Vancouver Senate

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

WEDNESDAY, 14 DECEMBER 2022
6:00 P.M.
VIA ZOOM

1. Call to Order and Territorial Acknowledgement – Dr Deborah Buszard

2. Minutes of the Meeting of 16 November 2022 – Dr Deborah Buszard (approval)(docket pages 3-21)

3. Business Arising from the Minutes – Dr Deborah Buszard (information)

4. Remarks from the Chair and Related Questions – Dr Deborah Buszard (information)

5. Report from the Presidential Search Committee – Dr Robert Kozak (information)

6. Admissions Committee – Prof. Carol Jaeger

   a) Bachelor of Medical Laboratory Science – Admission (approval)(docket pages 22-26)
   b) Bachelor of Science in Nursing – Application and Document Submission (approval)(docket pages 27-28)
   c) Master of Science in Speech Language Pathology – Revised Enrolment Targets (approval)(docket pages 29-32)
   d) Individual Joint Doctoral Programs – Suspension of Admission (approval)(docket pages 33-36)
   e) Memorandum of Understanding – UBC and Curtin University (Australia) (approval)(docket pages 37-41)

7. Awards Committee – Dr Sally Thorne

   New and Revised Awards (approval) (docket page 42-48)

8. Curriculum Committee – Dr Claudia Krebs

   Curriculum Proposals from the Faculties of Arts and Graduate and Postdoctoral Studies (approval) (docket pages 49-75)
9. **Nominating Committee** – Dr Paul Harrison

   Appointment of Senators to the President’s Advisory Committee for the Selection of the Vice-Provost and Associate Vice-President, Teaching and Learning (approval)(to be circulated under separate cover)

10. **Tributes Committee** – Dr John Gilbert

   Candidates for Emeritus Status (approval)(docket pages 76-77)

11. **Annual Report from the University Librarian** – Dr Susan Parker (information) (docket pages 78-98)

12. **Report from the Provost** – Dr Gage Averill

   a) Annual Report to Senate on External Reviews 2021-22 (information) (docket pages 99-120)
   b) Peter Wall Legacy Agreement (information) (docket pages 121-133)

13. **Report from the Registrar** – Ms Rella Ng

   2023-2026 Triennial Election Results (information) (docket page 134-135)

14. **Other Business**

15. **IN CAMERA – Tributes Committee** – Dr John H.V. Gilbert

   Candidates for Honorary Degrees
VANCOUVER SENATE
MINUTES OF 16 NOVEMBER 2022

DRAFT

Attendance


Clerk: C. Eaton

Guests: J. Anthony, C. Jevitt

Call to Order

The Chair of Senate, Professor Deborah J. Buszard called the third regular meeting of the Senate for the 2022/2023 academic year to order at 6:10 pm.

Senate Membership

NEW MEMBERS

The Chair welcomed the new Associate Vice-President, Enrolment Services and Registrar, Ms Rella Ng. The Chair noted that Ms Ng comes to UBC from Douglas College where she served as Registrar, prior to which she served as Associate Registrar at Simon Fraser University. Ms Ng thanked the Chair for the warm introduction, and announced Holly Patraschuk as the new Student Senator representing the Faculty of Education.
Minutes of the Meeting of 19 October 2022

The Chair noted that a number of typographical corrections had been sent to the Clerk and thanked Dr Pelech for identifying them.

Gage Averill
Joanne Fox

\{ That the Minutes of 19 October 2022 be adopted as corrected. \}

Business Arising from the Minutes

Provost pro tem Dr. Gage Averill noted that when the establishment of the Wall Research Fellowships and Research Awards were approved at the October meeting of the Senate, it was confirmed that the associated agreement would be provided to the Senate for information, once it was legally permissible to do so. The agreement will be provided in the materials for the December meeting.

Remarks from the Chair and Related Questions

The Chair highlighted the make-up convocation ceremonies for graduates whose regular ceremonies were cancelled due to the pandemic. She noted that the ceremonies were particularly special given the circumstances and that many UBC graduands who missed their regular graduation ceremonies were now able to share the experience with their friends and family. The Chair noted that the make-up ceremonies will continue for a few more days and will be followed by regular Fall graduation next week. Senators were encouraged to join the ceremonies where possible.

The Chair noted the appointment of Mr. Frank Laezza as the incoming Vice-President, Finance and Operations. Mr. Laezza is currently Chief Financial Officer at Murdoch University, Australia, where he is responsible for leading the University’s business and financial functions, as well as the management of its financial and capital resources. She noted that Mr. Laezza will begin his term on 13 March 2023.

Candidates for Degrees

Joanne Fox
Susan Forwell

\{ That the candidates for the degrees and diplomas as recommended by the faculties be granted the degree or diploma for which they were Approved
recommended, effective November 2022, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments.

Admissions Committee

The Chair of the Senate Admissions Committee, Professor Carol Jaeger, presented.

ADJUSTMENTS TO ADMISSION REQUIREMENTS AND ENROLMENT TARGETS FOR THE BACHELOR OF MIDWIFERY

Senator Jaeger noted that the proposal before Senate is to add eight (8) additional seats for the Bachelor of Midwifery program, effective for entry to the upcoming 2023 Winter Session. These additional seats will comprise the Fraser Cohort of the Midwifery program. In April 2022, the Ministry of Advanced Education and Skills Training approved funding to expand the program to the Lark Educational Site in Surrey, along with funding for additional faculty and staff to support the program.

Senator Jaeger noted that UBC is the only source of midwifery education in BC and the additional seats will help meet increasing demand for maternity care in the Fraser Health region. The proposal before Senate also includes a number of Calendar changes to clarify information related to admissions and information regarding student compliance with provincial health standards.

Senator Pelech expressed his concern that it is mandatory for students entering the program to provide proof of COVID-19 vaccination. Dr. Pelech questioned the safety of the vaccine and noted that the period during which vaccines are effective is getting shorter and that students should be able to prove immunity in other ways, such as having antibodies against COVID. Senator Pelech stated that his main concerns related to the efficacy and safety of COVID vaccines and that the University should provide students other options to meet immunization requirements for health discipline programs.

Senator Krebs stated that it was her understanding that vaccinations are required for students to complete their programs, which are based in clinical settings that are under the jurisdiction of provincial health authorities. Students will not be able to complete their studies without the
specified vaccinations. Senator Krebs asked that Senate recognize Dr. Joseph Anthony (Associate Dean, Health Profession in the Faculty of Medicine).

With the Senate’s permission, Dr. Anthony stated that students must be immunized against COVID-19 in order to participate in clinical placements in all provincial health authority locations. It is not possible for students to complete their training if they are not vaccinated against COVID-19 and the proposed change is intended to make this clear for all students in the program.

Senator Pelech stated that his interpretation of the proposed wording is that even if the provincial health authority no longer requires the COVID-19 vaccine, that the University is expecting that students will be vaccinated.

Senator Pratap-Singh added that provincial immunization requirements should not supersede the University’s admission requirements; students may be able to complete clinical placement if provincial health requirements are lifted but would not be able to do so as long as UBC requires them. He stated that conditions for entry to clinical settings should not be a requirement for students to be able to take courses in their program.

With permission of Senate, Dr. Anthony asked Dr. Cecilia Jevitt, Director of the Midwifery program, to respond to Senators Pelech and Pratap-Singh. Dr. Jevitt stated that clinical placements are integrated throughout the four years of the Bachelor’s degree. If students are not sufficiently immunized, they cannot enter hospitals to complete their placements, without which they are not able to work as student midwives.

Senator Thorne stated that she wished to register her frustration that the topic of COVID-19 immunizations is once again being discussed by Senate. She noted that the assembly has spoken many times and voiced very strong support for abiding by provincial health guidelines, particularly as required by healthcare professions. Senator Thorne stated that healthcare programs understand the need to integrate UBC program expectations, including admission requirements, with current health orders.

Carol Jaeger
Joanne Fox

} That Senate approve the Bachelor of Midwifery Distributed Program – Fraser Cohort and an amendment to the previously enrolment targets for the Bachelor of Midwifery for the 2023 Winter Session from 24 to 32 seats.
ADJUSTMENTS TO ADMISSION REQUIREMENTS AND ENROLMENT TARGETS FOR THE MASTER OF SCIENCE IN MEDICAL GENETICS

Senator Jaeger noted that the Genetic Counselling program is the only entry-to-practice genetic counselling program in the province and that additional seats will serve to meet a long-standing shortage of genetic counsellors in BC and across North America.

Senator Pelech questioned why the increase was only for 2 seats when there is clearly a need for genetic counsellors, given that there are so few places in Canada to train students.

The Chair asked that Dr Anthony be permitted to respond to Senator Pelech’s comments. Dr Anthony clarified that the program’s enrolment targets are set by the Ministry of Advanced Education and Skills Training. The Ministry has asked UBC to train a certain number of counsellors and has added two seats to the existing program. The Senate Chair added that she echoes Senator Pelech’s concern that the increase in enrolment for this program is modest and that two additional seats are not sufficient to meet demand but noted that the number of funded seats is determined by the government.

In response to question from Senator Pelech regarding the possibility of increasing enrolment of international students to this program, Dr Anthony stated that for the Genetic Counselling program, as well as many other health professions, the University can only admit a limited number of international students as the funding provided by the province is to train students for practice in British Columbia.

Carol Jaeger
Susan Forwell

That Senate approve changes to admission requirements and an amendment to the previously adopted enrolment targets for the Master of Science in Genetic Counselling for the 2023 Winter Session from 6 to 8 seats.
Awards Committee

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

NEW AND REVISED AWARDS

Senator Thorne noted that the Committee’s report outlines seven new endowed awards, two new annual awards, six new internal awards and changes to previously approved awards.

Senator Cantiller asked for clarification of extending eligibility for the Ray Robazza Memorial Forestry Award to students who have worked for or have a direct family member who works for Western Forest Products.

Senator Thorne responded that it is permissible for donors to articulate additional eligibility criteria in favour of certain groups such as participants in certain sectors, as is the case for this forestry award. Individuals eligible for the award would need to signal that in their application.

Senator Menzies stated that even with the additional eligibility criteria, the terms are still quite restrictive and asked whether the Committee had considered broadening the criteria.

Dr Thorne responded that a demonstrated passion for forestry is the dominate criteria and if there are no students who meet the preferential criteria of graduating from secondary school in a community where Western Forest Products operates, having worked or have a direct family member who has worked for the company, the broader category of a passion for forestry would suffice.

Senator Pratap-Singh asked whether the issue of conflict of interest had been considered by the Committee, noting that other awards exclude any candidates who are affiliated in any way with the sponsor.

Senator Thorne responded that donors can specify the category so long as it is acceptable to UBC and is not contrary to human rights legislation or incompatible with the University’s sensitivities and values.

The Chair invited the Clerk to comment. Mr. Eaton stated that the University has several thousands of ‘affiliation scholarships’ that require students to show academic merit or need, but also have connection to a specific group, such as a club, trade union, company, geographical region or demographic group within the province. Mr. Eaton stated that the purpose of the proposed amendment is to broaden eligibility as there is a dwindling pool of eligible students.
Senator Burr noted that most people who work in the Forestry industry are outside of urban areas and therefore, have less access to higher education. The intent of the proposed revisions is to support children of workers in an industry dealing with financial and environmental challenges.

*See Appendix A: Awards Report*

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

Approved

Curriculum Committee

**CURRICULUM PROPOSALS FROM THE FACULTIES OF ARTS AND GRADUATE AND POSTDOCTORAL STUDIES**

The Chair of the Senate Curriculum Committee, Dr Claudia Krebs, presented. Senator Krebs briefly described the proposed changes, noting that there are several new courses and two new course codes from the Faculty of Arts. The new course code for Cinema Studies is CINE and NORD for Nordic Studies. These will replace existing four-letter codes to better reflect course content. There are also several revised programs from the Faculty of Arts.

From the Faculty of Graduate and Postdoctoral Studies, there are several new courses from the Faculties of Arts and Medicine and one new course code from Arts for Cinema and Media Studies, CMST.

*See Appendix B: Curriculum Report*

That the new courses, new course codes and revised programs brought forward by the Faculties of Arts, and Graduate and Postdoctoral Studies (Applied Science, Arts and Medicine) be approved.

Approved
Nominating Committee

COMMITTEE ADJUSTMENTS

The Chair of the Senate Nominating Committee, Dr Paul Harrison, presented. He recognized the incoming student senator from the Faculty of Education, Holly Patraschuk. Senator Harrison noted that student senators have internally adjusted their committee assignments so they are more available for committee meetings, and highlighted the importance of student voices on committees. Class and work schedules may not always allow attendance and the proposed assignments will better enable student senators to regularly attend committee meetings.

Paul Harrison
Charles Menzies

{ That Holly Patraschuk be appointed to the Senate Academic Building Needs Committee until 31 March 2023 and thereafter until replaced, to replace Shaktiraj Kandola;

That Holly Patraschuk be appointed to the Senate Curriculum Committee until 31 March 2023 and thereafter until replaced, to replace Shaktiraj Kandola;

That Alex Mitchell and Kamil Kanji be appointed to the Senate Library Committee until 31 March 2023 and thereafter until replaced, to replace Tony Jiang and to fill a vacancy;

That Kamil Kanji be appointed to the Senate Committee on Appeals on Academic Standing until 31 March 2023 and thereafter until replaced, to replace Anisha Sandhu;

That Emmanuel Cantiller be appointed to the Senate Teaching and Learning Committee until 31 March 2023 and thereafter until replaced, to replace Georgia Yee; and

}
That Keannu Yu be appointed to the Senate Agenda Committee until 31 March 2023 and thereafter until replaced, to replace Emmanuel Cantiller.

Approved

Reports from the Provost

ESTABLISHMENT OF THE CHAIR IN MS TRANSLATIONAL RESEARCH IN THE FACULTY OF MEDICINE

The Provost pro tem, Dr Gage Averill, presented. A substantial donation to the Faculty of Medicine includes a $5M endowment for a Chair and $2.647M for start up costs. The funds will be used to provide flexible start-up funding for recruitment. The Chair will establish and lead a research program for the MS Research Network.

Senator Pratap-Singh conveyed his gratitude to the anonymous donor.

Gage Averill
Susan Forwell

That Senate approve the establishment of a Chair in MS Translational Research within the Faculty of Medicine

Approved

RENAME THE MAURICE YOUNG CHAIR IN APPLIED ETHICS TO THE MARY & MAURICE YOUNG CHAIR IN APPLIED ETHICS

This recommendation involves a consolidation of two gifts which had been devoted to two separate chairs, the Maurice Young Chair in Applied Ethics and the Mary & Maurice Young Professorship in Applied Ethics. The endowment funds will be amalgamated into a single consolidated fund to apply the combined income from the existing funds to support a single position and free up operational funds that can be used to support new hires. As part of the consolidation, a change in the name of the Chair is proposed to Senate.

Gage Averill
Laia Shpeller

That Senate approve the change of name of the Maurice Young Chair in Applied Ethics to the
“Mary and Maurice Young Chair in Applied Ethics.”

Report from the Registrar – Ms Rella Ng

2022 STUDENT SENATE ELECTIONS RESULTSF (FACULTY OF EDUCATION)

The Registrar announced the election of Holly Patraschuk as the elected student representative of the Faculty of Education to the Senate, for a term ending 20 September 2023, and thereafter until a successor is elected.

Adjournment

Seeing no other business, the meeting was adjourned at 6:54 pm
NEW AWARDS – ENDOWED

Eileen Lois Brennan Bursary in Nursing
Bursaries totalling $4,980 have been made available through an endowment established by an estate gift from Eileen Lois Brennan (1928-2021) for undergraduate and graduate students enrolled in the School of Nursing. Eileen (B.S.N. 1966) was born in rural Saskatchewan and then moved to Ontario as a child. Although she started her professional career working in a bank, she had a long career in nursing. Her first role in the nursing profession was in psychiatric nursing in Montreal, before moving to British Columbia to work on Burnaby Hospital’s maternity ward and as a Public Health Nurse for the City of Burnaby. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session.)

Margaret Alexander Bursary
Bursaries totalling $1,750 have been made available through an endowment established by the estate of Susan Marion Foster for undergraduate and graduate students. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session.)

Mary and Kathleen Tierney Memorial Scholarship in Music
Scholarships totalling $3,400 have been made available through an endowment established through an estate gift from Mary Tierney (1918-2007), in memory of her sister, Kathleen Tierney (1914-1956), for outstanding third- and fourth-year undergraduate students and graduate students in the School of Music with a major or concentration in a string instrument. Preference will be given to students studying violin. Mary and Kathleen were born in Calgary, Alberta. They gained recognition for their talents in violin and in the 1930s were both granted scholarships to the Royal Academy of Music in London, England. After completing school, Kathleen remained in London and played with the Sadler’s Wells Orchestra which was conducted by her husband, John Fisher. Mary returned to Canada and joined the Vancouver Symphony Orchestra in 1944, where she played until her retirement. Kathleen acquired two Neapolitan Violins during this period, which were given to Mary after Kathleen’s passing in 1956. Mary bequeathed the violins to the UBC School of Music, and their sale was used to establish this scholarship. The awards are made on the recommendation of the School of Music, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session.)

Dean Henry C. Gunning Bursary in Nursing
Bursaries totalling $1,750 have been made available through an endowment established by Patricia Gunning (B.S.N. 1963), in memory of her father, Dean Henry C. Gunning (1901-1991), for Bachelor of Science in Nursing students. Dr. Gunning (B.A.Sc. 1923, M.Sc. 1926, Ph.D.,
D.Sc. 1967) served as Head of the Department of Geology and Geography (1949-1959) and Dean of the Faculty of Applied Science (1954-1959). He was elected a Fellow of the Royal Society of Canada in 1935 and was awarded an honorary Doctor of Science degree from UBC in 1967. While at UBC, Dr. Gunning took tremendous pride in the achievement of his colleagues and his students and continued throughout his life to have a deep and meaningful relationship with the University. He was particularly proud of his involvement with the UBC School of Nursing and the aptitude for learning and resilience exhibited by the student nurses. During Dr. Gunning’s tenure as Dean, the School of Nursing replaced its four-year diploma programs offered in partnership with Vancouver General Hospital with a five-year integrated Bachelor of Science in Nursing degree. The bursaries are adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

**Steven Scotton Bursary in Civil Engineering**

Bursaries totalling $1,100 have been made available through an endowment established by the estate of Steven Scotton (1948-2021) for fourth-year civil engineering students who are Canadian citizens in good academic standing and enrolled in geotechnical engineering courses, and who have done well in soil mechanics courses. Mr. Scotton (B.A.Sc. 1971, M.A.Sc. 1978) was a resident of Victoria, BC and worked for many years as a geotechnical engineer. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

**Anderson Family Centennial Award in Business**

A $5,000 renewable entrance award has been made available through an endowment established by Ron Anderson for outstanding women entering the Bachelor of Commerce program directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued good academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). Three generations of the Anderson Family have received Bachelor of Commerce degrees from UBC: Ron’s father, Donald McLeod Anderson (B.Com. 1948); Ron Anderson (B.Com. 1979); and Ron’s daughter, Dominique Anderson (B.Com. 2015). This Centennial award was established to help make pursuing an education in business more accessible to women leaders who face financial barriers, especially those who are also involved in team sports. The family hopes these students will remember this assistance and may give something back to UBC Sauder School of Business to assist other women. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2023/2024 winter session.)

**Santa J. Ono Bursary**
Bursaries totaling $2,000 have been made through an endowment established to honour the work of Santa J. Ono, 15th President and Vice-Chancellor of the University of British Columbia and in recognition of his dedication to the students of UBC. Bursaries are available for students at the UBC Vancouver campus and UBC Okanagan campus. The bursaries are adjudicated by Enrolment Services. (First award available for the 2023/2024 winter session).

NEW AWARDS – ANNUAL

Eldorado Gold Bursary in Mining Engineering
Bursaries totalling $3,333 have been made available annually through a gift from Eldorado Gold for Bachelor of Applied Science students studying Mining Engineering. Eldorado Gold Corporation is a Canadian company with 30 years of experience that owns and operates gold and base metal mines in Turkey, Canada, and Greece. The company created this bursary to support future engineers and the local mining community. The bursaries are adjudicated by Enrolment Services. (First award available for the 2022/2023 winter session.)

Vancouver Canucks Alumni Foundation Thunderbird Award in Hockey
Awards totalling $5,000, which may range from a minimum value of $500 each to the maximum allowable under athletic association regulations, have been made available annually through a gift from the Vancouver Canucks Alumni Foundation for outstanding members of the UBC Men’s Varsity Hockey team in any year of study. The Vancouver Canucks Alumni Foundation is composed of former NHL players, hockey supporters, coaches, and staff. The Foundation supports hockey across British Columbia by organizing events, fundraising, and providing scholarships for players who wish to pursue post-secondary education. This award was established in honour of former UBC Thunderbird Men’s Hockey team member Mickey McDowell. The awards are made on the recommendation of the Men’s Hockey Coaches and the Athletic Awards Association. (First award available for the 2022/2023 winter session.)

NEW AWARDS – INTERNAL

Mary Whiton Calkins Scholarship in Psychology and Philosophy
Scholarships totalling $350 have been made available annually by the Department of Psychology, in memory of Mary Whiton Calkins, for outstanding undergraduate students in the Department of Psychology or the Department of Philosophy, in their graduating year of study. Applicants must major in Psychology with a minor in Philosophy; major in Philosophy with a minor in Psychology; or double major in both Psychology and Philosophy. Mary was among the first generation of women in the early 20th century to enter the field of psychology. Despite being a skilled student, she was denied official registration at Harvard University because she
was a woman but granted guest status to access resources. Inspired by the obstacles that Mary faced, a group of UBC Psychology undergraduate students campaigned to establish an award in her name. The award is made on the recommendation of the Department of Psychology. (First award available for the 2022/2023 winter session.)

**Eric Eich Scholarship in Psychology**

Scholarships totalling $500 have been made available annually by the Department of Psychology, in honor of Dr. Eric Eich, for outstanding Bachelor of Arts students of Psychology in their graduating year. Dr. Eich, a former Department Head of the UBC Department of Psychology, is a Distinguished University Scholar and Professor Emeritus who has received numerous awards for his contributions to research and teaching. For six years, he served as a member of the National Academy of Science’s Committee on Techniques for Enhancement of Human Performance and was appointed to the Editorial Board of Psychological Science in 2007. The awards are made on the recommendation of the Department of Psychology. (First award available for the 2022/2023 winter session.)

**Richard Tees Scholarship in Psychology**

Scholarships totalling $500 have been made available annually by the Department of Psychology, in honor of Dr. Richard Tees, for outstanding Bachelor of Science students of Psychology in their graduating year. Dr. Tees, a former Department Head of the UBC Department of Psychology and Professor Emeritus, is a renowned researcher and scholar in Behavioural Neuroscience. He is the recipient of several awards in the field of Psychology, including the Canadian Association Richard Tees Distinguished Leadership Award, and was recognized as a fellow by the Association for Psychological Science, the American Psychology Association, and the Canadian Psychological Association. The awards are made on the recommendation of the Department of Psychology. (First award available for the 2022/2023 winter session.)

**MPPGA Global Policy Project Award**

Awards valued up to $3,000 each have been made available annually by the School of Public Policy and Global Affairs to students in the Master of Public Policy and Global Affairs program who are enrolled in the Global Policy Project course. The awards are made on the recommendation of the School of Public Policy and Global Affairs, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First available for the 2022/2023 winter session.)

**Liu Scholars Award**

Awards of $2,000 each have been made available annually by the School of Public Policy and Global Affairs to support UBC doctoral students who are selected to participate in the Liu Scholars program and who successfully complete their project (e.g., paper, selection of op-eds, etc.) under the mentorship of an SPPGA faculty member. The awards are made on the
recommendation of the School of Public Policy and Global Affairs, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First available for the 2022/2023 winter session.)

**MPPGA Outstanding Student Award**
Awards valued up to $3,000 each have been made available annually by the School of Public Policy and Global Affairs to outstanding students in the first year of the Master of Public Policy and Global Affairs program, on the basis of exceptional academic performance in their first-year core courses. The awards are made on the recommendation of the School of Public Policy and Global Affairs, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First available for the 2022/2023 winter session.)

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

**Endowed Awards**

6331 – Rafe Mair Prize in Journalism

**Rationale for Proposed Changes**
Donor requested an update to the company name in the award description as it was recently changed. Additional changes have been made to the award description to bring the language into alignment with our current award description writing practices.

**Current Award Description**
A $1,200 prize has been endowed by The Jim Pattison Broadcast Group in honour of Rafe Mair. It is awarded to a student in the graduating class in the Master of Journalism program who has produced the best published work of public service journalism during the degree program. The award is made on the recommendation of the School of Journalism with the Faculty of Graduate Studies.

**Proposed Award Description**
A $1,200 prize totalling $1,200 has been made available through an endowment established endowed by Pattison Media Ltd. The Jim Pattison Broadcast Group in honour of Rafe Mair for graduate students. It is awarded to a student in the graduating class in the Master of Journalism program who have produced the best published work of public service journalism during the degree program. The award is made on the recommendation of the School of Journalism, in consultation with the Faculty of Graduate and Postdoctoral Studies.

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**Annual Awards**
2423 - Ray Robazza Memorial Forestry Award

Rationale for Proposed Changes
This award has historically been administered by Enrolment Services through the affiliated model which requires that students be connected to specific groups such as clubs, trade unions, companies, geographic regions or demographic groups. As there haven’t been enough students applying for the award, the Faculty of Forestry suggested making the criteria less restrictive to allow for more candidates. Changes have been made to the award description to bring the language into alignment with our current award description writing practices.

Current Award Description
A $1,000 award is offered annually by Western Forest Products in recognition of Ray Robazza to celebrate his integrity, joie de vivre and his commitment to developing the next generation of foresters. The award is offered to students registered in the Forest Resources Management or Forest Operations Program with preference to students who have graduated from secondary school in communities where Western Forest Products operates or to students who have worked for or have a direct family member who works for Western Forest Products. Consideration is given to students with demonstrated passion for forestry and intent on a career in the BC coastal forest industry upon graduation. If there are no students that meet the eligibility criteria, the award will be open to all students with unmet financial need in Forest Resources Management or Forest Operations Program. The award is made on the recommendation of Enrolment Services.

Proposed Award Description
Awards totalling $4,000 have been made available award is offered annually by Western Forest Products, in memory recognition of Ray Robazza (1961-2016) to celebrate his integrity, joie de vivre and his commitment to developing the next generation of foresters. The award is offered to students registered in the Forest Resources Management or Forest Operations Program who are in good academic standing, with preference will be given to students who have graduated from secondary school in communities where Western Forest Products operates, or to students who have worked for or have a direct family member who works for Western Forest Products. Consideration is given to students with demonstrated passion for forestry and who intend on pursuing a career in the BC coastal forest industry upon graduation. This award was established to celebrate Ray (B.S.F. 1988) and his integrity, joie de vivre and commitment to developing the next generation of foresters. If there are no students that meet the eligibility criteria, the award will be open to all students with unmet financial need in Forest Resources Management or Forest Operations Program. These awards is are made on the recommendation of the Faculty of Forestry Enrolment Services.
5887 – Sangra Memorial Entrance Award

**Rationale for Proposed Changes**
Donor requested that the award description is updated to specify that recipients must have completed their entire secondary school education from a high school in British Columbia.

**Current Award Description**
A $15,000 entrance award is offered by Harjit Sangra (UBC Law Class of ’84) of Sangra Moller LLP in honour of his mother Gurbax Sangra who, although never having had the opportunity for post-secondary schooling, was an ardent believer in higher education and the opportunities it provides. The award is for a student entering the JD program who has achieved academic excellence, demonstrated athletic achievement and community involvement, and graduated high school in British Columbia. The award is made on the recommendation of the Peter A. Allard School of Law.

**Proposed Award Description**
A $15,000 entrance award is offered by Harjit Sangra (UBC Law Class of ’84) of Sangra Moller LLP in honour of his mother Gurbax Sangra who, although never having had the opportunity for post-secondary schooling, was an ardent believer in higher education and the opportunities it provides. The award is for a student entering the JD program who has achieved academic excellence, demonstrated athletic achievement and community involvement, and completed their entire secondary school education within British Columbia. The award is made on the recommendation of the Peter A. Allard School of Law.

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**Internal Awards**

**6603- UBC Vantage Entrance Award**

**Rationale for Proposed Changes**
Vantage College have requested to remove the financial need component to ease adjudication.

**Current Award Description**
Awards ranging in value up to the full cost of the student's International Program tuition are offered to students beginning their undergraduate studies at UBC in the international program at UBC Vantage College. The awards will be granted on the basis of academic merit, financial need will also be taken into account. The award is non-renewable and is made on the recommendation of UBC Vantage College.

**Proposed Award Description**
Awards ranging in value up to the full cost of the student’s International Program tuition are offered to students beginning their undergraduate studies at UBC in the International Program at
UBC Vantage College. The awards will be granted on the basis of academic merit, financial need will also be taken into account. The award is non-renewable and is made on the recommendation of UBC Vantage College.
Appendix 2

FACULTY OF ARTS

New courses
AMNE 342 (3) Translating the Bible; ECON 227 (3) Data in Economics; LING 142 (3) Language and Technology; RMST 499 (3) Honours Essay

New course codes
CINE Cinema Studies; NORD Nordic Studies

Revised programs
Minor in Asian Language and Culture; Major in Cinema Studies; Minor in Cinema Studies; Honours in Cinema Studies; Minor in Nordic Studies

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New courses
EECE 524 (4) Software Development for Mechatronic Systems; EECE 525 (4) Instrumentation for Mechatronic Systems; MECH 524 (4) Software Development for Mechatronic Systems; MECH 525 (4) Instrumentation for Mechatronic Systems

Arts

New course code
CMST Cinema and Media Studies

Medicine

New course
WACH 505 (3) Fundamentals of Magnetic Resonance Imaging
1 December 2022

To: Vancouver Senate

From: Senate Admissions Committee

Re: a. Bachelor of Medical Laboratory Science – Admission
    b. Bachelor of Science in Nursing – Application and Document Submission
    c. Master of Science in Speech Language Pathology – Revised Enrolment Targets
    d. Individual Joint Doctoral Programs – Suspension of Admission
    e. Memorandum of Understanding – UBC and Curtin University (Australia)

1. Bachelor of Medical Laboratory Science – Admission (approval)

The Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to the Bachelor of Medical Laboratory Sciences. The proposed changes follow a detailed review of prerequisites for admission. In addition to changes in prerequisites, the proposal removes reference to courses that are no longer offered and includes a number of minor editorial changes.

**Motion:** That Senate approve changes to admission requirements for applicants to the Bachelor of Medical Laboratory Science, effective for the 2023 Winter Session and thereafter.

2. Bachelor of Science in Nursing – Application and Document Submission (approval)

The Committee has reviewed and recommends to Senate for approval changes to the application process for admission to the Bachelor of Science in Nursing, effective the 2022 Winter Session. The proposed changes are to direct prospective applicants to the School of Nursing website for deadlines to submit official transcripts and various additional components of the supplemental portion of the application.

**Motion:** That Senate approve changes to the application process for admission to the Bachelor of Science in Nursing, effective for the 2022 Winter Session.

3. Master of Science in Speech Language Pathology – Revised Enrolment Targets (approval)

The Committee has reviewed and recommends to Senate for approval revised enrolment targets for the Master of Science in Speech Language Pathology program. The Ministries of Health and Advanced Education & Skills Training have identified the need for additional speech-language pathologists (SLP) to practice in British Columbia to meet current demand.
The expansion by 2 seats is for the 2023 Winter Session only. A larger expansion of the program is planned for the near future.

**Motion:** That the Senate approve an increase in enrolment targets for the Master of Science in Speech Language Pathology, from 36 to 38, for entry to the 2023 Winter Session only.

d. Individual Joint Doctoral Programs – Suspension of Admission (approval)

The Committee has reviewed and recommends to Senate for approval the suspension of admission to individual joint doctoral programs. Joint programs have been offered for 10 years, with only 40 students earning a doctoral degree. The program has been challenging and administratively burdensome to facilitate. The new Joint Doctoral Research Scholar designation, approved by Senate in April 2022, is expected to sufficiently replace the Joint PhD pathway.

**Motion:** That Senate approve suspension of admission to Individual Joint Doctoral Programs, effective for Term 2 of the 2022 Winter Session and thereafter.

e. Memorandum of Understanding – UBC and Curtin University (Austria)

The Committee has reviewed and recommends to Senate for approval the terms of the affiliation between the UBC Faculty of Science (Department of Earth, Ocean and Atmospheric Sciences), Curtin University, Rio Tinto Services Limited, and Ernst & Young Services Pty Limited. The parties will work collaboratively to deliver micro-credential training courses on mine closure. UBC and Curtin University have oversight of course content and delivery, with industry partners providing financial and other supports.

**Motion:** That Senate approve and recommend to Senate for approval the terms of the affiliation between the UBC Faculty of Science (Department of Earth, Ocean and Atmospheric Sciences), Curtin University, Rio Tinto Services Limited, and Ernst & Young Services Pty Limited, as set out in the “Memorandum of Understanding Introduction to Mine Closure Course.”

Respectfully submitted,

Dr. Carol Jaeger
Chair, Senate Admissions Committee
**UBC Curriculum Proposal Form**

**Change to Course or Program**

<table>
<thead>
<tr>
<th>Category: 2</th>
</tr>
</thead>
</table>

**Faculty:** Medicine  
**Department:** Pathology & Lab Medicine  
**Faculty Approval Date:** November 8, 2022  
**Effective Session (W or S):** W  
**Effective Academic Year:** 2023

**Date:**  
**Contact Person:** Amanda Bradley  
**Phone:** 604-822-8159  
**Email:** abradley@pathology.ubc.ca

**Proposed Calendar Entry:**

### Admission Requirements

Applications for the program must be made online. Procedures, policies, and admission requirements to UBC are specified in Admissions. Applicants for admission must meet the requirements of either Set A or B (not both).

#### Set A, Medical Laboratory Technologist Route

Applicants must have the following:

1. completion of the Medical Laboratory Technologist (general) diploma of the Canadian Society of Medical Laboratory Science (CSMLS) or an equivalent diploma, plus
2. completion of CHEM 233 and 235 or CHEM 203, CHEM 213 and CHEM 245 (Organic Chemistry), plus
3. CHEM 211 is not required but is strongly recommended for program admission.

#### Set B, Undergraduate Route

Undergraduate students and degree holders must complete the following UBC courses (or their equivalents) prior to entry to the B.M.L.Sc. program:

**First Year**

- Communication Requirement\(^1\)  
- CHEM 111 or CHEM 121\(^2\)  
- CHEM 123\(^3\)  
- BIOL 112 and BIOL 121\(^4\)  
- Mathematics: 6 credits 100-level courses\(^5\) approved for credit in the Faculty of Science (consult Credit Exclusion List)  
- Physics: 3 credits 100-level\(^6\); PHYS 131 strongly recommended

**Plus the following second-year level courses:**

- BIOL 200  
- BIOL 201  
- CHEM 233 and 235 or CHEM 203, CHEM 213 and CHEM 245  
- MICB 3 credits second-year level; MICB 212 recommended  
- Arts Elective: 6 credits, any year level  
- CHEM 211 is not required but is strongly recommended for program admission.

**URL:** [https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,375,0](https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,209,375,0)

**Present Calendar Entry:**

### Admissions Requirements

Applications for the program must be made online. Procedures, policies, and admission requirements to UBC are specified in Admissions. Applicants for admission must meet the requirements of either Set A or B (not both).

#### Set A, Medical Laboratory Technologist Route

Applicants must have the following:

1. completion of the Medical Laboratory Technologist (general) diploma of the Canadian Society of Medical Laboratory Science (CSMLS) or an equivalent diploma, plus
2. completion of CHEM 233 and 235 (or 203 and either 204 or the combined CHEM 213 and CHEM 245) (Organic Chemistry); plus
3. CHEM 211 is not required but is strongly recommended for program admission.

#### Set B, Science Route

Science undergraduates and graduates must complete the following UBC courses (or their equivalents) prior to entry to the B.M.L.Sc. program:

**First Year**

- CHEM 121 and 123 or 111 and 113\(^7\)  
- BIOL 112, 121 and 140\(^8\)  
- English: 6 credits first-year level  
- Mathematics: 6 credits first-year level\(^9\)  
- Physics: 6 credits first-year level\(^9\)

**Plus the following second-year level courses:**

- BIOL 200  
- BIOL 201  
- CHEM 205 or 201  
- CHEM 233 and 235 (or 203 and either 204 or both CHEM 213 and CHEM 245)  
- MICB 202
A total of 6 credits of coursework is required to meet the Communication requirement. For a full list of acceptable courses see Science Communication Requirement.

The chemistry, biology, mathematics, and physics requirements may be fulfilled with SCIE 001.

MATH 180 or 184 or 120 or 110 may contribute 3 credits towards this requirement. Consult the Faculty of Science Credit Exclusion list.

Students applying for admission directly from secondary schools are not eligible for admission to the B.M.L.Sc. program. Secondary school students should first apply to a relevant UBC program, complete the requirements in Set B, then apply to the B.M.L.Sc. program during their second year of studies.

International applicants

Qualified Canadian citizens and permanent residents are given priority in the selection process. Applications from qualified international students are accepted. International applicants must meet the language requirements specified under English Language Competence general admission requirements as specified under Admissions in addition to the requirements for the B.M.L.Sc. Program.

Type of Action: Change prerequisites.

Rationale for Proposed Change:

Set B: Undergraduate Route: advised by SAC that “Science route” perpetuates the idea that only students from a Science program can qualify.

PHYS: Reducing the number of required credits from six to three reduces the pre-requisites required for program admission. Quantitative and qualitative data collected from alumni and student surveys strongly supports this change. The primary rationale cited by respondents and supported by faculty and instructors is the reduction enables students to pursue courses that are more closely aligned with the curriculum and foci of the BMLSc program, thus better preparing them for the program. A reduction in physics credits also aligns the BMLSc Program’s physics credit requirements with those of UBC comparator programs (i.e. Biochemistry and Microbiology).

BIOL 140: BIOL 140 has been replaced by BIOL 180. Removing BIOL 140 reduces the pre-requisites required for program admission. Quantitative and qualitative data collected from alumni and student surveys strongly supports this change. The primary rationale cited by respondents and supported by faculty and instructors is that BIOL 140 does not align with the curriculum and foci of the BMLSc program. BIOL 140 is not a prerequisite for any upper-level courses and the course learning outcomes are addressed through other BMLSc pre-requisites including BIOL 200 tutorials. Removing BIOL 140 and not replacing it with BIOL 180 as a required course aligns the BMLSc Program with the requirements of UBC comparator programs (i.e. Microbiology and Pharmacology).

CHEM 205: Removing CHEM 205 reduces the pre-requisites required for program admission. Quantitative and qualitative data collected from alumni and student surveys supports this change.
The primary rationale cited by student respondents and supported by faculty and instructors is that the content of CHEM 205 that is relevant to the BMMLSc program is addressed through other required program pre-requisites including BIOL 201 and CHEM 123 and through CHEM 211. Prospective BMMLSc students have difficulty fitting the course into their academic timetable and it is not offered in the summer term. In addition, transfer students from other institutions (with the exception of SFU) do not have a comparable course. Removal of CHEM 205 as a required course aligns the BMMLSc program with the requirements of UBC comparator programs (i.e. Microbiology and Biochemistry).

CHEM 201, CHEM 204, CHEM 113: courses no longer exist at UBC. Students require either CHEM 111 or CHEM 121 as a prerequisite to CHEM 123.

MICB 202: MICB 202 has been replaced by MICB 212. MICB 212 does not include all of the study foci that MICB 202 did and there is no other course at UBC that includes the foci of study that MICB 202 did. As such, 3 credits of microbiology at the second-year level is sufficient for the BMMLSc program.

English to Communication: aligns the BMMLSc program with the requirements of UBC comparator programs in Science and standardizes language surrounding Communication Requirement.

International Applicants: more concise language and to encourage international student applications.
# UBC Admission Proposal Form

## Change to Course or Program

<table>
<thead>
<tr>
<th>Faculty: Applied Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Nursing</td>
</tr>
<tr>
<td>Faculty Approval Date: November 17, 2022</td>
</tr>
<tr>
<td>Effective Session (W or S): W</td>
</tr>
<tr>
<td>Effective Academic Year: 2022</td>
</tr>
</tbody>
</table>

**Date:** November 18, 2022

**Contact Person:** Gino Kim

**Phone:** 604-822-7446

**Email:** gino.kim@ubc.ca

**URL:**

https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,211,386,379

## Proposed Calendar Entry:

### Application and Document Submission

Initial application must be made online to the University by December 1.

For all additional application deadlines, refer to the Nursing website:

- **PLAR Review Application of HAP Courses Deadline**
  - Applications for any human anatomy/physiology course equivalence (if required) may be submitted at any time but must be received prior to the deadline.

- **Interim Official Transcript Deadline**

- **BSN Supplemental Application Deadline**

- **CASPer Assessment Completion Deadline**

- **Final Official Transcript Deadline**

Late applications will not be considered.

## Present Calendar Entry:

### Application and Document Submission

1. Initial application must be made online to the University by December 1.

2. The School also requires a supplemental application. Applicants must submit an online supplemental application which includes:
   - the supplemental application form which must be submitted by January 31;
   - the names and contact information of two individuals who can provide reference information (it is recommended that one referee be a teacher, instructor, employer, or supervisor);
   - a current résumé (structured form provided in the application);
   - a brief written personal statement about the applicant’s reasons for requesting admission to the School and understanding of the profession of nursing (format provided in the application).

The supplemental forms are available and can be filled in and submitted online at the Student Service Centre.
Official transcripts and other required documents must be sent to the following address:

Enrolment Services
The University of British Columbia
2016-1874 East Mall
Vancouver, BC V6T 1Z1
Canada
Tel: 604.822.9836 or 1.877.272.1422 (toll free in the US and Canada)

Applications for any human anatomy/physiology course equivalence (if required) may be received at any time but must be received by January 31 for entry the following September.

Late applications will not be considered.

3. Official transcripts and other required documents must be sent to the following address by January 31:

Enrolment Services
The University of British Columbia
2016-1874 East Mall
Vancouver, BC V6T 1Z1
Canada
Tel: 604.822.9836 or 1.877.272.1422 (toll free in the US and Canada)

Rationale for Proposed Change:
Updating the text in Application and Document Submission section of Calendar to direct the prospective BSN applicants to the School of Nursing website for confirmation of admission deadlines.
Briefing Note to Senate Admission Committee
From: Dean Dermot Kelleher
To: Dr Carol Jaeger, Chair Senate Admissions Committee
Re: Temporary Seat expansion Speech-Language Pathology Program, Vancouver Point Grey

The Ministry of Health has identified to the Ministry of Advanced Education & Skills Training (MAEST) the need for additional speech-language pathologists (SLP) in practice in British Columbia. As a result, MAEST has approached UBC with a request to increase the number of training seats in the SLP program. UBC provides the only training program in British Columbia for speech-language pathologists.

This proposal is to request a temporary seat expansion. Funding has been agreed with the MAEST. The plan for the current proposal is to admit two additional students in 2023 only. This will raise the number of SLP students from 36 to 38 in 2023. No additional students would be admitted in 2024 (i.e. a total of 36 SLP students to be admitted in 2024) and the two additional students would continue in the program until graduation (usually two years). This is intended as a stop-gap measure to increase the number of speech-language pathologists in BC before a larger expanded-distributed program (which is under consideration) could be implemented. The number is limited to an additional two because of space considerations in the Friedman building – home to the School of Audiology & Speech Sciences.

There will be no adverse impact on learning spaces. Students will join the existing Vancouver cohort based in the Friedman building on Point Grey campus which will be able to accommodate two additional bodies for lectures and labs.

There is no anticipated impact on the required number of current faculty or administration staff needed to support the additional students. Any additional support for classroom teaching and clinical education required for the temporary seat expansion will be fully absorbed by the one-time funding provided by MAEST.

There will be no impact on the curriculum content or mode of delivery.

The required additional clinical externships will be accommodated within the existing capacity – the program will be able to identify the required number of externship opportunities.

The number of qualified applicants for admission outstrips available seats so the program expects no problem filling the two additional seats with qualified applicants – G+PS and program specific minimum admission requirements will continue to apply.

We respectfully seek approval to admit two extra students for the 2023 academic year (only).
UBC Library Curriculum Consultation

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

To:
Name: Sally Taylor, Head  Date: October 4, 2022
Library Branch/Division: Woodward Library

From:
Name: Joseph Anthony  Dept./School: School of Audiology and Speech Sciences
Faculty: Medicine  Phone: 604 822 0741
E-mail: joseph.anthony@ubc.ca

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

Speech Language Pathology program: Temporary increase by 2 seats in 2023

This section to be completed by librarian:

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

<table>
<thead>
<tr>
<th>Library Service or Resource</th>
<th>Description of Effect (cost, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)</td>
<td>Charlotte Beck teaches for this program already. Instruction takes place at the School of Audiology &amp; Speech Sciences, and space is sufficient for 2 additional students.</td>
</tr>
<tr>
<td>Reference assistance (e.g., ongoing one-on-one help)</td>
<td>Reference assistance is available in person, by email, through virtual reference (AskAway) and by phone.</td>
</tr>
<tr>
<td>Collections – required and recommended readings, course reserves</td>
<td>As this program is not new, in general the Library’s current print and online subscriptions to journals and book collections should continue to adequately support this program. Library subscriptions to resources dictate how those resources can be shared. Should the students be using resources licensed by the Library, please ensure faculty</td>
</tr>
</tbody>
</table>
and students have reviewed the material on Copyright regulations at http://copyright.ubc.ca/guidelines-and-resources/copyright-guidelines/. Please consult http://copyright.ubc.ca/support/contact-us/ if you have any questions.

The instructor may wish to provide online readings through the Library Online Course Reserves (LOCR) system. LOCR offers two options:

1) A Syllabus Service, where the instructor uploads the course syllabus outlining the readings.
2) A self-service model, where instructors add course readings individually.

LOCR provides copyright clearance as required. More information is available at https://services.library.ubc.ca/borrowing-services/using-course-reserves/

<table>
<thead>
<tr>
<th>Collections – depth of the collection in relevant areas</th>
<th>In general, the Library’s current subscriptions to online and print journals and book collections should adequately support this program. If further resources are required, funding from the department may be necessary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collections – electronic resources required and licences (e.g., impact on simultaneous users, contract considerations)</td>
<td>No impact is anticipated.</td>
</tr>
<tr>
<td>Collaboration with other libraries, UBC or otherwise, if interdisciplinary program (consult with the other branches/libraries affected and include their comments with yours)</td>
<td>N/A</td>
</tr>
<tr>
<td>Physical facilities (e.g., sufficient room for group work; in-library work, etc.)</td>
<td>The Woodward Library provides space for individual and group study. It also provides group study rooms that students can book: <a href="https://libcal.library.ubc.ca/">https://libcal.library.ubc.ca/</a>.</td>
</tr>
<tr>
<td>Other (specify)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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

Signature: [Signature]
Date: October 4, 2022
THE UNIVERSITY OF BRITISH COLUMBIA

Senate Curriculum Committee
Budgetary Impact of Curriculum Proposals

From:
Dept./School:
School of Audiology and Speech Sciences
Faculty: Medicine
Date:
Phone: 604 822 0741
Email: joseph.anthony@ubc.ca

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

Select proposal type:

☐ New Graduate and Undergraduate degree programs, New Majors and Minors (Provost signature required)
☐ New, for credit, Diploma or Certificate programs (Provost signature required)
☒ Other (Provost signature not required unless additional budget needed to implement change)

Curriculum change(s) to which this form applies:
(one form may be used for multiple changes with similar budgetary impact)

Speech Language Pathology program: Temporary increase by 2 seats in 2023

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

Select from one of the following two choices:
☒ NO. The Faculty does NOT require additional budget to implement the proposed curriculum changes.
☐ YES. Additional budget IS required to implement this curriculum change. A brief explanation is optional.

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

Signature of Dept. Head: ___________________________ Date: Oct 5, 2022

Signature of Dean: ___________________________ Date: October 27, 2022
(required)

Signature of Provost: ___________________________ Date: ____________
(if additional budget is required or new program proposal)

Signature of University Librarian: ___________________________ Date: ____________
(if additional library budget is required)
**UBC Policy Proposal Form**  
**Change to Calendar**

| Faculty: Faculty of Graduate and Postdoctoral Studies | Date: October 17 2022 |
| Policy Committee Approval Date: October 17 2022 | Contact Person: Dr. Jenny Phelps |
| Faculty Approval Date: November 3 2022 | Email: jenny.phelps@ubc.ca |
| Effective Session (W or S): W2 | Effective Academic Year: 2022-23 |

**Proposed Calendar Entry:**

**Individual Joint Doctoral Programs**

*Note: New agreements for entry to Individual Joint Doctoral Programs are not being accepted until further notice.*

Degrees Offered: Ph.D., Ed.D., D.M.A.

UBC offers the ability for individual students to enter a collaborative academic program of scholarship & research, which is jointly designed, supervised and examined by faculty from UBC and another university. An Individual Joint Doctoral program is a *single doctoral* degree (a Ph.D., an Ed.D., or a D.M.A.) jointly awarded by the two universities. Each joint doctoral program is based on an existing Ph.D., Ed.D., or D.M.A. program at UBC, but is individually developed and customized for a particular student in collaboration with another university.

The academic and research program of a student enrolled in an Individual Joint Doctoral Program should

**URL:**  
[https://www.calendar.ubc.ca/VANCOUVER/index.cfm?tree=12,204,828,1454](https://www.calendar.ubc.ca/VANCOUVER/index.cfm?tree=12,204,828,1454)
be based on ongoing or developing research collaboration between research groups in the two participating universities and may also reflect an active collaboration between two universities that are part of a network. The student is expected to spend significant periods of time engaged in academic work at each university.

The student is enrolled in a specific graduate program at each university. The university of the student’s principal supervisor will be designated as their "lead" university.

Individual Joint Doctoral degree arrangements should be established from the outset of the student's enrolment at UBC. Enrolment in a Joint Doctoral degree will not normally be allowed after the student has advanced to doctoral candidacy at UBC.

Admission Requirements

Students wishing to pursue a joint doctoral degree must be recommended for admission by a specific doctoral program at UBC. Students must satisfy the admission requirements of both universities.

Program Requirements

Each Individual Joint Doctoral Program will require a reciprocal written agreement between the two collaborating universities, which outlines the specific details of the academic program that the student will be required to complete. The agreement must specify arrangements related to the assignment and monitoring of supervision, required coursework, comprehensive examination, dissertation requirements including the language, length and format of dissertation, oral defense, and submission of final dissertation. The academic program must satisfy all doctoral requirements at each university.
language, length and format of dissertation, oral defense, and submission of final dissertation. The academic program must satisfy all doctoral requirements at each university.

The agreement must also specify additional responsibilities and regulations, such as the administration of student admission, enrolment, progression and graduation, provision of funding and infrastructure support, charging of tuition and other fees, intellectual property guidelines, maximum duration of program, misconduct and appeals processes, and the format and wording of transcripts and degree certificates.

The written agreement is signed at each university by the academic vice-president, the dean of graduate studies, and dean of the faculty in which the student is enrolled (or equivalent positions).

Contact Information

A student wishing to pursue an Individual Joint Doctoral Program should inquire within a specific graduate program about the possibility of doing so.

General information about Individual Joint Doctoral programs can be obtained from:

UBC Faculty of Graduate and Postdoctoral Studies
180-6371 Crescent Road
Vancouver, BC, Canada V6T 1Z2
Tel: 604.822.2848
Fax: 604.822.5802
Email: graduate.sas@ubc.ca
Web: www.grad.ubc.ca

Rationale for change:
Based on significant challenges faced during 10 years of managing Joint PhDs, and broad
consultations with impacted units and faculty members, G+PS determined that an alternative approach to supporting collaborative doctoral education should be developed. The new Joint Doctoral Research Scholar designation was approved by Senate in April 2022, and is expected to sufficiently replace the Joint PhD pathway. Therefore, a moratorium on new Joint PhD enrollments is being proposed while the new designation is established and evaluated.
This Memorandum of Understanding (MoU) is dated .......................... September 2022.

Memorandum of Understanding
Introduction to Mine Closure Course

Between:

1. Rio Tinto Services Limited, ABN 62 004 219 738, Level 7, 360 Collins Street, Melbourne VIC 3000 Australia ("Rio Tinto");
2. Curtin University, ABN 99 143 842 569, Kent Street Bentley WA 6102 Australia ("Curtin");
3. The University of British Columbia, Department of Earth, Ocean and Atmospheric Sciences, 2020-2207 Main Mall, Vancouver, BC, Canada ("UBC"); and
4. Ernst & Young Services Pty Limited, ABN: 75 288 172 749, 200 George Street, NSW 2000 Australia ("EY").

The Parties set out above ("the Parties") wish to record the following:

1. Purpose and Context of this MoU
   1.1. The Parties intend to work collaboratively in creating, delivering and marketing micro-credential training courses that provide an introduction to mine closure, from closure planning through to post-closure management ("the Course").
   1.2. This MoU has been drawn up with the sole aim of assisting the Parties by providing a statement relating to certain present aims and intentions of the Parties with regard to development of the Course. It is not intended to nor will it set out or create any right or obligation in law for any Party or for any other person whether expressly or by implication.
   1.3. Strictly subject to terms acceptable to all Parties being agreed it is the Parties’ ultimate intention to enter into a contractual agreement or set of contractual agreements that fully document the Parties’ agreement in relation to the development and provision of the Course but for the avoidance of doubt, subscription to this MoU will not oblige any subscriber to enter into any agreement for development or provision of the Course or otherwise to continue to participate in the development or provision of the Course or engage in any similar project.
   1.4. Each Party subscribes to this MoU in reliance on representations from each of the other Parties that they do not have nor will they seek to assert any rights in law under or arising from this MoU.

2. Duration
   2.1. This MoU will continue until such time as either:
       (a) the Parties agree not to proceed with developing or providing the Course; or
       (b) formal contractual agreement(s) between two or more Parties for development or provision of the Course have become effective.
3. Party Withdrawal
3.1. A Party may cease to participate in the development or provision of the Course at any time on giving notice to the other Parties.

4. Costs and Expenses
4.1. Unless otherwise agreed by the Parties (whether before or after the date of this MOU), each Party will be fully liable for any and all costs it incurs in connection with the matters set out in this MoU and otherwise arising in connection with this MoU or those matters.

5. The Course – Objectives and Content
5.1. The Parties objectives in producing the Course are to:
   (a) increase awareness of mine closure and post-closure issues both within the mining industry and amongst other key stakeholders, particularly First Nation peoples who may have connections to or interests in mining areas;
   (b) disseminate good practice in mine closure and post-closure operations;
   (c) encourage the consideration of mine closure and post-closure issues throughout the lifecycle of mining and processing facilities;
   (d) help meet current and future demand for mine closure skills from the mining industry and other stakeholders; and
   (e) encourage the development of employment opportunities and career development in the field of mine closure.

5.2. The Parties intend that the Course will adopt a holistic view of mine closure management, taking into account a broad range of factors including economic, social, cultural and environmental issues.

5.3. The Parties acknowledge and agree that development of the Course is and will continue to be a work in progress and that this MoU will be subject to change as discussions between the Parties continue.

6. Governance and operation
6.1. The Parties’ activities in connection with the Course will be overseen by an advisory board ("Advisory Board"). The Advisory Board will be established collaboratively, and the Advisory Board’s ‘Terms of Reference’ will be defined and documented, in a separate agreement by the Parties but it is envisaged that the Advisory Board’s role will include:
   (i) establishing a sub-committee which will provide industry advice, input and expertise from mining industry experts, to be chaired by Rio Tinto during the initial stage of development of the Course ("Industry Advice Group")
securing contributions of finance, resources, expertise and personnel required to reflect the voice of Industry in the credential content;

advocating and promoting the Course and its objectives within the Parties, across the mining industry and to First Nations people and other key stakeholders;

assist in promoting the sales, marketing and launch of the Course; and

providing feedback and participating in the evaluation of the Course upon completion.

6.2. Membership of the Advisory Board will be determined by the Parties but it is anticipated that it will include a representative for each Party as well as such other persons as the Parties may consider appropriate.

7. Publicity and Promotion

7.1. The Parties will work together to promote the Course within the minerals industry, to key stakeholders and as otherwise agreed by the Parties.

7.2. Each Party will permit each other Party to use its name and such of its logos or trademark for the purposes of developing and promoting the Course in a manner that has been expressly agreed and authorised in writing by the Party to whom the name and logo or trademark belongs. For clarity, UBC will permit the other Parties to use the BRIMM name and BRIMM logos for the purposes of developing and promoting the Course, and not the UBC name or its other logos or trademarks.

7.3. It is the Parties’ intention to publicise both the Parties’ collaboration in respect of the Course and the Course itself and whilst the Parties will seek to agree the nature and timing of such publicity the Parties will not be prohibited from making statements about the Course that have not been previously approved by the other Parties provided that such non-approved statement are made in general terms only or if they refer to specific matters only include specific matters that the Parties have previously approved for use in non-approved statements.

8. Confidentiality

8.1. Subject to all applicable law governing the disclosing Party, to the extent that a Party shares with the other Parties commercially sensitive information or information it otherwise identifies as confidential those other Parties will not disclose that information to any third party without the prior written consent of the disclosing Party. In the event that the Party to whom confidential information belongs is willing to permit disclosure of that confidential information in an amended form the other Parties will only disclose it in that amended form.

9. Intellectual Property

9.1. Each Party will retain all intellectual property rights owned by or licenced to it notwithstanding any use of its intellectual property in connection with the Course and nothing in this MoU will serve to transfer any intellectual property from one Party to another Party or to any third party.

9.2. The Parties will cooperate to make relevant intellectual property available for use in the development of the Course.

9.3. In the event that new intellectual property is created in the development or provision of the Course then in the absence of express agreement between the Parties to the contrary that new intellectual property will belong to the Party responsible for its creation. Where two or more parties have jointly created that new intellectual property, those parties will own that intellectual property jointly.
10. Escalation Process

10.1. The Parties should seek to reach agreement on all issues arising from or in connection with the development or provision of the Course.

10.2. In the event that the Parties are unable to reach agreement on a matter one Party may issue a notice of deadlock (“Deadlock Notice”) to the others. On receipt of such Deadlock Notice the Parties will seek to reach agreement on the unagreed matter. If such agreement cannot be reached within 14 days of receipt of the Deadlock Notice a meeting of senior executives of the Parties will be convened to resolve the issue.

11. General

11.1. Amendments to this MOU may be made at any time by agreement in writing signed by all Parties.

11.2. In subscribing to this MoU a Party is not thereby or otherwise entering into any form of legal relationship (including but not limited to any partnership, agency or joint venture) with any other Party or person whether expressly or by implication and no such relationship shall arise.

11.3. Each Party shall be fully liable for its own costs, expenses and losses in relation to or consequence of this MoU, the Course or either of them and nothing in this MoU will serve to make any Party liable to any other Party in any way or for any loss including for the avoidance of doubt in respect of any direct loss or any indirect or consequential loss (including without limitation, loss of profit, loss of revenue or business or loss of goodwill) save only and to the extent that such exclusion is constrained or precluded by operation of law.

11.4. This MOU is governed by the laws in force in Western Australia and each Party submits to the exclusive jurisdiction of the courts of that State.
Signed by a duly authorised representative of
Rio Tinto Services Limited

Signature: ____________________________
Name: ______________________________
Date: ________________________________

Signed by a duly authorised representative of
Curtin University

Signature: ____________________________
Name: ______________________________
Date: ________________________________

Signed by a duly authorised representative of
University of British Columbia

Signature: ____________________________
Name: ______________________________
Date: ________________________________

Signed by a duly authorised representative of
University of British Columbia

Signature: ____________________________
Name: ______________________________
Date: ________________________________

Signed by a duly authorised representative of
Ernst & Young Services Pty Limited

Signature: ____________________________
Name: ______________________________
Date: ________________________________
14 December 2022

To:       Vancouver Senate
From:     Senate Awards Committee
Re:       New Awards and Changes to Existing Awards (approval)

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

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

Respectfully submitted,

Dr. Sally Thorne
Chair, Senate Awards Committee
November 21, 2022

From: Daniel Galpin, Senior Director, Awards Development

To: Senate Awards Committee, Vancouver

Re: Awards recommended for acceptance by the Senate Committee

NEW AWARDS – ENDOWED

Dr. Richard J. Kerekes Award in Chemical and Biological Engineering
Awards totalling $1,750 have been made available through an endowment established by Dr. Joe R. Zhao in honour of Dr. Richard Kerekes (B.A.Sc., M.A.Sc., Ph.D.) for Bachelor of Applied Science students majoring in Chemical and Biological Engineering who have good academic standing and an interest in the forest products and related industries. Dr. Kerekes was the founding director of the UBC Pulp and Paper Centre and served as the director for twenty-two years. He taught many students and made significant research contributions to the science and technology of the pulp and paper industry. The awards are made on the recommendation of the Department of Chemical and Biological Engineering. (First award available for the 2023/2024 winter session).

Dr. Siavash Jafari Memorial Award in Medicine
Awards totalling $1,750 have been made available through an endowment established by family, friends and colleagues in memory of Dr. Siavash Jafari (1969–2021) for first-generation Canadian M.D. undergraduate students. Dr. Jafari graduated from Shiraz Medical School in Iran in 1999, and went on to obtain his specialty training in public health and preventive medicine, and a fellowship in mental health and addiction in the Faculty of Medicine at UBC. He also held the positions of associate chief medical information officer and clinical assistant professor in the Faculty of Medicine. Dr. Jafari’s expertise was in the treatment and research of addiction medicine, mental health, preventative medicine, and chronic pain, which led him to serve on the Royal College Regional Advisory Committee from 2016–2020. Dr. Jafari was also a board-certified physician and member of the American Board of Addiction Medicine. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2023/2024 winter session.)

Dr. Philip S. Vassar Pathology Prize
A prize totalling $8,750 has been made available through an endowment established by the estate of Theodora Elinor Vassar (1930–2020), in memory of Dr. Philip S. Vassar (1924–1976), for a medical resident in their final year of training who has demonstrated clinical excellence in research, innovation, and quality improvement in pathology. Originally from the United Kingdom, Phillip (M.B., B.S.) received his medical degree from the University of London. In 1956, he moved to Vancouver and worked as a surgical pathologist at the Vancouver General Hospital. At this time, Phillip also joined UBC’s Department of Medicine as a clinical instructor and in 1965, he was appointed as a professor. Phillip was internationally renowned for his
research in cancer pathology and was a well-respected member of the UBC Department of
Medicine. The award is made on the recommendation of the Department of Pathology and
Laboratory Medicine. (First award available for the 2023/2024 winter session).

**Anna Isabelle Allen Scholarship in Social Work**
Scholarships totalling $5,300 have been made available through an endowment established by
the estate of Anna “Ann” Isabelle Allen (1926–2020) for outstanding graduate students studying
Social Work. Ann (B.A. 1947, B.S.W. 1950, M.S.W. 1951) received the 125th Anniversary of the
Confederation of Canada Medal in 1992 and the Queen’s Diamond Jubilee Medal in 2012 in
recognition of her devotion to improving the Child Welfare Program in British Columbia. During
a wide-ranging career, Ann worked in roles related to social work for the Province of British
Columbia over a period of nearly 30 years. The awards are made on the recommendation of the
School of Social Work, in consultation with the Faculty of Graduate and Postdoctoral Studies.
(First award available for the 2022/2023 winter session.)

**NEW AWARDS – ANNUAL**

**Jim and Virginia Houghton Bursary in Education**
Bursaries totalling $3,000 have been made available annually through an estate gift from Jim
Houghton (1933–2021) and Virginia Ann “Ginger” Houghton (1937–2012) for Bachelor of
Education students. Jim was an avid sports enthusiast; he played lacrosse and soccer during some
of his formative years and he later enjoyed the challenge of a game of billiards played with
friends. Virginia (B.Ed. 1971, M.Ed. 1980), or Mrs. Houghton as she was known by many of her
students, started teaching in 1958 at the age of 21 and retired many years later in the 1980s. She
mainly taught at elementary schools such as Queen Elizabeth Annex and Tecumseh Elementary
School in Vancouver, BC. However, she also took her knowledge of early childhood education
to UBC, where she taught the next generation of teachers. She influenced many of her students
lives through her grace and strength. The bursaries are adjudicated by Enrolment Services. (First
award available for the 2023/2024 winter session.)

**Mel Beaton Memorial Award in Law**
A $2,000 award has been made available annually through a gift from Hammerco Lawyers LLP
in memory of Mel Beaton (1961–2022), for a second- or third-year student in the J.D. program
who has good academic standing. Students must demonstrate an interest in business law or
corporate and commercial transactions, and a commitment to access to justice or community
service. Preference will be given to students who are the first in their immediate family to attend
law school. Mel (B.Com. 1985, LL.B. 1986) was one of the founding partners of Hammerco
Lawyers LLP and provided leadership in the practices of business law and corporate and
commercial transactions for thirty-five years. He was passionate about community service and
provided pro bono services to non-profit organizations. Mel dedicated his time to Education
without Borders, a charity organization that provides education support and programs to
disadvantaged individuals who have been historically or systemically marginalized. The award is
made on the recommendation of the Peter A. Allard School of Law. (First award available for the
2023/2024 winter session.)
Dr. Yosef Wosk Award in Nursing for Indigenous Students
Awards totalling $2,000 have been made available annually through a gift from Dr. Yosef Wosk, O.C., O.B.C., for undergraduate or graduate First Nations, Inuit or Métis students of Canada in the School of Nursing. Financial need may be considered. Dr. Wosk (B.A. 1971) earned seven university degrees and received two honorary doctorates. Dr. Wosk was awarded the Freedom of the City award by the City of Vancouver, and is an Officer of the Order of Canada, a Member of the Order of British Columbia, a Fellow of the Royal Canadian Geographical Society, and a recipient of both the Queen’s Golden and Diamond Jubilee Medals. The awards are made on the recommendation of the School of Nursing, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

Dr. Yosef Wosk Entrance Award in ArtsONE
A $5,000 award has been made available annually through a gift from Dr. Yosef Wosk, O.C., O.B.C., for a student entering the ArtsONE program. Dr. Wosk (B.A. 1971) was one of the first students enrolled in the newly developed ArtsONE program in 1967. He subsequently earned seven university degrees and received two honorary doctorates. Dr. Wosk was awarded the Freedom of the City award by the City of Vancouver, and is an Officer of the Order of Canada, a Member of the Order of British Columbia, a Fellow of the Royal Canadian Geographical Society, and a recipient of both the Queen’s Golden and Diamond Jubilee Medals. The awards are made on the recommendation of the Faculty of Arts. (First award available for the 2023/2024 winter session).

Fortinet Award in Computer Engineering
Awards totalling $3,500 have been made available annually through a gift from Fortinet for outstanding third-year undergraduate students in Computer Engineering who have demonstrated an interest in cyber security, networking, or software security. Preference will be given to students who are from communities that have been historically, persistently, and systemically marginalized. Founded in 2000 and based in Sunnyvale, California, Fortinet is a network security company that specializes in developing and building security processing unit technology, and uses artificial intelligence and machine learning systems to counter security threats to customers. The awards are made on the recommendation of the Faculty of Applied Science. (First award available for the 2022/2023 winter session.)

GHD Award for Diversity in Engineering
Awards totalling $2,500 have been made available annually through a gift from GHD Civil Engineering for third-year Bachelor of Applied Science students who have a major in Engineering, are in need of financial assistance and are from communities that have been historically, persistently, and systemically marginalized. Established in 1928, GHD is a global network of multi-disciplinary professionals providing clients with integrated solutions through engineering, environmental, design, and construction expertise. The awards are made on the recommendation of the Faculty of Applied Science. (First award available for the 2022/2023 winter session).

Learning from Liveable Cities: The Joyce Drohan Travel Award
A $10,000 travel award has been made available annually through a gift from family and friends in memory of Joyce Drohan (1954–2022) for a student enrolled in a graduate program at the School of Architecture and Landscape Architecture. Students must be in their second or graduating year of an eligible program and undertaking travel to expand their knowledge of sustainable architecture or sustainable urban design. Joyce Drohan was an award-winning architect and urban designer of public sector projects and sustainable communities. She was especially interested in shaping meaningful places that expressed the historic, cultural, and social aspects of a community, underpinned by sustainable design. The award is made on the recommendation of the School of Architecture and Landscape Architecture, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2022/2023 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

4852 - Catalyst Paper Corporation Fellowship

Rationale for Proposed Changes
Paper Excellence has become the parent company of Catalyst Paper and have requested an update to the endowment and associated award description. Variation of terms was approved at the September Board of Governors meeting.

Current Award Title: Catalyst Paper Corporation Fellowship
Current Award Description
Fellowships totalling $33,350 have been endowed by Catalyst Paper Corporation. The awards are offered to students from Catalyst Paper Corporation operating communities and surrounding areas. Preference will be given to students from communities outside the lower mainland. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Title: Paper Excellence Bright Futures Fellowship
Proposed Award Description
Fellowships totalling $33,350 have been endowed by Catalyst Paper Corporation, a Paper Excellence company. The awards are offered to students from Catalyst Paper Corporation operating communities and surrounding areas. Preference will be given to students from communities outside the lower mainland. The awards are made on the recommendation of the Faculty of Graduate and Postdoctoral Studies.

2357 - Catalyst Paper Corporation Scholarship

Rationale for Proposed Changes
Paper Excellence has become the parent company of Catalyst Paper and have requested an update to the endowment and associated award description. Variation of terms was approved at the September Board of Governors meeting.

**Current Award Title: Catalyst Paper Corporation Scholarship**

**Current Award Description**
Scholarships totalling $30,850 have been endowed by Catalyst Paper Corporation. The awards are offered to undergraduate students from Catalyst Paper Corporation operating communities and surrounding areas. Preference will be given to students from communities outside the lower mainland. The awards are made on the recommendation of Enrolment Services.

**Proposed Award Title: **Paper Excellence Bright Futures Scholarship

**Proposed Award Description**
Scholarships totalling $30,850 have been endowed by Catalyst Paper Corporation, a Paper Excellence company. The awards are offered to undergraduate students from Catalyst Paper Corporation operating communities and surrounding areas. Preference will be given to students from communities outside the lower mainland. The awards are made on the recommendation of Enrolment Services.

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3136 – H. Rocke Robertson Prize in Surgery

**Rationale for Proposed Changes**
Colleagues in the Department of Surgery requested that only third-year students should be eligible for the prize in order to reduce the candidate pool and ensure equity for third year students enrolled in the M.D. Undergraduate Program.

**Current Award Description**
A $950 prize has been endowed by family, friends and colleagues in recognition of the contribution made to the Faculty of Medicine and the Department of Surgery by Dr. Rocke Robertson, as first Professor and Head of Surgery. The award is made on the recommendation of the Faculty to a third or fourth year student showing outstanding ability in the field of surgical studies.

**Proposed Award Description**
A $950 prize has been made available through an endowment established by family, friends and colleagues in honour of the contribution made to the Faculty of Medicine and the Department of Surgery by Dr. Rocke Robertson (1912–1988), for first Professor and Head of Surgery. The award is made on the recommendation of the Faculty to a third- or fourth-year medical student showing outstanding ability in the field of surgical studies. Dr. Robertson (B.Sc., M.D.C.M.) was the first Professor and Head of the Department of Surgery at UBC. This prize was established to recognize the contributions that he made to the Faculty of Medicine and the Department of Surgery. The awards are made on the recommendation of the Department of Surgery.
Rationale for Proposed Changes
The department has changed their name, and the award description has been revised to reflect this. Changes have also been made to bring the award description in line with our current writing practices and biographical information has been added.

Current Award Description
Scholarships to a total of $2,550 have been endowed by friends and colleagues in memory of Malcolm F. McGregor, head of the Department of Classics between 1954 and 1975. The awards are offered to a graduate student in Classics and are made on the recommendation of the Department in consultation with the Faculty of Graduate and Postdoctoral Studies.

Proposed Award Description
Scholarships totalling to a total of $2,550 have been made available through an endowment established by friends and colleagues in memory of Malcolm F. McGregor (1910–1989), for outstanding graduate students in the Department of Ancient Mediterranean and Near Eastern Studies focusing on Classics. Dr. McGregor (B.A. 1930, M.A. 1931, Ph.D., LL.D. 1983) was born in London, England, and moved with his family to Vancouver, British Columbia, as a teenager. After receiving his B.A. and M.A. from UBC, he earned his Ph.D. from the University of Cincinnati. He won the American Philological Association’s Charles J. Goodwin Medal for his contribution to The Athenian Tribute Lists in 1954. Dr. McGregor returned to UBC in 1954, where he was a Professor in and Head of what was then known as the Department of Classics from 1954 to 1975. During his tenure as Head of the Department, he awarded its first doctoral degrees and increased the variety and number of classical studies courses offered. The awards are offered to a graduate student in Classics and the awards are made on the recommendation of the Department of Ancient Mediterranean and Near Eastern Studies, in consultation with the Faculty of Graduate and Postdoctoral Studies.
14 December 2022

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Curriculum Proposals (approval)

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

The following is recommended to Senate:

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

Respectfully submitted,

Dr. Claudia Krebs
Chair, Senate Curriculum Committee
FACULTY OF ARTS

New courses
ASIA 419 (3) Economic History of India; ASIA 429 (3) Rebels, Martyrs, and Outlaws in Early Modern Japan; ASIX 220 (3) Indigeneities in Asia and Asian Diaspora; ASIX 320 (3) Global Hong Kong; ECON 408 (3) Computational Methods in Macroeconomics; GEOG 342 (3) Post- and Anti-colonial Geographies

Revised programs
Major in Latin American Studies; Minor in Latin American Studies

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Arts

New courses
ASIA 518 (3) New Media and Asia; ARST 535 (3) Personal and Community Archives; ARST 586 (3) Progressive and Radical Information Work
ASIA 419 (3) Economic History of India

Examines the material foundations of Indian history. Considers India’s place in the premodern world, different phases of globalization, processes and legacies of European colonial rule, and the development of India’s modern economy.

Proposed Calendar Entry:

ASIA 419 (3) Economic History of India
Examines the material foundations of Indian history. Considers India’s place in the premodern world, different phases of globalization, processes and legacies of European colonial rule, and the development of India’s modern economy.

URL:
http://www.calendar.ubc.ca/vancouver/courses.cfm?code=ASIA

Present Calendar Entry: None

Type of Action: New course

Rationale for Proposed Change:
Economic history offers a crucial lens for understanding the modern world order. This new course examines in detail the material foundations of Indian history in terms of production, trade, and consumption from the medieval period to the present day. It complements existing Asian Studies courses that focus on the social, political, and cultural developments of South Asian societies. It also answers clear student demand for courses that critically interrogate the modern capitalist world order from non-Western perspectives.

The course focuses specifically on India, rather than South Asia generally, to render the topic more focused and manageable, to reflect existing scholarship (including available textbooks), and to more directly tie in with a number of other ASIA courses on different periods and aspects of Indian history.
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<th>Not available for Cr/D/F grading (undergraduate courses only)</th>
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<td>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</td>
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**Rationale for not being available for Cr/D/F:** The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

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**Category:** 1  **Faculty:** Arts  
**Department:** Asian Studies  
**Faculty Approval Date:** Oct. 6, 2022  
**Effective Session (W or S):** W  
**Effective Academic Year:** 2023  

**Date:** Received June 16, 2022  
**Contact Person:** Minami Orihara and Namlin Hur (course authors) and Sheryl Lim  
**Phone:** 604-822-9266  
**Email:** oriharam@mail.ubc.ca  
  namlin.hur@ubc.ca  
  asia.curriculum@ubc.ca

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<th>Proposed Calendar Entry:</th>
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<th>Present Calendar Entry:</th>
<th>Type of Action:</th>
<th>Rationale for Proposed Change:</th>
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<tr>
<td><strong>ASIA 429 (3) Rebels, Martyrs, and Outlaws in Early Modern Japan</strong></td>
<td><a href="https://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;code=ASIA">https://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&amp;code=ASIA</a></td>
<td>None</td>
<td>New course</td>
<td>Due to increased social divisions caused by recent crises in our economic, political, and healthcare systems, narratives of trust and cooperation constitute an important element in the scholarly debates among social scientists today. For researchers working on the early modern Japanese society where uprisings numbered in the thousands, the trends and causes of collective behavior has been one of the central subjects of historical inquiry since the 1960s. This 400-level seminar will be of interest to any students in Asian Studies who wish to expand their scope of knowledge on Tokugawa politics, economy, and society through non-samurai points of view. While they will be introduced to a variety of analytical tools necessary to assess the relationship between the ruler and the ruled, they will also learn how to construct a nuanced picture of early modern Japanese society by negotiating the methodological challenges posed by marginalized voices of popular resistance. Since this course will place emphasis on the sources of collective action and its implications for social change, it will be of interest to students in History, Sociology and Psychology as well.</td>
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- **Not available for Cr/D/F grading (undergraduate courses only)**  
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<tr>
<td>ASIX 220 (3) Indigeneities in Asia and Asian Diaspora</td>
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<tr>
<td>Introduction to Indigenous methodologies, contemporary cultures, and issues of Indigenous peoples in Asia and Asian diaspora, and Indigenous-Asia relation-making in Canada.</td>
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<td>Type of Action: New course</td>
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**Rationale for Proposed Change:**
This course will contribute to the department’s effort to indigenize the curriculum as per the university’s Indigenous Strategic Plans. As a course offered by the Department of Asian Studies, it focuses primarily on how Indigeneity has been expressed, claimed, reclaimed, and mobilized by peoples in Asia or beyond, (who have been displaced, dispossessed, and prosecuted by colonial, military, and neoliberal forces) in each unique context. At the same time, this course places a strong emphasis on reflecting on our place in Indigenous lands and environment in Canada as a context from which we engage Indigeneities in Asia and Asian diaspora. Students will learn to put different Indigenous cultures into a meaningful dialogue across national borders, and conduct research about a selected Indigenous cultural expression in a decolonial manner informed by the Indigenous paradigms and methodologies. Through selected examples of literary, cinematic, art, and digital media works by Indigenous creators, students will unlearn to treat them as colonial “objects” of scrutiny and learn instead about different ways of knowing and sharing knowledges.
Indigenous methodologies also inform the ways in which course assignments are designed. In all of the assignments, students are asked to reflect on their relationships with the Indigenous lands and environment and with their co-learners (in the classroom and beyond). Relationality is a key component of all the class activities and assessments, whether they are working in a group or individually. Students will have options for output forms of sharing their research, including academic writing, talking circle (written or oral), and storytelling through digital media. The availability of assignment options (individual or group; output formats) also acknowledges students’ diverse ways of learning and makes the assessments more accessible. In sum, rather than aiming to train students to “master” the knowledge of the relevant field(s), which would perpetuate the coloniality of the academy, this course is intended to provide students and the instructor alike with an opportunity to critically reflect on the conventional research practice and start decolonizing teaching and learning.

This course will serve as an introductory course that prepare students for upper-level, specialized courses on Asian and global Indigeneity to be introduced and/or taught by the department’s new faculty members in the Lifeways in Indigenous Asia positions.

Given the course’s emphasis on transnationalism and pan-Asia focus, an ASIX course code will be the most appropriate for this course.

As with all ASIA and ASIX code courses, this course is taught in English and no background in any Asian language is required.
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**Rationale for not being available for Cr/D/F:**
The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

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**Category:** 1  
**Faculty:** Arts  
**Department:** Asian Studies  
**Faculty Approval Date:** Oct. 6, 2022  
**Effective Session (W or S):** W  
**Effective Academic Year:** 2023

**Date:** Received June 16, 2022  
**Contact Person:** Helena Wu (course author) and Sheryl Lim  
**Phone:** 604-822-9266  
**Email:** helena.wu@ubc.ca and asia.curriculum@ubc.ca

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**Proposed Calendar Entry:**

**ASIX 320 (3) Global Hong Kong**

A transdisciplinary exploration of the global connections of Hong Kong through the lens of cultural texts, social phenomena, and historical events.

**URL:** new ASIX code approved by Senate in July 2022

**Present Calendar Entry:** N/A

**Type of Action:** New course

**Rationale for Proposed Change:**

This proposal follows a Category 1 proposal submitted to Senate which requests to add Hong Kong as an area of focus to the existing Minor in Asian Language and Culture in the Department of Asian Studies. This course will join and complement the Department’s current list of Hong Kong-related undergraduate offerings (cinema, literature, history, music, and Cantonese language) and will provide an additional option for students who are interested in pursuing the Minor option. This course should be of interest to students from not only Asian Studies but also across the Faculty of Arts and beyond.

The proposed course will be the first cultural content course on Hong Kong to explore texts, events, and phenomena, ranging from narratives, moving images, photography, food, discourses to cultural and social happenings, together. The main goal of the course is to achieve multiple ways of reading Hong Kong and its global connections through different lenses. As a British colony between 1842 and 1997 and thereafter a Special Administrative Region practicing the One Country Two Systems with the People’s Republic of China, Hong Kong offers multiple points of convergence as well as divergence to interrogate the conceptualization and the actual working of (self-)orientalism, colonialism/postcolonialism, decolonization, globalization, and
indigenization, which have fueled academic discussion and debate in disciplines and area studies not limited to Hong Kong studies. Questions of representation, connectivity, and identity are particularly important in order to develop a nuanced understanding of the changing socio-politico-cultural landscape and the global impacts brought about the diasporic movement of the Hong Kong population in various waves since the 19th century.

“Why is the story of Hong Kong so hard to tell?” has been a question posed by many—regardless of the colonial-postcolonial transition—ever since it was first raised by Hong Kong writer and cultural studies scholar Ping-kwan Leung in 1995. In face of critical moments and the changing world order, the lessons from Hong Kong Studies bring attention to representation and signification and remind us of the importance of having multiple voices and different ways of seeing in academic discussion as well as everyday life. With Hong Kong as a text as well as a case, the course calls for a critical reflection of globalization and localization in the post-pandemic world, by exploring local-global dynamics as a series of particularized and shared experiences of different times. As the course has a strong emphasis on practicing transferrable skills in academic discussion and everyday life, students will be able to apply what they learn to other fields of study and to describe, discuss, and debate the politics of representation, memory, and discourse in the contemporary world with the lessons from Hong Kong and Hong Kong studies as a method.

This course is taught in English and no background in Cantonese or Chinese language is required.

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

(Check the box if the course is NOT eligible for
| Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. |
| ☐ Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.) |
**Proposed Calendar Entry:**

ECON 408 (3) Computational Methods in Macroeconomics  
Computational tools and algorithms used in macroeconomics and financial economics including applications to unemployment, inequality, asset pricing, and economic growth

**Prerequisites:** One of ECON 301, ECON 304, ECON 308 and one of ECON 323, CPSC 103, CPSC 110, MATH 210, COMM 337 and one of MATH 221, MATH 223.

**URL:**
https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=ECON

**Present Calendar Entry:** None

**Type of Action:** Add a new course

**Rationale for Proposed Change:**
Across all of its fields, economics is becoming increasingly quantitative. This is especially applicable to macroeconomics and financial economics where all nontrivial problems require solutions on a computer.

This course provides students with essential tools to prepare them for (1) graduate studies in economics, finance, and related topics; (2) independent research in their 4th year thesis or to be hired as research assistants for faculty; and (3) make them more employable as more and more employers are looking for graduates with both social science and computational backgrounds.

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

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

**Rationale for not being available for Cr/D/F:** The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.
<table>
<thead>
<tr>
<th>Pass/Fail or Honours/Pass/Fail grading</th>
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<tbody>
<tr>
<td>(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</td>
</tr>
</tbody>
</table>
**Proposed Calendar Entry:**

**GEOG 342 (3) Post- and Anti-colonial Geographies**
An examination of some key postcolonial and anticolonial theories to engage with questions of geographical difference, uneven development, and the politics of knowledge production at the global scale.

**URL:**
https://www.calendar.ubc.ca/vancouver/courses.cfm?code=GEOG

**Present Calendar Entry:** None

**Type of Action:** Create new course

**Rationale for Proposed Change:**
The Department of Geography proposes GEOG 342, which will bring a much-needed global and Global South-centric perspective on thinking about colonialism and its legacies. It aims to encourage students to think about and use alternate, non-Eurocentric forms of knowledge to imagine more just worlds. They will attempt to unpack ideas such as the nation-state, modernity, globalization, development, feminism, and urbanism by engaging with key postcolonial theories, and apply them to understand contemporary global issues. They will also have several opportunities to apply these ways of thinking to articulate their original thoughts and reflections on ongoing colonialisms in representational, and material spatial practices.

This course is currently offered as a version of GEOG 346 (3-6) d Topics in Geography. The course complements other course offerings at both introductory and advanced levels engaging with globalization, urbanization in the Global South, colonialism and decolonization, including GEOG 122, 352 and 432. Students are /have already been enrolled across these classes and benefiting from opportunities to
build their knowledges, think and write critically in allied ways.

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

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

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

LAST (Latin American Studies): Faculty of Arts, Dean’s Office
Program Update for Major and Minor in Latin American Studies

<table>
<thead>
<tr>
<th>Category: 1</th>
<th>Faculty: Arts</th>
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<tbody>
<tr>
<td>Department: First-Year &amp; Interdisciplinary Programs, Arts Dean’s Office</td>
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<td>Faculty Approval Date: Oct. 6, 2022</td>
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<td>Effective Session (W or S): W</td>
<td></td>
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<tr>
<td>Effective Academic Year: 2023</td>
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</table>

| Date: July 29, 2022 |
| Contact Person: Benjamin Bryce |
| Phone: 604-822-5162 |
| Email: ben.bryce@ubc.ca |

Calendar Navigation: Homepage Faculties
Colleges, and Schools The Faculty of Arts Bachelor of Arts Latin American Studies

Proposed Calendar Entry:

Latin American Studies

Latin American Studies is an interdisciplinary undergraduate program administered by the Faculty of Arts through First-Year & Interdisciplinary Programs (FYIP). In consultation with the program chair, students may complete a Major or a Minor in the program. Both the Major and the Minor allow students to construct interdisciplinary approaches to their programs, incorporating a range of disciplines within Arts.

Major in Latin American Studies

The Major program is designed to give students a general knowledge of and strong interdisciplinary approach to the cultures, languages, societies, geography, political systems, and history of Latin America.

URL: https://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,197,282,91

Present Calendar Entry:

Latin American Studies

Latin American Studies is an interdisciplinary undergraduate program administered by the Latin American Studies Program Committee. In consultation with a program advisor, students may complete a major or a minor in the program, both of which allow students to construct truly interdisciplinary approaches to their programs, incorporating a broad range of disciplines within Arts. Students who are considering pursuing graduate studies in another discipline after completion of the B.A. are encouraged to complete at least a minor in that discipline.

Interested students should consult the current course offerings available from the departments of Anthropology, Art History, Visual Art, and Theory, French, Hispanic, and Italian Studies, Geography, History, School of Social Work or Political Science.

Major in Latin American Studies

The Major program is designed to give students a general knowledge of and strong interdisciplinary approach to the language, culture, society, geography, political systems, social work, and history of Latin America.
Credits required for the Major: 42

Language Requirement

Students must take at least 6 credits in SPAN or PORT, whether a language course or upper-level course taught primarily in Spanish or Portuguese. Courses with the SPAN or PORT code that are taught in English do not count towards this requirement. These six credits can count toward the credit requirements required for the Major. Students with previous knowledge of Spanish or Portuguese should take a course at the appropriate level. All LAS majors are required to take 6 credits taught in a language of Latin America.

Required courses

At least 6 credits of LAST courses at any level.

Lower-Level Requirements

Students take 12 credits of courses in the Faculty of Arts with a primary focus on Latin America. Additional courses with Latin American content not listed here may be eligible towards the requirement upon consultation with the program chair.

- LAST 100
- LAST 201
- LAST 205
- ANTH 202 (3/6) (when topic concerns Latin America)
- ARTH 261 (3)
- HIST 250 (3/6)
- HIST 252 (3)
- LAST 205 (3)
- SPAN 221 (3)
- SPAN 222 (3)
- SPAN 280 (3)

Language Requirements

No 100- or 200-level Spanish language courses count toward the 42-credit minimum required for the Faculty of Arts Major. However, SPAN 301 and SPAN 302, required for the Major, are counted toward the 42-credit minimum. Students with a previous knowledge of Spanish or Portuguese should consult a program advisor.

First and Second Years

Students take LAST 100 (3), LAST 201 (3) and 6 credits from the following courses:

- ANTH 232 (3) or ANTH 202 (3/6) (when topic concerns Latin America)
- ARTH 261 (3)
- HIST 250 (3/6)
- HIST 252 (3)
- LAST 205 (3)
- SPAN 221 (3)
- SPAN 222 (3)
- SPAN 280 (3)
**Upper-Level Requirements**

Students take 30 credits of courses in the Faculty of Arts with a primary focus on Latin America. Additional courses with Latin American content not listed here may be eligible towards the requirement upon consultation with the program chair. The 30 credits have to include courses with at least three distinct course codes. At least 3 of these 30 credits must involve a seminar.

- ANTH 303 (3/6)*, 332 (3)*, 353 (3), 403 (3/6)*
- ARTH 320 (3), 342 (3), 370 (3), 371 (3), 372 (3), 373 (3), 440 (3)*, 471 (3)
- FIST/CINE 332 (3)*, 430 (3)*, 434 (3)*
- GEOG 395 (3), 495 (3)
- GRSJ 306 (3), 311 (3), 315 (3), 316 (3), 320 (3), 415 (3)
- HIST 357 (3), 358 (3), 444 (3), 450 (3/6), 451 (3), 453 (3), 455 (3), 456 (3)
- LAST 301
- LAST 303
- LAST 315
- LAST 415
- POLI 316 (3), 332 (3/6)
- PORT 392 (3)*, 405 (3)*
- SOCI 301 (3)*
- SPAN 301 (3), 302 (3), 312 (3), 322 (3), 364 (3), 365 (3), 404 (3)*, 405 (3)*, 406 (3)*, 409 (3), 450 (3), 470 (3), 490 (3), 495 (3)*

*These courses are variable in content (covering the Iberian Peninsula or Latin America) and thus may be counted toward the Major only when at least half the course concerns Latin America.

**Minor in Latin American Studies**

This is an interdisciplinary program intended to provide students with a broad exposure to the cultures, histories, and languages of Latin America. Ideally, the Minor complements a major in one of the participating disciplines that comprise Latin

**Third and Fourth Years**

SPAN 301 (3) and SPAN 302 (3) are required. Students with a previous knowledge of Spanish for whom this requirement is waived are required to take 6 additional credits from the list below.

Students choose at least 24 credits from the list below or from other courses approved by the committee in any given year. A minimum of 3 credits must be taken in at least five of these areas: Anthropology, Art History, Geography, History, Latin American Studies, Political Science, Social Work, and Spanish or Portuguese literature. At least 3 of these 24 credits must involve a fourth-year seminar course.

- ANTH 303 (3/6)*, 323 (3), 332 (3)*, 353 (3), 403 (3/6)*, 411 (3)*
- ARTH 342 (3), 370 (3), 371 (3), 372 (3), 373 (3), 440 (3)*, 471 (3)
- GEOG 395 (3), 495 (3)
- HIST 357 (3), 358 (3), 444 (3), 450 (3/6), 451 (3), 453 (3), 455 (3), 456 (3)
- LAST 301
- LAST 303
- LAST 315
- LAST 415
- POLI 332 (3/6)
- PORT 392 (3)
- SOWK 440 (3)*
- SPAN 312 (3), 322 (3), 364 (3), 365 (3), 404 (3)*, 405 (3)*, 406 (3)*, 450 (3), 470 (3), 490 (3)

*These courses are variable in content and thus may be counted toward the Major only when the topic concerns Latin America.
This is an interdisciplinary program intended to provide students with a broad exposure to the cultures, history, and societies of Latin America. Ideally, the Minor complements a major in one of the participating disciplines that comprise Latin American Studies, but it can be combined with any major program in Arts.

**Required courses**

At least 6 credits of LAST courses at any level.

**Language Requirement**

Students must take at least 3 credits in SPAN or PORT, whether a language course or upper-level course taught primarily in Spanish or Portuguese. Courses with the SPAN or PORT code that are taught in English do not count towards this requirement. These three credits can count toward the total credit requirements for the Minor. Students with previous knowledge of Spanish or Portuguese should take a course at the appropriate level. All LAS minors are required to take 3 credits taught in a language of Latin America.

**Lower-Level Requirements**

Students take at least 9 credits of courses in the Faculty of Arts with a primary focus on Latin America. Additional courses with Latin American content not listed here may be eligible towards the requirement upon consultation with the program chair. See above list of suitable courses, as for the Major.

**Upper-Level Requirements**

Students take at least 15 credits of upper-level courses with Latin American content with at least two distinct course codes. See above list of suitable courses, as for the Major.

American Studies, but it can be combined with any major program in Arts.

**First and Second Years**

Students take LAST 100 and 9 credits from the following courses:

- ANTH 202 (when the topic concerns Latin America)
- ARTH 261
- HIST 250
- HIST 252
- LAST 201
- LAST 205
- SPAN 221
- SPAN 222
- SPAN 280

**Third and Fourth Years**

Students take at least 18 credits of upper-level courses with Latin American content as listed for the Major (see above) in at least three of the following subjects (disciplines): Anthropology, Art History, Geography, History, Social Work, Spanish, and Portuguese. Up to 6 credits from these courses taken
Up to 6 credits from these courses counted towards a different major may also be counted toward the Latin American Studies Minor.

for a major may also be counted toward the Latin American Studies minor.

**Type of Action:**
1. Update program description regarding who administers the program.
2. Modify the language requirements.
3. Modify the requirements for LAST courses and insert bold heading “Required Courses” stating 6 credits of any LAST courses.
4. Modify the Major course requirements to reflect new courses pertaining to the topic.
5. Add other disciplines from which students can choose upper-level courses.
6. Modify the breadth of disciplines required.
7. Modify the Minor program credit requirements.

**Note:** LAST 315 and LAST 415 are included in the list of upper-level courses. Category 1 proposals for these courses have been submitted to Arts for review and once approved will be submitted in a forthcoming curriculum report to the Senate office.

**Rationale for Proposed Changes:**
This proposal is to update the program requirements for the Major and Minor in Latin American Studies (LAS). In the past 10 years the LAS programs had an average of 8 Major students per year, and 3 Minor students per year. We are proposing to streamline the program by focusing on its interdisciplinarity and its flexibility to hopefully attract more students to the programs. The proposed changes to the Major do not change the number of required credits (remaining at 42 credits). The proposed changes to the Minor will reduce the required credits by 6 (changing from 30 to 24 credits).

1. **Update program description regarding who administers the program:** Change “Latin American Studies Program Committee” to reflect change in administration to First-Year & Interdisciplinary Programs.
2. **Modify the language requirements:** We have simplified the language requirement for majors and added a 3 credit requirement for minors. We have expanded what counts to include advanced courses taught in Spanish and Portuguese and to include entry level courses. To further simplify the requirements (and in line with the new Faculty of Arts curriculum), the 6 credits for majors or 3 credits for minors can count toward the total 42 or 24 required credits.

3. **Modify the requirements for LAST courses.**
   - **Insert bold heading “Required courses”** stating 6 credits of any LAST courses for both the Major and the Minor: This simplifies what specific courses are needed while still requiring students to take 6 credits from the program core. Upper-level LAST courses were not a requirement, and the new system makes all LAST courses valuable for majors and minors. This will help enrolment in all courses regardless of level and allow the program flexibility about what courses are offered. Rather than needing to offer LAST 100 and LAST 201 every year, we can rotate the courses that we offer. This will allow the program to offer approximately six different courses in a two-year period rather, which might attract majors to more LAST courses. This will also help the program with staffing issues (faculty availability).

4. **Modify the Major course requirements to reflect new courses pertaining to the topic:** New eligible courses that cover the region have been added to the list. These courses were all created in the past 10 years, including PORT 222, PORT 405, SPAN 221, SPAN 280, and SPAN 409.

   For courses where it is noted that they will only be counted towards the program requirements when the topic concerns Latin America: The LAS program is small program and the chair of the program will determine applicable courses on a case-by-case basis.

5. **Add other disciplines from which students can choose upper-level courses:** Over the years, departments changed their curriculum and faculty members, rendering the original list of eligible disciplines obsolete, whereas other disciplines began to teach courses with Latin American content. For example, Social Work used to offer a course on the
region, but because of faculty changes that is no longer the case. On the other hand, the following departments started teaching courses that may include content relevant to Latin America: Theatre and Film Studies; Gender, Race, Sexuality and Social Justice; and Sociology.

6. **Modify the breadth of disciplines required:**
   - For the Major: Change from a minimum of 5 different disciplines to at least 3 different disciplines
   - For the Minor: Change from a minimum of 3 different disciplines to at least 2 different disciplines

This change will simplify the breadth requirements in order to streamline the programs. It will still provide sufficient interdisciplinary breadth to students. The pedagogical reason for decreasing the breadth is because it could allow some students to get enough interdisciplinary exposure while also gaining some specialization, according to their interests and strengths.

7. **Modify the Minor program credit requirements:**
   - Change from a total of 30 credits to a total of 24 credits.

This change aims to simplify the Minor program in the hopes of attracting more students. As the Major is 42 credits, only 4 more courses (12 credits) than the Minor, we feel 30 credits was excessive. In the past 10 years, the trend indicates that most LAS program students prefer to take the Major than the Minor (with the exception of 2019 when the Minor exceeded the Major by 1 student). For the past 10 years, the Major program had between 5 and 11 students, and the Minor had between 1 and 7. The goal is to encourage more students who are too far from meeting the requirements of the Minor to be able to do so, including students from other Faculties. For example, students in fields such as Environmental Sciences, Forestry or Food Studies could complement their area studies with a LAS Minor.
**Category:** 1  
**Faculty:** Arts  
**Department:** Asian Studies  
**Faculty Approval Date:** Sept. 15, 2022  
**Effective Session (W or S):** W  
**Effective Academic Year:** 2023  

| **Date:** Received March 29, 2022  
**Contact Person:** Andrew Fong (staff support) and Colleen Laird (course author)  
**Phone:** 2-9266  
**Email:** asia.curriculum@ubc.ca and claird@mail.ubc.ca |

| **Proposed Calendar Entry:**  
ASIA 518 (3) New Media and Asia  
New media theory, technologies, industries, cultures, and analytical practices with a focus on transnational Asian interactive media such as video games, mobile apps, social media, video streaming sites and services, and online fan networks. |

| **URL:**  
http://www.calendar.ubc.ca/vancouver/courses.cfm?page=name&code=ASIA  
**Present Calendar Entry:** N/A  
**Type of Action:** New course  
**Rationale for Proposed Change:**  
The proposed 500-level graduate seminar is designed as an introduction to new media studies in a Pan-Asian context. This class could be taught by several instructors in the department and covers a variety of new media forms and texts. The attached sample syllabus focuses on video games, but the title and description of the course is intended to accommodate other teaching interests. We anticipate that it could be taught on rotation by several recent hires in the department who specialize in new media research. At present, we do not have a graduate-level seminar on new media. Instead, such classes have been taught as “570: Approaches to Asian Literature.” A new course number and title is necessary to signal to current and prospective students our department’s growing expertise in new media texts and contexts.  
In this course, students analyze and research new media texts from transnational frameworks and Global Asias to consider, for example, the relations between humans and technology as a way to explore larger philosophical, ecological, social, and political questions. As a pan-Asia course, students write in English and participate in discussions in English. |
<table>
<thead>
<tr>
<th>Not available for Cr/D/F grading (undergraduate courses only)</th>
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<tr>
<td>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</td>
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Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

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</table>
Proposed Calendar Entry:

**ARST 535 (3) Personal and Community Archives**

Present Calendar Entry: None

Type of Action: New course

**Rationale for proposed change:**
This proposed 3-credit course has been offered under ARST 575 (1-12) d Topics in the Management of Records as ARST 575K with the subtitle ‘Personal Archives.’ The course offering was introduced in 2013-14, WT 1 and has been offered in 2014-15, WT1; 2018-19, WT1; 2019-20, WT2; 2020-21, WT2; and 2021-22, WT1. The ‘topics’ courses are typically taught irregularly; however, the proposed course is now recognized as a key component of the recent curriculum review we conducted for the Master of Archival Studies MAS program. Moreover, the subject area covered by the course corresponds to a major specialization within the broader archival discipline. Because the course is currently a ‘topics’ course, it appears on students’ transcripts as “Topics in the Management of Records” rather than with the more descriptive title of this particular course version. Creating a new course number for this class is proposed because the course is envisioned to be a regular, year-to-year course offering, is a recognized part of the curriculum, and so that students will have a more accurate record of courses completed.
<table>
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<tr>
<th>Proposed Calendar Entry:</th>
<th>Present Calendar Entry:</th>
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<tbody>
<tr>
<td>ARST 586 (3) Progressive and Radical Information Work</td>
<td>None</td>
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<tr>
<td>Credit will only be granted for one of ARST 586 or LIBR 565.</td>
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<tr>
<td>Equivalency: LIBR 565</td>
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<tr>
<td><strong>Rationale for proposed change:</strong></td>
<td></td>
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<tr>
<td>LIBR 565 is a Library Studies course that is equally relevant to both the Master of Library and Information Studies (MLIS) program and the Master of Archival Studies (MAS) program within the School of Information.</td>
<td></td>
</tr>
<tr>
<td>A current MAS program policy at the iSchool states that, with the approval of the Graduate Advisor, MAS students can take up to 12 credits other than those designated “ARST” at UBC. Cross listing LIBR 565 with a newly created ARST 586 will allow MAS students to count credits in this course towards their standard MAS elective credits rather than to the 12-credit limited non-ARST courses that they can take. This cross-listing will also eliminate the need for MAS students to request approval of the Graduate Advisor to take a course other than those designated ARST courses.</td>
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<tr>
<td>Another reason to cross-list this course is to provide flexibility for Dual MAS/MLIS students to enroll in the most convenient course code for them to fulfill the following program requirement:</td>
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<tr>
<td>“Program Requirements: A total of 81 credits. Of these, at least 36 must be ARST and 36 must be LIBR. The remaining 9 credits can be a combination of ARST, LIBR or other approved courses.”</td>
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<td>(UBC Calendar entry for Master of Archival Studies/Master of Library and Information Studies.”</td>
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14 December 2022

To:   Vancouver Senate

From: Senate Tributes Committee

Re:   Candidates for Emeritus Status (approval)

The Tributes Committee recommends approval of the following motion:

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

Respectfully submitted,

Dr. John Gilbert, Chair
Senate Tributes Committee
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Rank/Title</th>
<th>Faculty/Unit</th>
<th>Emeritus Title</th>
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<tr>
<td>Berman</td>
<td>Peter</td>
<td>Professor</td>
<td>Medicine</td>
<td>Professor Emeritus of School of Population and Public Health</td>
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<tr>
<td>Brands</td>
<td>Ralph</td>
<td>Clinical Professor</td>
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<td>Bournot-Trites</td>
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<td>Education</td>
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<td>Brinkman</td>
<td>Ryan</td>
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<tr>
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<td>Blye</td>
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<td>Education</td>
<td>Dean Emeritus of Educational Studies</td>
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<tr>
<td>Gardiner</td>
<td>Robert</td>
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<td>Professor Emeritus of Theatre and Film</td>
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<td>Goldowitz</td>
<td>Dan</td>
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<td>Hiebert</td>
<td>Daniel</td>
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<td>Arts</td>
<td>Professor Emeritus of Geography</td>
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<tr>
<td>Jackson</td>
<td>Cathryn</td>
<td>Associate Professor of Teaching</td>
<td>Applied Science</td>
<td>Associate Professor Emeritus of Nursing</td>
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<tr>
<td>Jamieson</td>
<td>Janet</td>
<td>Professor</td>
<td>Education</td>
<td>Professor Emeritus of Educational and Counselling Psychology, and Special Education</td>
</tr>
<tr>
<td>Jones</td>
<td>Carl</td>
<td>Clinical Associate Professor</td>
<td>Medicine</td>
<td>Clinical Associate Professor Emeritus of Ophthalmology and Visual Sciences</td>
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<td>Kent</td>
<td>Nancy</td>
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<td>Medicine</td>
<td>Clinical Professor Emeritus of Obstetrics and Gynecology</td>
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<td>Kesler</td>
<td>Lin</td>
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<td>Arts</td>
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<tr>
<td>Yang</td>
<td>Decheng</td>
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<td>Medicine</td>
<td>Professor Emeritus of Pathology</td>
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</table>
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2021-22 UBC Library Senate Report | 2

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UBC Library & Acknowledgments

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2021/2022 has been a year of transition, one that has given the library a unique opportunity to revaluate and recalibrate. We transitioned back to fully in-person operations on campus in September 2021, kicking off a year of hybrid teaching, learning and work. We adapted to this transition by phasing out some of the services developed in response to COVID-19 while maintaining others to meet the ever-changing needs of our users.

The library underwent an external review in March 2022, which culminated in a report outlining eight recommendations. Overall, the report described UBC Library as a “strong research library, greatly appreciated by its academic and research communities” and that “the organization is on the right path” to addressing our many challenges.

The external review process gave us an opportunity to surface the progress made on the implementation of our Strategic Framework; we have re-imagined the committee structure, transitioning to teams, working groups and communities of practice with the key goal of creating groups of people with the appropriate knowledge and skills to work together across the system.

The process also allowed us to share our efforts alongside the University’s urgent priorities in Equity, Diversity and Inclusion outlined in the Inclusion Action Plan (IAP) and the Indigenous Strategic Plan (ISP). We have thrown ourselves into learning and action, and work is underway to change our practices for recruitment, hiring, and retention.

We are engaged with the University’s anti-racism and anti-Asian hate initiatives and are actively working in alignment with campus ISP and Inclusion Action Plan (IAP) groups.

We were also able to highlight the library’s contributions to the University’s Climate Action Plan like the Library #ClimateAction Team’s Air Travel Decision Tree tool that supports library faculty and staff in decision-making around business travel.

In 2021, we implemented OpenAthens, an access management service which provides a more reliable and streamlined experience for library users. It has also allowed us access to fulsome usage data, which will enable us to reallocate resources and help inform decision-making around our collections budget.

Finally, it has been thrilling to add a first edition of William Shakespeare’s Comedies, Histories and Tragedies (or First Folio) to our collection thanks to the generosity of a consortium of donors, and especially gratifying to make it available for viewing to thousands of people through an exhibit at the Vancouver Art Gallery.

The impressive outcomes outlined in this report are a reflection of the dedication and resilience of UBC Library faculty and staff as we navigate constant and transformational change. I am so proud of what we have accomplished together and I look forward to what’s to come.

– Dr. Susan E. Parker
Digital Initiatives creates web archives to preserve materials relating to the COVID-19 pandemic response in British Columbia for future research. These open collections document different facets of the pandemic response by capturing digital materials such as media releases, local news articles, UBC communications, BC provincial government websites and more.

UBC researchers gain access to the Data Advice and Inventory Extracts provided by BC Assessment, which include value assessments for just over two million properties in British Columbia. By stewarding access to this highly valuable licensed data set, and simplifying the distribution process, the library creates new opportunities for community-university research projects.
UBC librarians and library staff find new ways to collaborate with faculty and students by offering remote reference through online video conferencing platforms like Zoom. Librarians at David Lam Library introduce flexible timing and new virtual presentations that adapt library orientation sessions for remote classes.

Remote reference and virtual teaching

UBC Library Open Publishing Program

The library launches an open access journal and text service to help UBC faculty, researchers, instructors, students and staff develop open access publications for scholarship and instruction. This free service advances open scholarship by providing the supports needed to make UBC information resources openly available.

Helping researchers build scholarly profiles

Scholarly Communications and Copyright launches a new webinar series that focuses on the open publishing process and practices in the humanities, social sciences and sciences. Faculty, graduate and post-doctoral students gain the opportunity to learn more about developing their academic profiles.

Instructors at UBC and beyond can search through a new curated database full of openly accessible teaching and learning materials. Developed in partnership with the UBC Centre for Teaching, Learning and Technology, UBC Okanagan Library and UBC Library, the UBC OER Collection showcases open educational resources in a searchable interface to support both UBC faculty and the general community in incorporating open educational resources and practices into their curriculums.

Curating open educational resources for UBC instructors
The Research Commons partners with the UBC Future Waters Research Excellence Cluster to develop a model to visualize research outputs. Using open source tool Scholia, research groups can download a free version of the workflow to create graphical representations of their publication data using pre-existing records in sites like Wikidata.

Expanding geospatial search through Geodisy integration

The Research Commons releases a major update to the open-source data discovery tool Geodisy. Through an integration with the Federated Research Data Repository Discovery Portal, the collection available for geospatial search expands to include more than 86,000 records from over 70 Canadian research data repositories.
UBC Library joins Dryad membership

UBC Library becomes the first Canadian institution to join Dryad. This non-profit membership organization brings together a thriving global community of universities, research institutions and academic libraries all working together to promote data publishing, curation, and preservation.

With more than 600 UBC-authored datasets already available in Dryad, institutional membership provides UBC-affiliated researchers with access through their Campus-Wide Login (CWL) and unlimited dataset submissions at no cost.

Fundraising for the future

Donor support enables the library to enhance student learning, helps researchers find answers and advances knowledge to its fullest potential. Donations can help build spaces, connect ideas, and allow the library to provide a margin of excellence beyond what public dollars provide.

HOW DONORS CONNECT WITH US

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<thead>
<tr>
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<th>Percentage</th>
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<td>Web</td>
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<td>Mail</td>
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<td>Personal solicitations</td>
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<tr>
<td>Phone</td>
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*Numbers reflect the fundraising efforts for UBC Library’s Vancouver campus only

TOTAL FUNDS RAISED*

$8.4M

NUMBER OF GIFTS

558

FUNDS RAISED

- Outright donations $7.16M
- Gifts-in-kind $1.1M
- Realized bequest $164K
- Pledges $31K

*Numbers reflect the fundraising efforts for UBC Library’s Vancouver campus only
As part of the Generations Lost exhibitions, presented in partnership by the Faculty of Education and UBC Library at the Irving K. Barber Learning Centre, Xwi7xwa Library curates several display cases of special collections material relating to Residential Schools in Canada. The cases also include unique items like the cedar shavings collected from the Reconciliation Pole carved by 7idansuu (Edenshaw) James Hart, Haida Hereditary Chief, as well as medicinal plants like sage and cedar bundles.

Kayla Lar-Son, Indigenous Programs & Services Librarian, at the Generations Lost Exhibition
A new partnership between the BC Electronic Library Network (BC ELN) and the Irving K. Barber Learning Centre offers vital support to prospective BC History Digitization Program (BCHDP) grant applicants seeking to bring their unique collections online. The BC ELN-BCHDP Support Service is a three-year pilot program that provides small GLAM (Galleries, Libraries, Archives, and Museums) sector organizations with a range of support services to help them prepare and apply for BCHDP grant funding.

Collection items from the Joan Gillis fonds

I Know We’ll Meet Again: Correspondence and the Forced Dispersal of Japanese Canadians

UBC Library and the Asian Canadian and Asian Migration Studies program in the Faculty of Arts present an online public panel event inspired by the Joan Gillis fonds, a remarkable collection of letters that recount the lives of a group of Japanese Canadian teenagers after their forced dispersal from the coastal regions of British Columbia in 1942. Nearly 200 people tune in to hear the panel of artists, scholars, and archivists from the Japanese Canadian community and learn about the library’s new digital exhibit, featuring select letters from the fonds.

Providing digitization support to unique collections

A new partnership between the BC Electronic Library Network (BC ELN) and the Irving K. Barber Learning Centre offers vital support to prospective BC History Digitization Program (BCHDP) grant applicants seeking to bring their unique collections online. The BC ELN-BCHDP Support Service is a three-year pilot program that provides small GLAM (Galleries, Libraries, Archives, and Museums) sector organizations with a range of support services to help them prepare and apply for BCHDP grant funding.

Stuart Hill, Digital Initiatives Assistant, digitizing items in the UBC Library Digitization Centre

Collection items from the Joan Gillis fonds
The library offers a series of workshops on finding data about marginalized and underrepresented populations. Indigenous Peoples, racialized groups and people who identify as LGBTQ+ are often underrepresented or hidden in the datasets that people rely on for research and planning. Data about mental health, substance abuse, and homelessness can be difficult to find, particularly for marginalized populations. The Finding the Data workshop series helps identify potential data sources and discuss the historical and social context that can make the data harder to find.

Surfacing data about marginalized and underrepresented populations

The Library #ClimateAction Team film screenings

The Library #ClimateAction Team (L#CAT) and the EDI Recruitment & Retention working group offer free, online screenings of three films related to climate change, social justice, and the land. Screenings are funded by a UBC Workplace Sustainability grant.

Library supports Forest(Reads) series and Vancouver Black Library book drive

UBC Library partners with Forest(Reads), the Faculty of Forestry’s virtual book club on justice, equity, diversity and inclusion. This year’s series focuses on understanding Black experiences within the environmental field through the writings of author and cultural geographer Dr. Carolyn Finney.

Spearheaded by UBC student Maya Preyshon, the VBL is a space to sign out books for free and a “study space, a chill space, and a safe space” catering to the needs of the Black community in Vancouver.

Celebrate Student Research: Games in Asia

The Asian Library and the Department of Asian Studies present a joint moderated session to discuss games in Asia, as part of Celebrate Learning Week. From traditional games like marbles in India and board games like the Japanese Edo-period Sugoroky, to the sociocultural impact of digital gaming and Chinese e-sports fandom, the session covers a wide range of topics.
The library acquires a first edition of William Shakespeare’s Comedies, Histories and Tragedies. Published in 1623, seven years after Shakespeare’s death, the First Folio includes 36 of Shakespeare’s 38 known plays. The texts, edited by Shakespeare’s close friends, fellow writers and actors, are considered the most authoritative of all early printings. The First Folio, formerly owned by a private collector in the USA, is purchased through Christie’s New York with funding provided by a consortium of donors from across North America and with the generous support of the Department of Canadian Heritage.

The First Folio is made available for public viewing alongside three subsequent seventeenth-century Folio editions of Shakespeare’s plays in For All Time: The Shakespeare First Folio, an exhibit presented in partnership with the Vancouver Art Gallery. Curated by Gregory Mackie, Associate Professor of English and Norman Colbeck Curator and Katherine Kalsbeek, Head, UBC Library Rare Books and Special Collections, the exhibit marks the first time all four Folios have been displayed in Vancouver. The exhibit sees over 45,000 visitors between January and April 2022.

For All Time: The Shakespeare First Folio, Vancouver Art Gallery
Members Morning, January 2022, Photo: Scott Little
The library receives an unparalleled rare book and archival collection, dating from the Klondike Gold Rush (1894-1904), from UBC alumnus and Canadian telecommunications icon Philip B. Lind, CM. The collection includes books, maps, letters and photos collected by Lind, whose grandfather, Johnny Lind, was a trailblazer who carved out success as a prospector, arriving in the Yukon two years before the big Klondike strike in 1896 that ignited the gold rush.

A $2 million gift supports the collection at the library and the Department of Canadian Heritage’s Canadian Cultural Property Export Review Board designates the collection as a cultural property of outstanding significance.

Claire Williams, Chung/Lind Archivist at Rare Books and Special Collections, carefully handling items from The Phil Lind Klondike Gold Rush Collection
Thanks to Giving Day 2021 donations, the library purchases three rare items that are added to UBC’s Queer Collection at Rare Books and Special Collections: Messes Noires: Lord Lyllian (1905) by Jacques d’Adelsward Fersen (1880-1923), Ercole Tomei (1900) by Guido Hermann Eckardt (1873-1951), and The Classification of Crimes: being a seventeenth chapter of A History of Penal Methods (1904) by George Ives (1867-1950). The items will be preserved for future students and scholars as part of this essential collection.

Faculty, staff and students gain access to the Afghan Serials Collection (DA-ASC) Partisan Publications from the Wahdat Library as well as the Afghan Central Press digital archive, addressing in part the needs of students and faculty conducting research in Afghan Studies. The Afghan Serials Collection spans 46 newspapers and journals from the 1970s to 1990s and includes over 2,500 articles published in Persian, Pushto, Arabic, Urdu, and English.
The library acquires access to the digital archives of The Province newspaper from 1894 to 2010. As one of Vancouver’s two major daily newspapers, The Province digital archives is a valuable new resource for scholarship and teaching, further expanding UBC Library’s already extensive collection of current and historical British Columbian newspapers.

Statement of revenue & expenditures

VANCOUVER CAMPUS

FISCAL YEAR APRIL 1, 2021 - MARCH 31, 2022

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<td>2,449,534</td>
<td>2,346,375</td>
<td>(103,160)</td>
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</table>

TOTAL EXPENDITURES | 18,295,675 | 3,730,960 | 25,490,396 | 8,140,389 | 54,690,084 | 53,411,075 | (1,239,010) |

REVENUE | 42,631,700 | 150,000 | 8,283,000 | 2,346,375 | 53,411,075 |

SURPLUS | (961,885) | 48,057 | (222,022) | (103,160) | (1,239,010) |

LIBRARY EXPENDITURES

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<th>OTHER</th>
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<td>47%</td>
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</table>

CREATE AND DELIVER RESPONSIVE COLLECTIONS | 27
The Chapman Learning Commons opens a full DIY Media Lab that allows anyone in the UBC community to create unique digital content. The sound-buffered studio, located in the Music Art and Architecture Library on Level 3 of the Irving K. Barber Learning Centre, enables library users to record high quality video and audio with access to microphones, a mixing board, a video camera, green screen, and a Mac computer with audio and video software. The studio is a result of a collaboration between UBC Library, UBC Studios, the Centre for Teaching, Learning and Technology and UBC IT.

Students in the DIY Media Lab located the Chapman Learning Commons
02 Transforming user access to library resources with OpenAthens

The library introduces a new secure way for library users to access licensed online resources through OpenAthens, an identity-based authentication system that provides access using single sign-on (SSO) technology, both on and off-campus. Integrated with UBC’s campus-wide login (CWL), OpenAthens provides a more reliable and streamlined experience for library users, replacing EZproxy software and IP address-based authentication. The system also provides the library with more robust usage data, showing how often e-resource platforms are accessed in a designated period. Work to enrich this data begins in order to provide a more nuanced picture of UBC e-resource use, breaking down usage metrics by key user groups and faculties without compromising individual privacy.

03 New online support portal

A new online support portal simplifies how library users find help via chat, email and phone. The Ask Us portal brings together several online service points for library support inquiries so that users can find subject librarians or search for additional resources, all in one place.

04 Open Collections Delivery Service enhancement

The library launches a significant update to its Open Collections website that enhances the findability and usability of items in the collections. Based on feedback and usage data, this update improves Google Scholar and public search engine indexing, while providing a new way for library users to use, re-use, and share Open Collections metadata through the Open Collection Research API.

96,200
ACTIVE OPENATHENS ACCOUNTS

68% STUDENTS
15% ALUMNI
11% FACULTY
6% STAFF

Alexandra Kuskowski, Learning Services Librarian, assisting a student at the Chapman Learning Commons.
The library partners with UBC Campus Security to launch a theft prevention pilot campaign to help students protect their valuables while using the library’s spaces. The campaign features messaging created in consultation with Chapman Learning Commons students to help provide students peace of mind when visiting branches and to foster good habits when using library study spaces.

The Nass Reading Room reopens following a much-anticipated space refresh. This quiet study space, located at the south end of Level 4 in the Irving K. Barber Learning Centre and equipped with new quiet study spaces and accessible group tables, is a popular destination for students looking for a spot to work with great views and limited noise.
Dr. Susan E. Parker is elected vice-president of ARL for a one-year term. The Board of Directors is the governing body of the association and represents the interests of ARL member libraries in directing the business of the association. This includes establishing operating policies, budgets, fiscal oversight, modifying the ARL mission and objectives and representing the association to the community.

Dr. Susan E. Parker
University Librarian, UBC Library
Kayla Lar-Son, Indigenous Programs & Services Librarian at Xwi7xwa Library, is chosen as one of ALA’s Emerging Leaders for the 2022 cohort. The program is designed to enable library staff and information workers to participate in project planning work groups, network with peers, gain an inside look into ALA structure, and have an opportunity to serve the profession in a leadership capacity early in their careers.

Allan Cho, Community Engagement Librarian at the Irving K. Barber Learning Centre, is awarded the Vancouver Asian Heritage Month Society (VAHMS) Recognition Award. Every year, VAHMS honours three individuals, community organizations, or educational institutions representing Pan-Asian communities that have made significant contributions to VAHMS’ vision of fostering, promoting and celebrating the arts and cultural diversity that Asian Canadian communities bring to Canadian society.

The Centre for Writing and Scholarly Communication launches the first season of “Interrobang: A Writing Podcast‽”. Featured guests include UBC faculty members Dr. Heidi Tworek, Dr. Gregory Mackie and Dr. Evan Thompson. Production of the podcast is made possible through an innovation grant from UBC Library.
UBC Okanagan Library Highlights

The COVID-19 pandemic brought with it a rapid pivot to online service models for all areas of the Library, including popular Student Learning Hub, Centre for Scholarly Communication, and teaching and learning supports, while staff continued to provide contactless access to print collections. Highlights of this unique period included significant growth in Academic Integrity Matters referrals, the Library’s coordination of the Okanagan Campus’ Open Educational Resource Grant program, a new non-credit credential in Scholarly Research, Writing, and Publishing in collaboration with the College of Graduate Studies, the expansion of the British Columbia Regional Digitized History project, a makerspace-led initiative to create much-needed PPE for our community, and a series of engaging online events celebrating diversity, inclusion, and Indigeneity.

Find out more in the 2020-2021 Report to UBC Okanagan Senate.

Acknowledgments

I would like to thank the many contributors to this report and those who contributed to its development and production.

-Dr. Susan E. Parker
University Librarian

Produced by:
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Design and Production
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Library Communications and Marketing
August 2022

Photography Credits
Cover
Phoebe Chan, Library Communications and Marketing

Pages
1-20, 22-35, 37: Library Communications and Marketing
3,38: Exterior view of the Commons at UBC Okanagan (Hover Collective / UBCO University Relations)
21: For All Time: The Shakespeare First Folio, Vancouver Art Gallery, Members Morning, January 2022 (Scott Little)
36: Allan Cho (Paul Joseph, UBC Brand & Marketing)
December 6, 2022

To: UBC Vancouver Senate
c/o Amandeep Breen, Academic Governance Officer, Senate & Curriculum Services

From: Gage Averill, Provost and Vice-President Academic, UBC Vancouver

Re: Annual Report to Senate on External Reviews, 2021-22

For information:

I am pleased to attach a report summarizing the External Reviews of Academic Units at UBC Vancouver during the 2021-22 academic year.

Thirteen academic and administrative units were externally reviewed. Summaries of the external review reports and preliminary responses from the units are attached (with the exception of two that are deferred to the 2022-23 report). We are most grateful to the faculties and administrative units for their work in providing these summaries.

External Review Summaries: Page:

- School of Nursing ............................................................... 3
- Department of Political Science ........................................ 5
- Faculty of Dentistry .......................................................... 6
- Information Technology Services ..................................... 8
- Learning Exchange .......................................................... 10
- Library ............................................................................. 12
- Department of Anaesthesiology, Pharmacology & Therapeutics ........................................ 14
- School of Audiology and Speech Sciences ....................... 16
- School of Biomedical Engineering .................................... 18
- Vancouver Coastal Health Research Institute .................. 20
- Department of Microbiology and Immunology ............... 22
Mid-Term Progress Reports on External Reviews:

The following units and program were reviewed in the 2018-2019 year, and thus are now at the approximate mid-point between reviews. They have submitted update reports to the Office of the Provost & VP Academic on the status of implementing the recommendations. Our thanks for their diligence in keeping us up to date on progress made.

- Master of Laws in Taxation
- Department of Chemical and Biological Engineering
- Department of Civil Engineering
- Department of Mining Engineering
- Department of Central, Eastern and Northern European Studies
- Department of Classical, Near Eastern and Religious Studies
- Faculty of Land and Food Systems
- Centre for Blood Research
- Sustainability Hub
- Vantage College
Key Findings of the Review Committee:

- There has been considerable growth in the School in the last five years.
- The school is on stronger financial footing.
- The School’s leadership in anti-racism, cultural safety and humility is timely and critically important.
- A particular strength is the research and scholarship of faculty and the growth of the research chairs (CRCs, CIHR, MSFHR, practice).
- There is great support and admiration for the School within the University and externally in the professional community.

Key Recommendations of the Review Committee:

- The use of research areas of excellence could advance the School’s contributions to high-value research that would be relevant to the public mission.
- Students may need further information about the processes to deal with specific complaints (e.g. bullying) and opportunities to engage with Faculty and the School in optimal ways.
- Recruitment of Indigenous Faculty needs to be a priority to meet goals emerging from the Cultural Safety and Humility plan.
- The Nurse Practitioner Program is a likely place to focus resources for team-based care learning as nurse practitioners are integral primary care providers across the province, particularly in rural and remote areas.

School’s Response:

- The department agrees that recognition of areas of research excellence are a strategy that can promote collaborations throughout UBC, but even more importantly, can support leadership of national and international collaborations in priority research areas.
- Through their Anti-Racism Committee and Indigenous Cultural Safety Committee, the School has been engaged in developing culturally safe and anti-racist approaches for addressing specific types of complaints, including various forms of bullying experienced in some clinical settings.
- The School fully agrees with the priority to recruit Indigenous faculty and is happy to report that three efforts, which were in process but not complete during the external review, have been achieved. First, they secured funding to hire a part time Indigenous Nurse Lead for the School to support student recruitment. Second, the School secured funding that will trigger President Academic Excellence Initiative funding for a Nursing Professorship; and third, the School will develop a recruitment support program for recruiting Indigenous nurses into graduate education and supporting their success.
- Team-based care is an important existing part of the NP curriculum, as a prominent part of the theory and practice content and we consistently include practice placements for NP students in the growing number of team-based primary care settings throughout the lower Mainland. However, the School also recognizes the priority that the BC Ministry of Health places on integrating RNs more widely into primary care settings as an integral part of team care. We are working with other health professions as part of UBC Health to develop team-based practice education opportunities, including for our BSN students. In terms of rural and remote practice, while we do incorporate some content around rural
and remote NP practice models, we feel that our program is better suited to provide theory and practice content focused on urban and suburban primary health care. However, we are in conversations with the other NP programs in BC about the potential for post-graduate continuing education offerings grounded in each of our specific areas of expertise, which could complement our main education for entry to practice as NPs in primary health care.
Department of Political Science, Faculty of Arts  
Summary of External Review: March 2022

Key Findings of the Review Committee:

- The Department has made substantial progress on its five core strategic goals:
  1) enhancing research excellence
  2) broadening transformative learning experiences
  3) expanding community engagement
  4) increasing Indigenous engagement
  5) enhancing diversity, equity and inclusion in all its undertakings
- As a result of these achievements, it has earned a high national and international research reputation.
- The Department’s record of excellence in its core mission of teaching and research, has been facilitated by significant growth in the number of its undergraduate students, faculty, and staff.

Key Recommendations of the Review Committee:

- Faculty retention – Faculty and University support will be required for faculty retention packages.
- Graduate student funding – There needs to be a new funding formula to attract top graduate students.
- The Department needs to maintain a sense of collegiality and community that has historically been strong but recently challenged and greater transparency in workload.
- Continue diversification of the faculty, including of Indigenous, women, and faculty of colour.

Department’s Response:

- Retain faculty, especially “excellent recent hires” who add to the Department’s research, teaching and equity goals.
- Reinforce the Department’s tradition of collegiality and trust among faculty members through new faculty mentorship and by engaging a workplace mediation firm.
- Optimize PhD program and support efforts to reduce student time to completion.
- Amend annual report form to include space for faculty to talk about additional workload (including invisible labour).

Faculty’s Response:

- The Department Head has already met with the Associate Dean of Equity, Innovation, and Strategy and the Associate Dean Academic to discuss ways of enhancing a culture of collegiality and trust especially among more recently hired faculty.
- The Department might work with the Associate Dean Equity, Innovation, and Strategy on the Indigenous Strategic Plan Implementation to address ways of further Indigenizing the curriculum and fostering a greater sense of equity overall (especially around workload).
- The Faculty can liaise with the Department and University to address issues of retention.
- The Faculty can work more closely with the Department around student advising and writing supports.
Faculty of Dentistry
Summary of External Review: January 2022

Key Findings of the Review Committee:

- The Faculty, students, and staff are dedicated and have a sense of purpose, commitment, and pride in their roles.
- There is an excellent relationship with UBC’s central administration and other Deans and Faculties.
- There have been excellent efforts by the Dean to keep the Faculty financially sustainable and there has been great success with fundraising.
- The FoD and the Dean have been attentive to a diversity in its workforce and student population, focusing on Indigenous student candidates for various academic programs.
- Measures and proactive initiatives to promote student well-being – particularly since the onset of COVID-19 – have been implemented.
- There are strategic changes to the DMD program including:
  - The creation of a simulation lab is aimed at improving pre-clinical education while concurrently opening up clinical space to enable increased clinical activity.
  - The international program with increased enrolment for the DMD class will diversify its student population while providing increased revenue which, in turn, will help sustain the FoD’s financial viability. Furthermore, this will open up the possibility of other capital projects, such as external community clinics.
- The development of a dedicated Simulation and Digital Dentistry Lab is aimed at improving pre-clinical education while concurrently opening up clinical space to enable increased clinical activity.
- The Faculty has an exceptional history of research achievement and faculty members are seen as national and international experts in their fields.
- The specialty training programs are very successful.
- The FoD has a long history of strong and positive relations with the regulatory agencies and professional organizations. The Alumni office is extremely strong and effectively engages its alumni. Its Continuing Dental Education division is also very strong and actively engages its external community.
- The pandemic was a significant challenge for all dental schools worldwide – this was managed very well at the FoD enabling programs to continue under extremely challenging conditions.
- The Committee noted internal concerns with regard to the direction of the operational plan and lack of succession planning around retiring faculty.
- Lack of Associate Deans for Research and Academic may be hindering the Faculty’s mission and its representation with the external community.
- The governance structure and reporting relationships are not always efficient concentrating tasks at the Dean level.
- The clinical faculty are seen as the major asset to the DMD program. There is an absence of clinical support staff, which is a problem found nationwide. The Committee heard that availability of clinical faculty and support staff may be insufficient to manage the increase in the DMD class size.

Key Recommendations of the Review Committee:

- Continue with plans for enrolment changes to the DMD program; however, as class size is increased, monitor the availability of clinical faculty, support staff and clinical supplies to ensure they are sufficient to provide an appropriate learning experience and patient care.
• Enhance communication between leadership and the FoD internal community so that the latter feel heard in order to facilitate engagement and to make the Faculty’s vision a shared one, which will in turn enable the strategic plan’s initiatives to be implemented successfully.

• Reconsider the governance structure by exploring opportunities to appoint the positions of Associate Dean Research and Associate Dean Academic, each of which would report directly to the Dean and be empowered to manage their own portfolios.

• Develop faculty recruitment priorities to indicate a succession plan to help clarify future directions in research and education.

Faculty’s Response:

• There is a shortage of clinical staff especially Certified Dental Assistants across Canada. We have been actively working closely with UBC’s central HR exploring different avenues to advertise and attract possible candidates. We will continue to work with our clinical staff and central HR to find a creative way to overcome this shortage. One measure under consideration is the investigation of providing a Certified Dental Assistant Program in the Faculty.

• Through strategic planning, we are working to determine the needed number of full-time clinical faculty to better serve our academic program in a stable, reliable manner that is not so dependent on unsalaried sessional clinical faculty. For Fall 2022, we have hired nine new clinical faculty members focused in restorative dentistry and prosthodontics. We are excited about expanding our cadre of talented, dedicated clinical faculty members at this magnitude for the first time in decades.

• A critical priority is, and will continue to be, the improvement in the effectiveness and management of communication between senior leadership and our internal team members or “community” in order to continue to focus our vision as shared by faculty, staff and students. Focussed “State of the Faculty” sessions have been presented to departments, staff members, all DMD and dental hygiene classes, and graduate students since the external review. These sessions, as all Faculty general meeting, Faculty Council and Town Halls, were recorded and posted for those who could not attend.

• We have actively sought to fill the position of Director of Research internally for several years and had identified a candidate who has been representing the Faculty at UBC VP Research meetings; however, as the candidate will now be stepping into a CRC position focusing the majority of their time on their research, we are resuming the search. The Research Advisory Committee has continued to meet regulary and be active and complete key functions in a timely manner.

• Some faculty have been supportive of having an Associate Dean Academic position, and this will be investigated further in a broader context related to the various academic program needs, strategic plan implementation and objectives moving forward, as well as the Faculty’s finances.

• We do have a new position of Executive Director Administration, Finance and Resources, sitting within the central UBC Comptroller’s Office and replacing the Director of Finance, and the position’s broader mandate has allowed for clarification of staffing reporting lines within our Faculty.

• We are actively addressing the awareness of succession planning for retiring research faculty based on academic program needs. Our Faculty is now using the needs of our academic program as a top priority in hiring; this concept also applies to identification of research intense faculty. Hiring plans for both departments are being more broadly distributed across the two departments so Faculty are better informed and can ask questions. In addition, presentations are provided to the faculty at our General Faculty Meetings by both Heads on the developing successional hring plans. These presentations will also be extended to our staff and students for their information and comments.
Key Findings of the Review Committee:

- Internal and external IT colleagues have great respect for the CIO and her leadership team. The Committee heard deep appreciation for the CIO’s effectiveness in leading the portfolio, enthusiasm for collaboration, engagement with stakeholders, and unwavering commitment to building a strong IT leadership team.
- The Committee was impressed by the dedication and commitment of the staff of UBC IT, both Vancouver and Okanagan.
- UBC has made remarkable progress on its enterprise systems implementation; at the same time, more broadly the IRP and the pandemic have consumed significant human and fiscal resources, and the committee heard concerns about the capacity to take on major projects or programs. Real focus on technological advances in cybersecurity and infrastructure must be undertaken at a more rapid pace to achieve the UBC Digital Vision and Strategy once finalized.
- There was broad consensus among all interviews that the funding formulas for IT needed a comprehensive re-examination.
- The leadership and narrative surrounding UBC IT and UBC Digital Strategy and imperative must be elevated substantially.

Key Recommendations of the Review Committee:

- The CIO should be at the President’s Executive table. The ambition and scope of the digital transformation initiative at UBC requires a clear and consistent voice at the executive leadership table.
- Undertake a review of IT funding across UBC including UBC IT, to help to clarify the current state and provide more support and awareness for a new funding model. Transparency in all aspects of IT funding and investment, including IT funding formulas, will be a key success factor going forward.
- The UBC IT Governance framework, in its entirety of processes, decision making and funding decisions, including how items are brought to governance, must be communicated to the campus community.
- Create an IT Student Advisory Council or similar with regular meetings and opportunities for the CIO and the UBC IT team to listen and engage students in strategic planning and execution.
- The CIO and UBC should develop an IT workforce strategy that outlines key skills and competencies required to deliver in the future, including learning and development opportunities for current IT personnel to develop those skills as part of the retention strategy to support the campus in the future.

Unit’s Response:

- The optimal level and positioning of the CIO relative to the institutional organizational structure is part of a broader conversation. The key points raised in the review regarding the need to properly integrate and align the technology and University strategy, in addition to timely engagement and input on how best to enable strategic initiatives, are well received. The Vice-President Academic & Provost Vancouver and Deputy Vice Chancellor and Principal Okanagan have taken steps to ensure the CIO and the IT portfolio are integrated into institutional decision making within their portfolios.
• Funding for existing IT services, as well as obtaining funding to sustain newly implemented systems and services, poses significant challenges. We are entering a time of inflationary pressures: supply chain issues, software and hardware agreements that are subject to significant price escalations, and attracting and retaining talent in the IT sector is putting pressure on salaries. UBC Finance has recognized these issues and has expressed support for the comprehensive review proposed in this recommendation, with planning underway for the review process.

• A communication planning and engagement exercise is underway to ensure the current IT governance process including policies and funding mechanisms are better understood. The Office of the CIO tracks and allocates the operating funding from the IT Small Capital Fund based on approvals under UBC Capital Policy FM11, while oversight is provided by an arm’s length body – the IT Capital Planning Committee (ITCPC), comprising administrative and academic leaders from across UBC.

• Incorporating the student voice and perspective into IT planning and execution is critical, particularly with the onset of the Digital UBC Framework. Initial discussions on this topic indicates that this recommendation presents an opportunity to work collaboratively across both campuses, to use existing mechanisms where they exist, and bring together a single advisory body that includes the broader aspects of student experience.

• The recommendation to develop an IT workforce strategy is very timely. There is an existing strategic workforce strategy and framework in place. However, it has been on hold pending the update of the IT Strategic Framework. The current plan is to complete the digital framework by Spring 2023, with the UBC IT plan and roadmaps. This will form the basis for the next iteration of the IT workforce strategy that will allow for team-based career planning. We will also be focusing on individual teams that will be most impacted by the expected transition from the Student Information System (SIS) to Workday.
UBC Learning Exchange
Summary of External Review: December 2021

Key Findings of the Review Committee:

• The Learning Exchange reflects and exemplifies the university’s commitment to community engagement and contributes significantly to the UBC Strategic Plan. It is unique in the Canadian university context and is a strong model for place-based community engaged units that serves as an exemplar for post-secondary institutions to draw from.

• The Learning Exchange model is at a point where it would benefit from a re-envisioning and renewal, and we recommend a new strategic plan to replace the 2013-14 version.

• The budget has grown significantly since 2016-17 and a $450K structural deficit has emerged, which, if not corrected, will result in elimination of 10 of the 20 staff and student staff positions.

• Staff have an extraordinarily high level of commitment to their work, each other, and the DTES community. Staff fill many roles beyond their formal positions. The committee expressed concerns about stress and mental health, and job stability.

• While the Learning Exchange already engages with several units, especially academic units, offering support for students, courses and research, there are some units that have less engagement than might be anticipated.

• Challenges associated with the LE’s current space are well recognized. The university invested in renovations in 2019-20 and has supported the LE’s quest for more suitable space. The need for new space is exacerbated by the threat that the LE will be evicted from its current site as the building is redeveloped.

Key Recommendations of the Review Committee:

• A renewed strategic plan for the Learning Exchange should be developed to identify priorities and explore new ways of meeting core needs of the community it serves.

• The university should confront the structural deficit and adequately support the LE’s general purpose operating fund budget to accommodate current activities as well as plans for future growth.

• Develop a communications strategy with dedicated resources to amplify the stories and recognition of their work and impact in community engagement and the DTES.

• We recommend a review of current staffing, job descriptions and salary classifications with appropriate consideration of the unique character of the work. We also recommend that on-going positions be continuing, not subject to short-term renewals.

• We recommend that the Learning Exchange’s connections across the university be reviewed with the intention of broadening and deepening collaboration with units across the university.

• We recommend the university resolve the current ambiguity related to the Learning Exchange’s space and location.

• We recommend that UBC continue to support the LE and the DTES community based on its strong record of achievement and acknowledged reputation.

Unit’s Response:

• We fully agree with the recommendation to develop a renewed Vision and Strategic Plan. We propose an 18-month timeline which will enable us to involve the new Academic Director as a priority activity during their first year. We will seek input from academic leadership and collaborators.
at UBC to determine how best to involve the wider university and DTES communities in the strategic planning process.

- We have received confirmation that $350,000 of our $450,000 structural deficit will be covered in 2022-23. However, this one-time funding does not adequately respond to the reviewers’ recommendation for GPOF to address the ongoing structural deficit. Without this budgetary stability, our capacity to respond to all the other recommendations in the external review is limited. [Updated response: We’ve now received confirmation that $450K will be handled somehow, but the source for $350K has not been confirmed.]

- A communications strategy and dedicated resources are critical to our capacity to strengthen connections across UBC, facilitate strategic planning and support multiple institutional communications priorities. An in-house staff role is needed to understand the unit’s context and sensitivities.

- A review of current staffing and a move from short-term to permanent positions is dependent on satisfactory resolution of the budget deficit. We continue to integrate tailored wellness supports into multiple aspects of team meetings, culture and one-on-one supervision and are exploring stronger connections to additional supports available for front-line workers in the DTES and community care settings. It is our intent to make positions ongoing as soon as we have certainty about our future GPOF budget.

- The Learning Exchange has substantial, long-standing connections across the university (over 200 individual faculty and staff from 18 Faculties and administrative units). Opportunities for the Learning Exchange to play a strategic and practical role in coordinating other UBC units / departments in the DTES would be identified as part of the strategic planning process. We offer support, coordination, and assistance with orientation to the DTES and advice, especially to new UBC members.

- The Property Committee of the UBC Board of Governors granted preliminary approval of the Learning Exchange Relocation: Space Purchase and Tenant Improvement Project. It is anticipated that full Board approval will be granted in December 2022 [Update: March 2023].
Key Findings of the Review Committee:

- “Overall, we saw a strong research library that is greatly appreciated by its academic and research communities. There are challenges, but from our perspectives the organization is on the right path to address them.”

- To be fully attuned to the academic directions and day-to-day academic activities of the University, the UL needs to be in the regular orbit of the Faculty Deans. The UL was included in a regular meeting of the Deans in the past, but the practice changed during the pandemic.

- Looking at organizational charts and asking questions in our discussions, it is unclear who has decision-making responsibility for different financial functions and many Library financial decisions are made by the Provost Office.

- If we were to choose a single word to summarize how UBC Library is seen by key stakeholders today, it would be “engaged”. Internal and external comments confirmed that the Library has a tone of openness and connection and engages in the community in meaningful ways.

- Positive and collaborative relationships exist within the Library Executive Team; however, this improvement has not yet permeated the organizational structure.

- Strategic EDI leadership will be included in the Deputy Librarian role, with the idea that everyone in the organization shares responsibility for EDI; but it also needs to be facilitated by a senior individual who can take responsibility for ensuring EDI is supported in policies, structures, and resources.

- The work of the Xwi7xwa Library sits within a campus that has numerous Indigenous faculty and courses with Indigenous content across disciplines, and a wide range of programming in the FNHL. It is a library branch but supports UBC as a whole.

- Under the leadership of the UL, the Library has engaged in developing a strategic framework that will serve the University well, and it should have an overarching strategic approach. Establishing leadership responsibility for planning and assessment, including the resources and tools to continually track progress ensures that the framework will be a living document.

Key Recommendations of the Review Committee:

- The University Librarian should be included in regular meetings of the Faculty Deans.

- Perform a 360 review of the finance function of UBC Library to better understand and address the perception of barriers and lack of trust and to clarify UBC’s financial structure and the budget responsibilities of the UL.

- Engage in a strategic organizational review to thoughtfully consider organizational structure and ensure the Library is optimally designed to support its strategic framework and ongoing operations.

- Assign leadership responsibility for strategic planning and assessment (and ongoing evaluation of progress) to a position within the Library Executive Team.

- Move forward with establishing a senior leadership role responsible for EDI strategy, and continue to focus on policies and processes to advance EDI in the Library’s workforce, collections, services, and spaces.

- In reviewing organizational design, consider the needs of the Xwi7xwa as a Library-wide unit facilitating engagement and support for Indigenous initiatives across the University.
Unit’s Response:

- In April 2022, the UL coordinated with the Provost and VP Academic pro tem to be included in regular, ongoing meetings with UBCV Faculty Deans.
- The UL will coordinate the process of a review of the Library’s finance functions with the Provosts and VPs Academic.
- The Library has begun to reimagine the committee structure, transitioning to teams, working groups and communities of practice. The key goal is to create groups of people with the appropriate knowledge and skills to work together across the system, on both campuses, to best fulfill our strategic directions outlined in the Strategic Framework. The transition to a new centralized Technology, Discovery and User Experience Unit has already begun. The Library also plans to create a holistic, Library-wide approach to metadata, discovery, and the user experience. The recruitment process for a new Head of Collections Services is underway, a role that will be charged with identifying and prioritizing unmet information needs and balancing collection development needs and requests from across the Library system with the capacity of the team.
- The Library plans to initiate an external search for a Deputy University Librarian as soon as possible, a position that will take on the responsibilities of coordinating and combining JEDIA strategy (Equity, Diversity and Inclusion along with Justice and Accessibility), sustainability, related strategic and fiscal planning, assessment and ongoing evaluation. This will allow the Library to gather data and report for inclusion on the Indigenous Strategic Plan, the Inclusion Action Plan and other reports. EDI teams have been created on both the Vancouver and Okanagan campuses as well as an Inclusion Action Plan Implementation Steering Team and Indigenous Strategic Plan Library Implementation Steering Team.
- The unique resources of the Xwi7xwa Library are valuable to the Library and the entire university in its pursuit of reconciliation. The Library’s ISP Implementation Steering Team will work with the Xwi7xwa Library team to help integrate the ISP Action Plan into systemwide work, and to broadly recognize and support the work of the Xwi7xwa Library team in implementing the ISP at UBC.
Key Findings of the Review Committee:

- The Department of Anesthesiology, Pharmacology & Therapeutics is a diverse Department with approximately 25 academic faculty and over 500 clinical faculty. The merger of Pharmacology and Therapeutics with Anesthesiology was voluntary but not without problems that led, at the time of the last Departmental review, to considerations of whether separation would be the best solution moving forward. The combination of faculty turnover and new governance structures, however, has led to a more positive environment and increased integration.

- A major concern is ensuring the academic sustainability of the Department. This includes finding ways to renew and expand upon the number of academic anesthesiologists. The current number of five does not provide sufficient "critical mass" to ensure a strong academic presence within the University. The Faculty of Medicine also has a major role to play in addressing this issue. This involves not only ensuring that positions that become available from Departmental retirements be used for new Departmental recruitments, but also seeking ways to obtain new full-time academic positions from the University for academic anesthesiologists. It is also critical to develop pathways by which clinical faculty who obtain competitive salary and operating funds and establish a research program can transition to permanent academic positions.

- A number of challenges face the clinical mission. The committee recommends that the Department be involved in any discussions regarding alternative payment plans, and that this should be done "department-wide" rather than at individual care sites. The committee believes that the proposal by the Ministry to train alternative anesthesia care providers (nurse anesthetists) represents an existential threat to the Department as an academic specialty and will negatively impact patient care.

Key Recommendations of the Review Committee:

1. The committee recommends that the Department of Anesthesiology, Pharmacology & Therapeutics remain as a single entity. The Committee believes that the Department has made significant strides in overcoming past issues and that changes in the Governance structure have permitted enhanced involvement from all academic groups. The committee does still see significant concerns in finding pathways to make clinical faculty feel greater partnership in the academic missions of the Department. As one step in this direction, the majority (but not all) of the committee believe that efforts should be made to appoint an anesthesiologist to be the next holder of the Patient Safety Chair when this becomes available.

3. The committee recommends development of plans to address issues of sustainability. This includes finding ways to recruit and secure funding for Clinician Scientists to examine potential pathways by which clinical faculty who obtain competitive salary and operating funds can transition to academic positions.

4. The committee recommends that the Department engage in discussions with the Vice Dean - Education about enlarging the undergraduate pharmacology program. The Program Director believes the program could almost double in size with some logistical and financial support from the Faculty of Medicine.

6. The Committee recommends that the University, FOM and Department further engage with the Ministry regarding its plan to train alternate anesthesia care providers. These proposed changes not only represent an existential threat to the Department of APT as an academic specialty but also will have negative impact on its ability to provide excellent anesthesia care to the population of BC.

Department’s Response to the Key Recommendations:

1. Department’s response to recommendation 1:
• While some clinical faculty strongly feel that the specialty of anesthesiology is not served well by the merged department, the reality is that there are few academic anesthesiology positions available at present and the non-anesthesiology academic faculty provide a strong support system for faculty renewal applications, collaborative research opportunities and as such represent a benefit to the department. There is general agreement that the merged department is now cohesive and should continue.

• With respect to the Patient Safety Chair there are some major issues outlined below that will need to be discussed with the Dean’s office and UBC that impact the ability to recruit anyone into the position when Dr. Maclure retires in 2024:
  o 3 million dollar endowment is insufficient to support a senior tenured faculty member.
  o The original TOR have some errors that should be corrected prior to the next search.

3. Department’s response to recommendation 3:
• This recommendation is tied to Recommendations #1 and #5 and is foundational to the Department moving forward. Ideally the way forward is to forge an academic practice plan with interested clinical sites. This is the way that the other University Departments of anesthesiology in Canada have been successful in supporting academic activities, but it requires ‘tithing’ of clinical faculty in order to provide the budget needed to support academic anesthesia. To date, this idea has not been supported even minimally by clinical faculty.

• ‘Transition to academic positions’ is at the present time limited entirely by financial concerns. As the department currently holds budget for only a handful of clinician scientist positions (5), the options of grant tenure and partner positions need to be explored more although both of these provide risk to the faculty member.

• We need to double the number of academic anesthesiologist positions in order to create a sustainable pattern of research mentorship and productivity.

4. Department’s response to recommendation 4:
• The Department would like to have its renovation request of the Medical C building basement where our teaching labs are housed reviewed by the Vice-Dean Education and ask that it be funded, as without renovation of the basement of Medical Block C we cannot expand the program. This renovation plan was recently unsuccessful in receiving funding from UBC Central (we were one of two requests put forward by Faculty of Medicine).

• The Department again noted how Medical Block C is one of the oldest buildings on campus and has received no substantial renovation to the Pharmacology/Therapeutics spaces in the last two decades.

6. Department’s response to recommendation 6:
• The UBC Department is part of a provincial Anesthesia Council that has representatives from each Health Authority in BC, the provincial family practice anesthesia lead, and the BC Anesthesiology Society. This council was brought together on our initiative and has been meeting formally with the Ministry of Health since January 2021, to discuss how to improve anesthesia services supporting the MOH’s surgical renewal plans. The council has provided a multi-pronged approach including moving forward on the regulation of Anesthesia Assistants, providing ongoing supported training for AAs, expanding the anesthesiology residency program (done as of July 2022), continuing with the BC Clinical Anesthesiology Fellowship program that is supported by MOH, and continuing to develop the Anesthesia Care Team model in BC.

• Clinical sites have already noted some late ‘recruitment failures’ from other provinces because of concerns over having nurse anesthetists working in BC. In addition, at the March 2022 Anesthesiology CaRMS interviews, multiple applicants asked about nurse anesthesia in BC, and expressed concern about training and working in a province with a model of care that includes nurse anesthesia.
Key Findings of the Review Committee:

• SASS is a small academic unit within the Faculty of Medicine. It has a significant structural deficit. With 12 full-time academic faculty members (including only one full professor and 6 clinical faculty) and over 500 community clinical educators, it offers i) resource-intensive, experiential master’s programs in Audiology and Speech-Language Pathology (SLP) with a MSc thesis option, as well as ii) a PhD program. Altogether, these degree programs attract modest tuition revenue. The feasibility of continuing the MSc thesis option in light of the total number of program options offered is unclear and should be examined.

• The prospect of a future distributed seat expansion affords SASS opportunities for additional growth as well as transformative innovations in interdisciplinary research, experiential and distance pedagogies, and Indigenous- and EDI-informed curriculum renewal. This opportunity builds well on SASS’s national leadership in Indigenous curriculum. It is important that SASS be optimally prepared to leverage any seat-expansion opportunity which will undoubtedly tax its resources and practices in the short term. Longstanding concerns with low morale and problematic organizational and administrative processes will need to be addressed and strategic planning will be key. Such work will be challenging since the School does not have a practice of School-wide strategic planning and currently has no explicit strategic plan.

• There is a need to enhance the School’s research program and output. Greater research impact could be achieved through stronger investments in PhD-level students and education and a clear focus on interdisciplinary collaborations with research institutes, cognate disciplines, and units within the Faculty of Medicine and across UBC.

Key Recommendations of the Review Committee:

1. SASS should support and promote strategic thinking and visioning among all its members and aspire to embed this perspective as a cultural cornerstone of the School. SASS should engage in expert-led, inclusive School-wide strategic planning. SASS strategic planning should align fully with UBC’s and the Faculty of Medicine’s Strategic Plans and should begin immediately. It should focus on goals, metrics of goal attainment and actionable plans for achieving these outcomes. Individuals with specific strategic-planning expertise from across UBC and/or the Faculty of Medicine should be identified to support and lead this process. Strategic planning should consider the following domains: a. Research; b. Education, curriculum and pedagogy; c. Financial and human-resource sustainability; d. Partnerships and collaborations; e. EDI and Indigenous engagement; internal governance, organization and administration.

2. SASS will benefit from increasing collaborative research and scholarship with research institutes, cognate disciplines and departments across the Faculty of Medicine and UBC. The School should actively seek opportunities to engage in and/or lead partnerships and joint initiatives including joint faculty positions, research chairs, PDFs, and graduate-student academic and clinical opportunities.

3. SASS should develop an organizational framework to conceptualize the promotion pathways of current and future junior, mid-career and senior academic faculty. It should develop new mentoring initiatives to equitably support academic faculty throughout the various stages of the career-long promotion process, taking advantage of resources with the Faculty of Medicine and across UBC, and encourage faculty to pursue full professor rank. SASS needs to develop a mentored research planning process within which all academic faculty set clear goals for increased research capacity and outcomes (research funding, research personnel, research time, and research publications) and develop plans to achieve those goals.

4. The School should prioritize its work in curriculum renewal, focusing on learning outcomes, competencies, EDI, foundational knowledge in the MSc, and elaborating/clearly articulating the PhD curriculum. Linking curriculum renewal with the distributed seat-expansion plan is seen as particularly important. The School
should examine the costs and benefits of the MSc thesis program as currently designed and consider whether (i) resources should be shifted to the PhD training program or (ii) the MSc thesis program can be redesigned to more efficiently produce the desired research outcomes. A thorough examination of the appropriateness and viability of a stand-alone PhD program should be undertaken, particularly given concerns among SASS faculty about meeting the new annual PhD guaranteed funding level of $22K.

School’s Response to the Key Recommendations:
1. Many of the School’s current activities and priorities align well with the FoM and UBC strategic plans, as noted in the self-study document and by the review committee throughout their report. This congruency with the FoM strategic plan reflects the School’s longstanding commitment to carrying out its mission and its responsiveness to opportunities provided within and beyond the University. Nevertheless, the School does not have a history of engaging in a systematic, recurring, and comprehensive strategic planning process, and this lack of planning, prioritizing, and envisioning has led to many of the challenges and concerns raised in the report. To address this historical weakness in strategic planning, the School will immediately seek support from UBC’s Strategy and Decision Support team (Office of the Provost) and the Faculty of Medicine, to obtain the training, resources, and expertise needed to prepare for and facilitate a comprehensive School-wide strategic planning process.

2. Our self-study provides substantial documentation of the School’s ongoing collaborations and partnerships with both internal and external (to UBC) parties in the areas of research, education and clinical training, yet there is always room for growth, capitalizing on new opportunities and strategically improving awareness of these initiatives across campus. These relationships, and increasing our capacity for collaborative research and initiatives, will be evaluated and explored as part of the School’s strategic planning process.

3. In the past, faculty have periodically engaged individually (e.g., annual Director’s meeting) and collectively in conversations regarding different approaches and strategies to increase research productivity. Formalized research mentorship programming has been implemented by some individual faculty members. We agree that there is a need for more structured ongoing discussions of research expectations, managing workload, and prioritizing research goals and means to achieve them. In order to promote continuity, consistency, and accountability, we will build a research mentoring component into our strategic planning framework.

4. The SLP curriculum renewal is currently an important focus for the School. It is being facilitated by a UBC CTLT curriculum expert who is well-versed in such initiatives. The SLP curriculum renewal will be a main component of the School’s strategic planning process, which will include considerations for a possible distributed SLP seat expansion. The balance of time and resources allocated to the MSc and PhD programs is worth reconsidering, particularly in light of the committee’s observation that the School has seen greater research output via the doctoral program. As we consider the MSc thesis option, we will examine all suggestions: the feasibility of offering the thesis, the possibility of redesigning the thesis, and our approach to advising students regarding process and expectations. We will also examine the potential advantages of incorporating our PhD program into a larger interdisciplinary program such as the Rehabilitation Sciences PhD program, particularly if a partnership would help address internal constraints that limit our competitiveness and exacerbate our very limited supply of doctoral funding.
Key Findings of the Review Committee:

- The School was founded 5 years ago and has undergone remarkable progress, punctuated by the recent accreditation of the UG engineering program, numerous new faculty recruitments in research and teaching streams, a strong and healthy organizational culture, academic, community and leadership program, and unabated ambition and aspiration. The SBME also benefits from strong support from the two founding Faculties, from a well-recognized leader supported by a dedicated team, and support and enthusiasm by the many diverse constituents. EDI activities have been highlighted as exemplary from many different sides.

- The undergraduate program shone as another accomplishment, with the COOP program providing a strong added value. A direct entry into BME and a program without streams is supported by the committee, but conditional on the possibility for other Applied Science students to join it in year 2 and on providing guidance and templates for students to choose their path within such a broad curriculum. The rapid growth of the program created significant strain on teaching and space resources which, although met, will necessitate additional resources to meet the growing demand. Involvement of faculty in clinical units that have engineering expertise might be a source of educators that could be explored.

- The SBME recruitment plan to expand in strategic new areas and strengthen mid-career faculty is sound, but faces practical challenges, including scarce supply, high living costs, and partnership constraints. While the SBME benefits from outstanding leadership, a plan for succession and mentoring and promotion of internal faculty to administrative leadership is needed for sustainability. An actionable strategy to overcome those challenges while preserving partnerships will benefit the SBME.

- The governance structure and leadership was considered to be strong. Challenges that were identified include administrative complication in faculty recruitment, difference in procedures and timelines for tenure, and cultural gaps between Medicine and Applied Science with regards to required teaching and research expectations. The hub function of SBME makes communication to such a diversity of stakeholders an intrinsic challenge. Town halls with key stakeholders in FoM, APSC and other Faculties (such as FoS), could help strengthen mutual understanding with academic and clinical leaders to exchange perspectives, gain cross-cultural understanding, and work to ensure full recognition of all activities of cross-appointed faculty, and to harmonize deadlines and procedures for merit and tenure. An adjustment of the administrative organization and procedures that require dual approval should be evaluated to afford SBME the appropriate agility and autonomy for recruitment activities and initiatives. As a new unit, SBME is encouraged to develop its relationship with university advancement and develop strategies for long term sustainable projects, build strong partnership within UBC at large, and with external stakeholders including industry. The new building for SBME, the first of its kind in Canada, will address the critically needed infrastructure, and bring diverse stakeholders under the same roof; it is poised to play a catalytic role in the rise and consolidation of SBME research, educational, and innovation programs.

Key Recommendations of the Review Committee:

Main
1. Recruit additional mid-career or experienced faculty, to support and distribute leadership responsibilities, but without neglecting recruitment and mentoring of junior faculty.

Governance, resources, EDI
2. Provide specific recommendations for staff/faculty/students on how to increase and address EDI beyond awareness.
Industry partnership
3. **Broaden and deepen partnerships with biomedical and biotech companies.**

Educational collaboration
4. **Have more co-op opportunities in BME related areas since there are more students interested than space allows.**

**Department’s Response to the Key Recommendations:**

Main
1. We agree and this is underway. More senior recruits require a lot more time and resources to get into place. Continued assistance from UBC and the Deans’ offices to help get these into place may be needed. Particularly it is anticipated that senior recruits and changing demographics of the SBME will put increasing pressure on the SBME budget over the next 5-10 years. A key goal for the SBME over this time-frame will be to reduce the burden of the SBME new building mortgage on SBME operations, with additional contributions from UBC and philanthropic priorities, as possible.

2. SBME will develop and adopt a workload and teaching assignment policy document and seek support of that document from its faculty and the FoM and APSC Deans’ offices.

Governance, resources, EDI
3. The SBME EDI committee is very active and is similarly committed to moving beyond awareness into action. For example, our 2022 high priority actions were identified at our recent REDI retreat and operationalized at our first REDI meeting of the new year. Briefly, these priorities include:
   - Have regular REDI Town Halls (first in Feb 2022)
   - Present REDI principles and accessibility around the design of SBME’s new building
   - Develop “bite-size” REDI training kits & facilitation packages that can be used by SBME groups (labs, etc.
   - Explore and implement REDI-related reporting strategies by community members
   - Enable audio recording capabilities of all in-person lectures
   - Facilitate the formation of SBME Postdoc & RA Society

Industry partnership
4. This is underway. A recent expansion of the partnerships portfolio will enable wider engagement with local, national and international industry. We will continue to engage regularly with current and prospective partners through our current partnership avenues (education, research & innovation, and governance) across the breadth of SBME’s research and education specialization areas. In addition to establishing new relationships, particularly with promising emerging companies, a current priority is to proactively identify and leverage opportunities to grow current partnerships by diversifying the way partners engage with the SBME. As we have done over the past year, our Industry Advisory Committee will be made aware of key SBME initiatives and opportunities to partner.

Educational collaboration
5. One key aspect of diversifying how our current industry partners engage with the SBME involves increasing co-op opportunities for our students. We will continue to explore an expanded intake of SBME students with current co-op partners, and increase awareness of our co-op program and student excellence to partners engaged with the SBME through other means. We will expand our efforts to proactively engage with emerging BME companies, which would offer particularly beneficial experiences for our co-op students. We will continue to leverage our close collaboration with the Applied Science co-op office to facilitate introductions to our partners, and to advocate for a BME co-op program expansion that is proportional to the growth of our undergraduate program.
Key Findings of the Review Committee:
1. The review committee is supportive of the work performed to date by Dr. David Granville in his role as incumbent Executive Director, VCHRI.
2. As research and innovation towards advancement of clinical care is a clear goal for VCH, the VCHRI should be more formally integrated and officially recognized within the overall VCH structure. Recognition of the strategic importance of VCHRI should be elevated to more public prominence through a multi-pronged approach.
3. VCHRI should strengthen the ‘institute’ through reducing complexity and providing more of a unified home to its constituents with a stronger collective identity.
4. The affiliation agreements between VCH/VCHRI and UBC should be reviewed and renewed to account for current gaps.

Key Recommendations of the Review Committee:
2. Recognition of the strategic importance of VCHRI should be elevated to more public prominence through a multi-pronged approach:
   • VCH needs to publicly articulate and communicate its ambition for research in its overall vision and identity, clearly emphasizing and celebrating the role of VCHRI in its Strategic Plan.
   • VCH and VCHRI should develop clarity and aligned strategies so that research supports the larger mission and vision of VCHRI. This works reasonably well with UBC but not with VCH.
   • Closer collaboration with, and better integration within, VCH would enable VCHRI to encompass IDE and Indigenous recognition to a greater extent.
   • VCH should elevate the VCHRI Executive Director to a Vice-President of Research and Innovation at VCH reporting to the CEO. The VPRI should be a member of the Executive Team.
3. VCHRI should strengthen the ‘institute’ through reducing complexity and providing more of a unified home to its constituents with a stronger collective identity.
   • There is a significant opportunity to build synergies across programs and centres through more information sharing, joint seminar series, core facilities, training programs, etc. This would also serve to enhance collaborations and synergies across the research spectrum from basic science, clinical and translational science to health systems and policy research.
4. The affiliation agreements between VCH/VCHRI and UBC should be reviewed and renewed to account for current gaps. Revised agreements should:
   • Create clear accountability and responsibility for the leadership of VCHRI.
   • Clarify responsibility for clinical data sharing and the use of data for innovation and external partnerships; this needs further clarification and integration with UBC IP office.
   • Agreements should also address a shared approach to creating paths and structures to support and incentivize clinician-scientists, emphasizing to government entities the fundamental necessity of embedding research and innovation in leading excellence in healthcare delivery.

VCHRI’s Response to the Key Recommendations:
• Dr. David Granville is committed to implementing the five-year VCHRI strategic plan and ensuring its alignment with priorities of the University of British Columbia (UBC) Faculty of Medicine and Vancouver Coastal Health (VCH). His vision is to continue to expand on the innovative and collaborative approach we take at VCHRI, and improve integration and collaboration across disciplines.
2. VCHRI’s Responses to Recommendation #2

- VCHRI closely aligns with VCH and provincial government priorities to support health innovation in British Columbia. Funding allocation for VCHRI has been consistent at ~$1M annually despite the significant growth in personnel (from 1300 to 2400 investigators, trainees and staff) and expansion in research space (from 350,000 to 470,000 square feet) over the past 10 years. One must also take into account inflation, salary increases, repairs on existing, aging research infrastructure, increased computing demands, and other peripheral costs.
- VCHRI is considered one of BC’s foremost clinical research/trial institutions where people with the most difficult health challenges come from across the province to participate in ground-breaking research and clinical trials. It is also recognized that the link to UBC’s international status and reputation for research excellence is what enables VCH to recruit the very best clinicians to British Columbia. We are committed to integrating clinical needs and research excellence in alignment with VCH’s strategic priorities. Specifically, our five-year strategic plan aligns with the VCH strategic priority of “Innovation for Impact.” The research culture at VCHRI fosters innovation that translates into improved patient outcomes and population health. Equipped with its five-year strategic plan, VCHRI is ready to realize and implement “Innovation for Impact” through collective leadership, dedication to mission and collaboration.
- We endeavour to promote awareness and sensitivity around issues of inclusion, diversity, equity and Indigenous recognition at VCHRI. We acknowledge that a diverse and equitable learning and working environment is critical for training our future research scientists and improving the health care of our population. We will need VCH support to assess the current climate to enable the development and evaluation of existing/future programs aimed at IDE. Expertise and resources from both UBC and VCH are crucial to help promote an equitable research environment at VCHRI as well as to devise strategies that create positive spaces for Indigenous and minority individuals.
- Enhancing research representation on the VCH executive team -- similar to that of other leading research hospitals in B.C., Canada and across North America -- will ensure VCH/VCHRI is well positioned to respond to new opportunities, mobilize resources and expand its leadership through interdisciplinary innovation in research, education, health of populations and people-centered care.
- Intellectual property and commercialization are not the primary focus of the hospital. VCHRI must accommodate the needs of both UBC and VCH with respect to intellectual property and commercialization. A thorough, non-biased understanding of both UBC and VCH policies is necessary to succeed.
- We will work with VCH to create a revenue-enhancing strategy to support our priorities and operations. We will not only maintain, but also increase our regular and timely communication with all VCH leads in legal, HR, finance and IT.

3. VCHRI’s Responses to Recommendation #3

- We will continue to promote a more integrated vision across the broader landscape of our centres and programs to break down silos while fostering interdisciplinary collaborations at the local, national and international levels.
- We will engage and involve the VCHRI Council in developing collective strategic goals to better integrate and align resource allocation and process optimization across centres/programs and clinical departments.

4. VCHRI’s Responses to Recommendation #4

- We take great pride in knowing that our five-year strategic plan has emerged from a thorough consultation process with participation from our researchers, clinician scientists, trainees, and administrative personnel. This strategic plan is the product of our collective wisdom and contains a comprehensive and integrated series of defined goals to integrate research innovation and health care.
Summary of External Review: April 2022

Key Findings/Highlights of the Review Committee:
- The Department thrives as an excellent unit, in both its academic mission of teaching and training undergraduate and graduate students, and PDFs, and in its research enterprise.
- The Department has an outstanding undergraduate program, which provides meaningful research experiences.
- The Department has a vibrant graduate program that has demonstrated impressive resilience over the last two years.
- The Department has an increasingly diverse faculty complement, and outstanding support for new faculty members.
- The Department has strong extramurally-funded research programs.

Key Recommendations of the Review Committee:
- The review committee recommends increasing the budget for administrative and technical support to enable the Department to better manage the increase in administrative tasks as a result of Workday and the expansion of undergraduate programs.
- The committee recommends to further building links with faculty in the area of microbiology and immunology appointed in other units.
- The committee recommends finding solutions to ensure that graduate students are supported in as equitable way as possible, noting the impact of the high and increasing cost of living in Vancouver.

Department’s Response:
- In the summer of 2021, a technician was hired to support course-based research experiences. The technician has successfully provided technical support and ensured safety for fourth-year students in these courses. The addition of a technician has freed instructors to be more focused on academic aspects of the course and to teach other courses to increase the breadth of their teaching portfolios. The proposed expansion of the MBIM majors program includes a request for funding to add to the technical support for our experiential learning courses.
- The Department is open to offering associate membership to faculty from other units, typically in the Faculty of Medicine. Membership is usually associated with supervision of students in our graduate program along with a teaching or service commitment. These relationships have developed organically from shared interest. The contributions of associate members are valued and we will continue to maintain and enhance these relationships.
- The Department reviews the guaranteed minimum stipend for graduate students annually with a 2% increase being the default outcome. At the last review in April 2022, the base stipend for MSc and PhD students was increased by 5%. The increase was to mitigate the higher inflation in basic living expenses. In a recent survey, the current base stipend is the highest in the Faculty of Science for graduate students that are not required to serve as a TA for part of their stipend. The department is creating more TA opportunities for students that wish to augment the base stipend.
November 9, 2022

To: Senate
c/o Chris Eaton, Associate Registrar and Director, Senate and Curriculum Services

From: Gage Averill
Provost and Vice-President Academic pro tem, UBC Vancouver

RE: Cover memo to Peter Wall Legacy Agreement

The Vancouver Senate approved the creation of the Wall Fellowships and Research Awards programs at its October 19, 2022 meeting. During that meeting, a commitment was made to share the Peter Wall Legacy Agreement once it was legally permissible to do so. With the share transaction complete, we are able to provide a copy, which you will find attached, with a few minimal redactions to comply with the Freedom of Information and Protection of Privacy Act. The Agreement addresses recommendations made by the distinguished academic panel that conducted an external review of the Peter Wall Institute for Advanced Studies (PWIAS) in January 2020. This review panel was established at the request of the Vancouver Senate in 2018.

The Wall Fellowships and Awards will be funded by the Peter Wall Legacy Fund (formerly known as the Peter Wall Endowment). The Agreement came into effect following approvals from the Vancouver Senate, the UBC Board of Governors and the UBC Foundation Board. Each year, the Fund will support two fellowships and a number of research awards for UBC faculty members and students, totaling approximately $4 million each year, in perpetuity. The Agreement supports the shared goals of the donor and UBC to invest in the future minds of our province.

The nature of these awards and fellowships will be developed by an academic committee convened by the UBC President with input and advice from the Vancouver Senate about committee membership. Initially, both programs will focus broadly on sustainability in many areas in the urban environment, the oceans, and the natural resource sector, to address areas of concern to British Columbia, while allowing for national and international engagement.

The Agreement leaves the future of the PWIAS explicitly in the hands of the Vancouver Senate. The future of the PWIAS and the desirability of an institute for advanced studies at UBC will be considered by another academic committee that will develop
recommendations for the consideration of the Vancouver Senate. This committee will be convened by the UBC President with input and advice from the Vancouver Senate about committee membership. Funding remains in place for the current scholars in existing PWIAS programs through August 31, 2023. Funding exists beyond that date to support staff at the Institute until such a time that the Senate is able to respond to recommendations from the academic committee on the future of the institute.

UBC will celebrate Peter Wall’s contribution to the University by creating the Wall Collaboration Centre. This flexible space within the University Centre will serve as a venue for members of the UBC community, Wall Fellows and Wall Research Awardees to congregate, exchange ideas and collaborate on solutions.

The Agreement builds on a number of successes at the PWIAS and we are proud of the role the PWIAS has played in the University community. The initial donation represented the largest gift from an individual donor at that time. It has supported hundreds of UBC, Canadian and international scholars, and reached thousands of people in the broader community through the Wall Exchange Public Speakers Program. The Agreement will ensure that UBC faculty members and students continue to have opportunities to advance solutions through collaboration and the exchanging of ideas within a sustainable financial and academic governance structure. A celebration of the contributions of the PWIAS to UBC is being planned.

Sincerely,

Gage Averill
Provost and Vice-President Academic pro tem
UBC Vancouver
PETER WALL LEGACY AGREEMENT

THE PETER WALL LEGACY

Celebrating outstanding creative and intellectual achievement

BACKGROUND:

A. The University of British Columbia (the "University"), the University of British Columbia Foundation (the "UBC Foundation") and Peter Wall ("Peter Wall") entered a Deed of Trust for the Establishment of the Peter Wall Endowment dated April 10, 1991 (the "Original Deed") which created the Peter Wall Endowment as a permanent endowment fund (the "Fund"), exclusively for the purpose of initiating, establishing, operation and funding at the University the Peter Wall Institute for Advanced Studies (the "PWIAS").

B. Peter Wall donated $100 to the UBC Foundation as the initial capital contribution (the "Capital Contribution") to constitute the Fund, and on May 31, 1991, Peter Wall donated 6,500,000 shares of Wall Financial Corporation (the "WFC Shares") to the UBC Foundation to be added to the Fund. Together, the Capital Contribution and the WFC Shares form the original contributions (the "Original Contributions") to the Fund.

C. Article VIII of the Original Deed provides that the terms and conditions of the Original Deed may be amended by agreement in writing executed by Peter Wall or a person authorized in his Will and the UBC Foundation and the University.

In consideration of the mutual covenants hereinafter set out Peter Wall, the UBC Foundation and the University hereby agree as follows:

1. Sale of WFC Shares and Amendment and Restatement

The UBC Foundation, the University by its Board of Governors, and Peter Wall, hereby agree to enter into a series of related transactions whereby:

   a. Peter Wall (or his assignee, provided such assignee will not be the Wall Financial Corporation) will as soon as reasonably possible purchase (the "Purchase") the WFC Shares from the UBC Foundation at the agreed price of $64,756,906.65 in cash; provided that the Purchase shall complete no later than twenty business days following receipt of the approvals and the sending of the notice referred to in paragraph 15 of this agreement;

   b. the proceeds (the "Proceeds") from the Purchase will be added to the Fund;
c. the Fund will be separately accounted for by the University as set out herein; and

d. the Original Deed shall be amended by deleting all of the sections of the Original Deed and replacing them with the sections set out in this Peter Wall Legacy Agreement.

2. PWIAS Succession.

Subject to the approval of the University Senate (Vancouver), the PWIAS shall be dissolved. The Fund shall hereinafter be known as and operate as the Peter Wall Legacy Fund.

3. Power to Appoint the University as Trustee:

The UBC Foundation has the power to appoint the University as the trustee of the Fund.

The UBC Foundation hereby appoints the University as trustee of the Fund, and the University accepts that appointment.

The UBC Foundation hereby retires as trustee of the Fund, so that the University is the sole remaining trustee.

4. The Fund

The Fund shall be comprised of the following amounts:

   a. the Capital Contribution;

   b. amounts which have accrued from the receipt of dividends paid on the WFC Shares;

   c. the Proceeds from the Purchase as they are received by the University; and

   d. all investment returns earned through the investment of the amounts described above in the manner described in paragraph 8 hereof; and

   e. any additional contributions to the Fund as contemplated by paragraph 9 hereof.

The Fund shall be subject to the terms set out in this Peter Wall Legacy Agreement.

5. Purpose of the Fund

The purpose of the Fund is to support at the University awards to support research (the "Wall Research Awards") and fellowships (the "Wall Fellowships") to be granted to deserving recipients (the recipients of the Wall Fellowships shall be known informally as "Peter Wall Fellows") in one or more of those areas of interest that have been identified by Peter Wall (the "Areas of Interest") which are set out on Schedule A to this Peter Wall Legacy Agreement (collectively, the "Purpose"). There will be two significant Wall Fellowships
annually and the Fund may support such Wall Fellowships for a multi-year period (as adjusted pursuant to subparagraph 6c below), for activities to be undertaken in respect of the Areas of Interest at the University.

6. Management of the Fund

The University will hold the Fund in trust, use the Fund to support the Purpose and manage the Fund in accordance with the University’s policies, including but not limited to the Endowment Policy and its associated procedures, as amended from time to time (the “Policies”) and the University Act (the “Act”). Without limiting the generality of the foregoing, the University will:

a. make an annual allocation based on the spending rate established under the Endowment Policy and credit the annual allocation to the Fund’s spending account; and

b. subject to sub-paragraph 6a, it is the intention of the parties that the annual budget for the academic activities described herein shall initially be set at $4,000,000 per year (the “Initial Annual Budget”);

c. subject to sub-paragraph 6a, the annual budget may possibly increase each year and the ongoing annual budget shall be determined by the value of the Fund at that time and shall be governed by the then current Endowment Policy (the “Ongoing Annual Budget”);

d. the Initial Annual Budget and the Ongoing Annual Budget shall hereinafter be collectively referred to as the Annual Budget. In preparation for the Peter Wall Legacy Annual Meeting as described in subparagraph 7c below, the Annual Budget shall be prepared by Development and Alumni Engagement annually and shall contain a level of detail and information consistent with a budget for an endowment the size and importance of the Peter Wall Legacy Fund and comparable to other major endowments;

e. initially, $2,000,000 of the Annual Budget shall be allocated to the Wall Fellowships in support of one or more Areas of Interest;

f. the balance of the Annual Budget shall be allocated to Wall Research Awards in support of one or more Areas of Interest; and

g. the University will make reasonable efforts to limit the overhead expenditures in connection with the Wall Research Awards and Wall Fellowships, which will be paid out of the Annual Budget, and keep such costs consistent with the costs of other research awards and fellowship programs of a similar nature administered by the University.
7. Engagement of Wall Representatives

In order to facilitate the active engagement of Peter Wall with the University, the University shall:

a. communicate with Peter Wall as follows:

   i. during Peter Wall’s lifetime the University shall contact Peter Wall using the information in paragraph 14 below;

   ii. Peter Wall may, during his lifetime, advise the University in writing that he is appointing a designate (the “Designate”) in his place for the purposes of this Peter Wall Legacy Agreement;

   iii. after the death or incapacity of Peter Wall, the University shall communicate with (the “PW Trustee”);

   iv. for the purposes of this Peter Wall Legacy Agreement, the Designate and the PW Trustee shall be referred to as the “Wall Representative”; and

   v. the Wall Representative shall update the University with any changes to the contact information as contemplated by paragraph 14 below.

b. on an annual basis provide to Peter Wall, or the Wall Representative, the Annual Budget and a report (the “Annual Report”) regarding the impact and performance of the Wall Research Awards and Wall Fellowships;

c. conduct an annual stewardship meeting (the “Peter Wall Legacy Annual Meeting”) among Peter Wall, the Wall Representative, the President of the University or a nominee of the President of the University and the Vice-President of Development and Alumni Engagement (or such similar position as then exists) of the University or their nominee to discuss and exchange views regarding the Annual Budget and the Annual Report; and

d. if requested by Peter Wall or the Wall Representative, on a quarterly basis the University representative responsible for the Peter Wall Legacy Fund (or a nominee) will meet with Peter Wall or the Wall Representative and, subject to all Policies, provide an update.

The obligations of the University to Peter Wall and to the Wall Representative under paragraph 7, sections 8(a)(ii) and 8(c)(ii) and paragraph 13 of this this Peter Wall Legacy Agreement shall cease on the date which is the fifty year anniversary of this Peter Wall Legacy Agreement, provided thereafter the University will reasonably respond to any reasonable inquiry from Peter Wall or a Wall Representative regarding the Fund.
8. Investment of the Fund

a. The University manages a large number of endowment funds in its endowment pool (the "Endowment Pool"), of which the Fund may be one. The University shall (i) provide a separate accounting for the Fund as a segregated account within the Endowment Pool, and (ii) provide a report to the Peter Wall or a Wall Representative on a monthly basis (unless Peter Wall or the Wall Representative agree that such reports can be provided less frequently) showing:

A. a list of all equity securities, fixed income bonds and money market securities in the Fund; and

B. the market value of the equity securities, fixed income bonds and money market securities in the Fund calculated as of the last day of each month.

b. The University shall invest the Fund according to the following conservative investment guidelines (the "Investment Guidelines"):

i. equity securities issued by Canadian financial institutions that are constituents of the S&P/TSX Composite Index assigned to the Financials sector (GICS 40). Examples of Canadian financial institutions include Royal Bank of Canada, Toronto Dominion Bank, Bank of Nova Scotia, Bank of Montreal and Canadian Bank of Commerce;

ii. equity securities issued by Canadian communications services companies that are constituents of the S&P/TSX Composite Index assigned to the Communications Services sector (GICS 50). Examples of Canadian communication services companies include BCE Inc., Rogers Communications, Shaw Communications and Telus Corp.;

iii. equity securities issued by Canadian industrials companies that are constituents of the S&P/TSX Composite Index assigned to the Industrials sector (GICS 20). Examples of Canadian industrial companies include Canadian National Railway, Canadian Pacific Railway, and Thompson Reuters Corporation; and

iv. investment grade (high quality) fixed income bonds and money market securities issued by Canadian governments and government agencies (federal, provincial and municipal), financial institutions and companies.

Initially, the Fund will be invested in a minimum of fifty percent in equity securities issued by Canadian financial institutions (section 8(b)(i) above).

c. Peter Wall acknowledges that the Investment Guidelines set out above are not the investment guidelines used for the balance of the Endowment Pool, and accordingly:
i. in the event the University acts in accordance with paragraph 10 to encroach upon the Fund’s capital to sustain the proposed Annual Budget it may make reasonable efforts to consult with Peter Wall or the Wall Representative pursuant to paragraph 13 hereof to vary the Investment Guidelines set out above or reduce the Annual Budget; and

ii. Peter Wall or the Wall Representative and the University will review the Investment Guidelines at least every five years to confirm that the Investment Guidelines will support the Purpose in perpetuity, and the University may vary or adjust the Investment Guidelines pursuant to paragraph 13 if deemed necessary, acting reasonably.

9. Additional Contributions

The University may accept or make further contributions to the Fund, from any source, whether by gift, Will or otherwise, provided that any further contributions will be governed by the trust terms established in this Peter Wall Legacy Agreement.

10. Encroachment on the Fund

Although very uncommon, circumstances may arise where it is advisable for the University to encroach on the Fund (i.e. use some of the Fund’s capital to sustain the proposed Annual Budget) solely to support the Purpose set out herein. The University may encroach on the Fund in such circumstances but only if that encroachment is recommended by the President to the Board of Governors and is approved by the Board of Governors.

11. Donor Recognition

The parties shall work together to prepare a press release regarding the history of the PWIAS and the matters contemplated by this agreement to be released in a form and at a time to be mutually agreed.

The University agrees to celebrate the recipients of the Wall Research Awards and Wall Fellowships annually. The celebration is intended to take the form of a ceremony funded by the Peter Wall Legacy Fund. The ceremony will be organized by the University in consultation with Peter Wall or a Wall Representative to which University executives, professors and other representatives, Wall Research Awards and Wall Fellowship recipients, Wall Representatives, and friends of the foregoing, are invited.

12. Wall Collaboration Centre

The University will celebrate Peter Wall’s contribution to the University by creating the Wall Collaboration Centre – a flexible space, including a boardroom feature, that will serve as a venue for Wall Fellows and Research Awardees to congregate, exchange ideas and collaborate on solutions, for so long as it is reasonable to do so.

This would involve the re-design and re-purposing of the third floor south west wing of the University Centre (Rooms 307, 309, 314 (office)) including the exterior patio space. The Wall Collaboration Centre spaces can also be used for other University activities, with a priority for
the Peter Wall Legacy Awardees and Fellows. The University will also explore ways to fully program, take full advantage of and better utilize the Wall Ideas Lunch and Wine Bar for as long as it is reasonable to do so.

Recognition signage will include a dedication to Peter Wall and his legacy at the University, in such form and having such content as mutually agreed upon by the University and Peter Wall, acting reasonably. The University will also allow Peter Wall to utilize the Wall Collaboration Centre in accordance with University Policies from time to time.

13. Variation of Terms

If, as a result of Peter Wall’s wishes or other circumstances the Board of Governors is of the reasonable opinion that it would be advisable to vary one or more terms of this Peter Wall Legacy Agreement, keeping in mind the spirit of the original Purpose, the Board of Governors may reasonably vary the term(s), provided that, prior to doing so, the University will make reasonable efforts to consult Peter Wall or the Wall Representative regarding the variation, using the contact information contained in paragraph 14 hereof.

14. Notice

The University may contact Peter Wall or the Wall Representative using the following contact information (or such other contact information that is sent to the President of the University by mail or e-mail):

Peter Wall

-and-

Peter Wall c/o Wall Financial Corporation
1010 Burrard Street
Vancouver, British Columbia V6Z 2R9

With a copy by mail and email (for electronic transmission) to:

Oliver Borgers

Email:

Any notices to be sent by Peter Wall or the Wall Representative hereunder shall be sent to the President of the University by mail or e-mail. In the event Peter Wall or the Wall Representative do not reply within 60 days of the University delivering written or electronic notice to the stipulated contact information, the University shall be deemed to have fulfilled
the obligation to consult with Peter Wall or the Wall Representative contained in paragraph 13.

15. Conditional on Approval by the Board of Governors, the Senate and the Board of the UBC Foundation

This Agreement is conditional on obtaining the following approvals by the dates set out below:

a. approval by the University Board of Governors and the Board of the UBC Foundation by September 30, 2022; and

b. approval by University Senate (Vancouver) by October 31, 2022.

Immediately upon receipt of any such approvals, notice thereof shall be communicated to Oliver Borgers (by email at [email protected]).

If any of such approvals have not been obtained by October 31, 2022, Peter Wall has the right to terminate this Agreement. If any of such approvals have not been obtained by November 30, 2022, this Agreement shall automatically terminate, unless any such dates contained in this paragraph 15 have been extended through agreement of the parties.

16. General

a. Headings. The use of headings is for convenient reference only and will not affect how this Peter Wall Legacy Agreement is interpreted.

b. Counterparts. This Peter Wall Legacy Agreement may be signed by original or by facsimile and executed in any number of counterparts, and each counterpart will be considered to be an original. All executed counterparts taken together will constitute one agreement.

c. Entire Agreement. This Peter Wall Legacy Agreement constitutes the entire agreement between the parties with respect to the matters set out herein and the Donor acknowledges that there are no terms or conditions governing the University’s use of the Fund other than as expressly set out in this Peter Wall Legacy Agreement.

d. Further Assurances. Each of the parties to this agreement will from time to time execute and deliver all such further documents and instruments and do all acts and things as any other party may, either before or after the sale of the shares, reasonably require to effectively carry out or better evidence or perfect the full intent and meaning of this Agreement.

e. Electronic Transmission. Delivery of an executed signature page to this Agreement by any party by electronic transmission will be as effective as delivery of a manually executed copy of the Agreement by such party.
TO EVIDENCE THEIR AGREEMENT Peter Wall, the UBC Foundation and the University have executed this Peter Wall Legacy Agreement on the dates appearing below:

Peter Wall hereby agrees to amend the Deed of Trust for the Establishment of the Peter Wall Endowment as set out in this Peter Wall Legacy Agreement in the presence of:

(Signature of Witness)

ALEKSANDAR MINOV
(Print Name of Witness)

(Address)

ASSISTANT
(Occupation)

SEP 1, 2022
(Date)

PETER WALL

The University of British Columbia Foundation hereby agrees to amend the Deed of Trust for the Establishment of the Peter Wall Endowment, appoints the University as trustee, and resigns as trustee.

by its Authorized Signature

Emest Yee
Chair

SEPTEMBER 1, 2022
(Date)
On the recommendation of the President of the University, the Board of Governors approved the variation of the Deed of Trust for the Establishment of the Peter Wall Endowment on [date]. The University hereby approves the variation of the Deed on the terms set out in this Peter Wall Legacy Agreement and accepts the appointment as trustee of the Fund.

The University of British Columbia
by its Authorized Sigratory

Santa J. Ono
President and Vice-Chancellor

September 1, 2022
Date

Yale Loh
Treasurer

Approved as to form by the Office of the University Counsel

September 1, 2022
Date

September 2, 2022
Date
SCHEDULE A – AREAS OF INTEREST

The Wall Awards and Fellowships will initially focus on the following areas of interest agreed upon by Peter Wall and the University:

1. sustainable* approaches to and development of the general urban environment, including water energy and transportation infrastructure in British Columbia;

2. environmental protection of oceans, beaches and waterfronts that impact British Columbia; and

3. sustainable* approaches to and development of resource-intensive industry in British Columbia.

It is agreed and acknowledged that projects within the above Areas of Interest may also apply to and address Canadian and international regions outside of British Columbia, provided that the Wall Awards and Fellowships be awarded to faculty and students at the University, and such projects will principally relate to British Columbia.

*i.e. meeting the needs of the present without compromising the ability of future generations to meeting their own needs*
14 December 2022

To: Vancouver Senate

From: Rella Ng, Registrar

Re: 2023-2026 Triennial Election Results

Set out below is the first set of election results for the 2023-2026 triennium.

**Board of Governors**

Subsequent to the call for nominations issued on 27 October 2022, elections were held for representatives of faculty and staff members from the Vancouver Campus to the Board of Governors from 24 November to 8 December 2022. Pursuant to Section 16 of the University Act, the results are formally reported to the Senate for information.

**Faculty Representatives**

Five (5) nominations were received by the deadline of 10 November 2022 at 4 pm. An election occurred from 24 November to 8 December 2022.

<table>
<thead>
<tr>
<th>Name</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Kindler</td>
<td>260</td>
</tr>
<tr>
<td>Charles Menzies</td>
<td>225</td>
</tr>
<tr>
<td>Janice Stewart</td>
<td>208</td>
</tr>
<tr>
<td>Andre Ivanov</td>
<td>191</td>
</tr>
<tr>
<td>Peter Englezos</td>
<td>167</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1051</td>
</tr>
</tbody>
</table>

Drs Anna Kindler and Charles Menzies have been elected; their terms of office are from 1 March 2023 until 28 February 2026 and thereafter until successors are elected.

**Staff Representative**

Five (5) nominations were received by the deadline of 10 November 2022 at 4 pm; one (1) candidate subsequently withdrew their nomination. An election occurred from 24 November to 8 December 2022.

<table>
<thead>
<tr>
<th>Name</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Tan</td>
<td>298</td>
</tr>
<tr>
<td>Lerato Chondoma</td>
<td>134</td>
</tr>
<tr>
<td>Gerald Vanderwu</td>
<td>85</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>523</td>
</tr>
</tbody>
</table>
Paul Kwon 24
Total 541 votes (2.13 % of eligible voters)

Mr Matt Tan has been elected; his term of office is from 1 March 2023 until 28 February 2026 and thereafter until a successor is elected.

Joint Faculties Representatives to Senate

Further to the call for nominations for faculty members of the Vancouver Campus to fill the twelve (12) positions for representatives of the Joint Faculties on the Vancouver Senate issued first on 27 October 2022, and for a second time on 24 November 2022, ten (10) valid nominations were received. Therefore, pursuant to Section 15 of the University Act, the following faculty members are acclaimed as elected as representatives of the Joint Faculties on the Vancouver Senate for terms beginning on 1 September 2023 and ending 31 August 2026 and thereafter until successors are elected:

- Elisa Baniassad, Associate Professor of Teaching, Faculty of Science
- Ben Britton, Associate Professor, Faculty of Applied Science
- Peter Englezos, Professor, Faculty of Applied Science
- Susan Forwell, Professor, Faculty of Medicine
- Joanne Fox, Professor of Teaching, Faculty of Science
- Emily Jenkins, Associate Professor, Faculty of Applied Science
- Suzie Lavallee, Professor of Teaching, Faculty of Forestry
- Charles Menzies, Professor, Faculty of Arts
- Santokh Singh, Professor of Teaching, Faculty of Science
- Jackie Stewart, Professor of Teaching, Faculty of Science

A third call for nominations for the remaining two (2) positions will be issued in January 2023.