



Okanagan Senate

THE SEVENTH REGULAR MEETING OF  
THE OKANAGAN SENATE  
FOR THE 2022/2023 ACADEMIC YEAR

**THURSDAY, 30 MARCH 2023**

**3:30 P.M. | RHS 257 AND VIA ZOOM**

**1. Senate Membership**

Election of Senator to fill Nominating Committee vacancy until 31 August 2023, and thereafter until replaced.

**2. Call to Order – Dr Lesley Cormack**

**3. Minutes of the Meeting of 23 February 2023 – Dr Lesley Cormack (approval)**  
(docket pages 3-17)

**4. Business Arising from the Minutes – Dr Lesley Cormack**

**5. Remarks from the Principal and Deputy Vice-Chancellor – Dr Lesley Cormack**  
(information)

**6. Remarks from the Provost – Dr Rehan Sadiq (information)**

**7. Report from the Presidential Search Committee – Dr Marianne Legault**  
(information)

**8. Expression of Thanks to 2022-2023 Student Senators – Dr Lesley Cormack**  
(information)

**9. Academic Policy Committee – Dr Jan Cioe**

a. College of Graduate Studies – Residency Requirements and  
Duration of Program for Doctoral Students (approval)(docket pages  
18-23)

b. Bachelor of Science in Nursing Programs – Academic Regulations  
(approval)(docket pages 24-28)

**10. Agenda Committee – Dr Jan Cioe**

Amendment to the Rules and Procedures of Senate (approval)(docket page 29)

**11. Admissions and Awards Committee – Ms Tamara Ebl**

New and Revised Awards (approval)(docket pages 30-43)

**12. Curriculum Committee – Dr Yves Lucet**

Curriculum Proposals from Faculties of Applied Science, Creative and Critical Studies, and Arts and Social Sciences (approval)(docket pages 44-103)

**13. Nominating Committee – Ms Tamara Ebl**

Draft Conflict of Interest Guidelines (discussion)(docket pages 104-110)

**14. Report from the Registrar**

2023-2026 Triennial Election Results (information)(docket page 111)

**15. Other Business**

## OKANAGAN SENATE

### MINUTES OF 23 FEBRUARY 2023

#### DRAFT

#### Attendance

**Present:** D. Buszard, R. Ng (Secretary), R. Sadiq, S. Barker, P. Simpson, S. Tomášková, P. Arthur, J. Cioe, T. Ebl, J. Eikenaar, S. Hutchinson, P. Lasserre, Y. Lucet, B. Marcolin, S. Hilton, S. Stewart, T. Forneris, S. McNeil, Y. Zhu, J. Holzman, R. Frost, S. Cherkowski, R. Johnson, K. Hodges, M. Reeves, A. Shatzko, J. Milliken, S. Hafeez, R. Lalonde, M. Legault, B. Traister, B. Visscher, H. Berringer, M. Evans, I. Parkins, J. Jakobi, S. O’Leary

**Regrets:** L. Cormack, S. Point, R. Campbell, G. DiLabio, S. Bates, G. Gerrard, J. Hare, L. Markley, M. Libben, A. Alnaar, H. Chopra, S. Chopra, B. He, J. Olson, M. Tarrant, P. Uribe, M. Arthur, P. Aulakh, J. Low, M. Matin Panah, G. Jarry-Bolduc, J. Picault, K. Christianson, A. Nair

**Clerk:** A. Breen

#### Call to Order

The Chair of Senate, Dr Deborah Buszard, called the sixth regular meeting of the Senate for the 2022-2023 academic year to order at 3:36 pm.

#### Minutes of the Meeting of 26 January 2023

Jan Cioe  
Peter Arthur

*That the Minutes of 26 January 2023 be adopted.*

Approved

#### Business Arising from the Minutes

Senator Ebl asked for an update on the external review of the Faculty of Management, noting that an update was to be provided at today’s meeting.

The Provost stated that an update will be provided as part of his remarks.

## Remarks from the Acting President

Dr Buszard opened her remarks by welcoming Professor Sandy Hilton to his new role as Dean *pro tem* for the Faculty of Management and thanked Professor Roger Sudgen for his service, first as Dean of the Faculty and then as Dean *pro tem* over the past decade.

Last week, Dr Buszard had travelled to Ottawa for the meeting of the U15 Group of Canadian Research Universities executive heads. Discussions were focussed on innovation and research security. She also met with various federal officials regarding university interests, research, support of students, immigration issues and restrictions on the purchase of housing impacting international citizens. Dr Buszard noted that she was encouraged by the discussions and is looking forward to positive initiatives from Ottawa in the near future following the upcoming federal budget.

Dr Buszard shared that next week, she will have the honour of participating in a celebration of Dolph Schluter's Crafoord Prize at the UBC Vancouver campus. The Crafoord Prize is one of the most prestigious awards in the sciences, and only one is awarded each year. She noted that Professor Schlute is the first Canadian recipient of the honour since 1982.

Dr Buszard noted the current Senate triennium will end on 31 August 2023 and encouraged current senators to consider putting their names forward again and/or to encourage their colleagues to do so. It was noted that serving on Senate is a valuable contribution to the governance of the University and Dr Buszard expressed her appreciation for senators' dedication and service. She commented that senators should also provide feedback via the triennial review and propose amendments to the way that the Senate functions.

Senator Cioe commented that funding for graduate students has been stagnant since 2019 and asked if the issue has been discussed by the U15. Dr Buszard confirmed that the issue has come up a great deal in those discussions and that there has been lobbying from all universities to increase funding. She added that there is a lack in terms of the amount of funding per student and in terms of the number and types of awards that are available.

Senator Cioe reiterated the importance of Senate and asked if the President could inform deans, who can then inform department heads, that Senate is very worthwhile service. He noted his concerns that department heads do not consider this to be service especially when it is an elected position as opposed to an appointed one. Dr Buszard reiterated the importance of faculties having a strong voice at Senate and that faculties and schools should consider seriously appointment individuals to Senate who will be engaged and serve as best as possible.

The Provost commented that Deans are regularly reminded of the importance of service on Senate, noting that it is an extremely important platform where all academic decisions are made.

Senator Stewart commented that it should be recognized that in addition to service, there are leadership roles and opportunities in Senate membership. She added that this should be highlighted and may encourage more faculty to become involved in Senate.

### Remarks from the Provost

The Provost provided an overview of two recent events arranged by the Deputy Vice-Chancellor. The UBC Okanagan Regional Leadership table (formerly known as the External Community Advisory Council), comprised of approximately twenty community leaders, has an objective of building engagement with the community and UBC Okanagan. The other event entitled, *Meet Your Neighbours*, hosted by the Kelowna Chamber of Commerce, included collaboration with three of UBC Okanagan's Faculty of Health and Social Development researchers.

In response to a question from Senator Hafeez, the Provost confirmed that the three researchers were from the schools of Nursing, Human Kinetics and Social Work.

The Provost further noted a preliminary external review report for the Faculty of Management, has been received by the Provost Office and is completing a factual check. The Provost Office anticipates the final report will be available in the next two weeks and will be shared with the faculty.

### Report from the Presidential Search Committee

On behalf of the Presidential Search Committee Chair, Chancellor S. Point, Senator Legault presented an update on the committee's recent activities to date. The committee met on 1 February 2023 and welcomed some guest speakers to the meeting. The purpose of including the guest speakers was to build Committee members' understanding of the qualities and skills that should be prioritized during candidate review, along with the opportunities and challenges facing the successor President. The committee also discussed the consultation process that is currently underway in which members of the UBC community are asked to provide input.

### Candidates for Degrees

Deborah Buszard  
Patricia Lasserre

*That the candidates for degrees as recommended by the College of Graduate Studies, be granted the degrees for which they were recommended, effective 23 February 2023, and that a committee composed of the registrar, the dean of the relevant faculty, and the Chair of the Senate be empowered to make any necessary adjustments. (2/3 majority required)*

Approved

## **Reports from the Provost**

### **REPORT TO SENATE ON EXTERNAL REVIEWS OF ACADEMIC UNITS, 2022/23**

The Provost noted the Office of the Provost and Vice-President Academic maintains a central, online schedule of external reviews and offers resources and support to conduct them. The results from the first QAPA review (Quality Assurance Process Audit) of UBC Okanagan (November 2021) can also be found online.

The Annual Report on External Reviews of Academic Units and Programs, covers the period of September 2021 through August 2022, and includes a summary of each of the five external reviews undertaken. An error in the report referencing six external reviews was noted and corrected. The Provost added that accreditation is not under the purview of Senate.

Senator Lasserre asked if action plans from the faculty and/or unit following recommendations from external reviews will be discussed at Senate.

The Provost responded that all information related to QAPA is accessible on the Office of the Provost and Vice-President Academic's (the Office) website, including the Office's response to the panel and action plan. If further information is needed, the Office can bring forth the information to Senate.

Senator Lalonde asked if more detailed information concerning the scope of the recommendations could be provided in future, and noted that a link to the full reports be included in external review updates provided to Senate.

### **ANNUAL ENROLMENT REPORT 2022/23**

The Provost requested the Registrar provide a presentation of the annual enrolment report for 2022/23.

The Registrar presented an overview of the system-wide enrolment figures for both campuses.

There has been continued year-over-year growth, including a 0.4% increase over the previous year with the growth mostly attributable to UBC Vancouver baccalaureate and non-degree programs. It was noted 83% of students were enrolled at the UBC Vancouver campus and 17% at the UBC Okanagan campus.

At both campuses, UBC is at 118% of funded FTE (full-time equivalent) targets. UBC is funded by the government for 43,364 full-time equivalents (FTE's), which was 182 more than the previous year. Overall, 37,283 FTEs were funded for undergraduate domestic students, approximately 6,000 FTEs for graduate students.

UBC Okanagan enrolment includes 11,978 undergraduate and graduate students, which represents a slight decrease over the previous year. Since UBC Okanagan's establishment in 2005/06, there has been a headcount enrolment increase of 241%. Undergraduate enrolment for 2022/23 decreased by 2% over the previous year, while graduate enrolment for 2022/23 increased by 16% over the previous year. 2002/03 was UBC Okanagan's largest graduate student enrolment.

UBC Okanagan FTEs are 8,886 for 2022/23, a 2% increase (208 FTEs) over the previous year and represents 124% of the government funded targets. The undergraduate utilization rate is 110%, while the graduate utilization rate is 787%. It was noted 8% of UBC Okanagan's domestic students have self-identified as Indigenous (that is a total of 745 students; 669 undergraduate and 76 graduate). According to the 2021 census, 6.9% of the Central Okanagan Regional District is Indigenous. Indigenous students primarily originate from B.C. and then from Alberta.

There are 2,666 international students at UBC Okanagan, which represents a 2% increase over the previous year. The international graduate enrolment increased 37% over the previous year (646 for 2022/23 compared to 470 from the previous year). It was noted international students represent 22% of the total student population.

UBC Okanagan domestic undergraduate applications decreased by 6% over the previous year, while international undergraduate applications decreased by 7% over the previous year.

UBC Vancouver has 59,056 undergraduate and graduate students, which represents a 0.5% increase over the previous year. FTEs are 42,476 for 2022/23, a 1% increase over the previous year and represents 117% of the government funded FTE target. The undergraduate utilization rate is 110%, while the graduate utilization rate is 155%. It was noted 3.6% of UBC Vancouver's domestic students have self-identified as Indigenous (that is a total of 1,515 students; 1,224 undergraduate and 291 graduate). According to the 2021 census, 2.4% of the Greater Vancouver Regional District is Indigenous.

There are 17,241 international students, which represents a 3% increase over the previous year.

UBC Vancouver domestic undergraduate applications increased by 4% over the previous year, while international undergraduate applications decreased by 14% over the previous year.

There are currently 87 former youth in government care students studying at UBC and receiving a tuition waiver. This is a small change over last year. There are 10 new-to-UBC World University Service of Canada (WUSC) students enrolled this year and a total of 38 students at both campuses.

In 2022/23 at UBC Vantage College, there are 116 students enrolled in the Science stream and 56 students enrolled in the Applied Science stream.

Senator Lalonde requested a clarification of the discrepancy between the presentation displaying UBC Okanagan's FTE's as 8,886 for 2022/23 and the FTE's delivered of 8,313 cited under Table 15 of the annual enrolment report.

The Registrar noted UBC FTE's , would include residents which are required to be reported to the Ministry. The Registrar indicated she would follow up and provide clarity on the number.

Senator Cioe asked if the government funds similarly for graduate and undergraduate student seats and if there is a differential funding for graduate students at UBC Okanagan compared with funding for graduate students at UBC Vancouver and other BC post-secondary institutions.

Dr Buszard advised the government funds similarly for graduate and undergraduate students and advised UBC Okanagan is funded at a single rate across many programs with the exception of a small number of seats acquired more recently that are funded as graduate student seats.

Senator Simpson asked if the Ministry uses the term targets as a mechanism to provide funding.

Dr Buszard confirmed that the targets reflect the funding we receive from the Ministry.

Dr Sadiq stated the government allocates a block of funds to the University to utilize as an operating fund. When UBC Okanagan was established in 2005, each FTE was funded at approximately \$10K and, in subsequent years, the University negotiates annually with the government for adding FTEs/seats. The University is required to report the annual funding received by the government to the number of FTEs. It is the University's discretion on how we wish to define seats as targets or FTEs. The Provost further noted that UBC Okanagan campus was originally funded for approximately 147 FTEs graduate students in 2005/06 and the current graduate student FTEs have increased eight times the 2005/06 volume, since UBC Okanagan has become a more research intensive university.

Senator Reeves asked for clarification on the discrepancy between UBC Okanagan and Vancouver's graduate student utilization rates.

Dr Buszard advised many seats at UBC Vancouver are funded for graduate students, while UBC Okanagan was originally funded with a single blended rate (i.e., no differentiation between undergraduate and graduate students) and no seats were identified for graduate students.

Senator Hafeez requested clarification on the definition of utilization rate.

The Registrar advised it is the ratio of the FTE funded to the FTE delivered.

Senator Zhu asked whether Vantage College students are accounted for in enrolment figures for the Okanagan or Vancouver campus and how the associated funding is split between the two campuses.



The Provost advised the Vantage College Engineering stream has one term allocated as an FTE at UBC Okanagan and noted that once a Vantage College student enters year 2, the FTE is funded to the campus where they are enrolled. He added that originally Vantage College offered Applied Science and Management streams for UBC Okanagan; however, due to low enrolment for the Management stream, UBC Okanagan's Faculty of Management opted not to pursue the Management stream. The Provost further noted there is renewed interest from the Deans Council to explore adding Vantage College streams for Arts & Social Sciences and Science, and, potentially Management.

Senator Hafeez asked if the University receives funding from the respective provinces for those out-of-province graduate students enrolled at the University.

The Registrar advised out-of-province students are considered domestic students and affirmed that the provincial government provides funding to the University for domestic students.

#### **DRAFT BUDGET PRESENTATION 2023/24**

The Provost invited Associate Vice-President, Finance and Operations, Rob Einarson to present the 2023/24 UBC Okanagan operating budget.

Mr Einarson stated that consultation with the University community on the proposed budget includes the Indigenous Advisory Council for the Okanagan campus, the Student Union, faculty and administrative units and the Senate Building and Resources Committee.

Mr Einarson stated that while the FY 2022/23 international tuition and student fees (\$82M) were lower than target, the international tuition and student fees were similar to the previous year (\$83M). It was noted that government grants and other revenue increased by \$5.3M for additional seat funding (Masters of Social Work), Parking Services, athletic fees and Faculty-industry partnership and donations. There is a projected modest increase in domestic and international undergraduate tuition and provincial government funding for 2023/24. It was noted that a portion of the projected provincial government funding relates to general wage increases.

UBC tuition increases are governed by provincial legislation and require Board of Governors' approval, which was received in December 2022 for FY24 tuition rate increases.

It was noted tuition rate increases since FY20 to FY23 have been 2% for domestic and 4% for incoming international students until FY23 (and will be 5% for incoming international students for the upcoming FY24) and 3% for ongoing international students.

Mr Einarson highlighted the campus priorities including monitoring and focused recruitment and retention of students, support of faculties with financial challenges with a view to develop strategies to ensure their ongoing sustainability and success, implementation of Truth and Reconciliation Commission (TRC) commitments and Indigenous Strategic Plan, EDI initiatives, sustainability and climate change, investments in space needs to enable academic priorities including daycare expansion (Phase 2), modular office facility and continued development of

reserves for the Interdisciplinary Collaboration Innovation (ICI) building and Kelowna downtown building.

It was noted the column displaying the change in the percentage of the total revenues and interfund transfers in on page 101 of the docket will be revised (and redistributed) to reflect the correct percentages as calculated by the change in the dollar amount of each line item/category divided by the change in total revenues and interfund transfers in.

The Provost thanked Mr Einarson and his team for preparing and presenting the 2023/24 UBC Okanagan operating budget. It was noted the University executive and the Deans worked diligently to ensure a balanced budget. The Provost further noted there has been tremendous growth at the UBC Okanagan campus over the years and believes the current numbers reflect a correction and is hopeful that the capital projects can be delivered that are directly with the student experience.

Senator Ebl thanked Mr Einarson and his team for preparing and presenting the 2023/24 UBC Okanagan operating budget and asked whether the approximate \$20M allocated to fund the Kelowna downtown building was planned as a drawdown, whether there was any consideration of receiving additional government funding and whether funding the building going forward is sustainable.

Mr Einarson responded that the downtown Kelowna building, which is 115,000 square feet, is owned by UBC Properties Trust and UBC Okanagan leases the space from UBC Properties Trust for \$4M annually on a long-term basis. The \$20M funding will be applied to a lot of the tenant improvements on the floors that UBC Okanagan will occupy. By funding the tenant improvements, UBC Okanagan has a lower annual lease cost.

While the Interdisciplinary Collaboration Innovation (ICI) building and Kelowna downtown building are on the capital priorities list in Vancouver, it was noted provincial funding has not been provided for neither ICI nor downtown project. It was further noted that the downtown building is leased, though the province prefers its funded entities to own properties. While UBC Properties Trust is part of the UBC community, it is a separate legal entity.

Senator Ebl asked where cyber security is factored in the budget in light of recent security issues that impacted Okanagan College.

The President advised that the University executive is actively discussing the issue of cyber security.

Mr Einarson noted that there is a team of staff at both campuses dedicated to cyber security. UBC Okanagan funds a few positions and receives security support and a suite of other services. No additional positions are contemplated for the next fiscal year. Some of the network and file storage investment assists in bolstering the next generation firewalls, hardware and network. Multi-year strategies are being formulated to ensure cyber security is sufficiently supported.

Senator Cioe thanked Mr Einarson for his presentation, noting that it was very helpful to see the variation across multiple years. He commented that the 2021/22 year was somewhat of an anomaly with respect to growth.

Mr Einarson noted that the operating budget has grown from \$150M in 2015 to \$230M. It was further noted that while growth has its challenges, including an increase in expectations, UBC Okanagan has been fortunate to have had access to some resources that other universities have not. This access to resources has been reflected in the increase in research activities and profile within Western Canada.

Senator Lalonde asked what proportion of FTEs will be delivered and which programs will be situated at the Kelowna downtown campus.

The Provost advised 600 to 800 students to be located there, mostly related to health sciences. It was noted the Kelowna downtown campus is strategically located and is situated near the Interior Health Authority (IHA). The first and second floors will also be available to all faculties for community facing activities and professional programming, which enables a different way of delivering education.

Senator Cioe asked about the impact on scheduling and other logistics if faculties and/or units such as Nursing move from UBC Okanagan to the Kelowna downtown campus.

The Provost advised that as spaces within UBC Okanagan are vacated by faculties and/or units, there will be a thoughtful process on how to utilize the vacant spaces in support of having a positive impact on scheduling.

Mr Einarson noted that he and the Vice-Principal, Research, in collaboration with the Strategic Space Committee, are aware that Nursing has been situated in a space that is inadequate and are trying to ensure that vacant spaces are utilized wisely.

The President acknowledged Mr Einarson and his team's efforts to support campus priorities, noting the impact of the COVID-19 pandemic and a highly inflationary period. She commented that there seems to be return to a more normal university budgeting process.

### **Agenda Committee**

The Chair of the Senate Agenda Committee, Dr Jan Cioe, presented.

### **SENATE MEETING FORMAT**

Dr Cioe advised the Senate Agenda Committee is seeking modifications to the Rules and Procedures of Senate to enable the Committee to make a quick and decisive decision concerning the mode of delivery of Senate meetings. He noted there is often a timeline that must be adhered to if a special arrangement process or approval is required. The Committee will bring a proposal

requesting that it be permitted to change the mode of delivery of Senate meeting when it is necessary due to unanticipated or unusual circumstances, including but not limited to unplanned absences impacting the Senate Secretariat, logistical issues and to support a reduction in our carbon footprint.

Senator Hodges commented that it works well to shift from hybrid to entirely online on short notice; however, it is less viable to shift entirely to in-person and asked what exactly the Committee is considering to change.

Dr. Cioe that the proposal would allow a timely decision to be made to shift entirely to an online/virtual mode and that a requirement to attend a particular Senate meeting is not being contemplated.

Senator Hafeez thanked Senator Cioe for his generosity in addressing his questions in his response to Senator Hodges.

Senator Evans asked why the Senate would not make such a decision a whole, noting that this would be more appropriate than the Committee alone determining the format of meetings. He noted that he preferred the online option and expressed concern regarding the efficacy of some hybrid meetings.

Dr Cioe clarified that the proposal the Committee intends to bring forward is to allow it to make a timely decision on the mode of delivery for a particular meeting in the event there are extenuating circumstances, essentially to shift from a hybrid format to an online only format. He noted that any proposal to make a permanent change to the mode of delivery of Senate meetings will require the approval of Senate and would not be done by the Agenda Committee alone.

Senator Ebl commented that her understanding is that current Senate rules and procedures preclude the Agenda Committee from making a last-minute change in the event of, for example, travel issues that may impact the ability of the President or member of the Senate Office to be present in-person. In a recent meeting, the recommendation that the Senate meeting be online only was made fairly last-minute and the proposed change would allow the rules to be amended to allow the Agenda Committee to make a timely decision to shift to online only if needed.

The Clerk commented that there is currently a process that permits the Agenda Committee to make a request to Senate regarding the format of the meeting. Senators would be asked to consider a motion to suspend the relevant section of the Rules and Procedures of Senate which provides a choice of electronic or in-person attendance and temporarily replace it with an amended rule that states that members of Senate may attend the meeting electronically and would not offer an in-person option. If consent is not given, the matter would be put to a vote. This process does not allow for decision to be made in a quick and nimble way. The proposed revision to the rules would enable the Agenda Committee to make the decision to shift to a virtual/online mode given particular circumstances.

## **Admissions and Awards Committee**

The Chair of the Senate Admissions and Awards Committee, Ms Tamara Ebl, presented.

### **2023/24 NEW-TO-PROGRAM ENROLMENT TARGETS**

The Provost commented that strategic enrolment planning is initiated in the fall of each year at the Strategic Enrolment Committee (SEM). Following an initial discussion at SEM, there is a consultation process with Enrolment Services, the Okanagan Planning and Institutional Research Office (OPAIR) and the deans of each faculty to develop program-specific enrolment targets. It was noted last year's forecasted international student enrolment was not achieved due to a number of factors, including but not limited to geopolitical and IRC issues. The Provost noted that the undergraduate student numbers are at 106% of government funded targets, and graduate enrolment is at 812% of government targets.

Senator Lalonde commented that there is insufficient instructional space and an absence of provincial funding to support the current students and noted his desire for a retraction of current recruitment targets. He stated that he will vote against the motion to approve the proposed targets.

Senator Reeves asked for clarification on how the discrepancy between UBC Okanagan and UBC Vancouver graduate student utilization rates impact UBC Okanagan's budget and graduate students.

Dr Buszard reiterated that when UBC Okanagan was established in 2005, it was originally funded at a single blended rate (i.e. there was no differentiation between undergraduate and graduate students at all disciplines) of approximately \$10K per student. The original vision of UBC Okanagan did not anticipate a large volume of graduate students. It was noted UBC has a unique situation of having two campuses with each campus receiving its own funding. It was further noted that recently UBC Okanagan has been allocated a number of seats with specific funding for graduate students. It is possible that in future the government may choose to fund more seats with differentiated funding.

Senator McNeil quoted Senator Cioe's comments from the January 2021 Senate meeting that there are finite resources and space to accommodate over-enrolment and that Senator Cioe asked for, and received, confirmation from the Provost that over enrolment of 122% must be corrected. Senator McNeil stated that there is an unprecedented crisis in available teaching space and that a minor reduction in undergraduate headcount will not do much to solve current the scheduling and space crisis. He questioned how the proposed targets are in accord with any understanding that the campus is facing an unprecedented inability to schedule and deliver programs in a manner that is consistent with the pedagogical imperative to serve current students, and the additional students that are expected in the next academic year. Senator McNeil stated that he echoed the concerns expressed by Senator Lalonde and that he will vote against approval of the proposed targets.

Senator Cioe commented that he is in favour of the 2023/24 new-to-program enrolment targets as the utilization rate of 106% undergraduate students seems reasonable and added that he does not envision a space capacity issue impacting graduate students.

The Provost commented that graduate students taking classes has a minimal impact on undergraduate scheduling issues and further added that there has been tremendous growth over the past 15 years and infrastructure development is beginning to catch-up with the growth. The Provost noted that there is a need for advocacy for capital projects and graduate students. It was further noted that graduate research funding (through industry investment) has increased threefold over the past seven years and has been attributable to the success of UBC Okanagan's research productivity.

### **Motion to Extend the Time to Adjourn**

Robert Lalonde  
Jan Cioe

*That the time to adjourn be extended by 30  
minutes*

Approved

Senator Eble noted that she appreciated the concerns that were being raised and advised she also had concerns with the numbers presented last year and for the 2023W session. She stated that she appreciated the importance of advocating for capital projects and graduate student funding. She noted that graduate student enrolment figures are not a key barrier with respect to teaching space, and that as the institution has grown, the necessary infrastructure has not grown commensurately. Senator Eble noted that the 106% of provincially funded targets is within a reasonable range, and added that while she appreciates perspectives to the contrary, she will vote in favour of approving the proposed targets.

Senator Shatzko asked if the PhD minimum funding targets, as approved at the June 2021 Senate meeting, are currently being met and are anticipated to be met in the projected 2023/24 targets.

The Provost advised the PhD minimum funding targets are being met and invited Senator Simpson for further comments.

Senator Simpson stated that the College of Graduate Studies has allocated funds to programs to support graduate students for the upcoming fiscal year and that there have been discussions about balancing enrolments with available resources. Senator Simpson advised that the average PhD funding at UBC Okanagan is higher than the minimum funding, though it can be debated whether it is sufficient to meet the cost of living.

Senator Barker commented that research intensity growth since 2015 has increased fourfold and much of that funding is supporting graduate students. He also noted that one requirement for many researchers is to supervise graduate students and to demonstrate competency in their ability to supervise. As has been referenced earlier, the space pressure is minimal on the graduate student side. Senator Barker acknowledged Senator Shatzko's comment, noting that there has been a 15% increase in research funding this year and that there are currently sufficient resources to support graduate students.

Senator Lalonde commented that while he is in favour of an increase in international undergraduate students, these enrolment figures are not accounted for in the provincial government's calculations for space allocations. He stated that it should be acknowledged that faculty are not able to deliver an adequate education due to insufficient space to support the increased numbers.

The Chair recognized Senator Traister, who moved a motion to call the question:

Bryce Traister  
Sandy Hilton

*That the previous question be called.*

*Approved (with required  
2/3 majority)*

Tamara Ebl  
Jan Cioe

*That Senate approve and forward to the Board of Governors for Approval the 2023/24 New-to-Program Enrolment Targets, as per section 27(2)(r) of the University Act.*

Approved

### **Curriculum Committee**

The Chair of the Senate Curriculum Committee, Dr Yves Lucet, presented.

### **CURRICULUM PROPOSALS FROM FACULTIES OF ARTS AND SOCIAL SCIENCES AND CREATIVE AND CRITICAL STUDIES**

*See Appendix A: Curriculum Report*

Yves Lucet  
Patricia Lasserre

*That Senate approve and recommend to the Board of Governors for approval the new and revised courses, new equivalencies and revised program requirements as presented by the Faculties of Arts and Social Sciences and Creative and Critical Studies.*

Approved

### **Nominating Committee**

The Chair of the Senate Nominating Committee, Dr Jannik Eikenaar, presented.

#### **APPOINTMENT OF FACULTY MEMBER TO THE PRESIDENT'S ADVISORY COMMITTEE FOR THE EXTENSION OF THE VICE-PRESIDENT, DEVELOPMENT AND ALUMNI ENGAGEMENT**

Jannik Eikenaar  
Peter Arthur

*That Dr. Karen Hodges be appointed to the President's Advisory Committee for the Extension of the Appointment of the Vice-President, Development and Alumni Engagement.*

Approved

Senator Eikenaar advised Senate of the vacancy on the Nominating Committee and stated that anyone interested in serving on the Committee should submit a nomination for election via the Senate Secretariat.

Senator Cioe asked whether there were any other committee vacancies to fill before the end of this triennium.

Senator Eikenaar responded that while he was not aware of any additional vacant committee memberships. He added that the Nominating Committee will be bringing forward triennial review recommendations at a future meeting.

### **Other Business**

None.

### **IN-CAMERA – Learning and Research Committee**

#### **CANDIDATE FOR HONORARY DEGREE**

### **Adjournment**

Seeing no other business, the meeting was adjourned at 5:50 p.m.



*Appendix A: Curriculum Report*

- a. From the Faculty of Arts and Social Sciences
  - i. Revised Course: ANTH 227
  - ii. New Course: ANTH 311
  - iii. Revised Course: ANTH 330
  - iv. New Course: ANTH 354
  - v. Revised Course: ANTH 425
  - vi. Revised Course: ANTH 429
  - vii. New Course: GEOG 426 / GWST 426
  - viii. New Course: INDG 205
  - ix. New Course: SOCI 291
  - x. Revised Program Requirements: Bachelor of Arts for students entering the program in 2021/2022 or later
  
- b. From the Faculty of Creative and Critical Studies
  - i. New Course: ARTH 360
  - ii. New Course: CORH 210
  - iii. New Course: CORH 304
  - iv. New Course: CORH 400
  - v. New Course: CORH 405
  - vi. New Equivalency: CULT 220 / DIHU 220
  - vii. New Course: CULT 308 / DIHU 308
  - viii. New Equivalency: CULT 312 / DIHU 312
  - ix. New Equivalency: CULT 409 / DIHU 409 / ENGL 409
  - x. Revised Program Requirements: English Honours Program
  - xi. Course: ARTH 360



20 March 2023

**To:** Okanagan Senate

**From:** Okanagan Academic Policy Committee

**Re:** College of Graduate Studies – PhD Residency Requirement

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At its 10 March 2023 meeting, the Committee approved the proposed calendar changes to the College of Graduate Studies Academic Regulations regarding residency requirements and program duration for doctoral students.

**Motion:** *That the Okanagan Senate approve changes to Academic Regulations, Residency Requirements and Duration of Program for doctoral students, effective for the 2023 Summer Session and thereafter.*

Respectfully submitted,  
Dr. Jan Cioe, Chair  
Senate Academic Policy Committee

## Calendar Change Form – Okanagan Campus

<b>Faculty:</b> College of Graduate Studies <b>Faculty Approval Date:</b> 2022-09-21 <b>Effective Session:</b> 2023S <b>Year for Change:</b> 2023	<b>Date:</b> 2022-09.29 <b>Contact Person:</b> Peter Simpson <b>Phone:</b> 250 807-8080 <b>Email:</b> peter.simpson@ubc.ca
<p><b>Type of Action:</b> Revision to Calendar Description</p> <p><b>Rationale:</b> Purpose of the change is to allow greater flexibility in graduate program participation, in order to remove inequitable barriers to participation for students who would be barred from doctoral studies due to life circumstances, and to better enable participation in community-engaged scholarship, and in forms of research that are better performed outside the university campus. Also, removed duplicate information and rearranged order, so that related sections are together.</p>	
<a href="https://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,984,1169">https://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,984,1169</a>	<a href="https://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,984,1169">https://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,984,1169</a>
<p>Proposed Calendar Entry:</p> <p><a href="#">Homepage</a> → <a href="#">Faculties, Schools, and Colleges</a> → <a href="#">College of Graduate Studies</a> → <a href="#">Academic Regulations</a> → Residency Requirements and Duration of Program</p> <p><b><i>Residency Requirements and Duration of Program</i></b></p> <p><b>Master's Students</b></p> <p>....</p> <p><b>Doctoral Students</b></p> <p>The residency requirement for all Ph.D. students registered in programs on the UBC Okanagan campus is a minimum of 24 months of accumulated full-time study at the University from the point of beginning a Ph.D. to its conclusion. Programs have the option to increase the length of this requirement as they may desire as part of their program requirements (upon Senate approval). Full-time study,</p>	<p>Present Calendar Entry:</p> <p><a href="#">Homepage</a> → <a href="#">Faculties, Schools, and Colleges</a> → <a href="#">College of Graduate Studies</a> → <a href="#">Academic Regulations</a> → Residency Requirements and Duration of Program</p> <p><b><i>Residency Requirements and Duration of Program</i></b></p> <p><b>Master's Students</b></p> <p>....</p> <p><b>Doctoral Students</b></p> <p>The residency requirement for all Ph.D. students registered in programs on the UBC Okanagan campus is a minimum of 24 months of accumulated full-time study at the University from the point of beginning a Ph.D. to its conclusion. Programs have the option to increase the length of this requirement as they may desire as part of their program requirements (upon Senate approval). Full-time study, for the purpose of this</p>

for the purpose of this requirement, may include activities such as participation in laboratory work, class-work, comprehensive examination preparation, practicums, dissertation research and writing, or other like scientific and scholarly activities that are undertaken on or in the proximate vicinity of the UBC Okanagan campus, and under the direct supervision of UBC Okanagan faculty as part of the program.

**Programs may choose to allow individual students to fulfill an Engagement Requirement, replacing the requirement for residency. The intention of this flexibility in requirements is**

- (i) **to remove inequitable barriers to participation for students who would be barred from doctoral studies due to life circumstances, and**
- (ii) **to better enable participation in community-engaged scholarship, and in forms of research that are better performed outside the university campus.**

**In considering non-resident enrolment in a doctoral program, the program/supervisor should design and provide supports that may be needed by the student in order to gain the benefits of a UBC doctoral education while participating in relevant communities of scholars in non-traditional ways. A detailed plan for engagement should be developed in**

requirement, may include activities such as participation in laboratory work, class-work, comprehensive examination preparation, practicums, dissertation research and writing, or other like scientific and scholarly activities that are undertaken on or in the proximate vicinity of the UBC Okanagan campus, and under the direct supervision of UBC Okanagan faculty as part of the ~~completion of a UBC Okanagan~~ **Ph.D. degree program.**

**consultation with the student to establish expectations of the relationship between student, supervisor, and program, and this plan should be reviewed as part of the Annual Progress Report process.**

**The choice to waive the residency requirement in favour of engagement requires approval of the supervisor and the graduate program. However, waiver** of the residency requirement can be granted only by the Dean of the College of Graduate Studies. Successful applications for such waivers will require a program plan that articulates how the student will satisfy the spirit of the residency requirement in the absence of full-time presence on the UBC Okanagan campus.

**The purpose of graduate student funding is to help offset the cost of full-time graduate enrolment. Prior to commencing non-resident studies, a written agreement detailing funding arrangements should be reached between the student, supervisor, and graduate program. The funding agreement will be submitted to the Dean of the College of Graduate Studies for approval along with the detailed plan for engagement. Applicable funding sources for the funding package are provided on the College of Graduate Studies website: <https://gradstudies.ok.ubc.ca/tuition-awards-and-finance/minimum-funding-policy/>**

**There is no formal residency requirement for the Ed.D.; given the online nature of the program, students in the Ed.D. program are expected to spend the equivalent of at least three years in full-time study.**

**W**aiver of the residency requirement can be granted only by the Dean of the College of Graduate Studies. Successful applications for such waivers will require a program plan that articulates how the student will satisfy the spirit of the residency requirement in the absence of full-time presence on the UBC Okanagan campus.

<p>Students must maintain continuous registration throughout all years until graduation.</p> <p>If the degree is not awarded within a period of six years from initial registration, the student's eligibility for the degree will be terminated and the student will be required to withdraw from the program. Under exceptional circumstances, extensions may be granted by the Dean of the College of Graduate Studies.</p> <p>Students who must interrupt their studies for health or personal reasons, including childbirth and having primary responsibility for the care of a child, should apply for a leave in writing through the Dean of the College of Graduate Studies. The period of leave is not counted toward time to completion.</p>	<p>Students must maintain continuous registration throughout all years until graduation.</p> <p>If the degree is not awarded within a period of six years from initial registration, the student's eligibility for the degree will be terminated and the student will be required to withdraw from the program. Under exceptional circumstances, extensions may be granted by the Dean of the College of Graduate Studies.</p> <p>Students who must interrupt their studies for health or personal reasons, including childbirth and having primary responsibility for the care of a child, should apply for a leave in writing through the Dean of the College of Graduate Studies. The period of leave is not counted toward time to completion.</p> <p><del>There is no formal residency requirement for the Ed.D.; given the online nature of the program, students in the Ed.D. program are expected to spend the equivalent of at least three years in full-time study. Students must maintain continuous registration throughout all years until graduation by keeping up with fee payments.</del></p> <p><del>If the degree is not awarded within a period of six years from initial registration, the student's eligibility for the degree will be terminated and the student will be required to withdraw from the program. Under exceptional circumstances, extensions may be granted by the Dean of the College of Graduate Studies.</del></p> <p>Students who must interrupt their studies for health or personal reasons, including</p>
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	<p>childbirth and having primary responsibility for the care of a child, should apply for a leave in writing through the Dean of the College of Graduate Studies. The period of leave is not counted toward time to completion.</p>
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20 March 2023

**To:** Okanagan Senate

**From:** Academic Policy Committee

**Re:** Bachelor of Science Nursing – Academic Regulations (approval)

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At its 10 March 2023 meeting, the Committee considered the proposed calendar changes to Academic Regulations for the Bachelor of Science in Nursing programs.

The proposed changes provide additional information on evaluation and progression requirements for written assignments and midterm and final examinations.

**Motion:** *That the Senate approve changes to Academic Regulations for the Bachelor of Science in Nursing program, effective for the 2023 Winter Session and thereafter.*

Respectfully submitted,  
Dr. Jan Cioe, Chair  
Senate Academic Policy Committee



## Calendar Change Form – Okanagan Campus

<p><b>Faculty/School:</b> FHSD  <b>Department:</b> School of Nursing  <b>Faculty Approval Date:</b> Aug. 2022  <b>Effective Session:</b> 2023W T1  <b>Year for Change:</b> 2023</p>	<p><b>Date:</b> 29 January 2023  <b>Contact Person:</b> Lisa Moralejo  <b>Phone:</b> 250-317-9929  <b>Email:</b> lisa.moralejo@ubc.ca</p>
<p>URL:  <a href="https://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,288,1076,1335">https://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,288,1076,1335</a></p> <p><a href="#">Homepage</a> → <a href="#">Faculties, Schools, and Colleges</a> → <a href="#">School of Nursing</a> → <a href="#">Bachelor of Science in Nursing (B.S.N.) Programs</a> → Bachelor of Science in Nursing Programs - Academic Regulations</p> <p><b>Proposed Calendar Entry:</b></p> <p><b><i>Bachelor of Science in Nursing Programs - Academic Regulations</i></b></p> <p>In addition to the UBC policies and regulations set out in the <a href="#">Policies and Regulations</a> section of this Calendar, the academic regulations outlined in this section apply to all students registered in the School of Nursing's B.S.N. Programs.</p> <p>....</p> <p><b>Grading Practices</b></p> <p>A student's assigned standing in a course is determined by a course instructor in accordance with the grading scheme indicated in the course syllabus, and may take the form of a final grade (e.g., 75%), or one of the other standings allowed and defined by the University (e.g., pass/fail). The School of Nursing defines fail as below 60%, except in the case of the Medication Math Examination</p>	<p>URL:  <a href="https://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,288,1076,1335">https://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,288,1076,1335</a></p> <p><a href="#">Homepage</a> → <a href="#">Faculties, Schools, and Colleges</a> → <a href="#">School of Nursing</a> → <a href="#">Bachelor of Science in Nursing (B.S.N.) Programs</a> → Bachelor of Science in Nursing Programs - Academic Regulations</p> <p><b>Present Calendar Entry:</b></p> <p><b><i>Bachelor of Science in Nursing Programs - Academic Regulations</i></b></p> <p>In addition to the UBC policies and regulations set out in the <a href="#">Policies and Regulations</a> section of this Calendar, the academic regulations outlined in this section apply to all students registered in the School of Nursing's B.S.N. Programs.</p> <p>....</p> <p><b>Grading Practices</b></p> <p>A student's assigned standing in a course is determined by a course instructor in accordance with the grading scheme indicated in the course syllabus, and may take the form of a final grade (e.g., 75%), or one of the other standings allowed and defined by the University (e.g., pass/fail). The School of Nursing defines fail as below 60%, except in the case of the Medication Math Examination</p>

<p>Achievement requirement.</p> <p><b><u>Evaluation and Progression – Written Assignments</u></b></p> <ol style="list-style-type: none"> <li><b><u>1. Students must achieve 60% on the paper assignment in NRS 112, NRS 122, NRS 228, NRS 229, NRS 310, NRS 320, and NRS 422 to progress to the next academic period.</u></b></li> <li><b><u>2. If a student achieves greater than 60% on the course grade, but less than 60 % on the paper assignment, a final course grade of 59% will be entered on the student’s transcript. The student will not be able to progress to the next academic period.</u></b></li> <li><b><u>3. Students will be allowed one rewrite of the paper to achieve a maximum mark of 60% on the paper assignment.</u></b></li> </ol> <p><b><u>Evaluation and Progression – Midterm and Final Examinations</u></b></p> <ol style="list-style-type: none"> <li><b><u>1. Students must achieve a weighted average of 60% on midterm and final exams in NRS 101, NRS 126, NRS 201, NRS 202, NRS 210, NRS 220, NRS 226, NRS 227, NRS 228, NRS 301, NRS 302, NRS 226 and NRS 237 in order to progress to the next academic period. If a student achieves greater than 60% on the course grade, but less than a weighted average of 60% on the midterm and final exam, a final course grade of 59% will be entered on the student’s transcript.</u></b></li> <li><b><u>2. Students must achieve 60% on the</u></b></li> </ol>	<p>Achievement requirement.</p>
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**final exam in NRSG 229, NRSG 326, NRSG 327, NRSG 338, NRSG 339, NRSG 421 and NRSG 423 in order to progress to the next academic period. If a student achieves greater than 60% on the course grade, but less than 60% on the final exam, a final course grade of 59% will be entered on the student's transcript.**

- 3. There will be no re-writes for midterm and final exams.**

### **Nursing Practice Grading**

The overall grade for each nursing practice course must be a Pass in order for the student to progress to the next practice course. Grading for each practice course is completed using a course specific Practice Appraisal Form (PAF) and requires the student to demonstrate the required level of practice for that course.

Note: For further information refer to the B.S.N. Standard for Nursing Practice Grading located on the [School of Nursing website](#).

### **Nursing Practice Grading**

The overall grade for each nursing practice course must be a Pass in order for the student to progress to the next practice course. Grading for each practice course is completed using a course specific Practice Appraisal Form (PAF) and requires the student to demonstrate the required level of practice for that course.

Note: For further information refer to the B.S.N. Standard for Nursing Practice Grading located on the [School of Nursing website](#).

#### **Type of Action:**

1. Add Expectations for Writing Assignments to Academic Calendar
2. Add Expectations for Midterm and Final Examinations to Academic Calendar

#### **Rationale:**

1. Expectations for the scholarly writing assignments included in the *BSN Scholarly Writing Pathway* are already outlined within all the nursing course syllabi included in the writing pathway. The process and expectations are not new. We want to ensure that these

	<p>expectations are transparent, and that they be added to UBC Okanagan Academic Calendar, Bachelor of Science in Nursing Programs - Academic Regulations under Grading Practices.</p> <p>The Term “Academic Period” has been suggested by Workday to align with new processes.</p> <p>2. The following expectations for all midterm and final exams within the following BSN Health &amp; Healing (i.e., NRSB 101, NRSB 126, NRSB 201, NRSB 202, NRSB 226, NRSB 227, NRSB 228, NRSB 229, NRSB 301, NRSB 302, NRSB 336, NRSB 337, NRSB 338, NRSB 339, NRSB 421 and NRSB 423) and BSN pharmacology (i.e., NRSB 210 and NRSB 220) course work is already outlined within all the applicable nursing course syllabi. The processes and expectations are not new. We want to ensure that these expectations are transparent, and that they be added to UBC Okanagan Academic Calendar, Bachelor of Science in Nursing Programs - Academic Regulations under Grading Practices.</p> <p>The Term “Academic Period” has been suggested by Workday to align with new processes.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

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30 March 2023

**To:** Okanagan Senate  
**From:** Agenda Committee  
**Re:** Proposed Amendment to Rules and Procedures of Senate (approval)

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Over the past three years the format of Senate meetings has evolved substantially in response to both the constraints and the opportunities presented by the COVID-19 pandemic. In August 2022 the Senate adopted an amendment to its *Rules and Procedures* allowing for hybrid meetings (i.e., meetings with both an in-person and virtual component) to become the norm going forward. The challenges entailed by the hybrid meeting format are well known. One such challenge arises when the in-person component of a meeting becomes untenable whereas the virtual component can proceed without issue. Under the current rules, these situations can only be navigated via cumbersome ad hoc measures.

In light of the above, the Agenda Committee is recommending that it be granted clear authority under the Senate's *Rules and Procedures* to respond to situations where, owing to special circumstances, the in-person component of a particular meeting should be cancelled and proceedings shifted to an entirely virtual format.

Therefore, the following is proposed:

*That the Rules and Procedures of Senate be amended as follows:*

*That the following new section be added:*

“21. Notwithstanding Section 20, under circumstances in which in-person attendance at a meeting of the Senate is likely to be impractical or detrimental to the Senate's ability to conduct business, the Agenda Committee may determine by resolution of a simple majority of the Committee that the meeting may be attended via electronic means only. The reason(s) for such a determination shall be reported to the Senate at the affected meeting.”

*That all subsequent and referential section numbers be renumbered accordingly.*

30 March 2023

**To:** Okanagan Senate

**From:** Admissions and Awards Committee

**Re:** New and Revised Awards (approval)

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The Committee has reviewed and recommends to Senate for approval the attached 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,

Tamara Ebl, Chair  
Senate Admissions and Awards Committee

Date: March 6, 2023

From: Paul Greenhough, Development and Alumni Engagement, Okanagan Campus

To: Okanagan Senate Admissions and Awards Committee

Re: Awards recommended for approval of the Okanagan Senate Admissions and Awards Committee

**New Awards:**

**Edythe Lydia Iverson Memorial Bursary**

Bursaries totalling \$8,000 have been made available through an endowment established by an estate gift from Norman A. Gillies (BA 1958, BSW 1961), in memory of his mother, Edythe Lydia Iverson, for undergraduate students at the University of British Columbia, Okanagan campus. The bursaries are adjudicated by Enrolment Services. (First awards available for the 2023/24 Winter Session)

**Revised Award (previously approved award with changes in terms or funding source):**

Existing description (2021)

Award Title: **Joseph and Molly Degrazio Graduate Masters Entrance Award in Nursing**

Current description:

**Awards totalling** ~~Two~~ \$8,000 ~~entrance awards~~ have been made available through an endowment established by the Estate of Mary Eleanor Degrazio for domestic Masters students supervised by a School of Nursing faculty member in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Mary Eleanor “Molly” Degrazio worked as a public health nurse in Golden BC, where she met and married Joe Degrazio, before they finally settled in Kelowna. Molly loved to learn and share her experiences and knowledge. In honor of Molly’s nursing career, Molly left a gift in her will to establish an endowment for awards for Okanagan Nursing students. Preference will be given to students who have demonstrated professional leadership. **Awards** ~~The award is~~ **will be** made on the recommendation of the School of Nursing. ~~in consultation with the College of Graduate Studies.~~

Amended description:

Awards totalling \$8,000 have been made available through an endowment established by the Estate of Mary Eleanor Degrazio for domestic Masters students supervised by a School of Nursing faculty member in the School of Nursing in the Faculty of Health and Social Development at the

University of British Columbia, Okanagan campus. Mary Eleanor “Molly” Degrazio worked as a public health nurse in Golden BC, where she met and married Joe Degrazio, before they finally settled in Kelowna. Molly loved to learn and share her experiences and knowledge. In honor of Molly’s nursing career, Molly left a gift in her will to establish an endowment for awards for Okanagan Nursing students. Preference will be given to students who have demonstrated professional leadership. Awards will be made on the recommendation of the School of Nursing.

Rationale: To provide the School of Nursing the opportunity to allocate the awards in various amounts to multiple students as well as removing the College of Graduate Studies from adjudication as no consultation is involved.

Existing description (2021)

Award Title: **Joseph and Molly Degrazio Graduate PhD Entrance Award in Nursing**

Current description:

**Awards totalling** ~~Two~~ \$10,000 ~~entrance awards~~ have been made available through an endowment established by the Estate of Mary Eleanor Degrazio for domestic PhD students supervised by a School of Nursing faculty member in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Mary Eleanor “Molly” Degrazio worked as a public health nurse in Golden BC, where she met and married Joe Degrazio, before they finally settled in Kelowna. Molly loved to learn and share her experiences and knowledge. In honor of Molly’s nursing career, Molly left a gift in her will to establish an endowment for awards for Okanagan Nursing students. Preference will be given to students who have demonstrated professional leadership. **Awards will be** ~~The award is~~ made on the recommendation of the School of Nursing. ~~in consultation with the College of Graduate Studies.~~

Amended description:

Awards totalling \$10,000 have been made available through an endowment established by the Estate of Mary Eleanor Degrazio for domestic PhD students supervised by a School of Nursing faculty member in the School of Nursing in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Mary Eleanor “Molly” Degrazio worked as a public health nurse in Golden BC, where she met and married Joe Degrazio, before they finally settled in Kelowna. Molly loved to learn and share her experiences and knowledge. In honor of Molly’s nursing career, Molly left a gift in her will to establish an endowment for awards for Okanagan Nursing students. Preference will be given to students who have demonstrated professional leadership. Awards will be made on the recommendation of the School of Nursing.

Rationale: To provide the School of Nursing the opportunity to allocate the awards in various amounts to multiple students as well as removing the College of Graduate Studies from adjudication as no consultation is involved.

Existing description (2021)

Award Title: **Dorothy Anna Proudfoot Memorial Scholarship in Nursing**

Current description:



**Scholarships totalling** A \$10,300 scholarship ~~has have~~ been endowed by the estate of Dorothy Anna Proudfoot for a graduate student enrolled in the Master of Science or Doctor of Philosophy Nursing program in the School of Nursing at the University of British Columbia, Okanagan campus. Preference will be given to the student with the highest admission GPA. Dorothy Proudfoot (1929-2015) had an intriguing nursing career which spanned many decades, starting in Humboldt, Saskatchewan, and ending in long-term care in Kelowna, BC. She flew with the Saskatchewan Air Ambulance and served as a nurse in Japan during the Korean War. Dorothy worked in community health for many years in Kelowna and she was also involved in home nursing, long-term care assessment, and administration. **Awards will be** ~~The award is~~ made on the recommendation of the ~~College of Graduate Studies in consultation with~~ the School of Nursing.

Amended description:

Scholarships totalling \$10,300 have been endowed by the estate of Dorothy Anna Proudfoot for a graduate student enrolled in the Master of Science or Doctor of Philosophy Nursing program in the School of Nursing at the University of British Columbia, Okanagan campus. Preference will be given to the student with the highest admission GPA. Dorothy Proudfoot (1929-2015) had an intriguing nursing career which spanned many decades, starting in Humboldt, Saskatchewan, and ending in long-term care in Kelowna, BC. She flew with the Saskatchewan Air Ambulance and served as a nurse in Japan during the Korean War. Dorothy worked in community health for many years in Kelowna and she was also involved in home nursing, long-term care assessment, and administration. Awards will be made on the recommendation of the School of Nursing.

Rationale: To provide the School of Nursing the opportunity to allocate the awards in various amounts to multiple students as well as removing the College of Graduate Studies from adjudication as no consultation is involved.

Existing description (2021):

Award Title: **Barry Silver and Ethel Johnston Master of Science Award in Environmental Science**

Current description:

A \$10,000 award has been made available annually through a gift from Barry Silver and Ethel Johnston, along with matching funds from The University of British Columbia, to a first year Master's of Science student in the Department of Earth, Environmental and Geographic Sciences in the Irving K. Barber Faculty of Science at The University of British Columbia, Okanagan campus. The award will renewable for a second-year subject to maintaining academic standing. Preference is given to a student working in the area of watershed science. The award is made on the recommendation of the Department of Earth, Environmental and Geographic Sciences. ~~in consultation with the College of Graduate Studies.~~

Amended description:

A \$10,000 award has been made available annually through a gift from Barry Silver and Ethel Johnston, along with matching funds from The University of British Columbia, to a first year Master's of Science student in the Department of Earth, Environmental and Geographic Sciences in the Irving K. Barber Faculty of Science at The University of British Columbia, Okanagan campus. The award will renewable for a second-year subject to maintaining academic standing. Preference is given to a student working in the area of watershed science. The award is made on the recommendation of the Department of Earth, Environmental and Geographic Sciences.

Rationale: The College of Graduate Studies is not involved in the adjudication process.

Existing description (2021):

Award Title: **Barry Silver and Ethel Johnston PhD Scholarship in Environmental Science**

Current description:

A \$15,000 entrance scholarship has been made available annually through a gift from Barry Silver and Ethel Johnston to a PhD student in the Department of Earth, Environmental and Geographic Sciences in the Irving K. Barber Faculty of Science at The University of British Columbia, Okanagan campus. Preference is given to a student working in the area of watershed science. The scholarship is renewable for their second, third and fourth years of study subject to the student maintaining academic standing. The scholarship is made on the recommendation of the Department of Earth, Environmental and Geographic Sciences. ~~in consultation with the College of Graduate Studies.~~

Amended description:

A \$15,000 entrance scholarship has been made available annually through a gift from Barry Silver and Ethel Johnston to a PhD student in the Department of Earth, Environmental and Geographic Sciences in the Irving K. Barber Faculty of Science at The University of British Columbia, Okanagan campus. Preference is given to a student working in the area of watershed science. The scholarship is renewable for their second, third and fourth years of study subject to the student maintaining academic standing. The scholarship is made on the recommendation of the Department of Earth, Environmental and Geographic Sciences.

Rationale: The College of Graduate Studies is not involved in the adjudication process.

Existing description (2021):

Award Title: **Campbell Family Graduate Award in Fine Arts**

Current description:

A \$2,000 award has been made available to a graduate student enrolled in the Master of Fine Arts program in the Faculty of Creative and Critical Studies at The University of British Columbia, Okanagan campus. Preference is given to a student who has demonstrated artistic excellence and academic achievement. The award is made on the recommendation of the ~~College of Graduate Studies in consultation with the~~ Faculty of Creative and Critical Studies.

Amended description:

A \$2,000 award has been made available to a graduate student enrolled in the Master of Fine Arts program in the Faculty of Creative and Critical Studies at The University of British Columbia, Okanagan campus. Preference is given to a student who has demonstrated artistic excellence and academic achievement. The award is made on the recommendation of the Faculty of Creative and Critical Studies.

Rationale: The College of Graduate Studies is not involved in the adjudication process.

Existing description (2020):

Award Title: **Excellence in Operations Research Award**

Current description:

A \$3,000 award has been made available annually for a graduate student in the Irving K. Barber Faculty of Science at The University of British Columbia, Okanagan campus. Preference will be given to the student with the best report on an Operations Research project. The award will be adjudicated by the Irving K. Barber Faculty of Science. ~~in consultation with the College of Graduate Studies.~~

Amended description:

A \$3,000 award has been made available annually for a graduate student in the Irving K. Barber Faculty of Science at The University of British Columbia, Okanagan campus. Preference will be given to the student with the best report on an Operations Research project. The award will be adjudicated by the Irving K. Barber Faculty of Science.

Rationale: The College of Graduate Studies is not involved in the adjudication process.

Existing description (2021):

Award Title: **Gabriel Dix Memorial Graduate Award in Health and Exercise Sciences**

Current description:

Awards totaling \$12,000 (payable \$6,000 per year) have been made available through an endowment established by friends and family in memory of Gabriel Dix (BHK '19, MSc '21) along with matching funds from the University of British Columbia for graduate students in the School of Health and Exercise Sciences in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Gabriel was a much loved student in the School of Health and Exercise Sciences. He dedicated himself to learning so that he could help those in greatest need. His outstanding academic record, commitment to volunteerism, along with his natural leadership qualities gave him the ability to connect with and inspire those around him. Preference is given to MSc students in the School of Health and Exercise Sciences who are engaged in interdisciplinary work, demonstrate qualities of outstanding citizenship and a commitment to inclusion. Eligible students will not hold a major Tri-Agency funded award or other major scholarship. Subject to maintaining continued academic standing, award recipients will have their award renewed for their second year of study. The awards are adjudicated by the School of Health and Exercise Sciences. ~~in consultation with the College of Graduate Studies.~~

Amended description:

Awards totaling \$12,000 (payable \$6,000 per year) have been made available through an endowment established by friends and family in memory of Gabriel Dix (BHK '19, MSc '21) along with matching funds from the University of British Columbia for graduate students in the School of Health and Exercise Sciences in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus. Gabriel was a much loved student in the School of Health and Exercise Sciences. He dedicated himself to learning so that he could help those in greatest need. His outstanding academic record, commitment to volunteerism, along with his natural leadership qualities gave him the ability to connect with and inspire those around him. Preference is given to MSc students in the School of Health and Exercise Sciences who are

engaged in interdisciplinary work, demonstrate qualities of outstanding citizenship and a commitment to inclusion. Eligible students will not hold a major Tri-Agency funded award or other major scholarship. Subject to maintaining continued academic standing, award recipients will have their award renewed for their second year of study. The awards are adjudicated by the School of Health and Exercise Sciences.

Rationale: The College of Graduate Studies is not involved in the adjudication process.

Existing description (2015):

Award Title: **Golder Associates Graduate Award in Civil Engineering**

Current description:

A \$1,000 award is offered by Golder Associates to a graduate student entering first or second year in the College of Graduate Studies at the University of British Columbia, Okanagan campus. Preference is given to a student who has demonstrated academic excellence in Civil Engineering, with a focus on geotechnical engineering. The award is made on the recommendation of the ~~College~~ **School of Engineering**.

Amended description:

A \$1,000 award is offered by Golder Associates to a graduate student entering first or second year in the College of Graduate Studies at the University of British Columbia, Okanagan campus. Preference is given to a student who has demonstrated academic excellence in Civil Engineering, with a focus on geotechnical engineering. The award is made on the recommendation of the School of Engineering.

Rationale: The School of Engineering adjudicates the award with no consultation with the College of Graduate Studies.

Existing description (2015):

Award Title: **Malcolm Metcalfe Graduate Scholarship in Engineering**

Current description:

A \$1,450 scholarship has been endowed by Malcolm Metcalfe to support a graduate student at the University of British Columbia, Okanagan campus. The scholarship will be awarded to a student enrolled in the graduate degree program in engineering (electrical specialization) with a focus on electric power systems who has demonstrated academic and research excellence. The award is made on the recommendation of the ~~College of Graduate Studies in consultation with the~~ **School of Engineering**.

Amended description:

A \$1,450 scholarship has been endowed by Malcolm Metcalfe to support a graduate student at the University of British Columbia, Okanagan campus. The scholarship will be awarded to a student enrolled in the graduate degree program in engineering (electrical specialization) with a focus on electric power systems who has demonstrated academic and research excellence. The award is made on the recommendation of the School of Engineering.

Rationale: The School of Engineering adjudicates the award with no consultation with the

College of Graduate Studies.

Existing description (2018):

Award Title: **Matthew Yip Memorial Award for Outstanding Field Training in Social Work**

Current description:

A \$1,800 award has been endowed by family, friends, and colleagues in memory of Matthew Yip, BAsC'15. The award is offered to an outstanding graduate student in the Masters of Social Work program in the School of Social Work in the Faculty of Health and Social Development at The University of British Columbia, Okanagan campus and is based upon a combination of academic achievement and excellence in a field placement which focuses on mental-health issues.

Preference is given to students whose studies focus on depression, anxiety, and suicide. The award is made on the recommendation of the ~~College of Graduate Studies~~ **School of Social Work**.

Amended description:

A \$1,800 award has been endowed by family, friends, and colleagues in memory of Matthew Yip, BAsC'15. The award is offered to an outstanding graduate student in the Masters of Social Work program in the School of Social Work in the Faculty of Health and Social Development at The University of British Columbia, Okanagan campus and is based upon a combination of academic achievement and excellence in a field placement which focuses on mental-health issues.

Preference is given to students whose studies focus on depression, anxiety, and suicide. The award is made on the recommendation of the School of Social Work.

Rationale: The School of Social Work adjudicates the award with no consultation with the College of Graduate Studies.

Existing description (2014):

Award Title: **Stephen Daniel Pope Graduate Award**

Current description:

A \$5,000 award is offered by family in memory of Dr. Stephen Daniel Pope to a graduate student in the Faculty of Education at the University of British Columbia, Okanagan campus. Preference is given to a student who shows great promise in the field of education. Dr. Stephen Daniel Pope is remembered for his passion for education and his significant contributions to the public education system of British Columbia in the 1800s. The award is made on the recommendation of the ~~College of Graduate Studies in consultation with the Faculty of Education~~ **Okanagan School of Education**.

Amended description:

A \$5,000 award is offered by family in memory of Dr. Stephen Daniel Pope to a graduate student in the Faculty of Education at the University of British Columbia, Okanagan campus. Preference is given to a student who shows great promise in the field of education. Dr. Stephen Daniel Pope is remembered for his passion for education and his significant contributions to the public education system of British Columbia in the 1800s. The award is made on the recommendation of the Okanagan School of Education.

Rationale: The Okanagan School of Education adjudicates the award with no consultation with

the College of Graduate Studies.

Existing description (2006):

Award Title: **Bryce Carnine Memorial Prize**

Current description:

A \$3,250 prize has been endowed by Grant and Beryl Carnine to honour their son, Bryce Carnine. The prize is awarded to an undergraduate or graduate student in the Faculty of Health and Social Development at The University of British Columbia Okanagan who has conducted a research project or special initiative related in Oncology as it relates to the prevention and/or cure of cancer, or its relation to improving quality of life to cancer patients. Scholastic achievements of candidates are also considered. The award is made on the recommendation of the Faculty of **Health and Social Development**. ~~in consultation with the College of Graduate Studies.~~

Amended description:

A \$3,250 prize has been endowed by Grant and Beryl Carnine to honour their son, Bryce Carnine. The prize is awarded to an undergraduate or graduate student in the Faculty of Health and Social Development at The University of British Columbia Okanagan who has conducted a research project or special initiative related in Oncology as it relates to the prevention and/or cure of cancer, or its relation to improving quality of life to cancer patients. Scholastic achievements of candidates are also considered. The award is made on the recommendation of the Faculty of Health and Social Development.

Rationale: The Faculty of Health and Social Development adjudicates the award with no consultation with the College of Graduate Studies.

Existing description (2019):

Award Title: **Charles E. Fipke Foundation Earth and Environmental Sciences Awards**

Current description:

Awards totalling \$40,000 have been made available through an endowment established by the Charles E. Fipke Foundation for undergraduate or graduate students pursuing degrees in Earth and Environmental Sciences with preference given to students interested in geology. Awards will be given to students who demonstrate significant financial need, an exceptional work ethic, as well as academic strength. Subject to maintaining continued scholarship standing, undergraduate recipients may have their award renewed. Awards will be made on the recommendation of the Department of Earth, Environmental and Geographic Sciences in the Irving K. Barber Faculty of Science. ~~and with respect to graduate awards, in consultation with the College of Graduate Studies.~~

Amended description:

Awards totalling \$40,000 have been made available through an endowment established by the Charles E. Fipke Foundation for undergraduate or graduate students pursuing degrees in Earth and Environmental Sciences with preference given to students interested in geology. Awards will be given to students who demonstrate significant financial need, an exceptional work ethic, as well as academic strength. Subject to maintaining continued scholarship standing, undergraduate recipients may have their award renewed. Awards will be made on the recommendation of the



Department of Earth, Environmental and Geographic Sciences in the Irving K. Barber Faculty of Science.

Rationale: The Department of Earth, Environmental and Geographic Sciences adjudicates the award with no consultation with the College of Graduate Studies.

Existing description (2009):

Award Title: ~~CapriCMW~~ **Acera Insurance Athletics Entrance Scholarship**

Current description:

A \$18,000 scholarship (payable at \$4,500 per year) has been endowed by ~~CapriCMW~~ **Acera Insurance** for a student entering The University of British Columbia Okanagan from secondary school. Candidates for the scholarship must be confirmed as members of a varsity team and must demonstrate athletic achievement in combination with academic excellence. Subject to maintaining continued scholarship standing and a position on a varsity team, award recipients will have their scholarship renewed annually for a further three years of study or until they obtain their first undergraduate degree, whichever is the shorter period. **The award is made on the recommendation of the Department of Athletics and Recreation.**

Award Title: **Acera Insurance Athletics Entrance Scholarship**

Amended description:

A \$18,000 scholarship (payable at \$4,500 per year) has been endowed by Acera Insurance for a student entering The University of British Columbia Okanagan from secondary school. Candidates for the scholarship must be confirmed as members of a varsity team and must demonstrate athletic achievement in combination with academic excellence. Subject to maintaining continued scholarship standing and a position on a varsity team, award recipients will have their scholarship renewed annually for a further three years of study or until they obtain their first undergraduate degree, whichever is the shorter period. The award is made on the recommendation of the Department of Athletics and Recreation.

Rationale: CapriCMW and Rogers Insurance merged to become Acera Insurance and have requested a name change to the award.

Existing description (2008):

Award Title: **UBC Okanagan Graduate Scholarship**

Current description:

Scholarships totalling \$4,350 have been endowed for graduate students at The University of British Columbia Okanagan. The awards are made **on the recommendation of** ~~in consultation with~~ ~~the~~ College of Graduate Studies.

Amended description:

Scholarships totalling \$4,350 have been endowed for graduate students at The University of British Columbia Okanagan. The awards are made on the recommendation of the College of Graduate Studies.

Rationale: The College of Graduate Studies adjudicates the award.



## THE UNIVERSITY OF BRITISH COLUMBIA



## INTERNATIONAL STUDENT INITIATIVE

The University of British Columbia | Okanagan campus  
 3272 University Way, UNC 222E  
 Kelowna, BC V1V 1V7  
 Tel 250.807.8633 | Fax 250.807.8552  
<http://you.ubc.ca>

January 4, 2023

From: Susan Allan, International Student Initiative, Okanagan Campus & Dr. Joanne Fox, Vantage College, Vancouver Campus

To: Okanagan Senate Admissions and Awards Committee

Re: Awards recommended for approval by the Okanagan Senate Admissions and Awards Committee

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## REVISED AWARDS

**Original:**

- a) **Award Title:** UBC Vantage College Excellence Award (Award #21486)

Awards ranging in value up to the full cost of the student's academic program and living cost are offered to students beginning their undergraduate studies at UBC in the UBC Vantage College Vantage One Program. The value of each award is dependent on the recipient's financial need. The awards will be renewed for up to three additional years or to degree completion, whichever is less, provided the recipient remains in the top quartile of the year of his/her program and maintains their status as an international student in Canada. Award winners will have their award reviewed annually to assess and update academic progress and financial need. In addition to academic merit, the award will be made on the consideration of financial need. The award is made on the recommendation of UBC Vantage College in consultation with the UBC International Student Initiative

**Revisions:**

- a) **Award Title:** UBC Vantage **One** Excellence Award (Tuition)

Awards ranging in value up to the full cost of the student's academic **program tuition and fees** are offered to students continuing their undergraduate studies **at UBC in the Okanagan after completing the UBC Vantage One Program**. The value of each award is dependent on the recipient's financial need. The awards will be renewed **for up to two additional years** or to degree completion, whichever is less, **provided the recipient meets Senate's criteria for a continuing award and maintains their status as an international student in Canada**. Award winners will have their award reviewed annually to assess and update academic progress and financial need. In addition to academic merit, the award is offered with consideration of financial need. **The award is made to continuing students who have successfully**

**completely the Vantage One Program in consultation with the UBC International Student Initiative.**

**b) Award Title:** UBC Vantage **One** Excellence Award (Living Costs)

Awards ranging in value up to the full cost of the **student's living costs** are offered to students continuing their undergraduate studies at **UBC in the Okanagan after completing the UBC Vantage One Program**. The value of each award is dependent on the recipient's financial need. The awards will be renewed **for up to two additional years** or to degree completion, whichever is less, **provided the recipient meets Senate's criteria for a continuing award and** maintains their status as an international student in Canada. Award winners will have their award reviewed annually to assess and update academic progress and financial need. In addition to academic merit, the award is made with consideration of financial need. **The award is made to continuing students who have successfully completely the Vantage One Program in consultation with the UBC International Student Initiative.**

## REVISED AWARDS

### Original:

**a) Award Title:** UBC Vantage College Excellence Bursary (Tuition) – Award #27762

Bursaries ranging in value up to the full annual cost of the student's academic program tuition and fees are offered upon recommendation by the International Student Initiative to continuing international undergraduate students who were previously awarded the UBC Vantage College Excellence Award and continue to demonstrate financial need but do not meet the Senate's criteria for a continuing award based on academic merit. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

**b) Award Title:** UBC Vantage College Excellence Bursary (Living costs) – Award #27763

Bursaries ranging in value up to the full cost of the student's living costs are offered upon recommendation by the International Student Initiative to continuing international undergraduate students who were previously awarded the UBC Vantage College Excellence Award and continue to demonstrate financial need but do not meet the Senate's criteria for a continuing award based on academic merit. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to three additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. Bursary recipients will have their situations reviewed annually by their Faculty as well as Enrolment Services regarding both academic progress and financial need.

### Revisions:

**a) Award Title:** UBC Vantage **One** Excellence Bursary (Tuition)

Bursaries ranging in value up to the full annual cost of the student's academic **program tuition and fees** are offered upon recommendation by the International Student Initiative to continuing international undergraduate students **in the Okanagan** who were previously awarded the UBC Vantage **One**

Excellence Award and continue to demonstrate financial need but do not meet the Senate's criteria for a continuing award based on academic merit. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed for up to **two additional years** of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. **Bursary recipients will have their situations reviewed annually by the International Student Initiative as well as Enrolment Services regarding both academic progress and financial need.**

**b) Award Title:** UBC Vantage **One** Excellence Bursary (Living costs)

Bursaries ranging in value up to the full cost of the **student's living costs** are offered upon recommendation by the International Student Initiative to continuing international undergraduate students **in the Okanagan** who were previously awarded the UBC Vantage One Excellence Award and continue to demonstrate financial need but do not meet the Senate's criteria for a continuing award based on academic merit. The value of each bursary will depend on the applicant's financial circumstances. The bursary may be renewed **for up to two** additional years of undergraduate study or to degree completion, whichever is less, provided the recipient remains an international student on a valid Canadian study permit. **Bursary recipients will have their situations reviewed annually by the International Student Initiative as well as Enrolment Services regarding both academic progress and financial need.**

**Rationale:**

The Vantage College program, branded as Vantage One, offers hybrid (need and merit based) multi-year entrance awards to international students entering the Vantage One program in partnership with the International Student Initiative. The first year of the award is funded by the Vantage One program, whereas the remaining (up to) 3 years are funded by the International Student Initiative. The revision of these awards and bursaries in the Okanagan enable the ISI to honor and continue the award for recipients who continue their studies on the Okanagan campus.

Changes include updated award name to align with university promotional branding of the Vantage College program as Vantage One. Separated out the tuition/student fee and living cost portions of the award to align with other similar hybrid (need and merit based) awards. Separate award codes for tuition and living allow for proper tracking of award expenditures to students for tuition and living costs amounts as these can vary allowing for tracking and reporting requirements. Update to renewal timeframe, as students potentially receive this bursary in their 2<sup>nd</sup> year and overall award funding is only provided for up to 4 years in total of to degree completion whichever is shorter.

The above awards and bursaries are funded by the International Student Initiative for students continuing their studies at UBC in the Okanagan after successfully completing the Vantage One program.

**(Submitted by Susan Allan, International Student Initiative)**



THE UNIVERSITY OF BRITISH COLUMBIA

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30 March 2023

**To:** Okanagan Senate  
**From:** Curriculum Committee  
**Re:** Curriculum Proposals (approval)

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

Therefore, the following is recommended to Senate:

**Motion:** *That Senate approve and recommend to the Board of Governors for approval the new program, new courses, and revised program requirements as presented by the Faculties of Applied Science, Creative and Critical Studies, and Arts and Social Sciences.*

- a. From the Faculty of Applied Science
  - i. New Course: APSC 503
  - ii. New Course: APSC 510
  - iii. New Course: APSC 511
  - iv. New Course: APSC 512
  
- b. From the Faculty of Creative and Critical Studies
  - i. New Program: Minor in Communications and Rhetoric
  - ii. New Course: WRLD 159
  
- c. From the Faculty of Arts and Social Sciences
  - i. New Course: ANTH 344
  - ii. New Course: HIST 385
  - iii. New Course: PSYO 420
  - iv. New Course: SOCI 263

- v. New Course: SOCI 374
- vi. New Course: SOCI 465
- vii. Revised Program Requirements: Major in Sociology, Minor in Sociology
- viii. Revised Program Requirements: Major in Geography

For the Committee,

Dr. Yves Lucet  
Chair, Curriculum Committee

## Curriculum Proposal Form

### New Course – Okanagan campus

Category: 1	
<b>School of Engineering</b> <b>Faculty of Applied Science</b> <b>Faculty Council Date:</b> 2022.03.23 <b>Effective Session:</b> 2023S	<b>Committee Date:</b> 2022.03.01 <b>Contact Person:</b> Dr. Yang Cao <b>Phone:</b> 250.807.9643 <b>Email:</b> Yang.Cao@ubc.ca
<b>Type of Action:</b> New Course	
<p><b>Rationale:</b> The M.Eng. program at the School of Engineering was designed for engineering graduates who want to advance their careers with further education. Currently, there is a lack of industry engagement opportunities for MEng students, specifically with newly formed ventures. This gap is even stronger for international students who are less familiar with local industries.</p> <p>The proposed course will enable students to learn and get familiarized with the local start-up ecosystem. Student will apply their engineering skills, competencies and knowledge in selected technology-based startup, while demonstrating their ability to effectively communicate within the start-up work environment. Working within a startup environment, students will observe, analyze and deepen their understanding of the engineering profession within the context of entrepreneurship, while developing their engineering professional identity.</p> <p>The proposed course is designed as a practicum-based course that provides students a deeply immersive experiential learning opportunity. The proposed course differs from co-op programs as co-op programs require students to work full time throughout their co-op term, while the proposed practicum-based course requires students to work at 50% FTE. The use of a practicum pedagogy enables M.Eng. students to benefit from a Work-Integrated Learning experience while taking other courses in parallel, and therefore meet their program requirements without extending their program's duration.</p>	

<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>APSC 503 (6) Startup Engineering Practicum</u></b></p> <p><b><u>The role of engineers in early-stage technology startups is learned experientially through a practicum work experience. Weekly lectures are used to explore best practices for starting technology ventures and working in uncertain and dynamic working environment. Registration for the course is restricted and requires passing an individual admission process.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> N/A</p> <p><b>Present Academic Calendar Entry:</b> N/A</p>
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## Curriculum Proposal Form

### New Courses – Okanagan campus

<b>Category: 1</b>	
<b>Faculty of Applied Science</b> <b>School of Engineering</b> <b>Faculty/School Approval Date: 2022.10.24</b> <b>Effective Session: 2023W</b>	<b>Date: 2022.10.04</b> <b>Contact Person: Yang Cao</b> <b>Phone: 250.807.9643</b> <b>Email: Yang.Cao@ubc.ca</b>
<b>Type of Action: New Courses</b>	
<p><b>Rationale:</b> Courses are needed for the optional internship program offered as part of the Master of Engineering program in the School of Engineering and supported by the Applied Science Co-operative Education Program. Previously graduate students in the co-op program were registered in the co-op courses developed for undergraduate students (e.g., APSC 110, 210, 310, 410, 411, and 412). APSC 107 is taken upon entering the Applied Science Co-op Program and is designed to introduce new internship students to the Applied Science Co-op program and to provide them with the tools, resources, and supports available to help them secure their first internship position as well as strategies for long-term career development. Elements of this course include pre-employment workshops, career skills toolkits, networking opportunities, interview training, and job search skills. The assessment strategy for this course is simply for completion and understanding as participation in the internship stream is optional and does not contribute to the student's degree completion requirements.</p>	
<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u><a href="#">APSC 510 (3): Engineering Internship I</a></u></b>  <b><u>Supervised, technical paid work experience with a public or private organization for a minimum of 12 weeks full-time. Internship assignment required. Restricted to graduate degree students meeting requirements of the Faculty of Applied Science and the Co-operative Education program. Prerequisite: APSC 107 and 30 credits M.Eng. coursework</u></b></p> <p><b><u><a href="#">APSC 511 (3): Engineering Internship II</a></u></b>  <b><u>Supervised, technical paid work experience with a public or private organization for a minimum of 12 weeks full-time. Internship assignment required. Restricted to graduate degree students meeting requirements of the Faculty of Applied Science and the Co-operative Education program. Prerequisite: APSC 510</u></b></p> <p><b><u><a href="#">APSC 512 (3): Engineering Internship III</a></u></b>  <b><u>Supervised, technical paid work experience with a public or private organization for a minimum of 12 weeks full-time. Internship assignment required. Restricted to graduate degree students meeting requirements of the Faculty of Applied Science and the Co-operative Education program. Prerequisite: APSC 511</u></b></p>	<p><b>Draft Academic Calendar URL:</b></p> <p><b><u><a href="http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&amp;code=APSC">http://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&amp;code=APSC</a></u></b></p> <p><b>Present Academic Calendar Entry:</b></p> <p>N/A</p>





THE UNIVERSITY OF BRITISH COLUMBIA  
**Okanagan Campus**

**Faculty of Creative and Critical Studies**

**Department of English and Cultural Studies**

**Concept Paper**  
**Minor**  
**in**  
**Communications and Rhetoric**  
**(CORH)**

# Concept Paper: Minor in Communications and Rhetoric

## Concept Paper: Minor in Communications and Rhetoric

### I. Program Name, Rationale, Vision, Goals and Objectives 4

Program Name, Rationale, Vision, Goals and Objectives	4
Program Name	4
Rationale	4
Vision	4
Aims	5
Goals and Objectives	5
The Structure of the Minor	5
Program Structure	5
Existing and New Courses	6
Delivery Model	6

### II. Program Learning Outcomes and Curriculum Mapping 8

Program Learning Outcomes	8
Curriculum Mapping	9

### III. Contribution of the Minor to UBC's Mandate and Strategic Plans 18

Anticipated Contributions to the Mandate and Strategic Plans	18
Outlook 2040 and the UBC Mandate	18
The Strategic Plan 2018 - 2028	18
UBC's Inclusive Action Plan	19
UBC's Indigenous Strategic Plan	19

### IV. Alignment with Department and Faculty Goals through External Review Recommendations 19

External Review Report Recommendations	19
--	----

### V. Targeted Audience, Community, and Peer Engagement 20

Targeted Audience	20
Community and Peer Engagement	21

### VI. Benefits to Students: Employment and Further Studies in British Columbia 23

Experiential and Work-Integrated Learning	23
Employment	23
Further Studies in British Columbia	24

### VII. Infrastructure and Expertise 24

Institutional Infrastructure, Resources, and Expertise	24
New Resources and Sustainability	25
<b>VIII. Dates</b>	<b>25</b>
<b>IX. Appendices</b>	<b>26</b>
Appendix A: List of Members, CORH and Advisory Committees	26
Appendix B: CORH Program Goals, Objectives, and Learning Outcomes	27
Appendix C: List of Occupations	29
Appendix D: Student Focus Groups	31
Appendix E: Endorsement Letters	32
Appendix E: Environmental Scan of Universities	23

# I. Program Name, Rationale, Vision, Goals and Objectives

## A. Program Name, Rationale, Vision, Goals and Objectives

### Program Name

Minor in Communications and Rhetoric

### Rationale

The proposed Minor in Communications and Rhetoric (CORH) in the Faculty of Creative and Critical Studies will offer courses in the theory and application of rhetoric and communication concepts and practices with an interdisciplinary focus and professional enhancement. The CORH Minor broadens the range of courses currently being offered through the Undergraduate Certificate in Communications and Rhetoric and grants students enhanced opportunities to develop strategic and relevant rhetorical and communication skills, which are valued in the community and within professional contexts as documented in the [Labour Market Report 2021](#). Courses in the Minor contribute to the revised [BA](#) and [BSc](#) program structures at UBCO, with emphasis on communication and a broader range of common and technical skills and competencies that will augment their qualifications. The existing Undergraduate Certificate in CORH draws on disciplinary and interdisciplinary expertise in the departments in the Faculty of Creative and Critical Studies (FCCS) and the other faculties and departments at UBCO. Following the same pathway, the CORH Minor is designed to develop the academic, professional, and cross-cultural communication skills crucial to active citizenship in an increasingly interconnected world.

The CORH Minor has been designed after close consultations with the CORH Advisory Committee that represents academic stakeholders in different Schools and Faculties at UBCO. Additional feedback was gathered through data collected during an initial survey of students in 2020, in collaboration with Planning and Institutional Research (PAIR), and with the approval of the Office of Research Ethics, surveys and interviews with students registered in CORH courses were conducted in 2021 and 2022. The feedback from these sources displayed strong support for offering a CORH Minor.

The CORH Committee members and the Advisory Committee are listed **Appendix A**.

### Vision

The CORH Minor grants a conceptual and theoretical understanding of rhetoric and communication from an interdisciplinary perspective, in order to communicate persuasively and precisely through different media and multimodal platforms, in interpersonal, social, professional, and digital contexts. Offering students value-added professional credentials which enhance employability and professional progression, the Minor also enables students to apply their knowledge individually and collaboratively through engagement in community service learning projects and experiential practice within professional and community settings.

## Aims

In developing the proposed CORH Minor, we wish to align interdisciplinary expertise in FCCS and other faculties at the university to develop a distinct interdisciplinary identity for communications and rhetoric that differs from programs offered at other institutions in British Columbia and Canada. In consultation with other Faculties at UBCO, who are represented in the Advisory Committee, courses designed for the Undergraduate Certificate and Minor encourage students to develop a broad repertoire of communication skills. Besides fostering an interdisciplinary focus and emphasis on collaborative, experiential, and reflective learning, this approach aims to develop relational engagement with and commitment to individuals and communities. This will allow students to pursue communications topics with reference to their primary disciplines of study, and to navigate and adapt with confidence within various professional, cross-cultural, and societal domains.

## Goals and Objectives

The goals of the CORH Minor are to provide students with 1) a range of interdisciplinary knowledge in concepts, theories and skills in communication and rhetoric, 2) an understanding of the use of this knowledge in academic, professional, and diverse sociocultural contexts, 3) a deep commitment to community stakeholders through Indigenous knowledge and decolonizing processes, as well as equity and inclusivity, and 4) the ability to apply their knowledge and skills to produce multimodal texts and creative artefacts in a range of professional, community, and intercultural settings to enable varied career opportunities.

The objectives are to 1) develop transferable skills across multiple platforms to specialist, non-specialist, and lay audiences 2) connect theory and praxis 3) use multidisciplinary and multimodal translation of knowledge to collaboratively address existing and potential real-world problems; and 4) integrate UBCO's Truth and Reconciliation commitments through instructional design and content to decolonize the curriculum.

**Appendix B** documents the complete list of CORH program goals, objectives and learning outcomes.

## B. The Structure of the Minor

### Program Structure

The CORH Minor will include existing courses currently being offered through the Undergraduate Certificate in Communications and Rhetoric, and new courses designed after consultations with the CORH Advisory Committee.

Students will complete 27– 30 credits to acquire a CORH Minor as listed below:

**9 – 12 credits** will be from lower level courses (3 – 6\* at the 100- level that serve as prerequisites for 200-level CORH courses, and 6 credits at the 200- level)

**18 credits** from upper level courses (300- and 400- levels), which include 6 credits from courses that double count from the [list](#) approved for the Certificate.

\*This variation is warranted by the communications requirements of different degree programs.

## Existing and New Courses

Existing Courses (offered since 2020)	
Course Title	Academic Calendar Description
CORH 203 (3) <b>Communication in the Sciences</b>	Practice-based course that develops intermediate level communication skills in the sciences. Emphasis on analysis of scientific literature and communicating science to experts in the discipline and lay audiences, in written, visual, oral, and digital modes
CORH 204 (3) <b>Communications in the Humanities</b>	Practice-based course that develops intermediate level communication skills in the humanities. Emphasis on analysis of humanities literature and communicating the humanities to experts in the discipline and lay audiences, in written, visual, oral, and digital modes.
CORH 205 (3) <b>Communication in the Social Sciences</b>	Practice-based course that develops intermediate level communication in the social sciences. Emphasis on analysis of social science literature and communicating the social sciences to experts in the discipline and lay audiences, in written, visual, oral, and digital modes.
CORH 206 (3) <b>Communicating Indigeneity</b>	Language, concepts, and contexts of Indigeneity communicated historically and contemporarily in popular and academic discourse, with a focus on critical discourse analysis conducted through engagements with Indigenous Peoples' perspectives and Indigenist methodologies.
CORH 216 (3) <b>Communication and Media</b>	Theory and practice of communication about, in and for various media, including digital, textual, audio and/or visual forms.
CORH 321 (3) <b>Personal and Professional Identity and Interpersonal Communication</b>	Multidisciplinary concepts of and approaches to identity and agency in personal and professional interpersonal communication settings, face-to-face and online. Fosters application of communication skills and enactments of agency in dyadic and collaborative contexts.
CORH 331 (3) <b>Social Writing: Studies in Multimodal Communication</b>	Practice-based approach to social media through writing studies' scholarship, with a focus on rhetorical analysis of social writing in digital platforms that inform self-representation and connect with groups/communities.
CORH 360 (3) <b>Public Memory, Commemoration, and Identity</b>	Critical examination of commemoration practices, including museums, monuments, and heritage sites, specifically in terms of the construction of place, community, and identity.
CORH 499 (3) <b>Communication Capstone</b>	Team-conducted project that identifies and addresses a professional, community, or academic topic, demonstrating an awareness of audience and context. Integrates knowledge and skills acquired throughout the certificate program.
New Courses	
Course Title	Academic Calendar Description
CORH 210 (3) <b>Introduction to Rhetoric</b>	Introduction to classical and contemporary rhetorical theorists and concepts to develop interdisciplinary communication and analytical skills.
CORH 304 (3) <b>Persuasive Rhetoric, Public Speaking, and Advocacy</b>	Advanced level course in public speaking, persuasive rhetoric, and advocacy to generate social and community change.
CORH 400 (3) <b>Special Topics Course in Communication</b>	Study of a selected theme, topic or movement in communication studies. Consult current course listings for description. With different topics, this course may be taken more than once for credit. (Such an upper level course on a specific theme is being developed).
CORH 405 <b>Storytelling in the Disciplines</b>	Study of narrative as used in a range of research and public dissemination contexts.

## C. Delivery Model

Program delivery will use a range of instructional methods, from traditional lectures to hybrid and flexible delivery models, to opportunities to interact with experts in the field through invited lectures. Students will also engage in the design and creation of diverse multimodal artefacts — digital, textual, audio, and/or

other visual forms of communication — the creation of online blogs and e-portfolios, and participation in digital platforms such as UBC Blogs. Community service learning, work integrated learning, collaborations with community and industry partners, and project-based collaborations, will grant opportunities to apply conceptual knowledge through professional practice. All the CORH courses include conceptual content and opportunities for application through praxis and application in multimodal contexts and diverse platforms — academic, professional, and mediated — through individual and collaborative projects. The upper level courses include opportunities for observation of or working with community organizations, including Indigenous organizations where relevant, and industry partners through research-centric projects and presentations linked with future career or educational goals. In identifying courses for the CORH Minor, those that offer experiential and transformative learning using real-world issues, hands-on practice, and self-reflection have been prioritized.

## II. Program Learning Outcomes and Curriculum Mapping

### A. Program Learning Outcomes

Upon completion of the CORH Minor, graduates are expected to be able to:

1. Demonstrate an interdisciplinary understanding of theoretical and conceptual frameworks in communication, sociocultural constructs, and intercultural aspects of the interactions of the self with other individuals, groups, and communities;
2. Explore, examine, and critically analyze the history and theories of rhetoric and their use across disciplines in the sciences, social sciences and humanities;
3. Apply communication concepts in personal interactions, in academic, professional, local and global interfaces, intercultural and community settings, and digital and media platforms for varied purposes and audiences;
4. Demonstrate knowledge of composition and academic writing conventions for various genres across the curriculum and in the disciplines, and adapt discourse for lay and expert audiences;
5. Identify, analyze, and critique the use of rhetorical modes and discourse in written, oral, digital, visual, creative, and multimodal forms;
6. Demonstrate an awareness of communication and rhetorical literacies to generate a range of multimodal texts or create original media artefacts, fulfilling the expectations of diverse and culturally distinct audiences;
7. Conduct original and ethical research using appropriate research methodologies to address current concerns in the field of communication and rhetoric;
8. Demonstrate knowledge of the ways of knowing and learning of the Indigenous peoples, their history, culture, relationships with the land and the community, and processes of decolonization, revitalization, resistance, and truth and reconciliation;
9. Engage in interdisciplinary collaborative projects in communication with academic or community partners, or small groups, to address issues of sustainability, diversity, power, social justice, difference, “otherness” or other current concerns; and
10. Display their expertise in various aspects of communication to facilitate the pursuit of higher education and enhanced employability in their selected professions.



## B. Curriculum Mapping

2023-02-08

# Program Overview: CORH Minor

**Faculty:** Faculty of Creative and critical Studies

**Department:** Department of English and Cultural Studies

**Level:** Undergraduate

## Program Learning Outcomes

Program learning outcomes (PLOs) are the knowledge, skills and attributes that students are expected to attain by the end of a program of study.

### Program Learning Outcome

#### Uncategorized PLOs

- |          |   |
|----------|---|
| <b>1</b> | <p><b>Communication and rhetorical literacies</b></p> <p>Demonstrate an awareness of communication and rhetorical literacies to generate a range of multimodal texts or create original media artefacts, fulfilling the expectations of diverse and culturally distinct audiences.</p>                              |
| <b>2</b> | <p><b>Rhetorical modes and multimodality</b></p> <p>Identify, analyze, and critique the use of rhetorical modes and discourse in written, oral, digital, visual, creative, and multimodal forms.</p>  |
| <b>3</b> | <p><b>Composition and writing conventions</b></p> <p>Demonstrate knowledge of composition and academic writing conventions for various genres across the curriculum and in the disciplines, and adapt discourse for lay and expert audiences.</p>   |
| <b>4</b> | <p><b>Communication concepts</b></p> <p>Apply communication concepts in personal interactions, in academic, professional, local and global interfaces, intercultural and community settings, and digital and media platforms for varied purposes and audiences.</p>   |
| <b>5</b> | <p><b>History and theories of rhetoric</b></p> <p>Explore, examine, and critically analyze the history and theories of rhetoric and their use across disciplines in the sciences, social sciences and humanities.</p>   |
| <b>6</b> | <p><b>Interdisciplinary</b></p> <p>Demonstrate an interdisciplinary understanding of theoretical and conceptual frameworks in communication, sociocultural constructs, and intercultural aspects of the interactions of the self with other individuals, groups, and communities.</p>                               |
| <b>7</b> | <p><b>Indigenous ways of knowing and learning</b></p> <p>Demonstrate knowledge of the ways of knowing and learning of the Indigenous Peoples, their history, culture, relationships with the land and the community, and processes of decolonization, revitalization, resistance, and truth and reconciliation.</p> |
| <b>8</b> | <p><b>Research methods</b></p> <p>Conduct original and ethical research using appropriate research methodologies to address current concerns in the field of communication and rhetoric.</p>  |

**Collaborative**

- 9 Engage in interdisciplinary collaborative projects in communication with academic or community partners, or small groups, to address issues of sustainability, diversity, power, social justice, difference, "otherness" or other current concerns.

**Professional Context**

- 10 Display their expertise in various aspects of communication to facilitate the pursuit of higher education and enhanced employability in their selected professions.

## Mapping Scales

The mapping scale indicates the degree to which a program learning outcome is addressed by a course learning outcome.

### Mapping Scale

■ Introduced (I)	Key ideas, concepts or skills related to the learning outcome are demonstrated at an introductory level. Learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity.
■ Developing (D)	Learning outcome is reinforced with feedback; students demonstrate the outcome at an increasing level of proficiency. Learning activities concentrate on enhancing and strengthening existing knowledge and skills as well as expanding complexity.
■ Advanced (A)	Students demonstrate the learning outcomes with a high level of independence, expertise and sophistication expected upon graduation. Learning activities focus on and integrate the use of content or skills in multiple.

### Additional Denominations

■	Occurs when two or more CLOs map to a PLO an equal amount of times.
?	Occurs when a course has not yet been mapped to the set of PLOs.
N/A	Occurs when a course instructor has listed a program learning outcome as being not applicable for a program learning outcome.

## Curriculum MAP: Frequency Distribution Tables

This table shows the alignment of all courses to program learning outcomes for this program.

### 200 Level

Courses	Program Learning Outcomes									
	Non-categorized program learning outcomes									
	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6	PLO #7	PLO #8	PLO #9	PLO #10
CORH 203 W1 2022	D	D	D	D	I	D	D	D	D	D
CORH 204 101 W1 2022	D	I	D	I	N/A	I	N/A	I	I	I
CORH 205 W1 2022	D	I	A	D	N/A	D	N/A	N/A	I	I
CORH 206 W1 2022	A	A	D	D	D	D	A	D	D	D

CORH 210 W1 2023	D	I	I	D	I	I	N/A	I	I	D
CORH 216 W1 2022	D	D	A	D	N/A	D	N/A	N/A	N/A	N/A

**300 Level**

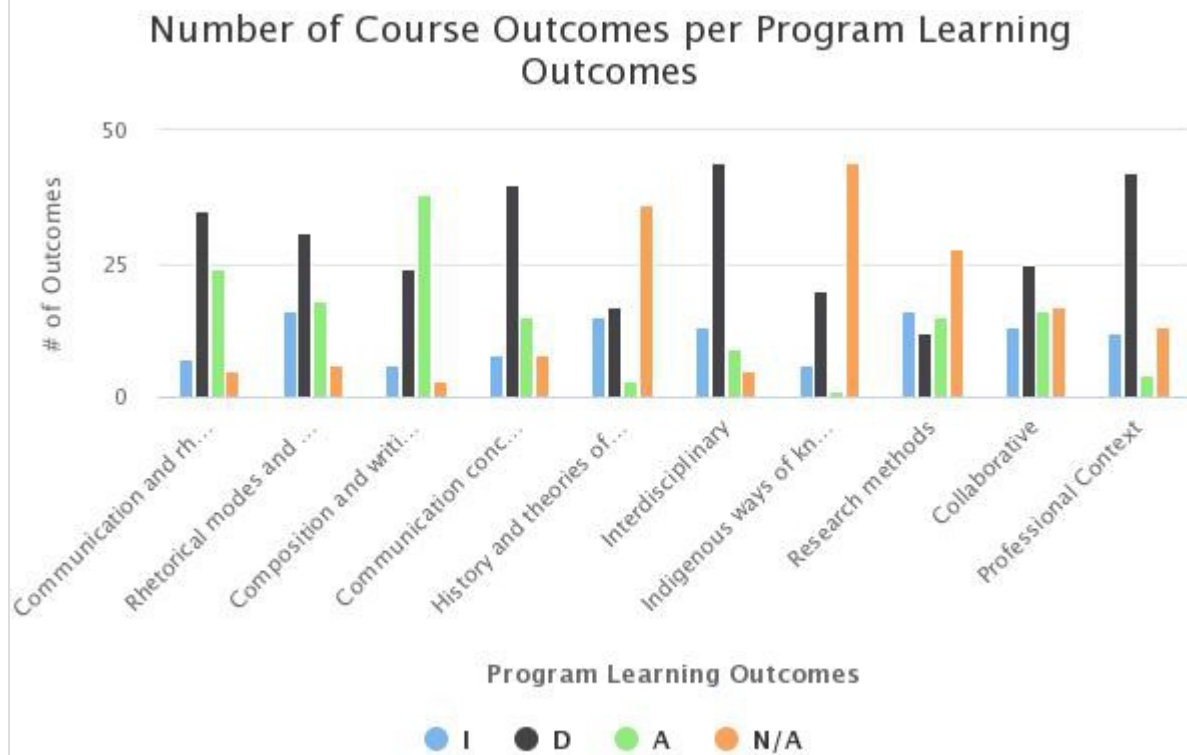
Courses	Program Learning Outcomes									
	Non-categorized program learning outcomes									
	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6	PLO #7	PLO #8	PLO #9	PLO #10
CORH 304 001 W1 2023	A	A	A	A	D	A	D	A	A	D
CORH 321 W1 2022	D	D	A	D	D	D	D	A	A	D
CORH 331 W1 2022	A	D	A	D	N/A	D	N/A	N/A	D	D

**400 Level**

Courses	Program Learning Outcomes									
	Non-categorized program learning outcomes									
	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6	PLO #7	PLO #8	PLO #9	PLO #10
CORH 400 W1 2023	A / D	A	D / A	D	N/A	D	N/A	N/A	N/A	N/A
CORH 405 W1 2023	A	A	A	A	N/A	D	N/A	D / N/A / A	N/A / D	D
CORH 499 W1 2022	A	D	D	D	N/A	D	N/A	D / N/A	D	A

**Curriculum MAP: Bar Charts**

This chart shows how many course learning outcomes (CLOs) are aligned to each program learning outcome (PLO).



### III. Contribution of the Minor to UBC's Mandate and Strategic Plans

#### Anticipated Contributions to the Mandate and Strategic Plans

##### A. Outlook 2040 and the UBC Mandate

The structure and content of the proposed CORH Minor are geared towards offering core-competency-acquiring education (p. 6) with a disciplinary/interdisciplinary focus through diverse, and inclusive learning "pathways" and "new pedagogical and curricular approaches" (p. 7) following the principles embedded in [UBCO's Outlook 2040](#). The themes of [UBC's Mandate](#), are also grounded in the vision, objectives and program learning outcomes of the CORH program.

##### B. The Strategic Plan 2018 – 2028

The proposed CORH Minor also aligns with the three themes in the [Strategic Plan 2018 -2028](#) (p. 18): inclusion, collaboration and innovation. As delineated in the CORH program objectives, the CORH Minor seeks "creative knowledge-production through interdisciplinary collaboration as well as inclusive, equitable, and diverse world-views" (Objective 2) through its pedagogy. By establishing innovative "intra/inter-departmental and faculty liaisons across the disciplines" the objective of the CORH Minor is "to align multidisciplinary and multimodal translation of knowledge to collaboratively address existing and potential real-world problems" (Objective 3).

The core area of **transformative learning** in the Strategic Plan (pp. 54 – 61) and strategies 11 – 15 (p. 71) are embedded in the CORH program learning outcomes. The principles of **interdisciplinary and innovative education** are grounded in the structure of the CORH Minor, with courses that include content from a range of disciplines. The course design includes opportunities for **collaborative, transformative learning** through the development of core, transferable skills/competencies of critical thinking and communication. Each course includes readings from different disciplines and links between theoretical frameworks in communication and rhetoric with personal and professional experiences or current local and global issues in communication through critical observation and reflection. The CORH Minor fosters **educational renewal and program redesign** through "academic, professional, local and global interfaces, intercultural and community settings, and digital and media platforms for varied purposes and audiences" (PLO 3). Course assignments include **evidence-informed pedagogy** achieved through encouraging "original and ethical research using appropriate research methodologies to address current concerns in the field" (PLO 7) through individual and collaborative projects. Liaisons with community partners to engage in **work integrated and community service learning** align theory with practice as well as professional development.

### C. UBC's Inclusive Action Plan

The emphasis on “inclusive course design, teaching practice, and assessments” (p. 28) stated in the Inclusive Action Plan informs our program planning and curricular design through collaborative projects “to address issues of sustainability, diversity, power, social justice, difference, ‘otherness’ or other current concerns” (PLO 9).

### D. UBC's Indigenous Strategic Plan

We are also committed to the decolonizing processes foregrounded in UBC's [Indigenous Strategic Plan](#) (pp. 24 – 25) through “authentic integration of UBCO's Truth and Reconciliation commitments” (Objective 4). Program Learning Outcome 8 stresses “the ways of knowing and learning of the Indigenous peoples, their history, culture, relationships with the land and the community, and processes of decolonization, revitalization, resistance, and truth and reconciliation.” Together with a dedicated course, CORH 206 on Communicating Indigeneity, a number of other courses include readings in Indigenous knowledges and encourage deeper involvement with diverse aspects of inclusivity and Indigenous engagement.

## IV. Alignment with Department and Faculty Goals through External Review Recommendations

### External Review Report Recommendations

The [Review of the Faculty of Creative and Critical Studies](#) has commended the CORH program planning thus: “The Certificate in Communications and Rhetoric (with plans to develop a major and minor) responds to employers’ needs for university graduates with evidence of excellent written and oral communication skills by equipping students with a range of communication and rhetoric concepts, theories and skills” (pp. 2 – 3). The focus of the report is on a review of existing programs in the Faculty, but as we designed the Undergraduate Certificate and the Minor, the recommendations offered in the report that were most relevant (pp. 16 – 17) guided and informed CORH program planning.

1. **Undergraduate Education and Student Learning (new hires, including lecturers, to make new programs sustainable; formalize community- engaged learning):** The three CORH courses in writing in the disciplines — CORH 203, 204, and 205 — were piloted in 2020, followed by a suite of courses for the Undergraduate Certificate. Due to robust enrolment in these CORH courses, additional sections of some courses had to be offered.

Community service learning, experiential learning, as well as work-integrated learning are included in the CORH upper level courses to enable opportunities for professional development, and to apply conceptual and theoretical knowledge in real world practices in a relevant and meaningful manner.

2. **Student Academic Experience and Support (bring in speakers to address anti-oppressive pedagogies and knowledges):** Current CORH courses include guest lectures from specialists in the field, professional experts, and representatives from industry partners and organizations, which also include workshops that address issues of equity, diversity, and inclusivity. Existing and new courses designed for the CORH Minor include assigned readings and activities that offer additional opportunities for bringing in speakers who offer perspectives to guide understanding of anti-oppressive knowledges and practices.
3. **Community Engagement (developing internship programs):** The upper level courses that contribute to the CORH Undergraduate Certificate include professionalization through work-integrated and experiential learning and community service learning projects. All the 300- and 400- level courses include projects with opportunities for collaborative professional and community engagement.
4. **Future Development (strengthening ties with other faculties):** CORH program planning is informed by suggestions and insights offered by a 17-member Advisory Committee representing all the Faculties and Schools on campus. The structure of the CORH Minor, course design, content, and pedagogy, have been designed after seeking the Committee's input on student academic needs, aligned with program objectives in specific Faculties and Schools. The disciplinary and interdisciplinary support offered through CORH to rhetoric and communication requirements in diverse programs enhances the depth of academic knowledge and multimodal communication skills, as well as fulfills industry and market expectations for graduates of different programs. We have also included intercultural communications and other WRD degree courses that are part of the approved list of courses contributing to the CORH Minor. Existing and new courses also include guest lectures from faculty members from other programs who offer interdisciplinary perspectives in different aspects of communication and research methods. For example, CORH 405: Storytelling in the Disciplines includes a broad range of faculty from different disciplines contributing to the weekly sessions. Input from the Advisory Committee is and will remain a consistent feature of program planning for the CORH Minor currently and in the future.

## V. Targeted Audience, Community, and Peer Engagement

### Targeted Audience

The proposed CORH Minor is interdisciplinary in scope, and so will impact students across campus. We anticipate B.Sc., B.A., B.H.K., B.Mgt., B.F.A and B.M.S students may potentially elect to take the Minor. The cross-campus 17-member Advisory Committee that represents the Faculty of Creative and Critical Studies, the Faculty of Health and Social Development, the Faculty of Science, the Faculty of Social Sciences, and the Schools of Engineering and Management has offered insight and suggestions that have contributed to the structure, content, pedagogy, and assessments of the CORH Minor. They will meet regularly over the course of the project to provide input on curriculum opportunities and communications expectations in every Faculty.



## Community and Peer Engagement

Before piloting the CORH Certificate, a survey to receive direct feedback from the community was prepared with advice from the Planning and Institutional Research (PAIR) team. This survey was launched online via Canvas and the student newsletter on 27 January 2020 to ensure that the CORH Certificate addresses the interests of UBCO students and to gauge their interest in a CORH Minor in the future. Furthermore, PAIR organized on-campus face-to-face survey venues in multiple locations.

One of the survey questions sought student feedback on the likelihood of them taking the CORH Minor: none of the participants thought that the proposed program was unimportant for their studies and future career and the likelihood of students enrolling in such a program is high given the current data. Furthermore, 61.3% of face-to-face participants and 33.3% of online respondents rated the development of communications skills as part of undergraduate studies as ‘very important.’

Similarly, students surveyed for the revised Okanagan campus B.A. repeatedly noted the value of communication both for their university studies and for their future careers (PAIR, 2017). As noted above, in an increasingly globalized world, the ability to communicate with others and to identify and utilize the communication expectations within a community will be vital skills.

After acquiring approval from the Office of Research Ethics at UBC (RISe) surveys and focus groups were conducted with students registered in the CORH courses during 2021 to acquire feedback about their satisfaction with the existing CORH courses and their interest in a CORH Minor.

Participants in the focus groups responded to the value of the CORH courses to their personal and professional lives, the depth and breadth of their understanding of rhetorical content, the development of diverse perspectives to an issue, enhanced communication skills and competencies, and the value of collaborative projects, among other areas of impact. By taking CORH courses, 91.7% of the respondents in the pre-survey wished to achieve “improved ability to communicate with a range of audiences and work collaboratively” and 75% sought “preparation for professional communication tasks (on the job market or in post-graduate degrees).” Data from the focus groups demonstrate that there was a strong sense of achievement as participants transitioned to professional pathways through the certificate: “I don’t know exactly where this might lead in the future...but I know that that awareness of the skills and the tools that I’m using in communication will definitely stay with me....”

As documented earlier, our meetings with the members of the Advisory Committee have informed every stage of CORH program planning, especially for the Minor.

Our consultations with Adrienne Vedan, Director of Indigenous Programs and Services, and Senior Advisor to the Deputy Vice-Chancellor on Indigenous Affairs, generated possibilities for sustained support of CORH curriculum and pedagogy. The program would like to develop a respectful and reciprocal relationship with the [Enow’kin Centre](#).

The Associate Provost, Inclusion, Diversity, Equity and Anti-Racism, Dr. Jannik Eikenaar, offered ongoing consultations regarding equity, inclusion, and diversity to inform CORH program planning, and connections with foundational level projects that would benefit student learning in the CORH Minor.

**Appendix D displays a brief report of themes and excerpts from student focus groups.**

Feedback has been sought from higher educational institutions offering similar programs in BC, such as the **University of the Fraser Valley** (Dr. Linda Pardy, Associate Dean, Associate Professor Communications), **Okanagan College** (Ed Henczel, Communications Chair), **Thompson Rivers University** (Dr. Richard McCutcheon, Dean, Faculty of Arts), **Royal Roads University** (Chaseten Remillard, Associate Professor, Program head, Master of Arts in Professional Communication), and **Simon Fraser University** (Fredrik Lesage, School of Communication, Associate Professor, Undergraduate Chair).

**Appendix E displays the endorsement letters from university and external stakeholders offering support to the CORH Minor.**

## VI. Benefits to Students: Employment and Further Studies in British Columbia

### A. Experiential and Work - Integrated Learning

The proposed CORH Minor is distinct in addressing an identified need for a more diverse, inclusive and laddered approach to developing students' skills in multimodal communication and rhetoric (oral, written, performative, digital, and creative) through an interdisciplinary framework. Our approach to the study of rhetoric and communication draws on the many subdisciplines in communication studies as a scholarly discipline, but foregrounds the use of rhetoric to compose and communicate ideas strategically and meaningfully in personal, professional, digital, and community contexts. The CORH Minor will allow students not simply to explore, master, and critique present modes of communication, but to invent new ones that will allow them to contribute to UBC's ongoing goal of "transforming communities worldwide and promoting social justice" (UBC's Strategic Plan, p. 69). Throughout the CORH courses, and particularly in the capstone project, students will be encouraged to align their coursework with future professional and academic goals.

### B. Employment

With the support of the Office of Planning and Institutional Research (PAIR), labour market research was completed in order to identify trends in the labour market based on historical job postings as well as forecasted trends in BC. This is in line with the priorities of the Ministry of Advanced Education and Skills Training as well as UBC's Mandate.

From this exercise, the following occupations were found to align with the proposed Minor:

**NOC 1123:** Professional occupations in advertising, marketing and public relations. Job related skills: active listening, reading comprehension, speaking, writing, and critical thinking.

**NOC 5121:** Authors and writers. Job related skills: reading comprehension, writing, active listening, speaking, and critical thinking.

**NOC 4164:** Social policy researchers, consultants and program officers. Job related skills: reading comprehension, critical thinking, active listening, speaking, and writing.

**NOC 5122:** Editors. Job related skills: reading comprehension, writing, active listening, speaking and critical thinking.

Additionally, graduates wanting to join the labour market through these occupations are often expected to demonstrate a variety of skills, such as: time management skills, the ability to collaborate with others and work independently, strong computer skills, marketing knowledge, and digital marketing skills. These findings have informed curriculum priorities and design, in alignment with the Faculty's expertise and opportunities across other Faculties' course offerings.

The BC Labour Market Outlook provides a 10-year forecast of the supply and demand for labour in the province. The report estimates future supply and demand by industry, occupation, education and geographic region. It also covers potential demand for the skills and competencies that job seekers will need to succeed in the next 10 years. Professional occupations in advertising, marketing and public relations, and as authors and writers, social policy researchers, consultants and program officers, and editors are considered to be high opportunity occupations in the [BC Labour Market Outlook 2021](#) edition. They are expected to offer the best opportunities over the next 10 years, as well as experience higher demand and offer higher pay compared to other occupations.

The 10-year expected job openings for each of these occupations are listed below:

**NOC 1123:** Professional occupations in advertising, marketing and public relations: 5,240

**NOC 5121:** Authors and writers: 2,090

**NOC 4164:** Social policy researchers, consultants and program officers: 1,710

**NOC 5122:** Editors: 1,110

**Appendix F lists the most relevant occupations as listed in the BC Labour Market Outlook 2021 for which students could acquire academic credentials through UBC Okanagan, and to which the CORH Minor could contribute by developing professional competencies.**

## C. Further Studies in British Columbia

The CORH Minor will position students favourably to pursue a Major in communication or a graduate degree in a related area in rhetoric and communication studies in BC and in Canada.

**Appendix G lists the universities in BC and Canada offering opportunities for additional academic credentials in rhetoric and communication studies.**

# VII. Infrastructure and Expertise

## A. Institutional Infrastructure, Resources, and Expertise

Currently, five fulltime faculty members, and a sessional instructor with expertise in composition, communications and rhetoric are teaching the CORH courses. There is no requirement for additional space other than the existing classroom space that is available on campus. There is strong support for the CORH program, both the Certificate and the Minor, from all Faculties and Schools on campus, with the

CORH Undergraduate Certificate posted on program websites, and disciplinary courses meeting the communication requirement for specific programs.

## **B. New Resources and Sustainability**

Within the current 2023-24 English and Cultural Studies educational plan, the CORH minor, if approved, will be able to run with existing resources. Should the program grow, additional teaching support may become necessary in future years. Additional books that are unavailable in the library may also be required as resources to support course material. Liaisons with industry partners, established through the Community Service Learning Program and the Academic Career Development Office, and opportunities for students to engage in work-integrated learning and community projects offer enhanced visibility to the CORH program.

## **VIII. Dates**

The proposed CORH Minor is expected to be piloted in Fall 2023.

## IX. Appendices

### Appendix A: CORH Committee and Advisory Committee

#### COMMITTEE MEMBERS

Aisha Ravindran, PhD. Associate Professor of Teaching, (Project Lead) [aisha.ravindran@ubc.ca](mailto:aisha.ravindran@ubc.ca)  
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 Marie Loughlin, PhD. Associate Professor, [marie.loughlin@ubc.ca](mailto:marie.loughlin@ubc.ca)  
 Anita Chaudhuri, PhD. Assistant Professor of Teaching, [achaudhu@ubc.ca](mailto:achaudhu@ubc.ca)

#### ADVISORY COMMITTEE MEMBERS (ALPHABETICALLY BY FACULTY OR DEPARTMENT)

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**Faculty of Science:** Stephen McNeil, PhD. Associate Professor, Chemistry, [stephen.mcneil@ubc.ca](mailto:stephen.mcneil@ubc.ca)

## Appendix B: CORH Program Goals, Objectives, and Learning Outcomes

### Minor in Communications and Rhetoric

#### Program Goals

The program goals are:

1. To provide students with interdisciplinary knowledge in a range of communication concepts, theories, and skills, to interact and navigate efficiently in academic, professional, and diverse sociocultural contexts.
2. To foster an understanding of theories of rhetoric and the use of rhetoric in oral, written, visual, and digital discourse in cross-disciplinary settings.
3. To enhance the ability of students to apply knowledge of communication, composition and rhetoric to produce multimodal texts and creative artefacts in a range of professional, community, and intercultural settings to enable varied career opportunities.

#### Program Objectives

The focus of the CORH program emphasizes the following objectives:

1. Development of communications skills that are transferable to diverse, non-academic contexts and promote self-directed and continuous learning;
2. Creation of pedagogical spaces connecting theory and praxis with creative knowledge-production through interdisciplinary collaboration as well as inclusive, equitable, and diverse world-views;
3. Establishment of intra/inter-departmental and faculty liaisons across the disciplines to align multidisciplinary and multimodal translation of knowledge to collaboratively address existing and potential real-world problems; and
4. Authentic integration of UBCO's Truth and Reconciliation commitments through instructional design and content that includes Indigenous perspectives, spirituality, knowing and learning, and decolonization of teaching and learning.

#### Program Learning Outcomes

Upon completion of the certificate and the Minor in Communications and Rhetoric, graduates are expected to be able to:

1. Demonstrate an interdisciplinary understanding of theoretical and conceptual frameworks in communication, sociocultural constructs, and intercultural aspects of the interactions of the self with other individuals, groups, and communities;
2. Explore, examine, and critically analyze the history and theories of rhetoric and their use across disciplines in the sciences, social sciences and humanities;
3. Apply communication concepts in personal interactions, in academic, professional, local and global interfaces, intercultural and community settings, and digital and media platforms for varied purposes and audiences;
4. Demonstrate knowledge of composition and academic writing conventions for various genres across the curriculum and in the disciplines, and adapt discourse for lay and expert audiences;
5. Identify, analyze, and critique the use of rhetorical modes and discourse in written, oral, digital, visual, creative, and multimodal forms;

6. Demonstrate an awareness of communication and rhetorical literacies to generate a range of multimodal texts or create original media artefacts, fulfilling the expectations of diverse and culturally distinct audiences;
7. Conduct original and ethical research using appropriate research methodologies to address current concerns in the field of communication and rhetoric;
8. Demonstrate knowledge of the ways of knowing and learning of the Indigenous peoples, their history, culture, relationships with the land and the community, and processes of decolonization, revitalization, resistance, and truth and reconciliation;
9. Engage in interdisciplinary collaborative projects in communication with academic or community partners, or small groups, to address issues of sustainability, diversity, power, social justice, difference, “otherness” or other current concerns;
10. Display their expertise in various aspects of communication to facilitate the pursuit of higher education and enhanced employability in their selected professions.



## Appendix C: List of Occupations

No.	Labour Market Link	CORH Work-Related Skills	Programs at UBCO
1.	<a href="#">Announcers and other broadcasters (NOC 5231)</a>	Speaking, active listening, reading comprehension, critical thinking, social perceptiveness, writing, active learning, and coordination.	Media Studies Visual Arts
2.	<a href="#">Advertising, marketing and public relations managers (NOC 0124)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, active learning, and coordination.	Media Studies Computer Science Data Science
3.	<a href="#">Authors and writers (NOC 5121)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, active learning, and coordination.	English Creative Writing Computer Science Media Studies
4.	<a href="#">Biological technologists and technicians (NOC 2221)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, and active learning.	Biology Ecology, Evolution, and Conservation Biology, Earth and Environmental Sciences
5.	<a href="#">Business development officers and marketing researchers and consultants (NOC 4163)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, active learning, and coordination.	Economics Management
6.	<a href="#">Chemical technologists and technicians (NOC 2211)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, and active learning.	Biology Chemistry Earth and Environmental Sciences
7.	<a href="#">Computer programmers and interactive media developers (NOC 2174)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, and active learning.	BMS Mathematics Statistics Computer Science Data Science Engineering
8.	<a href="#">Conference and Event Planners (NOC 1226)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, active learning, coordination, service orientation, and social perceptiveness.	Management HES Visual Arts
9.	<a href="#">Database analysts and data administrators (NOC 2172)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, monitoring, and active learning.	Media Studies Mathematics Statistics Computer Science Data Science Engineering
10.	<a href="#">Employment Counsellors (NOC 4156)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, active learning, social perceptiveness, negotiation.	Sociology Psychology Management
11.	<a href="#">Education policy researchers, consultants and program officers (NOC 4166)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, active learning.	Psychology Education Management

12.	<a href="#">Editors (NOC 5122)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, active learning, social perceptiveness.	English Languages World Literatures Media Studies
13.	<a href="#">Health policy researchers, consultants and program officers (NOC 4165)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, active learning, persuasion.	Human Kinetics
14.	<a href="#">Human resources professionals (NOC 1121)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, active learning, social perceptiveness.	Business, Psychology
15.	<a href="#">Licensed practical nurses (NOC 3233)</a>	Social perceptiveness, speaking, listening, reading comprehension, critical thinking, judgment and decision-making.	Nursing
16.	<a href="#">Managers - publishing, motion pictures, broadcasting and performing arts (NOC 0512)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, monitoring, social perceptiveness.	Media Studies Visual Arts Performance Arts
17.	<a href="#">Natural and applied science policy researchers, consultants and program officers (NOC 4161)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, monitoring, active learning.	Environmental Studies, Geography, Earth Sciences, Physics, HES
18.	<a href="#">Recreation, sports and fitness policy researchers, consultants and program officers (NOC 4167)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, monitoring, active learning.	HES
19.	<a href="#">Social and community service workers (NOC 4212)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, active learning, social perceptiveness.	Psychology, Sociology, Gender and Women's Studies
20.	<a href="#">Social policy researchers, consultants and program officers (NOC 4164)</a>	Speaking, active listening, reading comprehension, critical thinking, judgment and decision-making, complex problem-solving, writing, monitoring, active learning.	History, Sociology, Gender and Women's Studies

## Appendix D: Student Focus Groups

The primary themes that emerge from the focus groups relate to collaborations with peers, community partners, and application in personal, intercultural, and personal and intercultural contexts. Significant secondary themes on self-actualization, knowledge – translation, and concrete and theoretical tools used to navigate communication contexts (whether verbal or non-verbal communication) have also had a significant impact.

1. “And we also had a reading, it was called “Land Speaking” by Jeannette Armstrong and so we looked into Indigenous communication and connection with the land... So, I felt like those cultural aspects – we learned about different cultures and things in other classes, but not from a communication perspective, and I think that in Canada it’s just like “Oh we’re multicultural,” but we’re still kind of expecting everybody to fit into certain norms that society has decided. So for me that was a really good takeaway.”

2. “I really enjoyed being able to work with people who were from vast different disciplines. I found, since I’m in third year now, I’m mostly only interacting with people who are within either my specific degrees or adjacent degrees. But when I take a CORH course, I interact with people from the Sciences, from the Creative and Critical Studies, and it’s really interesting to get their opinions on aspects that we’re all working on together.”

3. “ I don’t think that confidence in communication was ever so much an issue for me, at least in recent times, and so I wouldn’t say that the course contributed to my sense of confidence while speaking, so much as to my awareness of – again, putting theoretical or concrete names to the tools that someone might use in communication, be they verbal or non-verbal, and so on, and the channels of communication and background noise, and all these concepts. Being able to put names to them just gives a certain awareness of what is happening in communication situations, which are incredibly complex in nature if you start to think about it. And I think that really helps to be able to achieve what you want to achieve from a situation, and to know what you want to achieve from a communication situation.”

**Department of English and Cultural Studies, Faculty of Creative and Critical Studies**

## Appendix E: Endorsement Letters

### Employers and Industry Partners

#### 2.1: BGC



To Whom It May Concern,

RE: Minor in Communications and Rhetoric (CORH)-Letter of Support

BGC Okanogan endorses the Minor in Communications and Rhetoric offered by the Department of English and Cultural Studies, Faculty of Creative and Critical Studies (FCCS) at UBC - Okanogan.

BGC Okanogan provides systemic opportunity to all children and youth. We help them become their best selves. We cheer them on as they take it from there, with confidence and conviction. All they need is opportunity because Opportunity Changes Everything.

Our Vision: All children and youth discover and achieve their dreams and grow up to be healthy, successful, and active participants in society.

Our Mission: To provide a safe, supportive place where children and youth can experience new opportunities, overcome barriers, build positive relationships, and develop confidence and skills for life.

This minor is contributing to the learning for students of skills that is valuable in the community and labor market as well as future employment within our organization. Some of the highlighted skills are

- Speaking
- Active Listening
- Critical Thinking
- Judgment and Decision Making

I spoke to the class in 2022 and from that discussion and meeting; I hired two students for employment within our organization, one in Child Care and one in Human Resources.

1434 Graham Street  
Kelowna, BC V1Y 3A8  
T: 250-762-3914  
F: 250-762-6562

info@bgco.co 

www.boysandgirlsclub  
bs.ca

Registered Charitable  
Organization No. 858605769



This is an important program and I hope it in can continue into 2023, giving students enhanced opportunities to develop strategic and relevant rhetorical and communication skills valued in the community and labor market.

A handwritten signature in black ink, appearing to read "Shasta Scott", followed by a horizontal line.

Shasta Scott  
Human Resources Coordinator BGC  
Okanogan [sscott@bgco.ca](mailto:sscott@bgco.ca) (250) 258-  
0574

## 2.2: BCCF



BRITISH COLUMBIA  
CONSERVATION  
FOUNDATION

BCCF.c

January 5, 2023

To Whom It May Concern:

## RE: Minor in Communications and Rhetoric (CORH) – Letter of Support

On behalf of the BC Conservation Foundation (BCCF), please accept this letter of support for the University of British Columbia – Okanagan Campus in their endeavor to get an Undergraduate Minor in Communications and Rhetoric approved through Senate Approval process.

The BC Conservation Foundation is a non-profit organization that provides professional project management services through efficient implementation of an array of conservation projects across British Columbia. Our mission is to promote and assist in the conservation of the fish and wildlife resources in the Province of British Columbia through the protection, acquisition and enhancement of fish and wildlife populations and habitat. We achieve this mission through building multidisciplinary partnerships with local and federal governments, Indigenous Peoples, industry, and educational institutions.

The BC Conservation Foundation offers their written support for the Minor in Communications and Rhetoric due to its focus on developing a fundamental set of communication skills in academic and professional contexts. Effective communication skills are the foundation of our conservation work, helping to facilitate close working relationships within our organization and our partners. Providing an opportunity for students to learn transferable interdisciplinary communication skills would offer them a tremendous advantage for their professional development and upon entering their chosen professional field.

In closing, BCCF fully supports the approval of the Minor of Communications and Rhetoric provided by the University of British Columbia – Okanagan Campus.

If you require more information about the BC Conservation Foundation, please contact us via [email](#) or visit our [website](#).

Sincerely,

BC Conservation Foundation



**Southwest BC**

#206 - 17564 56A Ave  
Surrey, BC, V3S 1G3  
Tel: 604-576-1433  
info@bccf.com

**Central & Northern BC**

#1B - 1445 McGill Rd  
Kamloops, BC, V2C 6K7  
Tel: 250-828-2551  
kamloops@bccf.com

**Vancouver Island**

1885 Boxwood Rd #105  
Nanaimo, BC, V9S 5X9  
Tel: 250-390-2525  
nanaimo@bccf.com



*Myrna Stark Leader Writing and Communications  
COEDC Agriculture and Connector Program specialist  
#208 3739 Casorso Road, Kelowna, BC V1W 5E8,  
[myrnaleader@gmail.com](mailto:myrnaleader@gmail.com), 306-536-5691*

Feb. 6, 2023

To: Whom it may concern

Re: Minor in Communications and Rhetoric (CORH) – Letter of Support

I offer my support of a new Minor in Communications and Rhetoric to be offered by the Department of English and Cultural Studies, Faculty of Creative and Critical Studies (FCCS) at UBCO (Okanagan).

I am an award-winning writer, communications professional and photographer with over 30 years of experience. My shift into professional communications/media&PR followed 10 years of television news reporting. Over the next 25 years I worked in progressively senior positions, relocating to Kelowna in 2017 after resigning as Director, Communications (Comms., Marketing, Public Engagement, Events and Online services). Here, I started my own business, consulting and freelancing in all the avenues mentioned earlier.

My endorsement of the new Minor comes from my professional experience, as an accredited communicator, as well as leading the Central Okanagan Economic Development Commission's Connector Program. This program seeks to build newcomers' and recently graduated students' professional networks. I do this by meeting with every applicant, going over their skills and resume, then working to match them for a meeting with one of over 50 volunteer Central Okanagan Connectors. Connectors are well-networked people in various employment sectors. The hope is that this connection helps make searching for a job easier.

In speaking previously with one of Aisha Ravindran's UBCO classes about my work, it was a pleasure to learn of the new minor to be proposed.

The need and critical importance for clear communication and connection skills continues to grow in all professions, from new employees to the C-suite. I see daily evidence. Communication skills have become a standard ask on most job applications. Yet, while most people consider themselves good communicators, the ability to communicate intentionally, strategically, deliberately and thoughtfully, with clear outcomes in mind, hasn't traditionally been a focus at any level of education. Effective communication is a learned skill. It must be practiced, particularly with the speed of change, increased communication channels and peoples' diminishing attention spans. Management styles have also shifted. Great ideas can come from any level in organizations and dialogue is being encouraged. These are just a few reasons that the Minor being proposed is more necessary than ever.

I'm confident the proposed Minor will help better prepare UBCO-educated professionals for current and future labour markets. Computers can do many things, but they still can't



communicate like a living person, with empathy, sensitivity, creativity, clarity and in a way the identified audience will hear and respond.

Thank you for accepting this endorsement and I look forward to hearing more about the new program as it is developed and approved.

Yours most sincerely,

A handwritten signature in blue ink that reads "Myrna Stark Leader". The signature is written in a cursive, flowing style.

Myrna Stark Leader

## 2.3



February 10, 2023

To Whom It May Concern:

RE: Minor in Communications and Rhetoric (CORH) – Letter of Support

Please accept this letter in support of the Minor in Communications and Rhetoric offered by the Department of English and Cultural Studies in the Faculty of Creative and Critical Studies (FCCS) at University of British Columbia's Okanagan campus.

At Third Space Charity, we build capacity in the next generation of clinical counsellors by provision of a high-level, intensive, practicum internship program, through which we support community by providing accessible, supportive care counselling to young adults.

As professionals who support other humans through some of life's biggest challenges, and in their relationships with themselves and others, we know deeply how critical excellent communication skills are to both professional and personal success.

Indeed, communication is one of the most overlooked, and yet most powerful, transferable skills that can serve someone throughout their life, and through various aspects of their career journey. Personally, in a career that began in professional journalism, then moved into marketing and communications consulting, and finally into non-profit leadership, I continue to reap the benefits of a communications-focused, post-secondary degree.

My prowess with languages makes me a more effective communicator, collaborator, and leader, and I am confident the same will be true for students fortunate enough to take this program at FCCS.

Yours truly,

A handwritten signature in black ink, appearing to be "K. Mason", written over a horizontal line.

Karen Mason Executive director

*Third Space Charity acknowledges the land we occupy is the unceded, traditional and ancestral territory of the Syilx peoples.*

[www.thirdspacecanada.org](http://www.thirdspacecanada.org) - 1708 Dolphin Avenue, Kelowna, BC V1Y 9S4 - RC#830890109RR0001



THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Provost and  
Vice-President, Academic  
UBC Okanagan  
1138 Alumni Avenue  
Kelowna, BC Canada V1V 1V7  
provost.ok.ubc.ca  
November 29 2022

**Re: letter of support for CORH Minor**

To whom it may concern,

I am very happy to write in support of the development and approval of a Minor in Communications and Rhetoric, led by the Department of English and Cultural Studies in FCCS. I have had several discussions with the proponents in my roles as both a faculty member teaching communication courses at UBC and the Associate Provost, IDEA, and I am confident that the minor will be a valuable contribution to the Okanagan campus.

First, as is clearly articulated in the Concept Paper, the minor is well-aligned with institutional and campus-specific priorities and goals, including several in UBC's Strategic Plan, Inclusion Action Plan, and Indigenous Strategic Plan. While not specifically identified in the paper, the minor is also consistent with some recommendations from the Anti-Racism and Inclusive Excellence (ARIE) Task Force Report. In short, the minor has clearly been designed to contribute to UBC's commitments to inclusive excellence.

Second, the minor is well-aligned with other inclusive excellence work being done in curricular and extra-curricular spaces of learning at UBC. For example, the benefits described in the Concept Paper of "experiential and work-integrated learning" and "employment" are consistent with initiatives to make experiential education opportunities more impactful and accessible for learners, as well as initiatives to enhance community-based and -engaged learning opportunities. I anticipate that delivery of the minor will only serve to increase these opportunities for both students and course instructors.

Finally, the interdisciplinary nature of the minor both builds on existing strengths of our campus and suggests positive and significant impact on learners. I see this structured learning across disciplines as a real strength of the minor, and while it may be less visible in specific outcomes it is no less valuable in supporting our students and campus community.

Kind regards,

A handwritten signature in cursive script that reads "Jannik Eikenaar".

**Jannik Haruo Eikenaar**, PhD

Associate Professor of Teaching and Bauder Professor (Okanagan) Associate  
Provost, Inclusion, Diversity, Equity, and Anti-racism The University of British  
Columbia | Okanagan Campus

## Appendix F: Environmental Scan of Universities

<b>Environmental Scan of Universities in Canada with Communications and Rhetoric Programs</b>	
<b>Institution</b>	<b>Program</b>
Capilano University	Communication Studies
Royal Roads University	BA in Professional Communication
Simon Fraser University	BA in Communication
Thompson Rivers University	Communication Major
University of the Fraser Valley	Media and Communication Studies
Okanagan College	Concentration in Communication/Diploma in Communications, Culture, & Journalism Studies
Athabasca University	Communication Studies
The King's University	Communication Arts
MacEwan University	Communication Studies; Possible Majors: Journalism/Professional communication
Mount Royal University	Broadcast Media Studies, Information Design, Journalism, Public Relations
University of Alberta	Bachelor of Design (BDes) in Visual Communication Design; Science, Technology and Society / Media Studies
University of Calgary	BA / BA Honours in Communication and Media Studies, Bachelor of Communications and Media Studies (BCMS), Minor in Communication and Media Studies
University of Winnipeg	Rhetoric and Communication
St. Thomas University	Communications and Public Policy
Université de Moncton	Majeure en information-communication
Cape Breton University	Communication
Mount Saint Vincent University	Communication
Carleton University	Communication and Media Studies
Lakehead University	Media, Film and Communications Major
Ontario Tech University	Communication and Digital Media Studies
University of Ottawa	Communication / Comm. & Political Science / Comm. & Sociology
University of Toronto	Communication, Culture, Information & Technology (CCIT); Professional Writing and Communication (PWC)
University of Waterloo	BA in Rhetoric, Media; Professional Communication
University of Western Ontario	Digital Communication: Social Media & Virtual Worlds
University of Windsor	Communication, Media & Film
Wilfrid Laurier	Communication Studies
York University	Communication and Media Studies

University of Prince Edward Island	Applied Communication, Leadership, and Culture
Concordia University	Communication Studies (BA), Communication and Cultural Studies (BA), Intermedia; Video, Performance, and Electronic Arts (BFA), Journalism (BA), Professional Writing (Minor)
McGill	Communication Studies
Université de Montréal	Communication (Sciences), Communication appliquée, Communication et Politique
Université de Sherbrooke	Communication appliquée (Regular Stream + Co-op streams in Rédaction/Communication/Communication Marketing)
Université du Québec à Montréal	Communication
Université Laval	Communication Publique
University of Saskatchewan	Professional Communication
Yukon University	Multimedia Communication

## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> FCCS <b>Dept./Unit:</b> English and Cultural Studies/Communications and Rhetoric <b>Faculty/School Approval Date:</b> 2022/12/12 <b>Effective Session:</b> 2023W1	<b>Date:</b> 2022-11-16 <b>Contact Person:</b> Aisha Ravindran <b>Phone:</b> 250.807.9380 <b>Email:</b> <a href="mailto:aisha.ravindran@ubc.ca">aisha.ravindran@ubc.ca</a>
<b>Type of Action:</b> New Calendar Description – Program Overview	
<p><b>Rationale:</b></p> <p>In response to a call for proposals for the Aspire Learning and Teaching Fund-2040 (ALT-2040) the Department of English and Cultural Studies, in consultation with a 16-member Advisory Committee representing faculties/departments on campus, submitted an initial LOI and a final proposal in February 2020 for funding to support the design and implementation of a Certificate (and later on a Minor) in Communications and Rhetoric (CORH). Funding to develop and implement the Certificate was approved in March 2020 through the Office of the Provost.</p> <p>The CORH Program Committee and its multi-disciplinary, cross-faculty Advisory Committee, are now proposing the next stage in the development of this new program area at UBC Okanagan: a Minor in Communications and Rhetoric. The CORH Minor has been designed after close consultations with the CORH Advisory Committee that represents the academic stakeholders in different schools and faculties at UBCO, feedback collected through an initial survey of students in 2019 in collaboration with the Office of Planning and Institutional Research (PAIR), and surveys and interviews with students registered in CORH courses conducted in 2021 and 2022. The CORH Minor will include existing courses currently being offered through the Undergraduate Certificate in Communications and Rhetoric, and new courses designed after consultations with the CORH Advisory Committee.</p> <p>The proposed Minor will offer courses in the theory and application of rhetoric and communication concepts and practices with an interdisciplinary focus and professional enhancement. The Minor broadens the range of courses currently being offered through the Certificate in Communications and Rhetoric and grants students enhanced opportunities to develop strategic and relevant rhetorical and communication skills valued in the community and within professional contexts as documented in the <a href="#">Labour Market Report 2021</a>. Courses in the Minor also contribute to the revised <a href="#">BA</a> and <a href="#">BSc</a> program structures at UBCO, with emphasis on communication and a broader range of common and technical skills and competencies that will augment their qualifications. Drawing on the disciplinary and interdisciplinary expertise in the departments in the Faculty of Creative and Critical Studies and from the other faculties and departments at UBCO, the CORH Minor is designed to develop the academic, professional, and cross-</p>	

cultural communication skills crucial to active citizenship in an increasingly interconnected world.

The CORH Minor grants conceptual and theoretical understanding of rhetoric and communication from an interdisciplinary perspective, to communicate persuasively and precisely through different media and multimodal platforms, in interpersonal, social, professional, and digital contexts. Together with value-added professional credentials to their academic degree that enhances employability and professional progression through core competencies, students will also apply their knowledge individually and collaboratively in community service learning projects and experiential practice within professional and community settings. The goals of the CORH Minor are to provide students with:

- 1) a range of interdisciplinary knowledge in concepts, theories and skills in communication and rhetoric;
- 2) an understanding of the use of this knowledge in academic, professional, and diverse sociocultural contexts;
- 3) a deep commitment to community stakeholders through Indigenous knowledge and decolonizing processes, as well as equity and inclusivity; and
- 4) the ability to apply their knowledge and skills to produce multimodal texts and creative artefacts in a range of professional, community, and intercultural settings to enable varied career opportunities.

<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>Minor in Communications and Rhetoric</u></b></p> <p><b><u>Program Overview</u></b></p> <p><b><u>The Faculty of Creative and Critical Studies offers the Minor to foster students' interdisciplinary, collaborative, experiential, and reflective skills in communication as a relational engagement and commitment to individuals and communities. Developing communications topics with reference to their primary disciplines of study, students will learn to navigate and adapt with confidence within various professional, cross-cultural, and societal domains.</u></b></p> <p><b><u>Minor Requirements</u></b></p> <p><b><u>To earn a Minor in Communications and Rhetoric, students must complete a minimum of 30 credits as set out below:</u></b></p> <ul style="list-style-type: none"><li>• <b><u>3-6 credits of first year English or communications depending on the student's Major requirements</u></b></li><li>• <b><u>Minimum 6 credits of 200- level CORH courses</u></b></li><li>• <b><u>Minimum 15 credits of 300- and 400-level CORH courses.</u></b></li><li>• <b><u>3 credit CORH 499, Communication Capstone.</u></b></li></ul> <p><b><u>These requirements can include 6 credits from approved courses that double count with students' Major program.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> N/A</p> <p><b>Present Academic Calendar Entry:</b> None.</p>
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See the list<sup>1</sup> of approved CORH courses here.

Students may complete either the 15-credit Certificate in Communications and Rhetoric or the 30-credit Minor in Communications and Rhetoric, but cannot receive both credentials.

Students must have completed the first-year communications requirement for their degree program before registering for the Minor.

<sup>1</sup> Note that some of these courses have cross-listings and/ or prerequisites.

**Curriculum Proposal Form**  
**New/Change to Course/Program – Okanagan campus**

<b>Category:</b> 1	
<b>Faculty/School:</b> FCCS <b>Dept./Unit:</b> LWL <b>Faculty/School Approval Date:</b> 2023 01 09 <b>Effective Session:</b> 2023W	<b>Date:</b> 20221208 <b>Contact Person:</b> Martin Blum <b>Phone:</b> 250.807.9362 <b>Email:</b> martin.blum@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> This course will complement the other WRLD 15X courses (Introduction to Language and Culture) and is part of the proposed major and program in Intercultural Communication through World Literature.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>WRLD 159 (3): Introduction to Language and Culture: Modern German</b></u>  <u><b>Introduction to German language and to key intercultural and sociolinguistic concepts in German speaking environments. Not available to students with a CEFR level (or equivalent) of A1 or higher.</b></u>	<b>Draft Academic Calendar URL:</b>  n/a

## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Community, Culture and Global Studies <b>Faculty Approval Date:</b> 2023-02-01 <b>Effective Session:</b> 2023W	<b>Date:</b> 2022-11-16 <b>Contact Person:</b> Natalie Forssman <b>Phone:</b> (not yet assigned) <b>Email:</b> natalie.forssman@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> This course has been developed to fill a gap in the current anthropology curriculum through a focus on the anthropology of science. Through examining and producing ethnographies of science, students will learn to critically reflect upon how knowledges about living entities and processes are produced. This course will be complimentary with current offerings in both medical and environmental anthropology. This course was delivered in 2019W as “ANTH 295P – Special Topics: Science and Technology,” and drew an interdisciplinary group of students. It is being proposed as a third-year course based on student feedback, and due to the research and analytic skills needed for the project-based learning in the scaffolded “mini-ethnography” assessment. Additionally, development of this course at the 300-level will leave room in the ANTH course calendar for the future development of complementary anthropology of science and technology courses at the 200- and 400-levels. This course strives to create an interdisciplinary classroom community, and again attract interest from both Anthropology majors and from across the BA and BSc programs as well.</p>	

<p><b>Proposed Academic Calendar Entry:</b> <b><u>ANTH 344 (3) Encounters with Sciences of Life: Ethnographic Approaches</u></b> <b><u>The anthropology of science with an emphasis on biosciences (life sciences and environmental sciences). Focus on ethnographic approaches to tracing and interpreting knowledge-making practices about living entities and processes. [3-0-0]</u></b> <b><u>Prerequisite: Third-year standing.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> N/A</p> <p><b>Present Academic Calendar Entry:</b> N/A</p>
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## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Arts and Social Sciences <b>Dept./Unit:</b> History Program, Department of History and Sociology <b>Faculty/School Approval Date:</b> 20230201 <b>Effective Session:</b> 2023W	<b>Date:</b> 2022.11.09 <b>Contact Person:</b> Catherine Higgs <b>Phone:</b> 250.807.9978 <b>Email:</b> catherine.higgs@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> This course was taught in 2019W2 and 2021W2 as the topics course HIST 381E, China in Africa by the instructor.  Like many 300-level HIST courses for HIST majors, there is a demand for this course as it was recently offered in 2019W and 2021W. Regularizing this course is part of the HIST program's plans to expand their offerings.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>HIST 385 (3) China and Europe in Africa since 1900</b></u> <u><b>Examines the actions of China in Africa in the twentieth and twenty-first centuries as a form of new economic imperialism, following from earlier nineteenth and twentieth century European imperialism in Africa. Considers the responses of African states and the West to China's expansion on the African continent. Credit will be granted for only one of HIST 385 or HIST 381 when the subject matter is of the same nature. [3-0-0]</b></u> <u><b>Prerequisite: 6 credits of HIST; or one of HIST 115, HIST 145 and third-year standing.</b></u>	<b>Draft Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b> N/A

## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> Psychology <b>Faculty Approval Date:</b> 2023-02-01 <b>Effective Session:</b> 2023W1	<b>Date:</b> 2022-10-07 <b>Contact Person:</b> Jan Cioe <b>Phone:</b> 250-807-8732 <b>Email:</b> jan.cioe@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> <p>This proposal is based the recent external review of Psychology Program. The reviewers recommended that we sequence courses within an area of Psychology and that we increase the number of fourth-year courses formatted as seminars.</p> <p>This new course is that fourth-year course in Developmental Psychology that requires at least one third-year course in Developmental Psychology. The proposed course will be used to deliver material at an advanced level, building on the material covered in the third-year courses. It will typically be offered in the format of a seminar. Students may take this course more than once as long as the courses involve different topics within the area up to a total of 6 credits.</p>	

<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>PSYO 420 (1-6) d Advanced Topics in Developmental Psychology</u></b> <b><u>Intensive examination of selected topics and issues in Developmental Psychology.</u></b> <b><u>This course will not be offered each term; check list of current offerings.</u></b> <b><u>May be repeated on a different topic for a maximum of 6 credits during complete program of study. [1-6 hours/week class time]</u></b> <b><u>Prerequisite: One of PSYO 321, 322, and 323.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> <a href="https://www.calendar.ubc.ca/okanagan/prof/edit/courses.cfm?go=code&amp;code=PSYO">https://www.calendar.ubc.ca/okanagan/prof/edit/courses.cfm?go=code&amp;code=PSYO</a></p> <p><b>Present Academic Calendar Entry:</b></p>
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**Curriculum Proposal Form**  
**New or Revised Course/Program – Okanagan campus**

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> HISO <b>Faculty Approval Date:</b> 2023-02-01 <b>Effective Session:</b> 2023W	<b>Date:</b> 2022-11-08 <b>Contact Person:</b> Dr. Piotr Ahmad <b>Email:</b> p.ahmad@ubc.ca
<b>Type of Action: New Course and Course Revision</b>	
<b>Rationale:</b> <p>The instructor would like to offer an advanced undergraduate course within their research interests in order to be able to share their expertise with upper-level students interested in the sociology of nationalism. A course like this, focusing on nations and nationalisms from a sociological perspective, is offered neither by the Department nor, the best of my knowledge, across FASS. This new class will take the place of SOCI 463 (Political sociology) which will subsequently become a 200-level class.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>SOCI 263 (3) Political Sociology</u></b> <b><u>Social and economic basis of political power. State and inter-state relations; ideology and control; alienation and anomie; political movements and social revolutions; political violence and terrorism; the political economy of world conflict. Credit will be granted for only one of SOCI 263 or SOCI 463. [3-0-0]</u></b> <b><u>Prerequisite: (a) SOCI 111 or (b) POLI 100 or (c) all of HIST 115, HIST 145.</u></b></p>	<p><b>Draft Academic Calendar URL:</b> <a href="https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&amp;code=SOCI">https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&amp;code=SOCI</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p>n/a</p>
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## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> HISO <b>Faculty Approval Date:</b> 2023-02-01 <b>Effective Session:</b> 2023W	<b>Date:</b> 2022-11-24 <b>Contact Person:</b> Dr. Emily Snyder <b>Phone:</b> [none] <b>Email:</b> emily.snyder@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> This new course reflects an area of specialty for a newly hired faculty member in Sociology. The course offers a socio-legal approach to topics related to sexuality. It complements other SOCI courses that deal with gender and social control, and is part of a broader effort to develop new socio-legal course offerings, as this has become an area of strength for the SOCI program through several of its most recent hires.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>SOCI 374 (3) Sexuality, Law, and Society Examination of how sex and sexuality are regulated through law. Topics may include the social and legal regulation of family forms, pornography, sex work, sexually transmitted infections, sexual violence, and the interplay of technology and law through topics such as online dating. [3-0-0] Prerequisite: Third-year standing.</b></u>	<b>Draft Academic Calendar URL:</b> <a href="https://www.calendar.ubc.ca/okanagan/prof/edit/courses.cfm?go=code&amp;code=SOCI">https://www.calendar.ubc.ca/okanagan/prof/edit/courses.cfm?go=code&amp;code=SOCI</a>  <b>Present Academic Calendar Entry:</b>  n/a

**Curriculum Proposal Form**  
**New or Revised Course/Program – Okanagan campus**

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> HISO <b>Faculty Approval Date:</b> 2023-02-01 <b>Effective Session:</b> 2023W	<b>Date:</b> 2022-11-08 <b>Contact Person:</b> Dr. Piotr Ahmad <b>Email:</b> p.ahmad@ubc.ca
<b>Type of Action: New Course and Course Revision</b>	
<b>Rationale:</b> The new SOCI 465 <i>Sociology of nations and nationalism</i> class could be of interest to both HIST and SOCI students in our Department, and it could attract students from the IR program, thus helping them fulfill program requirements (like the previous SOCI 463 class has done so far).	
<b>Proposed Academic Calendar Entry:</b>  <u><b>SOCI 465 (3) Nations and nationalisms</b></u> <u><b>Social bases of nationhood. Sociological examination of issues related to national identities and nationalism: theories of nationalism; social roots and implications of national identity and belonging; nationalism and conflict; nationalism, ethnicity, and genocide. [3-0-0]</b></u> <u><b>Prerequisite: Third-year standing and (a) SOCI 111 or (b) POLI 221 or (c) all of HIST 115, HIST 145.</b></u>	<b>Draft Academic Calendar URL:</b> <a href="https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&amp;code=SOCI">https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=code&amp;code=SOCI</a>  <b>Present Academic Calendar Entry:</b>  n/a

## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> HISO <b>Faculty Approval Date:</b> 2023-01-27 <b>Effective Session:</b> 2023W	<b>Date:</b> 2022-11-01 <b>Contact Person:</b> Dr. Mike Zajko <b>Phone:</b> 250-807-9896 <b>Email:</b> mike.zajko@ubc.ca
<b>Type of Action: Other/Multiple (Please Specify): Update to Program</b>	
<p><b>Rationale:</b> SOCI 291 is replacing SOCI 271 or STAT 121 as a program requirement for SOCI Majors. SOCI 291 will provide a broader introduction to methods as a foundation for SOCI 390 and 395 (quantitative and qualitative methods). SOCI 271 is being deleted, and since SOCI 291 now includes more than statistical methods, STAT 121 is no longer treated as equivalent.</p> <p>Language around the requirements for a Minor in Sociology has also been updated for clarity and consistency with other FASS Programs.</p> <p>Also proposing some program page clean up, along with removing any redundancies referencing the BA requirements on all FASS program pages.</p>	

<p><b>Proposed Academic Calendar Entry:</b>  <b>[11411] Major in Sociology</b>  <b>[11412] First and Second Years</b></p> <p>[11413] <u>B.A. requirements</u>, including the following:  [11414]</p> <ul style="list-style-type: none"> <li>• SOCI 111;</li> <li>• SOCI <b>209, 291; and</b></li> <li>• at least 9 credits chosen from any second-year Sociology courses.</li> </ul> <p>[11415] Students must apply to the department for admission to the Sociology Major program. Admission to the Sociology Major program requires a minimum 68% average.</p> <p><b>[11416] Third and Fourth Years</b>  [11417]</p> <ul style="list-style-type: none"> <li>• <b><u>All of SOCI 376, 377;</u></b></li> <li>• <b><u>One of SOCI 390, 395;</u></b></li> <li>• <b><u>18 credits of 300/400-level SOCI courses;</u></b></li> <li>• At least 18 credits at the <b><u>300/400-level</u></b> must be outside of Sociology.</li> </ul> <p><b>[11418] Minor in Sociology</b></p> <p><b><u>To complete a Minor in Sociology, students must accumulate no fewer than 30 credits in Sociology out of the 120 credits required for the B.A. degree. At least 18 of these credits must be numbered 300 or above.</u></b></p>	<p><b>Draft Academic Calendar URL:</b>  <a href="https://www.calendar.ubc.ca/okanagan/proof%20edit/index.cfm?tree=18,282,857,985">https://www.calendar.ubc.ca/okanagan/proof%20edit/index.cfm?tree=18,282,857,985</a></p> <p><b>Present Academic Calendar Entry:</b>  <b>[11411] Major in Sociology</b>  <b>[11412] First and Second Years</b></p> <p>[11413] <u>B.A. requirements</u>, including the following:  [11414]</p> <ul style="list-style-type: none"> <li>• SOCI 111;</li> <li>• <del>One of SOCI 271, STAT 121;</del></li> <li>• <del>SOCI 209; and</del></li> <li>• at least 9 credits chosen from any second-year Sociology courses.</li> </ul> <p>[11415] Students must apply to the department for admission to the Sociology Major program. Admission to the Sociology Major program requires a minimum 68% average.</p> <p><b>[11416] Third and Fourth Years</b>  [11417]</p> <ul style="list-style-type: none"> <li>• <del>At least 48 credits in 300 or 400-level courses;</del></li> <li>• <del>At least 30 credits of Sociology, including SOCI 376 and SOCI 377, and one of SOCI 390, 395;</del></li> <li>• At least 18 credits at the <b>300 or 400-level</b> must be outside of Sociology.</li> </ul> <p><b>[11418] Minor in Sociology</b>  <b>[11419] First and Second Years</b>  [11420]</p> <ul style="list-style-type: none"> <li>• <del>SOCI 111;</del></li> <li>• <del>At least 9 credits of 200-level Sociology.</del></li> </ul> <p><b>[11421] Third and Fourth Years</b>  [11422]</p> <ul style="list-style-type: none"> <li>• <del>18 credits of 300 or 400-level Sociology;</del></li> <li>• <del>Students must accumulate no fewer than 30 credits in Sociology out of the 120 credits required for the B.A. degree.</del></li> </ul>
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## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Arts and Social Sciences <b>Dept./Unit:</b> CCGS - Geography <b>Faculty/School Approval Date:</b> 20230127 <b>Effective Session:</b> 2023S	<b>Date:</b> 2022-11-01 <b>Contact Person:</b> Dr. Jon Corbett <b>Phone:</b> <b>Email:</b> <a href="mailto:jon.corbett@ubc.ca">jon.corbett@ubc.ca</a>
<b>Type of Action:</b> Update to program requirements	
<p><b>Rationale:</b> New cartography course GEOG 270 to be included in the methods requirement of the GEOG Major.</p> <p>There is a pressing need to provide additional 2<sup>nd</sup> year qualitative methods courses for Geography majors. Recent instructor retirements have meant that <i>GEOG 272 Cartography and Remote Sensing</i> will no longer be delivered in the short term, thus reducing the current offerings to just one Human Geography methods course.</p> <p>The existing structure of GEOG 270 is focused on the strengths and challenges inherent within contemporary Cartography, as well as core map-making procedures and techniques, and a basic understanding of relevant technologies.</p> <p>The course is built around workshops that introduce spatial data acquisition, hands-on map-making methods as well as critical cartographic analysis (i.e. scrutiny of map content, context, and design components).</p> <p>These are fundamental and pragmatic skills required by Geography majors as they enter the upper years of their degree, and are of relevance in the modern workplace.</p>	

<p><b>Proposed Academic Calendar Entry:</b></p> <p><b>Geography</b></p> <p><b>[11325] Major in Geography</b></p> <p><b>[11327]</b> The Geography Major draws on academic material from both the human and physical areas within the discipline. Curriculum emphasis is on the development of both theory and methodology, and on the practical application of geographical concepts to environmental, economic, social, and cultural problems at global to local scales, with emphasis on issues pertinent to southern British Columbia and Canada. The immediate focus of the Geography Major is on solving problems related to the environment, our use of resources, and development. By focusing on these, the Geography Major provides students with a specialized program that addresses issues of increasing concern and interest to Canadians. On entering the program, students should consult with the Geography program advisor to develop a curriculum plan for their last 60 credit hours of study. Before completing the last 30 credit hours of their degree, students should again have their program reviewed by the program advisor.</p> <p><i>[11328] First and Second Years</i></p> <p><b>[11329]</b> <u>B.A. requirements</u>, including the following:</p> <p><b>[11331]</b></p> <ul style="list-style-type: none"> <li>• GEOG 108, 109, 128, 129;</li> <li>• One of GEOG <b>270</b>, 271, 272;</li> <li>• 3 additional credits of second-year Geography.</li> </ul> <p>[...]</p>	<p><b>Draft Academic Calendar URL:</b></p> <p><a href="https://www.calendar.ubc.ca/okanagan/proof%20edit/index.cfm?tree=18.282.857.981">https://www.calendar.ubc.ca/okanagan/proof%20edit/index.cfm?tree=18.282.857.981</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p><b>Geography</b></p> <p><b>[11325] Major in Geography</b></p> <p><b>[11327]</b> The Geography Major draws on academic material from both the human and physical areas within the discipline. Curriculum emphasis is on the development of both theory and methodology, and on the practical application of geographical concepts to environmental, economic, social, and cultural problems at global to local scales, with emphasis on issues pertinent to southern British Columbia and Canada. The immediate focus of the Geography Major is on solving problems related to the environment, our use of resources, and development. By focusing on these, the Geography Major provides students with a specialized program that addresses issues of increasing concern and interest to Canadians. On entering the program, students should consult with the Geography program advisor to develop a curriculum plan for their last 60 credit hours of study. Before completing the last 30 credit hours of their degree, students should again have their program reviewed by the program advisor.</p> <p><i>[11328] First and Second Years</i></p> <p><b>[11329]</b> <u>B.A. requirements</u>, including the following:</p> <p><b>[11331]</b></p> <ul style="list-style-type: none"> <li>• GEOG 108, 109, 128, 129;</li> <li>• One of GEOG 271, 272;</li> <li>• 3 additional credits of second-year Geography.</li> </ul> <p>[...]</p>
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30 March 2023

To: Okanagan Senate

From: Senate Nominating Committee

Re: Draft Conflict of Interest Guidelines (discussion)

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The attached document– *Conflict of Interest Guidelines for the Okanagan and Vancouver Senates*– is a draft policy addressing conflicts of interest on the part of members of Senate and of Senate committees. Ensuring that conflicts of interest are disclosed and appropriately managed is a fundamental aspect of good governance and is important for maintaining confidence and trust in UBC and its decision-making bodies.

The draft policy builds upon and substantially reworks a previously proposed Senate *Code of Conduct* which was presented to Vancouver Senate for comment in 2019 and did not move forward at that time. The policy is no longer a code of conduct but rather a set of guidelines intended to provide a clear, transparent process for identifying and managing conflicts of interest that arise with respect to Senate business and responsibilities.

The *Conflict of Interest Guidelines* are envisioned as a future Council of Senates policy which will apply equally to the Senates of both campuses. The draft *Guidelines* have been reviewed by the Nominating and Agenda Committees of both the Vancouver and Okanagan Senates, with feedback received on both campuses incorporated into the draft. The draft is now being presented in parallel to each of the full Senates for further comment. If the draft *Guidelines*, amended where appropriate based on feedback from the Senates, are found to be acceptable to both Senates, a motion will be brought at a subsequent Senate meeting to refer the *Guidelines* to the Council of Senates for consideration.

Pursuant to section 20(o) of the *Senate's Rules and Procedures*, a motion to refer business to the Council of Senates may be considered by the Okanagan Senate only when notice of motion has been made at a previous meeting of Senate. Please take this memo as notice of the Nominating Committee's intention to bring such a motion when appropriate.

Your feedback on the draft will be welcomed.

For the Committee,

Jannik Eikenaar, Chair  
Senate Nominating Committee



## DRAFT: CONFLICT OF INTEREST GUIDELINES FOR THE OKANAGAN AND VANCOUVER SENATES

### 1. Introduction and Purpose

The academic governance of the *University* is vested with the Senates and the Council of Senates. The powers and duties of the Senates are set out in the *University Act*.

It is expected and assumed that *members* of the Senates and of Senate committees will perform their duties to the Senates in good faith and in the best interests of the *University*. These *Guidelines* clarify what is expected of *members* with respect to identifying, reporting and managing conflicts of interest that arise in connection with the business of the Senates and their committees.

### 2. Application

The *Guidelines* apply to all *members* of the following:

- Okanagan Senate and its committees
- Vancouver Senate and its committees

### 3. Definitions

For the purposes of these *Guidelines*, the following definitions are used throughout:

*Guidelines* shall mean these Conflict of Interest Guidelines, as amended, supplemented, revised or restated from time to time.

*Member* shall mean a *member*, either elected or ex officio, of the Okanagan Senate, the Vancouver Senate, or a committee established by either the Okanagan Senate or Vancouver Senate.

*Okanagan Senate* shall mean the Senate of the Okanagan Campus of the *University*.

*Private interest* shall mean anything of personal benefit to the *member* or a person with whom the *member* has a close personal relationship, and shall include benefits of a financial or professional nature which fall outside the scope of the *member's* role at the *University*, as well as private duties owed to outside parties.

*Secretary* shall mean the Registrar, as outlined in the *University Act*.

*Vancouver Senate* shall mean the Senate of the Vancouver Campus of the *University*.

*University* shall mean the University of British Columbia.

*University Act* shall mean the law titled as such in the Province of British Columbia with the citation Revised Statutes of British Columbia 1996, chapter 468 and its successor legislation.

## 4. Conflict of Interest

### 4.1. Definition

A conflict of interest arises when the *private interest* of a *member* conflicts with the objective exercise or proper discharge of the *member's* duties to the Senate, including the duty to act with honesty, integrity and good faith in support of the *University's* fundamental academic mission.

It is important to note that the existence of a conflict of interest neither requires nor implies wrongdoing on the part of the *member*. The core matter of a conflict is the incompatibility between the pursuit of a *member's private interest* and the performance of that *member's* duties to the *University*.

These *Guidelines* are applicable to both **actual** and **perceived** conflicts of interest. An **actual conflict of interest** has the meaning set out in the preceding paragraphs. A **perceived conflict of interest** refers to a situation where a reasonable, well-informed and impartial observer would tend to believe that a conflict of interest exists. As an institution which strives to maintain public confidence and trust by embracing the highest ethical standards, the *University* must address both actual and perceived conflicts of interest as equally significant matters.

### 4.2. Examples of Conflict of Interest

The existence of a conflict of interest is often obvious and immediately recognizable, but some situations will give rise to ambiguity and uncertainty. To assist those with responsibilities under these *Guidelines* in recognizing conflicts of interest, the following are examples of situations that are likely to entail a conflict:

- a. where a *member's* personal and/or professional dealings with one or more parties involved in the Senate's or Senate Committee's deliberations are such that the *member's* ability to discharge their duties in an objective and impartial manner may reasonably be called into question;
- b. where a *member* participates in the Senate's or a Senate Committee's deliberations on a matter that directly impacts the *member's private interest*;
- c. where a *member* accepts a private gift that would not have been offered if not for their role as a *member*;
- d. where a *member* by virtue of their role as a *member* gains access to confidential information pertaining to the *member's private interest*;
- e. where a *member* is called to sit in judgment of a matter involving a person with whom the *member* has a close personal relationship.

## 5. Dealing with Conflict of Interest

The Nominating Committee Chair, and the Nominating Committee of each Senate are responsible for interpreting and applying these *Guidelines* on behalf of the respective Senate.

### 5.1. Duty to Avoid or Manage

*Members* are responsible for recognizing conflicts of interest and avoiding or managing conflicts of interest in a manner that is consistent with the *member's* duty to act in the best interest of the *University* and in accordance with requirements set out in these *Guidelines*.

### 5.2. Duty to Disclose

All *members* have an ongoing duty to disclose both actual and perceived conflicts of interest as soon as they arise and, whenever possible, before the Senate or Senate Committees deal with the matter at issue.

In cases where a *member's* appointment to a particular Senate Committee can reasonably be expected to give rise to actual or perceived conflicts of interest, the *member* has a duty to disclose the circumstances prior to appointment to that Committee.

*Members* should make their disclosure to the *Secretary* and the Nominating Committee Chair.

In the event the Chair of the Nominating Committee has a possible conflict pertaining to the *member* or the contents of the *member's* disclosure, the Chair shall inform the *Secretary* and be recused from any further involvement in the matter. In such cases the responsibilities of the Chair shall be assumed by the Vice-Chair of the Nominating Committee.

### 5.3. Submitting a Conflict of Interest Disclosure Statement

The *Secretary* shall provide a standard form Conflict of Interest Disclosure Statement (Disclosure Statement) for use by *members* in disclosing conflicts pursuant to these *Guidelines*.

Every *member* who is a Convocation Senator must complete a Disclosure Statement upon their initial appointment and update the Disclosure Statement at any time they become aware of new or additional relevant information, or as required by changed circumstances.

All other *members* may submit a Disclosure Statement or updated Disclosure Statement at any time and as required under Section 5.2.

Disclosure Statements are filed with the *Secretary*, who will retain the records at the Office

of the Senate and provide copies to the Chair of the Nominating Committee.

#### **5.4. Reporting an Undisclosed Conflict of Interest**

It is the responsibility of *members* who are aware of an unreported actual or perceived conflict of interest on the part of a fellow *member* to raise the matter for clarification, first individually with the *member* in question and, if unresolved, in writing to the *Secretary* and Nominating Committee Chair.

Repeatedly raising questions of possible conflicts of interest that are without merit shall be considered contrary to the spirit and intent of these *Guidelines*. The Nominating Chair shall take reasonable steps to ensure that *members* do not persist in raising meritless inquiries.

#### **5.5. Conflicts Related to Senate and Senate Committee Agenda Items**

The *Secretary* will assist *members* in identifying conflicts of interest by reviewing the subject matter of the Senate or Senate committee agendas for possible conflicts of interest for individual *members*. If the *Secretary* has reason to believe that an agenda item could result in a conflict of interest for a *member*, the *Secretary* will alert the *member* in writing, copying the Chair of the Nominating Committee, and provide the *member* an opportunity to submit a disclosure pursuant to Section 5.3.

Where a *member* has a conflict of interest in respect of an agenda item, the *member*:

- a. shall abstain from any discussions or votes concerning such matter that may occur during a Senate or Senate Committee meeting;
- b. shall be counted in the quorum for a meeting at which the *member* attends, notwithstanding that the *member* is absented while any matter is considered in respect of which a conflict of interest exists for that *member*.

If a *member* declares a conflict of interest, a summary of the disclosure will be recorded in the minutes of the meeting, as well as any restrictions on the *member's* participation.

Where a conflict of interest is discovered after consideration of a matter, the conflict must be brought to the attention of the Nominating Committee through the *Secretary*, and appropriately recorded at the first opportunity. If the Nominating Committee determines that the *member's* involvement has, or could be perceived to have, influenced the decision, the Senate or Senate committee must re-examine the matter and may rescind, vary or confirm its decision.

#### **5.6. Responding to a Conflict of Interest Disclosure Statement or Report**

When the *Secretary* and Nominating Committee Chair become aware of a conflict on the part of a *member*, whether as a result of that *member's* Disclosure Statement or a report submitted pursuant to Section 5.4, the following steps will be taken.

- a. In straight-forward cases, the Nominating Committee Chair will review the circumstances and provide the *member* with advice on whether an actual or perceived conflict exists and, if so, the steps required to manage the conflict. In all such cases, the Nominating Committee Chair will inform the Nominating Committee of the issue raised and how it was managed.
- b. In cases where it is not clear whether there is a conflict or how it should be managed, the Nominating Committee Chair will refer the matter to the Nominating Committee, which will review the circumstances and determine by majority vote if a conflict exists and, if so, the steps required to manage the conflict. If the *member* is a member of the Nominating Committee, the *member* shall be absent from the discussion and shall not vote on the issue.
- c. The Nominating Committee will advise the Senate *in camera* of each case under subsection (b) and how the conflict has been addressed.

*Members* must comply with any direction provided by the Nominating Committee Chair or the Nominating Committee to undertake a specified action to manage a conflict of interest.

## 5.7. Confidentiality

Except where disclosure of such information is authorized or required by law or these *Guidelines*, any information disclosed by any person pursuant to these *Guidelines* will be held in confidence and will only be available to those persons who need to have access to the information in order to carry out their roles under these *Guidelines*, for the purposes of these *Guidelines*.

## 6. Failure to Comply

Where the Nominating Committee determines that a *member* has failed to comply with these *Guidelines*, the Committee shall consider the extent to which these *Guidelines* have been breached and the need for redress and decide on an appropriate course of action, which may include:

- issuing an oral or written reprimand to the *member*;
- requesting the *member* to take appropriate corrective action;
- requesting that the Senate pass a motion of reprimand or censure.

## 7. Reporting Responsibility

### 7.1. Nominating Committee

The Nominating Committee has specific responsibilities set out in these *Guidelines*, which include the interpretation and application of provisions regarding conflicts of

interest and to receive information provided by the *Secretary* or Nominating Committee Chair in respect of conflicts of interest. The Nominating Committee is responsible for reporting to the Senate regularly on the handling of conflict of interest issues, as well as providing an annual report as set out below in section 7.2, Annual Reporting.

## **7.2. Annual Reporting**

The Agenda Committee is responsible for reviewing these *Guidelines* from time to time and recommending to Senate any changes, as necessary.

The Nominating Committee must provide to Senate an annual anonymized summary of conflict of interest disclosures and the actions taken in response.



30 March 2023

**To:** Okanagan Senate

**From:** Rella Ng, Registrar

**Re:** 2023-2026 Triennial Election Results

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

### **Faculty-Specific Representatives to Senate**

Further to the call for nominations for faculty members of the Okanagan Campus to fill the two (2) positions for representatives of each of the Faculties on the Okanagan Campus on the Okanagan Senate issued on 13 February 2023, four (4) 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 Faculties on the Okanagan Campus on the Okanagan Senate for terms beginning on 1 September 2023 and ending 31 August 2026 and thereafter until successors are elected:

#### *Faculty of Education*

- **Robert Campbell, Associate Professor**
- **Rob Johnson, Associate Professor**

#### *Faculty of Management*

- **Barb Marcolin, Associate Professor**

#### *Faculty of Science*

- **Karen Hodges, Professor**

A second call for nominations for the remaining positions was issued on 13 March 2023.