**A. STRATEGIC COMMITMENT**

A strategic commitment, in its most visible form, means that the leadership includes people whose diverse lived experiences can expand thinking and direction, who can represent voices from the perimeter, and who can challenge the status quo. It is at the strategic level that faculties can establish sustainable change through earmarked resources and visible champions, can foster a welcoming and supportive campus environment and can ensure that grass-roots initiatives are properly supported and recognized. Most if not all of the actions in later parts of this document can be incorporated into strategic plans proposed in this area.

Actions [Timeframe]	Possible Metrics	Oversight
<p>Incorporate equity and diversity goals into strategic planning and review processes of every UBC unit directly reporting to a Vice President or the Deputy Vice Chancellor. [Ongoing]</p> <p>Increase diversity of UBC's leadership, including the Board and Senates. [Ongoing]</p> <p>Develop and report on measures of progress in furthering equity and diversity goals.[years 1, 3 and 5 of plan]</p>	<ul style="list-style-type: none"> • Number of Faculties, Colleges and VP portfolios which have equity and diversity plans with measurable outcomes • Representation of members of disadvantaged groups in senior positions • Public report summarizing progress on this plan 	<p>President, Deputy Vice-Chancellor, Provosts, VPs</p>
<p>Develop university-wide strategies for internal and external communications that will reinforce equity and diversity as integral to UBC's programs and identity. [18 months]</p>	<ul style="list-style-type: none"> • Communications strategy with measurable outcomes; visibility of resources that foster equity and diversity at UBC; public statements relating to equity and diversity by UBC's leaders 	<p>Executive Director, UBC Public Affairs (UBCV), Director, Alumni & University Relations (UBCO)</p>
<p>Develop guidelines and implementation practices to enhance accessibility of the physical environment at UBC for people with disabilities. [18 months]</p> <p>Ensure sufficient childcare spaces and related family services for UBC families. [Five years]</p>	<ul style="list-style-type: none"> • Guidelines on accessibility standards and regular reports of accessibility enhancements • Significantly reduced waiting lists for UBC childcare; support for other services such as emergency or dependent care 	<p>Campus Planning, UBC Properties Trust, VP Students</p>
<p>Expand opportunities and training for individuals who are taking the lead at the</p>	<ul style="list-style-type: none"> • Level of funding for grass-roots equity and diversity initiatives; 	<p>President, Deputy Vice-</p>

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<p>grass-roots level on equity and diversity initiatives and celebrate their successes. [One year]</p> <p>Establish awards recognizing outstanding equity and diversity initiatives or contributions. [One year.]</p>	<p>number of applications for such funding, quality of training and support, mechanisms to recognize efforts</p> <ul style="list-style-type: none"> • Number and prestige of awards 	<p>Chancellor, AVP Equity</p>
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B. CURRICULUM AND CLASSROOM CLIMATE

Curriculum and Scholarship

Curriculum and academic inquiry are powerful tools for promoting diversity and equity. A curriculum that reflects and embraces diversity challenges and enriches students and provides them with the best possible preparation for dealing with the complexities of an increasingly globalized society. While stand-alone courses with words such as “women” or “aboriginal” or “critical race” in the title are evidence of curricular efforts, it is important that curriculum planning incorporates a strategic commitment to educating for diversity in other courses as well and in co-curricular enrichment activities. Research guides curriculum, so it is important that faculty are supported to conduct academic inquiry into areas that reflect the experiences and interests of disadvantaged groups. Such research will also fulfil the university goal of enhancing societal good.

Actions [Timeframe]	Possible Metrics	Oversight
<p>Strike a Task Force to identify ways to expand students' options for courses and co-curricular experiences which deepen their understanding of equity and diversity issues and that are appropriate to their field of study. A plan may include:</p> <ul style="list-style-type: none"> • Modifying existing courses and creating new courses, extra-curricular experiences, or new requirements for students; • Identifying new resources needed to sustain such courses, including the funding of teaching assistantships. 	<ul style="list-style-type: none"> • Number of courses focusing on diversity issues • Number of other courses that include significant content related to equity and diversity • Publication of Task Force plan 	<p>Provosts</p>

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<ul style="list-style-type: none"> Identifying ways to increase flexibility in students' curricula <p>[18 months]</p>		
<p>Conduct a feasibility study on ways to promote both basic and applied research related to equity and diversity including identification of mechanisms that would foster, coordinate, and disseminate research regarding equity and diversity issues. [Two years]</p>	<ul style="list-style-type: none"> Level of funding for research on diversity issues Publication of a feasibility study 	Provosts, VP Research
<p>Provide alternate routes to programs in which certain groups are significantly underrepresented and track retention of underrepresented groups in such programs. [Ongoing]</p>	<ul style="list-style-type: none"> Quality and uptake of alternate routes to programs; graduation rates of students from underrepresented groups 	Provosts, Deans

Classroom Climate

Creating a Climate for the Lessons of Diversity

As a university community, we consider the free and lawful expression of ideas and viewpoints to be essential to our mission. As scholars, we believe that discussion across boundaries and across pre-conceptions is a necessary condition for the resolution of even the most intractable conflicts. As instructors, we have the responsibility to ensure that these discussions take place within our classrooms. Indeed, the university classroom is where these vital lessons must be taught if we are to equip our students to confront and address the conflicts of the future.

Despite the intractability of some conflicts, we are a community that values respect for all others, even those with whom we disagree fundamentally. For a university, anything that detracts from the free expression of ideas is just not acceptable. Robust debate can scarcely occur, for example, when some members of the community are made to feel marginalized or even personally attacked, not for their ideas but for their very identity. When this happens, university disciplinary policies come into play, and there may be recourse to provincial human rights and federal anti-hate legislation.

A strategic commitment to equity and diversity means that we must act in ways that proclaim and define the parameters of respectful debate, and that we must foster vigorous debate within those parameters. Our classroom and co-curricular climates must welcome the testing of new ideas, diverse and marginalized viewpoints, and emerging opinions as well as majority viewpoints. To this end we will take the following actions:

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Actions	Possible Metrics	Oversight
Develop a classroom climate policy statement for UBC and tools to measure its effectiveness.	Achievement of statement; campus-wide awareness measures; instruments for assessing progress on classroom climate	Provosts, AVP Equity
Hold an annual open forum about the meaning of respectful classrooms – model respectful debate in this setting.	Achievement of the event; attendance at this event	VP Students
Work with the GSS on a graduate studies climate policy, taking account the mixed classroom/research setting of graduate studies.	Establishment of this policy; breadth of engagement of grad student community	Dean, Faculty of Graduate Studies (UBCV), Dean, College of Graduate Studies (UBCO),
Support students to develop ways of expressing their concerns about classroom climate, both through various media (e.g. Film, UBC publications, student radio; etc) and to those at the university who can address those concerns.	Amount of financial support Number of students who take up this opportunity	

C. RECRUITING AND ADMISSION

A diverse community of excellent students, faculty, staff and senior administration brings a variety of perspectives to curriculum, research and scholarship and innovation and fresh ideas to our work. UBC's workforce (including student employees) serves as advisors, mentors and role models for UBC's diverse student body. Effective recruiting strategies will strengthen UBC's capacity to reach out to qualified students, faculty and staff who have been discouraged or excluded from participating in the UBC community because of systemic barriers within UBC or the broader community.

Student Recruitment and Admission		
Actions [Timeframe]	Possible Metrics	Oversight
Conduct research to identify barriers that prevent qualified applicants from disadvantaged groups from admission to UBC, whether they arise during the application process or earlier. Develop tools	<ul style="list-style-type: none"> Number of people and communities reached through outreach initiatives Number of qualified people 	VP Students, Dean, Faculty of Graduate Studies (UBCV), Dean,

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<p>to measure progress in removing those barriers. [Ongoing with annual progress reports]</p> <p>Develop effective recruitment strategies, including outreach initiatives, that address barriers experienced by undergraduate and graduate students and postdoctoral fellows from disadvantaged groups. [Ongoing with annual progress reports]</p>	<p>from targeted groups who apply and enroll in UBC's programs</p> <ul style="list-style-type: none"> Dissemination of research findings 	<p>College of Graduate Studies (UBCO), Deans, Provosts</p>
<p>Investigate ways to broaden the criteria used for admission to UBC's undergraduate programs, so that qualifications of all applicants are fully recognized.</p> <p>Review individual student admission processes to graduate and professional programs across UBC to identify both best practices and systemic challenges, e.g. through random selection of a sample of processes, and use results to inform best practices across campus. [Ongoing with annual reports of progress]</p>	<ul style="list-style-type: none"> Breadth and quality of admissions criteria Number of reviews annually Report of review findings 	<p>VP Students, AVP Equity, Dean, Faculty of Graduate Studies (UBCV), Dean, College of Graduate Studies (UBCO)</p>
<p>Increase availability of scholarships that are specifically allocated to qualified applicants from disadvantaged groups. [Ongoing]</p>	<ul style="list-style-type: none"> Number of targeted scholarships; level of funding 	<p>President, Deputy Vice Chancellor, VPs</p>

Workforce Recruitment		
Actions [Timeframe]	Possible Metrics	Oversight
<p>Revise the existing UBC Employment Equity Plan to:</p> <ul style="list-style-type: none"> Refine hiring targets for groups that are significantly underrepresented, including groups not currently designated in federal employment equity legislation; 	<ul style="list-style-type: none"> Annual employment equity workforce reports Human Rights Tribunal approval of Employment Equity Plan 	<p>AVP Equity</p>

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<ul style="list-style-type: none"> • Create mechanisms to expand the applicant pool through active recruitment and to track rates of recruitment of staff and faculty from underrepresented groups. [One year] 		
Educate search committees on effective recruitment and selection processes, addressing issues such as unconscious bias in evaluating applicants that may exclude otherwise qualified candidates. [Ongoing with annual reports of progress]	<ul style="list-style-type: none"> • Number of search committees which undergo training • Evaluation and dissemination of training impact 	Provosts, Deans, AVP HR, AVP Equity
Support units in expanding the diversity in job application pools and in hiring first-choice candidates, including both central and unit support for partner accommodation and hires of outstanding candidates from underrepresented groups at senior ranks. [One year]	<ul style="list-style-type: none"> • Amount of funding • Amount of diversity hiring supported by funds 	Provosts, Deans
Review individual recruitment and selection processes across UBC, to identify both best practices and systemic challenges, e.g. through random selection of a sample of searches. [Ongoing with annual reports of findings]	<ul style="list-style-type: none"> • Number of reviews annually • Annual report of review findings 	AVP Equity, AVP HR

D. SUPPORTING SUCCESS

The benefits of a diverse community are maximized when all members of the community are included and valued in the discussion and exchange of knowledge and ideas. Full participation in the life of the institution enhances well-being and thus retention and performance.

All students, particularly those who have been underrepresented within the community, must be confident that they can participate in every aspect of campus life without being subject to arbitrary barriers. An institution that truly supports and enhances student success ensures that the values taught in the classroom and promoted by the institution are reflected in all aspects of the university including the provision of housing and support services. To this end, UBC should ensure that both the academic and non-academic student experience is in accordance with UBC's values, including those of equity and diversity.

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Similarly, UBC must ensure that its workforce, including faculty, staff and senior administrators, are able to participate in the opportunities that a career at UBC offers without being impeded by unnecessary barriers.

Supporting Student Success		
Actions [Timeframe]	Possible Metrics	Oversight
<p>Educate UBC's workforce on ways to recognize and address challenges and opportunities that arise in the context of their work that relate to the diversity of the student population. Specifically, provide</p> <ul style="list-style-type: none"> • Training on classroom climate and equity and diversity issues in a pedagogical setting for faculty and teaching assistants; • Training for non-teaching staff who provide services (such as counseling, advising, residence and housing services, food services and medical, health & wellness services) to students at UBC. <p>[Development in first year; expansion in subsequent years]</p>	<ul style="list-style-type: none"> • Scope, quality, and degree of use of accommodation services • Teaching evaluation measures • Scope and number of training programs provided; level of participation in training (numbers and representation of different schools and services); quality and impact of training • Availability and quality of resource materials 	<p>TAG (UBCV), TLC (UBCO), AVP HR</p>
<p>Form a Working Group responsible for addressing gaps and identifying opportunities in supporting students from disadvantaged groups, such as:</p> <ul style="list-style-type: none"> • Gaps in financial assistance that may deter students from participating in work study programs or travel abroad programs; • Gaps in support for students, including those with disabilities and students with dependents; • Barriers to student participation and engagement in specific areas of campus life, such as residence life and athletics. 	<ul style="list-style-type: none"> • Graduation rates of students from disadvantaged groups • Level of participation of students from disadvantaged groups (including students with disabilities and students with dependents) in extra-curricular programs • Policies to address gaps and opportunities for support; evaluation of their effectiveness • Indicators of participation and satisfaction on student surveys 	<p>VP Students, Dean, Faculty of Graduate Studies (UBCV), Dean, College of Graduate Studies (UBCO)</p>

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[Working Group recommendations in 18 months; implementation thereafter]		
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Supporting Workforce Success		
Actions [Timeframe]	Possible Metrics	Oversight
<p>Identify and address barriers to well-being and success of faculty and staff from underrepresented groups.</p> <p>Track measures of success, such as promotions, salary, or awards, and address systemic inequities in these measures. [Ongoing, expanding scope over time]</p>	<ul style="list-style-type: none"> • Results of employee satisfaction and climate surveys • Rates of retention and promotion of staff and faculty from disadvantaged groups • Rates of success of faculty in disadvantaged groups in research funding and awards; equitable compensation for all employees 	AVP Equity, AVP HR, Provosts, VP Research
<p>Expand and improve the quality of coaching, mentoring and training provided to new faculty and staff, especially for those from disadvantaged groups, and for existing faculty and staff moving into non- traditional areas.</p> <p>[Ongoing, expanding scope over time]</p>	Number of mentoring/coaching policies and programs; quality of, and level of participation in mentoring/coaching programs	TAG (UBCV), TLC (UBCO), AVP HR
<p>Expand services and support for faculty and staff, including those with disabilities and those with family responsibilities or religious commitments. [Two years]</p>	<ul style="list-style-type: none"> • Uptake on services and accommodations provided • Clarity, levels of inclusion and visibility of policies around services and support 	AVP HR

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UBC Equity and Diversity Strategy

Implementation Priorities

Overview

The Equity and Diversity Strategy is a five year plan. Some of the actions identified in the plan can be implemented immediately; others require research or planning before they can be effectively implemented. Some actions can be implemented with minimal cost; others will require allocation of significant human or financial resources. We expect that actions with minimal associated costs will be implemented as soon as is practical given the resources of the responsible unit. This document first briefly lists some short-term actions which can be completed quickly. It then focuses on actions that are necessary to lay a foundation for subsequent actions or for which there is a pressing need and that may require a significant expenditure of human or financial resources.

The Equity and Diversity Strategic Plan is a living document. As actions unfold, implementation committees will provide advice on the impact of the actions and will make recommendations for modifications to the Plan.

Accountability

Progress on implementation of the UBC Equity and Diversity Strategic Plan will be monitored by implementation committees on the Vancouver and Okanagan campuses. The Associate Vice President Equity will sit on both committees. The implementation committees will report annually to the Provosts and will include recommendations for the implementation of subsequent actions.

In addition, all units reporting directly to a Vice President or the Deputy Vice Chancellor will include equity and diversity goals in strategic planning and review processes.

A report documenting UBC's progress towards an equitable and diverse university will be issued at the end of years 1, 3 and 5 of this implementation period.

Short-term Implementation Priorities (first six months)

- Communicate commitment to this plan, through public statements by UBC's leaders and through visible content on UBC's webpages at the highest levels.
- Develop internal and external Communications Strategy
- Revise UBC Employment Equity Plan

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Foundational Implementation Priorities

These high-priority actions will be initiated in the first six months but will take 12-18 months to reach completion.

Curriculum and Climate

- Strike a Task Force to identify ways to expand students' options for courses and co-curricular experiences which deepen their understanding of equity and diversity issues and that are appropriate to their field of study.
- Develop a classroom climate policy statement for UBC and tools to measure its effectiveness.

Research

- Work with Strategic Enrollment Management Committee to develop and implement a pilot project to identify barriers that prevent qualified applicants from disadvantaged groups from admission to UBC, whether they arise during the application process or earlier. Develop tools to measure progress in removing those barriers.
- Conduct a feasibility study on ways to promote both basic and applied research related to equity and diversity including identification of mechanisms that would foster, coordinate, and disseminate such research.

Supporting Success

- Develop curriculum, materials and delivery options to enhance competencies for establishing a respectful classroom climate which supports free exchange of ideas and fosters vigorous debate.

Workforce Recruitment

- Support units in expanding the diversity in job application pools and in hiring first-choice candidates, including both central and unit support for partner accommodation and hires of outstanding candidates from underrepresented groups at senior ranks.

Commitment

- Develop guidelines and implementation practices to enhance accessibility of the physical environment at UBC for people with disabilities.

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- Develop guidelines and promote equity and diversity recognition awards
- Publish Equity and Diversity Report
- Expand availability of scholarships targeted for members of disadvantaged groups

Resource Implications

Much of the work in this phase will be accomplished by members of the UBC community who will apply their knowledge, skill and commitment to the initiatives that are identified in this plan. Their work will have implications for the allocation of human resources, but will not necessarily create additional financial implications. Some of the strategies will, if implemented, require one-time or ongoing financial commitment by the university.

Most, if not all, of the research in this phase can be conducted by UBC faculty, students or staff. One-time funding may be required to support that research either by funding the researcher directly, or by compensating the unit that is losing some of the services of the researcher. Depending on the scope of the research, some funding may be required for outside consultants.

The development of curriculum and materials to support training for faculty on equity issues will require a commitment of human and financial resources. The work may be done by reassigning existing staff and back-filling their position or by funding additional staff, either as employees or on contract. In either case, this will be one-time funding. There will also be a cost to deliver the training. That cost will depend on the method of delivery and the market for the training.

Some actions will require recurring funding. Recognition awards, assuming they include a financial reward, will have an annual financial cost that will depend on the size and number of awards. An annual report will have design and printing costs associated with it. Mechanisms for partner accommodation will have significant budget implications. The most substantial recurring funding is for targeted scholarships. The cost of such scholarships will depend on the size and number of scholarships and will likely depend on successful fund-raising for this purpose. Recurring funding to support partner accommodations or hiring opportunities will also be needed (matching recurring funding from units).



VISION STATEMENT

As one of the world's leading universities, The University of British Columbia creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada and the world.

VALUES

Academic Freedom

The University is independent and cherishes and defends free inquiry and scholarly responsibility.

Advancing and Sharing Knowledge

The University supports scholarly pursuits that contribute to knowledge and understanding within and across disciplines, and seeks every opportunity to share them broadly.

Excellence

The University, through its students, faculty, staff, and alumni, strives for excellence and educates students to the highest standards.

Integrity

The University acts with integrity, fulfilling promises and ensuring open, respectful relationships.

Mutual Respect and Equity

The University values and respects all members of its communities, each of whom individually and collaboratively makes a contribution to create, strengthen and enrich our learning environment.

Public Interest

The University embodies the highest standards of service and stewardship of resources and works within the wider community to enhance societal good.



COMMITMENTS

CREATING AN EXCEPTIONAL LEARNING ENVIRONMENT	
STUDENT LEARNING	Aboriginal Engagement
	Alumni Engagement
RESEARCH EXCELLENCE	Intercultural Understanding
	International Engagement
COMMUNITY ENGAGEMENT	Outstanding Work Environment
	Sustainability
... towards global citizenship and a civil and sustainable society ...	

COMMITMENTS listed alphabetically

Aboriginal Engagement

The University engages Aboriginal people in mutually supportive and productive relationships, and works to integrate understandings of Indigenous cultures and histories into its curriculum and operations.

Alumni Engagement

The University engages its alumni fully in the life of the institution as valued supporters, advocates and lifelong learners who contribute to and benefit from connections to each other and to the University.

Community Engagement

The University serves and engages society to enhance economic, social and cultural well-being.

Intercultural Understanding

The University engages in reflection and action to build intercultural aptitudes, create a strong sense of inclusion and enrich our intellectual and social life.

International Engagement

The University creates rich opportunities for international engagement for students, faculty, staff, and alumni, and collaborates and communicates globally.

Outstanding Work Environment

The University provides a fulfilling environment in which to work, learn and live, reflecting our values and encouraging the open exchange of ideas and opinions.

Research Excellence

The University creates and advances knowledge and understanding, and improves the quality of life through the discovery, dissemination and application of research within and across disciplines.

Student Learning

The University provides the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences and rewarding campus life.

Sustainability

The University explores and exemplifies all aspects of economic, environmental and social sustainability.



GOALS AND ACTIONS

ABORIGINAL ENGAGEMENT

The University engages Aboriginal people in mutually supportive and productive relationships, and works to integrate understandings of Indigenous cultures and histories into its curriculum and operations.

Goal	Action
<ul style="list-style-type: none"> expand educational opportunities for Aboriginal people and widen opportunities for all students to learn about Aboriginal issues and perspectives 	<ul style="list-style-type: none"> strengthen programs of academic and social support for Aboriginal students
	<ul style="list-style-type: none"> expand curriculum offerings focusing on Aboriginal issues and perspectives
	<ul style="list-style-type: none"> increase hiring of highly qualified Aboriginal faculty and staff
	<ul style="list-style-type: none"> create and support programs that help prepare Aboriginal students for post-secondary education
<ul style="list-style-type: none"> increase engagement with Aboriginal communities in mutually supportive and productive relationships 	<ul style="list-style-type: none"> increase service learning opportunities with Aboriginal organizations and schools with significant Aboriginal populations
	<ul style="list-style-type: none"> strengthen and expand research grounded in significant community collaboration and consultation
	<ul style="list-style-type: none"> create venues for dialogue with Aboriginal communities and the broader public on significant issues

ALUMNI ENGAGEMENT

The University engages its alumni fully in the life of the institution as valued supporters, advocates and lifelong learners who contribute to and benefit from connections to each other and to the University.

Goal	Action
<ul style="list-style-type: none"> enrich the lives of graduates through a deeper connection to UBC, and help the University achieve its vision 	<ul style="list-style-type: none"> create opportunities for alumni to connect intellectually with the University
	<ul style="list-style-type: none"> develop volunteer opportunities that are valuable for alumni and the University
	<ul style="list-style-type: none"> partner with students and graduates to build highly engaged alumni communities
<ul style="list-style-type: none"> increase alumni commitment to UBC through an expansion of opportunities for lifelong engagement 	<ul style="list-style-type: none"> expand University-wide efforts to engage alumni
	<ul style="list-style-type: none"> build positive regard for UBC through inspiring events, effective communications and outstanding services
	<ul style="list-style-type: none"> build a new Alumni Centre that will serve as a dynamic welcome centre on the Point Grey campus, bringing together all members of the campus community



COMMUNITY ENGAGEMENT

The University serves and engages society to enhance economic, social and cultural well-being.

Goal	Action
<ul style="list-style-type: none"> dedicate University resources to public understanding of societal issues and stimulate action for positive change 	<ul style="list-style-type: none"> facilitate deliberative public dialogue on issues of public concern and actively invite community participation
	<ul style="list-style-type: none"> facilitate engagement of faculty and students in public policy development
<ul style="list-style-type: none"> be a leader in fostering student, faculty, staff and alumni engagement within the wider community 	<ul style="list-style-type: none"> increase student, faculty and staff participation in community service learning, community based research and service to the community
	<ul style="list-style-type: none"> better define and assess “service” for purposes of tenure and promotion
	<ul style="list-style-type: none"> increase community use of learning, cultural and outdoor venues on UBC’s campuses and sites

INTERCULTURAL UNDERSTANDING

The University engages in reflection and action to build intercultural aptitudes, create a strong sense of inclusion and enrich our intellectual and social life.

Goal	Action
<ul style="list-style-type: none"> increase awareness and experience of the benefits of intercultural learning 	<ul style="list-style-type: none"> expand learning opportunities encouraging cultural diversity, dialogue and debate
	<ul style="list-style-type: none"> promote effective inter-cultural professional development for faculty and staff
<ul style="list-style-type: none"> remove barriers to greater cultural and intellectual diversity within the University, including those faced by historically disadvantaged groups 	<ul style="list-style-type: none"> improve processes and supports to achieve an excellent and diverse student, staff and faculty body
	<ul style="list-style-type: none"> enhance accessibility of the physical environment at UBC for people with disabilities



INTERNATIONAL ENGAGEMENT

The University creates rich opportunities for international engagement for students, faculty, staff, and alumni, and collaborates and communicates globally.

Goal	Action
<ul style="list-style-type: none"> increase the capacity of UBC students, faculty, staff, and alumni to engage internationally 	<ul style="list-style-type: none"> increase student participation in learning and service abroad
	<ul style="list-style-type: none"> increase the international dimension of UBC's educational opportunities
	<ul style="list-style-type: none"> increase support for international collaborations by faculty, staff and alumni
	<ul style="list-style-type: none"> expand recruitment of outstanding students and faculty from around the world
<ul style="list-style-type: none"> strengthen UBC's presence as a globally influential university 	<ul style="list-style-type: none"> increase the number of substantial strategic partnerships in regions of priority to UBC
	<ul style="list-style-type: none"> enhance UBC's scholarly communications on global issues, including on the web
	<ul style="list-style-type: none"> strengthen UBC's role in international development

OUTSTANDING WORK ENVIRONMENT

The University provides a fulfilling environment in which to work, learn and live, reflecting our values and encouraging the open exchange of ideas and opinions.

Goal	Action
<ul style="list-style-type: none"> be the place of choice for outstanding faculty and staff 	<ul style="list-style-type: none"> ensure processes and supports are in place to recruit first choice applicants
	<ul style="list-style-type: none"> provide faculty and staff with the means and professional development opportunities to fulfil UBC's vision, values and commitments
	<ul style="list-style-type: none"> establish a faculty/staff relocation office
<ul style="list-style-type: none"> be a healthy, inspiring workplace that cultivates well-being, resilience and commitment, and be responsive to the family needs of faculty and staff 	<ul style="list-style-type: none"> develop an integrated strategy to create a respectful, inclusive and collegial work environment
	<ul style="list-style-type: none"> increase support for healthy workplace initiatives
	<ul style="list-style-type: none"> provide a variety of affordable on-campus housing and childcare options
	<ul style="list-style-type: none"> ensure that academic and administrative heads and directors have the training, time and support they require to be effective



<p>RESEARCH EXCELLENCE The University creates and advances knowledge and understanding, and improves the quality of life through the discovery, dissemination and application of research within and across disciplines.</p>	
Goal	Action
<ul style="list-style-type: none"> increase the quality and impact of UBC's research and scholarship 	<ul style="list-style-type: none"> focus efforts on areas of excellence
	<ul style="list-style-type: none"> increase UBC research and graduate support funding in both absolute and relative terms, including support from non-traditional sources
	<ul style="list-style-type: none"> improve infrastructure to support leading edge research
	<ul style="list-style-type: none"> expand recruitment of top ranked graduate students and postdoctoral fellows
<ul style="list-style-type: none"> be a world leader in knowledge exchange and mobilization 	<ul style="list-style-type: none"> increase emphasis on engaging external communities in research at UBC
	<ul style="list-style-type: none"> expand the multiplicity of knowledge exchange channels, such as global access licensing
	<ul style="list-style-type: none"> develop a campus strategy for making UBC research accessible in digital repositories, especially open access repositories

<p>STUDENT LEARNING The University provides the opportunity for transformative student learning through outstanding teaching and research, enriched educational experiences and rewarding campus life.</p>	
Goal	Action
<ul style="list-style-type: none"> enhance the quality and impact of teaching for all students 	<ul style="list-style-type: none"> review and revise curriculum and pedagogy to ensure that they are informed by leading edge research and research on how people learn
	<ul style="list-style-type: none"> simplify and streamline program requirements and course prerequisites whenever possible to enhance flexibility and self-directed learning
	<ul style="list-style-type: none"> ensure that periodic academic reviews include an assessment of educational outcomes for all programs
	<ul style="list-style-type: none"> further align the University rewards and recognition systems with student learning goals
<ul style="list-style-type: none"> expand educational enrichment opportunities, including research, a first year small class experience, international learning, community service learning, and co-op/ practicum/ internship opportunities 	<ul style="list-style-type: none"> provide undergraduate students with at least two enriched educational opportunities during their course of studies



<ul style="list-style-type: none"> support student well-being, personal development and positive affiliation with UBC through outstanding campus life programs and service excellence 	<ul style="list-style-type: none"> continue the rapid expansion of student housing, informal learning space and on-campus work opportunities
	<ul style="list-style-type: none"> implement a coordinated strategy for communication with students
	<ul style="list-style-type: none"> ensure regular assessment of the overall student experience, including alumni feedback
	<ul style="list-style-type: none"> support student led initiatives to create a campus culture of involvement

SUSTAINABILITY	
The University explores and exemplifies all aspects of economic, environmental and social sustainability.	
Goal	Action
<ul style="list-style-type: none"> ensure UBC economic sustainability by aligning resources with the University vision and strategic plan and deploying them in a sustainable and effective manner 	<ul style="list-style-type: none"> implement a budgeting framework that allocates resources based on strategic goals, including enrolment, with accounting simplification to improve financial control
	<ul style="list-style-type: none"> deliver a balanced budget annually, through active revenue management and a constant search for effectiveness and efficiencies
	<ul style="list-style-type: none"> provide a solid financial foundation for long-term success through land revenues, asset management and the launching of a significant fundraising campaign
<ul style="list-style-type: none"> make UBC a living laboratory in environmental sustainability by combining its sustainability leadership in teaching, research and operations 	<ul style="list-style-type: none"> establish a widely shared baseline of the UBC carbon footprint, moving towards carbon neutrality in our operations
	<ul style="list-style-type: none"> integrate the University's physical operations with its research and teaching mandate as a living laboratory
<ul style="list-style-type: none"> foster social sustainability through teaching, research and community engagement that promote vibrant human interaction and community cohesion 	<ul style="list-style-type: none"> work with the AMS to build a new student union building that will serve as a dynamic centre for student life
	<ul style="list-style-type: none"> work with community based organizations to create a deeper understanding of how social sustainability can be achieved locally and globally
<ul style="list-style-type: none"> create a vibrant and sustainable community supported by exemplary governance 	<ul style="list-style-type: none"> strengthen community governance to further take up UBC's lead in sustainability initiatives
	<ul style="list-style-type: none"> develop and implement campus and community plans that promote pedestrian friendly campuses with an integrated transportation infrastructure and a lively public realm