



Okanagan Senate

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

THURSDAY, 27 APRIL 2023

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

- 1. Call to Order – Dr Lesley Cormack**
- 2. Senate Membership – Ms Rella Ng (information)**

a) New Student Members

- Anand Brar, Faculty of Applied Science
- Bowen He, Faculty of Creative and Critical Studies (Continuing)
- Jonathan Low, Faculty of Health and Social Development (Continuing)
- Raneem Zaitoun, Faculty of Management
- Maziar Matin Panah, Faculty of Science (Continuing)
- Aparajita Shinde, Faculty of Arts and Social Sciences
- Michael Sandler (Graduate Student Representative)
- Amanda Shatzko (Graduate Student Representative, Continuing)
- Saami Hafeez (At-Large, Continuing)
- Ayanfe-Oluwa Idowu (At-Large)
- Joshua Taylor Milliken (At-Large, Continuing)
- Princess Amuta (At-Large)
- Muskan Garg (At-Large)
- Ojus Sharma (At-Large)

b) Nominating Committee

This is a call for nominations for two (2) student members of Senate to serve on the Senate Nominating Committee until 31 March 2024 and thereafter until replaced. Nominations are due by 4 pm on 30 April 2023 to amandeep.breen@ubc.ca. If more than two students are nominated, an election will be held in advance of the May meeting of Senate in accordance with Rule 26 (f) of the Rules and Procedures of Senate.



3. **Minutes of the Meeting of 30 March 2023 – Dr Lesley Cormack** (approval)
(docket pages 4-28)
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. **Academic Policy Committee – Dr Jan Cioe**
 - a. Faculty of Creative and Critical Studies – Faculty Council Terms of Reference (approval)(docket pages 29-39)
 - b. Faculty of Creative and Critical Studies Bachelor of Arts – Academic Regulations (approval)(docket pages 40-44)
 - c. Bachelor of Human Kinetics – Academic Regulations (approval)(docket pages 45-46)
9. **Joint Admissions and Awards and Curriculum Committees – Dr Yves Lucet**
 - a. New Undergraduate Certificate (approval)(docket pages 47-54)
 - b. New Interdisciplinary Graduate Studies Theme (approval)(docket pages 55-66)
10. **Curriculum Committee – Dr Yves Lucet**
Curriculum Proposals (approval)(docket pages 67-102)
11. **Nominating Committee – Dr Jannik Eikenaar**
 - a) Academic Advisory Committee on a UBC Institute for Advanced Study (approval) (docket pages 103-104)
 - b) Academic Advisory Committee on Wall Research Awards and Wall Research Fellowships (approval) (docket pages 103-104)
 - c) Change in Terms of Reference – Learning and Research Committee (approval) (docket page 105)

The Rules and Procedures of the Okanagan Senate states that meetings will adjourn no later than 5:30 p.m. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

UBC Senates and Council of Senate website: <http://www.senate.ubc.ca>

**12. Learning and Research Committee – Dr Sally Stewart**

UBC Academic Dress – Indigenous Students (approval) (docket pages 106-115)

13. Annual Report from the Chief Librarian – Mr Robert Janke
(information) (docket pages 116-131)**14. Report from the Registrar**

a) 2023 Okanagan Student Senate and Board of Governors Elections
(information)(docket pages 132-133)

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

15. Other Business

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**OKANAGAN SENATE****MINUTES OF 30 MARCH 2023****DRAFT****Attendance**

Present: L. Cormack (Chair), R. Ng (Secretary), R. Sadiq, P. Simpson, S. Tomášková, P. Arthur, J. Cioe, T. Ebl, P. Lasserre, Y. Lucet, S. Hilton, S. Stewart, Y. Zhu, K. Hodges, M. Reeves, A. Shatzko, J. Milliken, S. Hafeez, R. Lalonde, M. Legault, B. Traister, M. Evans, J. Jakobi, S. O’Leary, J. Hare, R. Johnson

Regrets: D. Buszard, S. Point, R. Campbell, G. DiLabio, S. Bates, G. Gerrard, 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, J. Eikenaar, S. Hutchinson, B. Marcolin, T. Forneris, S. McNeil, J. Holzman, R. Frost, S. Cherkowski, B. Visscher, H. Berringer, I. Parkins, P. Barker

Clerk: A. Breen

Senate Membership

The Registrar confirmed that Senator Bryce Traister was elected to fill the vacancy on the Senate Nominating Committee, until 31 August 2023 and thereafter until replaced.

Call to Order and Land Acknowledgement

The Vice-Chair, Dr Cormack, called the seventh regular meeting of the Senate for the 2022-2023 academic year to order at 3:37 pm. She offered acknowledgement that she is participating in the Senate meeting from the unceded, ancestral and traditional territory of the Syilx Okanagan peoples.

Minutes of the Meeting of 23 February 2023

Two minor typographical errors were identified and the spelling of Senator Ebl’s name on page 14 of the docket was corrected.

Stephen O’Leary
Jan Cioe

*That the Minutes of 23 February 2023 be adopted,
as amended.*

Approved



Business Arising from the Minutes

At the February Senate meeting, Senator Lalonde requested a clarification of the 8,886 FTE as this number differs from what is cited under Table 15 of the Enrolment Report. The Registrar had indicated she would follow up and provide clarity on this number.

The Registrar shared that 8,886 FTE is the number reported to the Ministry, and includes some international students: those undergraduates and graduates who are assessed domestic fees. Table 15 in the appendix reports the numbers based on the student's domestic/international status. The 8,886 total would be a mix of table 15's domestic FTE and some of the international FTE from Table 17. This is similar to how UBC Vancouver numbers are reported.

Remarks from the Principal and Deputy Vice-Chancellor

Dr Cormack opened her remarks by sharing Acting President Buszard's greetings and regrets for the meeting, noting that she is attending Board of Governors committee meetings, and the Board meeting scheduled for the next day.

Dr Cormack then commented on the recent announcements of federal and provincial funding for the University. She noted that while both included positive news for students generally, the federal budget allocation was somewhat disappointing for research intensive universities. Dr Cormack stated that there had been hope and an expectation for an increase in the Tri-Council stipend for graduate students, which was not reflected in funding.

She noted a recent and well-received change in foreign homeowner legislation which came into effect in January. The change no longer requires individuals holding a valid work permit to have filed taxes for 3 years so long as there are a minimum of 183 days remaining on their work permit. Dr Cormack stated that this change is extremely beneficial to UBC as it allows for more effective international faculty recruitment.

Dr Cormack shared that approval of the University's 2023-24 budget has been delayed; it will be revised and resubmitted for consideration at a special meeting Board of Governors meeting scheduled for mid-April.

Dr Cormack applauded the efforts of the Development Office, noting that the team's efforts have resulted in a record year for fundraising, raising between \$12-\$13M. She noted that this was done while the unit was short-staffed, with a number of vacant positions.

With respect to the ICI (Interdisciplinary Collaboration and Innovation) Building, construction is on track and there has been a call for proposals for interdisciplinary research projects that can go into the ICI building. The selection process will proceed through the summer, with the hope of having approved projects identified by September. Dr Cormack noted that there may be some delay in the opening of the new building due to supply chain issues.



Remarks from the Provost

Dr Sadiq noted that the application deadline for submission of ICI proposals is 15 May 2023; there has been a website set-up and faculty members are encouraged to discuss with their deans the process for submission of proposed projects. He encouraged senators to consult the ICI Building website that has recently been set-up and that a townhall is scheduled for 4 April 2023.

The Provost shared that five (5) of six (6) micro-credential credential applications have been approved by the Ministry of Post-Secondary Education and Future Skills, which is a high rate of acceptance by the Ministry. The successful faculties are the Faculties of Science, Health and Social Development and the School of Engineering. An announcement, in collaboration with the Ministry, is forthcoming.

Next, the Provost provided an update on the ALT-2040 Fund Program, designed to support course and program innovation, student experience enhancement and educational resource development at UBC Okanagan, noting that a call for proposals has been made and that the application deadline is 15 May 2023.

Dr Sadiq highlighted a cross-campus initiative regarding academic integrity; the Academic Integrity Digest is aimed at generating conversation, sharing resources and responding to timely and relevant issues impacting academic integrity for students and faculty at UBC. A website with additional details and resources has been set-up.

The Provost noted that the Faculty of Management external review is now complete, and is available on the Provost's website and that Dean *pro tem*, Senator Sandy Hilton, is expected to provide a response to the review within three months.

The Provost's concluding remarks related to a new initiative from the Centre for Teaching and Learning Technology, the UBC Okanagan Teaching Fellows Opportunity, which will provide funding to support faculty members' teaching and learning activities for one year. The application deadline is 1 April 2023.

In response to a question from Senator Hafeez regarding Dr Cormack's remarks on whether and how much of the \$12-\$13M raised will be allocated for student aid, Dr Cormack responded that funds are normally directed for a variety of projects/initiatives by donors, such as research, specific programs, academic space etc. and that there are approximately 40-50 such initiatives. She noted that student support is a key priority in funding allocations.

Senator Cioe requested an update on the timetable and scheduling issues previously discussed at Senate, that some changes had been discussion and ask if any changes had been considered.



The Provost asked that Deputy Registrar Bert Annear be permitted to respond to Senator Cioe's question. Mr Annear responded that many factors have been taken into consideration with respect to the rules and parameters for course scheduling and that his office has received positive feedback from the program areas that his office has been working with to date. The final schedule will be available by the end of the week, and there will be some testing to ensure feasibility before it is shared with the broader campus community.

Senator Hodges asked for an update regarding the Canada Research Chair allocation discussed at a previous Senate meeting.

The Provost responded that Senator Barker is best placed to provide a detailed response and shared that conversations are ongoing. He noted that a cross-campus committee has been formed and that consideration of this issues is shifting from the Provost's portfolio to the Vice-President Research and Innovation. This portfolio change is a major shift in how and where such discussion take place. Dr Cormack stated that the question can be brought up a future meeting.

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. She noted that since the last update to Senate, the Committee met on February 24th, February 28th, and March 7th. Some key objectives of the Committee's work were to build members' knowledge of equity, diversity, inclusion, and indigeneity and the barriers faced by members of under-represented communities with respect to their advancement in academic and university systems, which was done by way of presentations from individuals working to advance the interests of marginalized groups and those supporting the implementation of the Indigenous Strategic Plan.

Senator Legault noted that presentations to the committee also deepened members' understanding of the role of a university president and that the Committee engaged with current and former presidents of Canadian public universities, as well as members of the University's executive team to solicit their views on the president and the challenges and opportunities ahead for the incoming UBC president.

The Committee has also received and reviewed input from the UBC community, provided via survey questions and online forums held in February. Senator Legault noted that the Committee has invited Dr Arig al Shaibah (Associate Vice-President, Equity and Inclusion) to attend all meetings as a confidential advisor to the Committee. Senator Legault noted her thanks to Dr al Shaibah for her willingness to support the Committee in this capacity.

Lastly, Senator Legault noted that the position profile for President and Vice-Chancellor has been distributed via a variety of channels, and that senators are encouraged to send any suggestions for candidates to Brent Cameron at ubcpresident@boyden.com.



Expression of Thanks to 2022-2023 Student Senators

Dr Cormack noted that the March Senate meeting marks the end-of-term for almost all student senators as they are elected for a one-year term. On behalf of the Senate and President Buszard, she expressed her gratitude to student members, both departing and continuing, for their service to the University. She noted that student leaders play a critical role in bringing the voice and perspective their fellow students to critical discussions and decisions regarding governance and that their contributions are invaluable and deeply appreciated.

Academic Policy Committee

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

COLLEGE OF GRADUATE STUDIES – RESIDENCY REQUIREMENTS AND DURATION OF PROGRAM FOR DOCTORAL STUDENTS

Jan Cioe
Bryce Traister

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.

Senator Cioe stated that the proposed change will 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.

In response to a question from Senator O’Leary, Senator Cioe clarified that the proposal is applicable to the Okanagan campus only but that UBC Okanagan students can participate in activities at the Vancouver campus and still meet the requirements of the policy.

Senator Jakobi spoke in support of the proposal, and asked whether there is any data on the impact on time to completion and funding implications.

Dean Simpson responded that there is currently no data but that the College of Graduate Studies will start collecting such data shortly.

Senator Hare asked for clarification on the statement regarding programs and supervisors designing and providing support that may be needed by non-resident doctoral students to fully participate in activities in a non-traditional way, specifically what the expectations are for doctoral supervisors and those providing supervision, and resulting workload implications.



Senator Simpson responded that there is no requirement for a faculty member to agree to supervise a non-resident student as it is not possible in some subject areas. He added that the intent of the policy is for supervisors of non-resident students to find a way to make a student's studies workable in a way they can be connected and engaged with the program as opposed to be isolated from the scholarly community. The student and supervisor will need to come to an agreement that is workable for both. In response to a further question from Dean Hare, Dean Simpson clarified that the policy will not impact the new Doctor of Education program.

Senator Hodges commented that she has many students who do field work and does not know at the start of the student's program how much time they will spend on campus versus field work. In absence of knowing whether the student is going to meet the 24-month residency requirement, the burden is on the faculty to monitor to avoid the possibility of a student failing to satisfy residency. She added that she is concerned about the proposed change will play out where it is not known at the outset where the student will be and for how long.

Senator Simpson responded that there is management at the program level, and when it is noted that a student may be spending too much time in the field, a plan can be put in place to manage student engagement. He added that supervisors should try to comply with the intent of the policy as opposed to worrying about any bureaucratic aspects and that the application of the policy will inevitably have to be flexible.

Approved

BACHELOR OF SCIENCE IN NURSING PROGRAM – ACADEMIC REGULATIONS

Jan Cioe
Stephen O'Leary

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

Approved



Agenda Committee

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

AMENDMENT TO THE RULES AND PROCEDURES OF SENATE

Jan Cioe
Yves Lucet

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

That the following 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” and

That all subsequent and referential section numbers be renumbered accordingly.

Senator Cioe stated that occasionally circumstances arise that compromise the hybrid delivery of Senate meeting, noting recent staffing shortages in the Senate Secretariat. He clarified that the proposed change addresses hybrid and online delivery only, and in-person only meetings are not contemplated.

In response from a question from Senator O’Leary regarding the possibility of a tie-vote at the Agenda Committee when deciding whether a Senate meeting should be online only, Senator Cioe stated that this is unlikely to happen and that the Committee chair would then cast the deciding vote.

Senator Traister asked for further clarification of how the Committee will determine whether or not, or when or for whom, something is impractical, noting that the Committee will be making the decision on behalf of the full Senate. He also asked for clarification regarding whether the new rule would precede or follow the current Rule 21, which states that senators may attend meetings of Senate in-person or electronically.



Secretariat staff clarified that the proposed new rule would follow the current Rule 21. A friendly amendment to correct the number was accepted.

Senator Cioe addressed Senator Traister's first question, noting that it is not easy to define 'impractical' as there are a number of scenarios that would meet the threshold. He noted recent staffing and capacity issues in the Secretariat that made it very difficult for staff to support an in-person meeting. Another possible scenario is both the President and DVC are unable to attend an in-person meeting but one or both are available online. Senator Cioe added that the Committee is committed to maintaining the hybrid model and reminded senators that the Agenda Committee is required to report the reason for its decision to hold a Senate meeting online only. The application of the rule will be reasonable and transparent.

Senator Traister stated that, in his opinion, the work of the Senate is best done in person and asked whether there has been any consideration given to returning to in-person meetings. He noted that the hybrid model is difficult and expensive, and that is better for meeting to be fully online or fully in-person. He stated that the meeting format going forward should be reconsidered as the end of the Senate triennium is approaching.

Senator Cioe stated that he fully shares the considerations outlined by Senator Traister and would also prefer that meetings be in-person. The decision at the Agenda Committee was to allow incoming senators to reexamine the issue and reach a decision. He noted that there were far fewer senators attending the meeting in-person, with a majority of attendees online.

Dr Cormack commented that this is an important conversation to have as the triennial review is underway, adding that the last time the Senate considered this issue, the University was in a different place with respect to the COVID-19 pandemic.

Senator Evans commented that the monitoring and management of online voting is not adequate, noting that some senators are voting by raising their hands, the green check mark is being used for both in favour of- and against a motion. While most votes are overwhelmingly positive, the inconsistencies are of serious concern when votes are close.

Senator Reeves stated that in the past, the Clerk was able to clear the green checkmarks to avoid confusion, and asked for clarification regarding Senator Traister's earlier comment regarding the expense associated with hybrid meetings. Senator Traister noted the number of microphones required in the meeting room and the additional technical set-up that is required.

Dr Cormack commented that the Senate does not have access to the current meeting room at all time, as it belongs to the Southern Medical Program. She added that the purchase of new system solely for the use of Senate was considered but that it would be very expensive.

Senator O'Leary asked what some of the considerations are for senators preferring to attend only online.



Senator Cioe responded that it may be health issues or concerns, not having to commute to campus, and students may be on campus on Senate or Senate committee meeting dates but would be able to attending meetings if they are online.

Senator Ebl reiterated Senator Cioe's earlier comment that the Agenda Committee has discussed the meeting format, and agreed that senators joining in the next triennium decide how to proceed. Senator Ebl also called the question

Tamara Ebl
Sandy Hilton

That the previous question be called.

Approved *(with
required 2/3 majority)*

Jan Cioe
Yves Lucet

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

That the following section be added:

“22. Notwithstanding Section 21, 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” and

That all subsequent and referential section numbers be renumbered accordingly.

Approved

Admissions Committee

See Appendix A: Awards Report

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



Tamara Ebl
Patricia Lasserre

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

Approved

Curriculum Committee

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

CURRICULUM PROPOSALS

See Appendix B: Curriculum Report

Yves Lucet
Sandy Hilton

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 Applied Science, Creative and Critical Studies and Arts and Social Sciences.

Approved

Senator Traister expressed his gratitude to Senate for its approval of the new minor in the Faculty of Creative and Critical Studies. The development of the minor in Communications and Rhetoric was led by the late Professor Aisha Ravindran, who passed away recently. Dean Traister spoke of Dr Ravindran's commitment to students, noting that the development of the minor was her last gesture for students. Senators observed a moment of silence in Dr Ravindran's memory.

Nominating Committee

The Vice-Chair of the Senate Nominating Committee, Ms Tamara Ebl, presented.

DRAFT CONFLICT OF INTEREST GUIDELINES

At the outset, Senator Ebl reiterated that the draft guidelines are for information and discussion only, and that the guidelines are not policy. They are envisioned as a future Council of Senates Policy which will apply equally to the Senates of both campuses. The draft has so far been reviewed by the Nominating and Agenda Committees of both Senates.

Senator Ebl stated that the discussion is an opportunity for senators to provide feedback. Senators not present at the meeting can provide their comments and concerns to the Nominating



Committee or the Senate Secretariat. The draft guidelines will be amended as necessary and will be brought back to the Senates with a motion to refer to the Council of Senates for consideration.

Senator Cioe stated that he expressed his concerns with this approach at an earlier meeting, in the context of what actually constitutes a conflict of interest in terms of the various roles they might play, such as an administrator also being a Senator. He added that in the discussion at the Agenda Committee, there was a distinction made between personal and professional conflicts of interest, and that it would be helpful for him to have specific examples of what constitutes a conflict.

Senator Cioe gave the example of Senate's approval of a new course in his department earlier in the meeting. He stated that he had put the course forward and is in a conflict of interest in the strictest sense as it would benefit him, his department and students. Senator Cioe asked for clarity regarding what is and what would not be a conflict in the context of operating as a senator.

Senator Ebl responded that the guidelines will not prevent anyone from exercising their legitimate right to participate in Senate proceedings, even if those are related to a senator's own faculty. Also, there is consideration of whether an action could reasonably be perceived to be of personal interest or impact one's ability to remain unbiased. She added that it is difficult to create a full list of all potential conflict situations.

The Clerk gave an example of a conflict of interest in the context of the consideration of student appeals. For example, the chair or member of the committee may be from the same faculty as the student appellant. If the adjudicator has no previous knowledge or involvement in the matter under appeal, they are not in a conflict of interest situation. A chair or committee member advocating for the committee to find in favour of one of the parties based their own personal or professional connection would clearly be in a conflict situation.

Senator Ebl added that in the consideration of admissions appeals, representatives of the Faculty which has denied admission are not permitted to participate in the Committee's deliberations.

Senator Jakobi asked how the proposed guidelines intersect with the conflict of interest declarations required by faculty members. Dr Cormack clarified that there is no overlap between the proposed guidelines and Board of Governors Policy SC-3. She added that the principle of bicameralism requires that both the Senate and the Board have the power to independently control their own processes and procedures. Faculty Members who are senators should not be using their annual COI declaration to disclose issues pertaining to the Senate.

Senator Ebl stated that the guidelines are intended to fill a gap as Policy SC-3 does not apply to Senate business. This a reworking of 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.

Senator Cioe asked about section 5.5 which addresses conflicts related to Senate and Senate committee agenda items, noting that the policy document allowed for greater flexibility in terms of how conflicts of interest are dealt with. In many cases, senators could simply declare a conflict for transparency but still participate in a discussion not because of a self-interest but because they have knowledge or expertise they can contribute to the discussion. In the guidelines model, a senator who in a COI situation with respect to an agenda item must abstain from any discussion or voting. Senator Cioe stated that he does not find the language of this section to be acceptable.

Dr Cormack thanked senators for the discussion and their feedback, adding a reminder that any additional comments or feedback can be provided via the Senate Secretariat.

Report from the Registrar

2023-2026 TRIENNIAL ELECTION RESULTS

The Registrar, Ms Rella Ng, presented the results of the 2023-2026 triennial election results. She noted that a number of vacancies remain and second call for nominations has been issued. In response to a question from Senator Cioe, the Registrar confirmed that the second call for nominations closed on April 28th, and a third call will be issued shortly.

Senator Ebl commented that there have been recurring discussions at the Nominating and Agenda Committees regarding ongoing vacancies on Senate. She noted that the Senate is critical to the University's governance structure, yet many faculty members choose not remain on Senate and other do not have the desire to put their nomination forward. Ongoing vacancies compromise the ability of Senate and Senate committees to function effectively. She asked what could be done to increase interest amongst faculty members to consider serving.

Dr Cormack responded that all senators present at the meeting should speak to their colleagues and encourage them to consider service on Senate. She noted that a call for nominations alone does not seem to be the most effective way to encourage faculty to come forward.

Senator Milliken commented that one of the reasons there are so few nominations coming forward from students is that a majority of students are not even aware of Senate. He added that the Students' Union Okanagan (SUO) has a large budget to advertise elections and as a result, there is a high student participation rate in SUO elections. He asked whether there should be some consideration of funding for student senator elections, noting that something needs to be done to encourage student participation in the Senate election process.



Dr Cormack thanked Senator Milliken for his comments, noting that student participation in governance is critical and that more needs to be done to bring attention to the work and value of Senate.

Senator Ebl commented that the current triennium is coming to a close and wondered whether there should be some consideration of undertaking an exit interview or survey to get more information on why outgoing senators are not willing to return.

Senator Hafeez added to Senator Milliken's comments, noting that the feedback he has received from students, and which was the case for him in his first-year, is that they are not aware of how to contact senators, especially student senators. He noted that students may eventually find the Senate website where the names of student senators are listed but that there was no way for students to contact their senate representatives. He added that he intends to put this forward as a recommendation in the triennial review process.

Dr Cormack thanked senators for the discussion and feedback.

Other Business

Senator Traister asked for a follow-up from the Learning and Research Committee regarding the Senate policy on Emeritus Status. The chair of the committee, Senator Stewart responded that discussions regarding revisions to the policy are ongoing, and happening in consultation with the Vancouver Senate Tributes Committee to ensure as much alignment as possible between the two campuses. The two committees have held a joint meeting and a final draft will be reviewed in April, prior to broader consultation with stakeholders. Senator Stewart stated that she expects the policy to come forward for Senate approval early in the new triennium.

Adjournment

Seeing no other business, the meeting was adjourned at 4:58 p.m.

*Appendix A: Awards Report***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.

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.

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 made on the recommendation of the College of Graduate Studies in consultation with the School of Nursing.~~ **Awards will be** The award is made on the recommendation of 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.

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.

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.

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.

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.

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.

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.

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.

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, BSc'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, BSc'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.

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.

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.

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.

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.

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.

REVISED AWARDS**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.

Appendix B: Curriculum Report

- 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



27 April 2023

To: Okanagan Senate

From: Okanagan Academic Policy Committee (the “Committee”)

Re: Faculty of Creative and Critical Studies – Terms of Reference

At its meeting on 14 April 2023 the Committee considered the proposed changes to the Faculty of Creative and Critical Studies Terms of Reference, attached hereunder. The proposed changes include housekeeping updates and a streamlined committee structure that reflects the Faculty’s evolving internal practices.

The Committee recommends these changes to the Senate for approval pursuant to the following Section of the University Act (the “Act”):

Powers and duties of faculty

40 A faculty has the following powers and duties:

(c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business;

Motion:

THAT THE Okanagan Senate approves changes to Faculty of Creative and Critical Studies Terms of Reference.

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



[Motion: that the Faculty of Creative and Critical Studies Council recommend the following revised “Composition, Procedures, and Standing Committees” document to the Academic Senate of UBC’s Okanagan campus.]

Motion Approved by FCCS Council: April 28, 2022

Approved by UBC Okanagan Senate
TBA

COMPOSITION, PROCEDURES, AND STANDING COMMITTEES OF THE FACULTY OF CREATIVE AND CRITICAL STUDIES COUNCIL

Preamble:

As per Senate Policy O-2 (Faculty Councils) the Faculty of Creative and Critical Studies (FCCS) Council is hereby established as “a governance body for consideration of faculty matters under the jurisdiction or requiring the approval of the Okanagan Senate.” The Council derives its mandate from Section 40 of the University Act, which states as follows:

A Faculty has the following powers and duties:

- (a) *to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;*
- (b) *to provide for student representation in the meetings and proceedings of the faculty;*
- (c) *subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business.*
- (d) *to determine, subject to the approval of the senate, the courses of instruction for the faculty;*
- (e) *subject to an order of the president to the contrary, to prohibit lecturing and teaching in the faculty by persons other than appointed members of the teaching staff of the faculty and persons authorized by the faculty, and to prevent lecturing or teaching so prohibited;*
- (f) *subject to the approval of the senate, to appoint for examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;*
- (g) *to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;*
- (h) *generally, to deal with all matters assigned to it by the board or the senate.*

The FCCS Council recognizes its advisory role in relation to the President, as stated in Section 42 of the University Act.

Composition, Procedures, and Standing Committees of Faculty Council

Per relevant sections of Senate Policy O-2, the composition and procedures of the FCCS Council are as follows:

1. Faculty Council composition:

- Chair: Dean of FCCS
- The President (or his/her nominee)
- The Dean of the College of Graduate Studies
- The Chief Librarian
- Members of the FCCS Executive Committee
- Full Professors
- Associate Professors
- Assistant Professors
- Professors of Teaching
- Associate Professors of Teaching
- Assistant Professors of Teaching
- ~~Senior Instructors~~
- ~~Instructors~~
- Lecturers
- Continuing Sessional Lecturers
- Up to three graduate student representatives from each degree program (English MA, MFA and IGS) elected by their peers
- Up to three undergraduate student representatives, no more than one from each department.
- The Registrar
- Two members of FCCS support staff (non-voting)

2. Necessary quorum of the Faculty Council

- The necessary quorum for transaction of business by the *Faculty Council* shall be 20 members.

3. Procedures for calling regular and special meetings, including notification of members:

- All members of the *Faculty Council* shall be called to attend a minimum of one regular meeting per term of the Winter Session.

- All calls to attend regular and special meetings shall be sent via emails. Notification for *Faculty Council* meetings shall be sent out early in the academic year.
- **Sessional Instructors are not expected to attend Faculty Council, but will be extended the invitation to attend by the Chair.**

4. Voting Procedures

- Voting normally takes the form of show of hands.
- Council may elect from time to time to record votes by secret ballot, or by electronic ballot.
- Where Council elects to record vote by electronic ballot, a clearly worded ballot shall be made available to voting members for a period of no less than **one** week prior to the opening of electronic balloting.
- Tabulation of electronic balloting will be conducted by two members of staff.

5. Standing Committees of the Faculty Council:

a) Executive Committee

- **Mandate:**
 - Deliberate, and advise the Dean, on all matters relating to the Faculty as may be appropriate
 - Serve as a forum for information sharing.
 - Consider and make decisions on policies and plans developed by Faculty committees.
 - Bring policies to Faculty Council and other appropriate bodies for decisions.
 - Establish Faculty priorities, including program development and hiring.
 - Facilitate development and implementation of the Faculty's Strategic-**and Business** Plans.
 - Advise the Dean on all matters pertaining to the administration of the Faculty.
 - Execute decisions of Faculty Council.
 - Serve as the Striking/Nominating Committee for Faculty-level ad hoc committees as appropriate.
 - Serve as Agenda Committee of Faculty Council.
 - Receive, through the Chair, reports to Council from all appropriate Standing and ad hoc committees. The Executive Committee shall not change recommendations from any standing committee if they flow from assignments specifically authorized by Council, but may send recommendations back to a committee for reconsideration prior to submission to Council.

- Approve graduation lists.
- ~~Approve minor curriculum changes (i.e., Category 2 changes), on the recommendation of the Faculty Curriculum Committee, and inform Council accordingly. It shall pass on recommendations for major curriculum changes (i.e., Category 1 changes) to Council for approval.~~
- ~~Advised by Undergraduate Committee or Graduate Committee, will approve new programs.~~
- Receive nominations for, and adjudicate, FCCS Service Excellence award.
- Any other powers and duties as may be delegated to it by Council, including authorization to act on behalf of Council between the last meeting of Council in Winter Term 2 and the first meeting of Council in Winter Term 1.
- The Committee will have authority to act on behalf of Council in the following situations:
 - In the event that quorum cannot be established at a Council meeting, and the Dean deems it necessary that a decision be made on particular agenda items. Council shall, soon thereafter be informed of such decisions before their implementation. Any member of Council who disagrees with the decision may provide written notice of his or her disagreement to the Dean and, if he or she wishes, may submit a request to the Dean for a special meeting of Council to reconsider the decision. Any disagreements or requests for meetings shall be submitted within 7 days of notification of the Executive Committee's decision. Requests for special meetings in these circumstances must be supported by more than 50% of Council members for them to be granted.
 - Where, in the Dean's judgment, an emergency meeting of Council is not warranted but waiting for a regularly scheduled meeting of Council will constrain the Faculty's ability to take advantage of opportunities or address issues promptly. Any actions taken shall be reported to Council at its next meeting.
- **Composition:**
 - Chair: Dean
 - Associate Dean (Undergraduate Studies)
 - Associate Dean (Research and Graduate Studies)
 - Department Heads
 - Faculty Administrator
 - Faculty Finance Manager
 - Faculty Development Officer (non-voting)
 - Faculty Communications and Marketing Assistant (non-voting)
 - Dean's Assistant (Recording Secretary)

- **Meetings:**
 - Twice a month during Winter Terms 1 and 2. The Chair may call additional meetings when necessary.

b) Graduate ~~Scholarships~~ Committee (Merging of Graduate Scholarships Committee and the Graduate Programs Planning Committee)

- **Mandate:**
 - Receive recommendations from program admission committees and approve admissions lists, taking into account the need for fair representation of students across programs, resources, our commitment to both disciplinarily and interdisciplinary, and the Faculty's strategic plans.
 - ~~Evaluate all applications for admission into masters and doctoral programs and make recommendations to the College of Graduate Studies.~~
 - Make recommendations to the Dean of FCCS and the Dean of COGS, as appropriate, on scholarships and awards, and on the allocation of graduate student funding across the Faculty.
 - Develop policies related to graduate student admissions and funding.
 - *To advise Associate Dean (Research and Graduate Studies) and Executive Committee, and to develop policies regarding graduate programs, including:*
 - Strategic Planning and enrolment management (including recruitment and communication strategies).
 - Curriculum design and development.
 - Enhancing the Student Experience (including student monitoring, evaluation, and success).
 - Extra-curricular Student Engagement.
 - ~~Provide course assignment and scheduling advice to Department Heads.~~
 - ~~Admissions and Funding.~~
 - ~~Assignment of Supervisors.~~
 - ~~Course outline templates and content.~~
- **Composition:**
 - Chair: Associate Dean (Research & Graduate Studies) [ex-officio], (votes only to break a tie.)
 - *Heads of Department [ex-officio] (voting)*
 - ~~3~~ Graduate Coordinators [ex-officio] (voting)
 - ~~5~~ 3 faculty members* ~~representing various program areas in the Faculty,~~ elected by Faculty Council - voting. ~~Normally, no more than one person shall be from a particular program, and~~ All departments shall be

represented.

- 1 graduate student (voting)
- Assistant to the Associate Dean (Research and Graduate Studies) - Recording Secretary (non-voting)

*All elected members must be members of the College of Graduate Studies and normally no program shall have more than one representative. Disciplinary diversity is encouraged.

o Meetings:

Once a month during the Winter Term. The Chair may call additional meetings when necessary.

Length of Term: 2 years

c) *Research ~~and Scholarship Policy and Awards~~ Committee*

o **Mandate:**

- Develop a strategic plan that enhances the Faculty's productivity and profile in its areas of scholarly strength. This mandate requires that the committee:
- Identify the Faculty's established and emerging areas of scholarly strength.
- Develop policies and initiatives that support graduate and undergraduate student research and related training.
- Develop policies that support development of large-scale collaborative grant initiatives.
- Coordinate and monitor the implementation of such initiatives.
- Evaluate and make recommendations regarding proposals for the establishment of research units (e.g. Centers) and monitor the operations of existing units.
- Provide support and guidance to faculty members through grant process
- Evaluate applications for faculty conference-/exhibition-/performance- related travel and allocate funds.
- Evaluate applications for funds in support of conferences, workshops, and symposia organized under the leadership of an FCCS faculty member at UBC (Okanagan Campus) and allocate funds.
- Develop policies and initiatives regarding Post-Doctoral fellowships, evaluate PDF applications, and make recommendations to the Associate Dean (Research and Graduate Studies).
- Develop policies and initiatives regarding Visiting Scholars, evaluate

Visiting Scholar applications and make recommendations to the Associate Dean (Research and Graduate Studies).

- Receive, consider and recommend candidates for Honorary Degrees annually.
 - Explore and make recommendations to support the establishment of Chairs, professorships and similar positions, evaluate related applications, and make recommendations to the Associate Dean (Research and Graduate Studies).
 - Develop and implement initiatives that publicize and share faculty and student research and scholarly activities.
- **Composition:**
 - Chair: Associate Dean (Research & Graduate Studies)
 - 5 tenured or tenure-track Faculty members, elected by Faculty Council (voting)
 - 1 student, representing graduate students (voting)
 - 1 student, representing undergraduate students (voting)
 - **Meetings:**
 - Once a month during the Winter Term.

Length of Term: 2 years for faculty members; 1 year for students.

d) Undergraduate ~~Programs Planning and Coordination~~ Committee

- **Mandate:**
 - To advise the Associate Dean (Undergraduate Studies) and Executive Committee; to review and to make recommendations to the Curriculum Coordinator regarding undergraduate curriculum change proposals and calendar changes developed and approved by FCCS program committees; and to develop policies, regarding undergraduate programs including:
 - Strategic Planning and enrolment management (including recruitment, communication strategies **and extra-curricular student engagement**).
 - Curriculum design and development.
 - Disciplinary and interdisciplinary course and program initiatives.
 - Evaluate nominations for, and make decisions, regarding the Faculty's teaching excellence/curriculum innovations award.
 - Prepare nominations for external-to-faculty teaching awards.
 - Review and recommend student awards annually.
 - Review, propose, and recommend new award proposals.

- Course assignments and scheduling.
 - ~~Enhancing the Student Experiences (including student monitoring, evaluation, and success).~~
 - ~~Student monitoring, evaluation and success.~~
 - ~~Development of teaching clusters within and across programs.~~
 - ~~Course outline templates and content.~~
 - ~~Honors programs, supervision and related procedures.~~
 - ~~Teaching and marking assistance.~~
 - ~~Extra-curricular Student Engagement.~~
- **Composition:**
 - Chair: Associate Dean (Undergraduate Studies)[ex-officio], votes only to break a tie
 - Department Heads [ex-officio] or delegates (voting)
 - 3 faculty members (1 from each Department) ~~Program Coordinator from each Department~~ (voting);
 - Invited Program Coordinators specific to committee business/agenda; [ex-officio] (non-voting)
 - FCCS Curriculum Coordinator [ex-officio] (voting)
 - FCCS Academic Advisor [ex-officio] (non-voting)
 - Assistant to the Associate Dean [Undergraduate Studies] - Recording Secretary
 - Faculty members who are curriculum proponents or initiators may be invited (non-voting)
 - **Meetings:**
 - Once a month during the Winter Term. Two designated meetings per term will be devoted to review of curriculum items. The Chair may call additional meetings when necessary.

e) Nominations Committee

- **Mandate:**
- The nominations committee recommends a slate of nominees for Faculty level committees, including: Graduate Committee; Research Committee; Undergraduate Committee; Nominations Committee; Indigenous Engagement Strategy Committee; and other *ad hoc* and standing faculty level committees as needed.
- Nominations will normally move this slate at the April meeting of Council.

The Committee is also responsible for recommending nominees from time to time when vacancies appear.

- Although this Committee works independently of the Executive, it may seek input from Executive members as it deems necessary. In its work, the Committee shall confirm willingness on the part of prospective nominees to stand for election.
 - The Committee will strive to fairly distribute membership equitably, mindful of considerations of rank, appointment type, equity, and existing provisions of Committee Terms of Reference as defined by the FCCS Council.
- **Composition:**
 - 1 member from each department of the Faculty, elected by the department
 - The Committee shall designate one of its members as the Committee Chair
- **Meetings:**
 - To be scheduled as needed.

f) Indigenous Engagement Strategy Committee

Mandate:

- 1) To observe the University's MOU with the Okanagan Nation by consulting with the Okanagan Nation on matters related to Syilx knowledges and contexts.
- 2) To work within a framework that sees Indigenous engagement as a significant and integral part of our teaching, scholarly, and community engagement activities, and not as a separate or singular focus for the Faculty.
- 3) To evaluate the current state of Indigenous engagement in the Faculty across teaching, scholarship, and service, and provide analyses of successes and challenges, encouraging such engagement in all areas of teaching and scholarship.
- 4) To explore and prioritize initiatives within FCCS that will enhance achievement of the objectives enshrined in both the Faculty and UBC strategic plans, taking into account available resources, potential opportunities, and needs and commitment across the Faculty.
- 5) To identify and examine specific opportunities that we can seize and pursue to ensure that our commitment to Indigenous engagement translates into unique areas of excellence.
- 6) To engage ideas that facilitate integration of our Indigenous engagement plans into others across the UBCO campus, the UBC system, and other post-secondary institutions in our region, so as to enrich graduate and

- undergraduate education in ways that are feasible and sustainable.
- 7) To advise the Dean and Executive Committee and make recommendations which allow FCCS to meet its commitment to Indigenous engagement.
 - 8) To submit an annual written report to the FCCS executive, sharing this with the Aboriginal Advisory Committee to the Deputy Vice Chancellor.

Composition:

- 1 faculty members from each Department (elected by Faculty Council)
- 2 faculty members from programs across the faculty (appointed by the Dean)
- Up to 2 students drawn from FCCS undergraduate and graduate students (appointed by the Chair on the recommendation of the Committee's members
 - non-voting)
- The Committee will elect from its membership a Chair (non-voting)

Length of Term: 2 years.

6. Procedures for the establishment of *ad hoc* committees of the Faculty Council:

- In cases where an *ad hoc* committee must be formed to deal with specific issues, the Chair of *Faculty Council* shall appoint a sub-committee, the majority of whom must be "faculty members without administrative appointments".
- Decisions of an *ad hoc* committee will take effect only after they have been approved by the *Faculty Council*.

7. Rules of conduct of *in camera* meetings, confidentiality of documents for consideration, and records of *in camera* proceedings at the Faculty Council:

- An in-camera meeting of Council can be called by the Chair or by 20% of the membership.
- Subject to the provisions of the **Freedom of Information and Protection of Privacy Act**, agenda items, materials for distribution, and discussions related to *in camera* meetings are confidential and shall not be shared with anyone outside the meeting.

8. Rules for Transaction of Council Business

In all matters and transactions of business, the Faculty Council, its standing committees and *ad hoc* committees shall be governed by the *Robert's Rules of Order Newly Revised*.



27 April 2023

To: Okanagan Senate

From: Okanagan Academic Policy Committee

Re: Faculty of Creative and Critical Studies - Bachelor of Fine Arts - Academic Standing

14 April 2023 meeting, the Committee considered the proposed calendar changes to Academic Regulations for the Bachelor of Fine Arts in the Faculty of Creative and Critical Studies.

The proposed changes found hereunder amend the following Academic Regulations:

1. Academic Standing
2. Academic Probation
3. Failed Standing
4. Readmission
5. Dean's List
6. Promotion Requirements

Motion:

THAT THE Okanagan Senate approves changes to Academic Regulations for the Bachelor of Fine Arts in the Faculty of Creative and Critical Studies.

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



Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: FCCS Dept./Unit: Faculty/School Approval Date: 2022/12/12 Effective Session: 2023W	Date: 20220902 Contact Person: Jordan Stouck/ Myron Campbell Email: Jordan.stouck@ubc.ca
Type of Action: Revise the language used for the BFA Academic Standing	
Rationale: The current calendar language on Academic Probation is overly complicated and confusing to calculate. Past data indicate that the prescribed 9 credits and associated percentages formula add little to identify students who are at risk of failure. Setting 60% as the probation threshold aligns with other faculties on our campus and at UBCV. Using credit value also causes issues with Workday programming. Additional wording is included to clarify student academic performance assessment.	
Proposed Calendar entry: Academic Regulations <p>[17538] In addition to the general policies and regulations set out in <u>Policies and Regulations</u>, the following academic regulations listed apply to undergraduate students in this program.</p> <p>[17539] Academic Standing</p> <p>[17540] Supplementary to the University's policy on <u>Academic Standing</u>, the <u>following academic regulations listed apply to undergraduate students in the BFA program.</u></p> <p><u>Academic performance is evaluated based on coursework completed over a session. Sessional evaluations occur in April and will evaluate academic performance for the entire Winter Session (September to April). Courses taken in</u></p>	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,283,833,1373 Academic Regulations <p>[17538] In addition to the general policies and regulations set out in <u>Policies and Regulations</u>, the following academic regulations listed apply to undergraduate students in this Faculty.</p> <p>[17539] Academic Standing</p> <p>[17540] Supplementary to the University's policy on <u>Academic Standing</u>, the regulations below are applicable to B.A. and B.F.A. students in this Faculty.</p>



<p><u>the Summer Session are not taken into consideration for assigning standing.</u></p> <p><u>Sessional evaluation standings are recorded on the academic record and are the student's official standing with the university. A student's sessional evaluation outcome is the standing under which the student will return to, continue, or discontinue studies.</u></p> <p><u>In Good Standing</u></p> <p><u>BFA students who achieve a sessional average of at least 60% will be considered to be In Good Standing.</u></p> <p><i>[17541] On Academic Probation</i></p> <p>[17542] On Academic Probation will be assigned to a student who, while not falling under the provisions for Failed standing, has:</p> <p>[17543]</p> <ul style="list-style-type: none"> • <u>earned a sessional average between 50% and 59.9%</u> <p><u>A student assigned a standing of On Academic Probation in the sessional evaluation will normally be allowed to register in a maximum of 9 credits in their first term of the following Winter Session. This restriction may be waived at the discretion of the Faculty. Students assigned On Academic Probation must meet with an advisor before registering.</u></p> <p><i>[17546] Failed Standing</i></p> <p>[17547] <u>Failed standing will be assigned to a student who has:</u></p>	<p><i>[17541] On Academic Probation</i></p> <p>[17542] On Academic Probation will be assigned to a student who, while not falling under the provisions for Failed standing, has:</p> <p>[17543]</p> <ul style="list-style-type: none"> • earned a term cumulative average of less than 55%; or • enrolled in 9 or more credits in a term and passed fewer than 60% of those credits; or • enrolled in fewer than 9 credits in a term and passed fewer than 50% of those credits. <p>[17544] A student placed On Academic Probation at the end of the Winter Session will normally be allowed to register in a maximum of 9 credits in the following term. This restriction may be waived at the discretion of the Faculty. The credit restriction will only be enforced if the student is notified before the subsequent term begins.</p> <p>[17545] On Academic Probation is changed to In Good Standing if a student's cumulative average in the term in which he or she was on Academic Probation is 55% or higher.</p> <p><i>[17546] Failed Standing</i></p>
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- a sessional average of less than 50%

A student placed on Failed standing for the first time will normally be required to discontinue their studies for a period of one academic year (12 months) prior to resuming their program of study. A student who already has a Failed standing on their academic record (from any UBC program) will be required to withdraw from the University and may only be readmitted under the Advancement Regulations.

Readmission

Students who have a failed year in the Bachelor of Fine Arts are required to submit a letter of appeal with their readmission application.

[17550] Dean's List

[17551] Students who complete 24 credits or more in a Winter Session with an overall average of 85% or higher on all credits attempted will receive the notation "Dean's List" on their permanent records for that specific Winter Session.

Promotion Requirements

Promotion is dependent on successful completion of a minimum number of credits as listed below.

[17547] A student placed on Failed standing for the first time will normally be required to discontinue ~~his or her~~ studies for a period of one academic year (12 months) prior to resuming ~~his or her~~ program of study. A student who already has a Failed standing on ~~his or her~~ academic record (from any UBC program) will be required to withdraw from the University and may only be readmitted under the Advancement Regulations. ~~Failed standing will be assigned at the end of the Winter Session (April) based on performance in that session. The evaluation will consider all courses taken in the session. Failed standing will be assigned to a student who has:~~

[17548]

- ~~a sessional cumulative average less than 50%, passing fewer than 50% of the credits attempted in that session; or~~
- ~~a sessional cumulative average of less than 45%.~~

~~[17549] Courses taken in the Summer Session are not taken into consideration for assigning Failed standing, although they are applicable for On Academic Probation.~~

[17550] Dean's **Honour List**

[17551] ~~Students in any Winter Session with a sessional average of at least 85% while taking 24 or more credits will receive the notation "Dean's Honour List" on their official transcript of record.~~



<u>First Year</u>	<u>0–26 credits</u>	
<u>Second Year</u>	<u>27–53 credits</u>	
<u>Third Year</u>	<u>54–83 credits</u>	
<u>Fourth Year</u>	<u>84 or more credits</u>	



27 April 2023

To: Okanagan Senate

From: Okanagan Academic Policy Committee

Re: Faculty of Health and Social Development - Bachelor of Human Kinetics - Academic Regulations

14 April 2023 meeting, the Committee considered the proposed calendar changes to Academic Regulations for the Bachelor of Human Kinetics in the Faculty of Health and Social Development.

The proposed changes found hereunder clarify that supplementary to the University's Academic Regulations the program specific regulations apply to all students enrolled in the BHK program.

Motion:

THAT THE Okanagan Senate approves changes to Academic Regulations for the Bachelor of Human Kinetics in the Faculty of Health and Social Development.

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



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 for further assistance.

Category: 1	
Faculty: Health and Social Development Dept./Unit: Health & Exercise Sciences Faculty Approval Date: 2023-02-13 Effective Session: 2023W	Date: 2023-03-14 Contact Person: Tanya Forneris Phone: 250-807-9569 Email: tanya.forneris@ubc.ca
Type of Action: Revision to Calendar Description	
<p>Rationale: Due to upcoming changes for IRP Student we worked on updating academic standings to be more consistent with other programs and simpler for students to understand in the calendar. However, we recently noticed that within the BHK that students in different years will have the academic standings applied differently which is very challenging as they would all need to be manually checked. We are requesting that the same academic standing rules apply no matter what year the student enters the program.</p>	
Proposed Academic Calendar Entry: <p>[15968] Supplementary to the University's policy on <u>Academic Standing</u>, the regulations below are applicable to <u>all</u> B.H.K. students.</p>	Present Academic Calendar Entry: <p>https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,346,1061,1288</p> <p>[15968] Supplementary to the University's policy on <u>Academic Standing</u>, the regulations below are applicable to B.H.K. students in this Faculty who began their B.H.K. studies the same year as this Calendar. Students in Year 2 and beyond should refer to the archived Academic Calendars for the applicable Academic Standing regulations based on their B.H.K. Year 1 academic year.</p>



THE UNIVERSITY OF BRITISH COLUMBIA

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27 April 2023

To: Okanagan Senate

From: Admissions and Awards and Curriculum Committees

Re: a) New Undergraduate Certificate
b) New Interdisciplinary Graduate Studies Theme

The Admissions and Awards and Curriculum Committees have reviewed the material forwarded to them by the Faculties and enclose those proposals they deem ready for approval.

Therefore, the following is recommended to Senate:

Motion: *That Senate approve and recommend to the Board of Governors for approval the Undergraduate Certificate in Education Studies and the Interdisciplinary Graduate Studies Indigenous Knowledges Theme.*

- a. From the Faculty of Education
 - i. New Certificate Program: Undergraduate Certificate in Education Studies

- b. From the Faculty of Arts and Social Sciences
 - i. New Interdisciplinary Graduate Studies Theme: Indigenous Knowledges
 - ii. New Course: IGS 582

Respectfully submitted,

Ms Tamara Ebl
Chair, Admissions and Awards Committee

Dr Yves Lucet
Chair, Curriculum Committee

Executive Summary

Proposed Credential: Undergraduate Certificate in Education Studies

Rationale: The Undergraduate Certificate in Education Studies is designed to introduce students to the field of education. The certificate will appeal to people who are contemplating the pursuit of teaching and/or enjoy teaching others.

The certificate is available to students from the Faculty of Arts and Social Sciences, The Faculty of Health and Social Development, the Faculty of Management, The Faculty of Science, and The Faculty of Creative and Critical Studies. As per Senate Policy 0-128, students can double count the **12 credits** of coursework **with their program's approval**.

Note: This type of certificate would support students who may seek employment as a Teaching Assistant on campus, student services employee, tutoring, workplace training, coaching, museum/art gallery educator, working at the Boys and Girls Club or afterschool program at the YMCA.

*This certificate is designed to provide students from other faculties a value-added credential with career outcomes to their degree. Students will learn many education related competencies that may be applied to education and other professional environments.

Competencies:

1. Inquiry
 - a. Develop a scholarly inquiry process that includes finding, evaluating, integrating, and synthesizing primary and secondary resource material.
 - b. Develop a clear, concise and researchable inquiry question
 - c. Identify and apply relevant concepts and theories for addressing an inquiry question
 - d. Develop an inquiry plan that includes a statement of inquiry question, description of intended audience, Background/context, inquiry methods and proposed dissemination
 - e. Engage critically with reading peer-reviewed articles, analyzing the author's findings, and develop a well-supported argument.
2. Facilitating an effective learning environment
 - a. Facilitate effective learning experiences using an evidence-based learning centered model.
3. Learning environment design
 - a. Design effective learning experiences based on learning theory, and design principles.
 - b. Conduct a front-end analysis consisting of a learner, context, and content/competency analysis
 - c. Write learning outcomes/competencies that align with a completed front-end analysis
 - d. Demonstrate an understanding of constructive alignment by designing instruction in which learning outcomes, assessment and learning strategies align.
 - e. Design authentic learning experience assessments of, for and as learning
 - f. Design a formative and summative assessment for the instructional design that informs future enhancement of instruction
4. Demonstrate ability to **reflect** on experience to enhance learning of content and own ability to learn.
5. Apply emotional intelligence constructs to effectively work as a team member.

Delivery Mode: Most courses are in person; however, some courses will be available online. It is not envisioned that a student may complete a whole certificate completely online.

Curriculum Map

Competency	3 Core Compulsory Courses		
	EDUC 100	EDUC 300	EDUC 400
Inquiry	X	X	X
Facilitation	X	X	X
Learning Environment Design	X	X	X
Critical Reflection	X		X
Emotional Intelligence	X		X

Note: This undergraduate certificate does not count toward UBC Okanagan's B.Ed. program. Additionally, this certificate does not provide k/12 teacher certification in any way. UBC Okanagan B.Ed. program is a 60-credit post degree program.



Curriculum Proposal Form New Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Education Dept./Unit: Okanagan School of Education Faculty/School Approval Date: 2022/03/31 Effective Session: 2023S	Date: 2021/08/25 Contact Person: Dr. Peter Arthur Phone: 250.807.9207 Email: peter.arthur@ubc.ca
Type of Action: New Program	
<p>Rationale: The Undergraduate Certificate in Education Studies is designed to introduce students to the field of education. The certificate will appeal to people who are contemplating the pursuit of teaching and/or enjoy teaching others. The certificate is available to students from the Faculty of Arts and Social Sciences, The Faculty of Health and Social Development, the Faculty of Management, The Faculty of Science, and The Faculty of Creative and Critical Studies. As per Senate Policy 0-128, students can double count the 12 credits of coursework with their program's approval.</p> <p>Note: This type of certificate would support students who may seek employment as a Teaching Assistant on campus, student services employee, tutoring, workplace training, coaching, museum/art gallery educator, working at the Boys and Girls Club or afterschool program at the YMCA.</p> <p>This certificate is designed to provide students from other faculties a value-added credential with career outcomes to their degree. Students will learn many education-related competencies that may be applied to education and other professional environments.</p>	



<p>Proposed Academic Calendar Entry: Homepage (draft) Faculties, Schools, and Colleges Okanagan School of Education Undergraduate Programs</p> <p><u>UNDERGRADUATE CERTIFICATE IN EDUCATION STUDIES</u></p> <p><u>Program Overview</u></p> <p><u>The Okanagan School of Education offers this Undergraduate Certificate in Education Studies as an introduction to the field of education. The certificate will appeal to people who are contemplating the pursuit of teaching and/or enjoy teaching others.</u></p> <p><u>The certificate is available to students enrolled in undergraduate degree programs other than those offered by the Faculty of Education. The 12 credits of coursework required to complete the certificate may also be applied towards the requirements of an undergraduate degree program with approval of the offering Faculty.</u></p> <p><u>Admission Requirements</u></p> <p><u>Admission to the Certificate program requires enrollment in an undergraduate degree program at UBC Okanagan in one of the following faculties:</u></p> <ul style="list-style-type: none"> • Arts and Social Sciences 	<p>Draft Academic Calendar URL:</p> <p>https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,1074,0</p> <p>Present Academic Calendar Entry: Homepage (draft) Faculties, Schools, and Colleges Okanagan School of Education Undergraduate Programs</p>
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- Creative and Critical Studies
- Health and Social Development
- Management
- Science

Students should consult with their home Faculty and/or Department prior to completing the certificate requirements to confirm their eligibility for the certificate program and the impact of completing the certificate on their degree progression.

Students enrolled in UBC degree programs other than those offered by the Faculties listed are not eligible to complete this Undergraduate Certificate, but may complete the required courses as electives if permitted by their degree program.

Certificate Requirements

Students must complete a total of 12 credits consisting of:

EDUC 100 Controversial Issues in Education

EDUC 300 Inquiry in Education

EDUC 400 Designing and Facilitating Effective Learning Experiences

AND 3 credits from¹:

ECED 405 Foundations of Early Childhood Education

ECED 416 Kindergarten Curriculum

ECED 420 History of Early Childhood Education

ECED 421 Supporting Young Children through Home, S

ECED 438 Observation and Recording

ECED 440 Play and Early Childhood Education

ECED 441 Language Nests in Early Learning

ECED 443 Theories of Early Learning



<u>ECED 444</u>	<u>Early Numeracy</u>
<u>ECED 445</u>	<u>Poverty, Child Development, and Early Learning</u>
<u>ECED 463</u>	<u>Early Language and Literacy Development</u>
<u>ECED 480</u>	<u>Special Topics in Early Childhood Education</u>
<u>EPSE 406</u>	<u>Typical and Atypical Development in Infants</u>
<u>EPSE 407</u>	<u>Developmental Disabilities</u>
<u>EPSE 421</u>	<u>Assessment of Learning Difficulties</u>
<u>EPSE 431</u>	<u>Programming for Children with Specific Learning Difficulties</u>
<u>EPSE 433</u>	<u>Assessment and Positive Behavioural Support</u>
<u>EPSE 437</u>	<u>Interventions for Children and Adolescents with Learning Difficulties</u>
<u>EPSE 464</u>	<u>Literacy for Diverse Learners in the Elementary Schools</u>
<u>EPSE 465</u>	<u>Literacy for Diverse Learners in Middle and Secondary Schools</u>
<u>EPSE 466</u>	<u>Numeracy for Diverse Learners</u>
<u>EPSE 467</u>	<u>Social and Emotional Development of Diverse Learners</u>
<u>EPSE 468</u>	<u>Creating Positive Learning Environments for Diverse Learners</u>
<u>EPSE 469</u>	<u>Education for Students with Sensory Loss or Impairment</u>
<u>EPSE 470</u>	<u>Selected Topics in Inclusive Education</u>
<u>EPSE 471</u>	<u>Applied Project in Inclusive Education</u>
<u>EPSE 472</u>	<u>Issues in Inclusive Education</u>
<u>LLED 441</u>	<u>Introduction to Teaching Children's Literature</u>
<u>LLED 449</u>	<u>Teaching Adolescents' Literature</u>
<u>LLED 450</u>	<u>Teaching and Learning Language and Literacy in the Elementary Schools</u>
<u>LLED 451</u>	<u>Teaching and Learning Language and Literacy in the Middle and Secondary Schools</u>
<u>LLED 452</u>	<u>Literacy in the Content Areas: Intermediate and Secondary Schools</u>
<u>LLED 460</u>	<u>Theoretical Foundations and Research in English Language Arts Education</u>
<u>LLED 461</u>	<u>Assessment of Literacy and Learning</u>
<u>LLED 463</u>	<u>Early Language and Literacy Development</u>
<u>LLED 464</u>	<u>Literacy for Diverse Learners in the Elementary Schools</u>
<u>LLED 465</u>	<u>Literacy for Diverse Learners in Middle and Secondary Schools</u>
<u>LLED 466</u>	<u>ESL and Literacy Education</u>
<u>LLED 467</u>	<u>Drama in English Language Arts Education</u>



<u>LLED 468</u> <u>Language, Literacy, and Numeracy</u>	
<u>LLED 481</u> <u>Digital Media in English Language Arts Education</u>	
<u>LLED 490</u> <u>Special Topics in Language and Literacy Education</u>	
<u>LLED 494</u> <u>Introduction to Additional Language Teaching and Learning</u>	
<u>LLED 495</u> <u>Curriculum and Materials Design in Additional Language Teaching and Learning</u>	
<u>LLED 496</u> <u>Theory and Practice in Additional Language Teaching and Learning</u>	
<u>LLED 497</u> <u>Practicum in Additional Language Teaching and Learning</u>	
<u>EDST 497</u> <u>Contemporary Educational Issues</u>	
<u>EDST 498</u> <u>Contemporary Educational Practice</u>	
<u>EDST 499</u> <u>Studies in Educational Leadership</u>	
<u>¹Not all courses are offered every year. Students should contact the Okanagan School of Education for current course offerings.</u>	

Executive Summary

Indigenous Knowledges: i? sqilx^w a? cmiy³ t smypnwilnsəlx

IGS Indigenous Knowledges Theme Proposal Rationale and Overview
Sponsored by the Faculty of Arts and Social Sciences – Nov 15, 2022

Proposal Rationale

Contemporary challenges that include climate change, ecological destruction, and the legacies of colonialism, including loss of linguistic diversity, require urgent attention and collaborative action. Indigenous Knowledge systems, theories, and methodologies hold potential to meet these challenges, through the co-creation of new Indigenously principled, engaged research methodologies with and between people, our environment and the cosmos. Implementing Indigenous methodologies in contemporary research contexts is of considerable interest for UBCO faculty, as well as for students from many local, regional, and global communities who seek training in this area. In order to (a) prepare the next generation of scholars to help address the contemporary challenges listed above, (b) recognize and focus the diverse areas of indigenous knowledge held/practiced by UBCO faculty, and (c) address a significant gap within the current IGS theme framework, we propose to add an “Indigenous Knowledges” theme to the current set of IGS themes available at UBC Okanagan.

The proposed Indigenous Knowledges (IK) Theme is consistent with and framed by several pre-existing local, regional, and international efforts and programs of action, including:

- [Okanagan Nation Alliance Syilx Okanagan Language Declaration](#), July 18, 2018,
- [An Act Respecting Indigenous Languages, Canada Statutes, June 21, 2019](#),
- [United Nations Declaration Respecting Indigenous Peoples](#),
- [Declaration on the Rights of Indigenous Peoples Act, BC November 28, 2019](#),
- [The Truth and Reconciliation Commission of Canada Calls to Action, Canada 2015](#), and
- [UBC’s TRC commitments](#) and [Indigenous Strategic Plan, 2020](#)

With respect to UBCO specifically, the proposed theme builds on the ongoing development of the Indigenous Studies program, and recent efforts to create a series of parallel Interior Salishan Language Fluency programs (starting with the Bachelor of Nsyilxcn Language Fluency (B.N.L.F.) and Bachelor of Nleʔkémx Language Fluency (B.Nlek.) programs).

The proposed theme draws on the expertise of Indigenous and allied scholars from across UBC, upholding and creating webs of relationships which support an interdisciplinary network of Indigenous and allied scholars and students, networks which will foster research and training to support Indigenous communities' efforts to maintain, revitalize, and/or recover their languages, cultures, and world views.

Consistent with UBC Okanagan's relationship with the traditional territory holders of the Okanagan – the Syilx Nation, the theme participants start with a commitment to the local and regional lands and communities, with an inclusionary ethos open to, and supportive of, work with other Indigenous communities. While the program is not exclusive to Indigenous faculty and graduate students, the primary intention is to privilege research and research practices that serve Indigenous Communities, centralizing Indigenous Knowledges, supporting the development of Indigenous learners, and enhancing community capacity. In privileging Indigenous Peoples and their experiences, the IK Theme recognizes that Indigenous scholars are best-equipped to direct IK research into the future.

Substantive scope of the Indigenous Knowledges Theme

Indigenous Knowledges are both profoundly local and part of networks that are ultimately global in scope, providing avenues for Indigenous communities to create and recreate connections and networks both inclusive and encompassing. Indigenous communities are multiple and diverse; they also have commonalities rooted in interdependent land-based relationships, and the disruptions of colonial history. Indeed, a core objective of the theme is to support the recovery of the knowledge systems, languages and practices embedded in Indigenous lands, territories and communities (with a nuanced understanding of the complexities of Indigenous responses to colonial forces and the resulting histories of dispersion, dislocation, change and re-emergence).

The centrality of relationality is a common element in much Indigenous thought, and the structures of many Indigenous languages directly reflect the epistemological and ontological flexibility of Indigenous knowledge systems. This theme aims to integrate and transform aspects of relationality into knowledge production, by highlighting the interdependence of our students, researchers, and communities. Overall, our pedagogy and research draw from and implements existing Indigenous cultural practices and protocols that are rooted in Land.

Our dynamic evokes a cross-cultural framing of intertwined perspectives, at once multi-local *and* global, for the decolonization and Indigenization work this theme engages. The generative and regenerative potential of Indigenous theories, methodologies, and pedagogies, will be central to our practices as teachers, scholars, and researchers. Such practices facilitate the co-creation of

new knowledge, the revitalization of existing knowledges, and hold that knowledge up in order to inspire effective actions to meet contemporary challenges and imagine healthy futures. The theme is thus intended to promote a diverse group of students and researchers to undertake and share work that speaks to Indigenous priorities locally situated and broadly understood, creating new knowledge and new networks with immediate consequence. Students will undertake diverse projects (e.g. language recovery/reclamation, the redevelopment of Indigenous governance systems, ecological restorations, and cultural revitalization) within the emerging paradigms of contemporary Indigenous Studies.

Admission criteria by which prospective students in the Indigenous Knowledges Theme will be evaluated

This thesis-based program is offered to full-time (and eventually part-time) students interested in the study and practice of Indigenous Knowledges in a variety of settings. Prospective students must meet the existing IGS admission requirements and be engaged and pursuing research that is aligned with the principles of the Indigenous Knowledges Theme outlined above. Our expectation is that students will have obtained a first-class GPA to enter the program (80% or above, or its equivalent). However, we also recognize students, including Indigenous students specifically, bring knowledges and experiences not often recognized by universities. Indigenous students who bring their own Indigenous Knowledges, languages, community experiences, and relevant leadership will be proactively considered, and preference will be given to applicants with lived experience of Indigenous communities undertaking research relevant to those communities.

Students will have both identified and contacted their prospective advisor before, or during the admission process. Indigenous students and students with lived experience of Indigenous Communities will be prioritized for admission, with the understanding that the upcoming generation of Indigenous scholars will be the main drivers of Indigenous research.

The IK Theme will provide opportunities for students to build on undergraduate degrees in Indigenous Studies and associated disciplines, including Indigenous Language Fluency degrees.

Faculty members involved in the Indigenous Knowledges Theme

An interdisciplinary group of faculty members representing five faculties with expertise and ongoing programs of research in community-based research will initiate the IK Theme, offer the associate courses required of the theme, and form a committee to steer the development of the theme as it matures. These faculty members include:

1. Armstrong, Jeannette
2. Charnley, Kerrie
3. Cohen, Bill
4. Evans, Michael

5. Foulds, Ian
6. Gillespie, Judy
7. Good, Monica
8. Hargreaves, Allison
9. Hockman, Laura
10. Hole, Rachelle
11. Kurtz, Donna
12. Lea, Teresa
13. Legault, Gabrielle
14. Lyon, John
15. More, Jeffrey
16. Nicoladis, Elena
17. Schreyer, Christine
18. Te Hiwi, Braden (on leave)
19. Ward, Shannon (on leave)
20. Willard, Tania
21. Wilson, Shawn

Proposed curriculum, including a list of potential options for coursework

Aligned with other IGS themes, there is a 12-credit Master's Thesis required and three mandatory core courses: Theme Seminar (new course IGS 582), Proseminar (IGS 524), Theme Methods (IGS 503). We anticipate that IK students will join one of the encompassing IGS Proseminars, and that the Theme Seminar (IGS 582) will be team-taught by members of the IK Theme Committee.

The proposed Indigenous Knowledge Theme requirements are as follows:

Master of Arts (M.A.) in Interdisciplinary Studies, Indigenous Knowledges Theme

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Indigenous Knowledges Theme must complete 30 credits for the M.A. as follows:

- a 12-credit Master's Thesis (IGS 599)
- IGS 582;
- IGS 524;
- IGS 503;
- 9 credits of additional coursework selected by the student in consultation with and approval of their supervisor, of which no more than 6 credits can be at the 300/400-level, and none may be at the 100/200-level.

Doctor of Philosophy (Ph.D.) in Interdisciplinary Studies, Indigenous Knowledges Theme

In addition to the general academic regulations for graduate studies set out by the College of

Graduate Studies, the minimum requirements for students in the Indigenous Knowledges Theme for the Ph.D. are:

- IGS 582;
- IGS 524;
- IGS 503;
- 3 credits of additional coursework selected by the student in consultation with and approval of their supervisor;
- successful completion of comprehensive requirements; and
- successful defence of the doctoral dissertation IGS 699 (0) Doctoral Thesis.

There are a number of IGS courses relevant to IK students that may be offered in any given year, such as:

- IGS 523 (1-6) d Special Topics in Indigenous Studies
- IGS 529 (1-6) c Directed Studies in Indigenous Studies
- IGS 586 (3-6) d Community Engagement, Social Change, and Equity Theme Seminar

There are also existing 300/400-level undergraduate courses relevant to IK students; in addition to all INDG 300/400-level courses, there are other 300/400-level courses in allied disciplines that will be relevant to particular students depending on their research interests. Additional courses will focus on the theory of, and/or practical application for, the principles underlying Indigenous Knowledge. For example, subject to the agreement of their supervisors, particular students might want to include courses like:

- INDG 460 (3) Indigenous Studies Internship
- INLG 480 (3) Living Languages: Critical Approaches to Endangered Languages
- INDG 405 (3) Indigenous Education: History and Revitalization
- CULT 350 (3) Indigenous Literature: Intellectual Traditions
- CULT 450 (3) Studies in Indigenous Literature and Criticism

Among these additional courses, students are advised to consider additional methods courses as appropriate, such as:

- IGS 501 Interdisciplinary Topics in Research Methods and Analysis
- IGS 504 Multivariate Statistics
- IGS 505 Introduction to Qualitative Enquiry
- IGS 509 Directed Studies in Interdisciplinary Research Methods
- IGS 515 Advanced Qualitative Methods
- IGS 601 Advanced Topics in Research Methods and Analysis
- NRSO 506 Qualitative Research
- NRSO 507 Quantitative Research
- SOSW 507 Introduction to Research Methods
- SOSW 533 Research Methods and Evidence in Clinical Social Work Practice
- STAT 507 Sampling and Design
- VISA 460/520 | Indigenous Praxis

Relationship with other programming

Although the IK Theme is embedded in and structured by the expectations of the IGS program, we anticipate that initiatives in the UBC system will provide opportunities for collaboration and synergies with additional programs in the future.

Draft



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

Category: 1	
Faculty/School: Faculty of Arts and Social Sciences Dept./Unit: CCGS Faculty/School Approval Date: 20230127 Effective Session: 2023W	Date: 2022-11-16 Contact Person: Dr. Shawn Wilson / Dr. Mike Evans Phone: 2506812949 Email: mike.evans@ubc.ca
Type of Action: New Program / Program Revision to add new theme to IGS Program	
Rationale: This page will be the new “Theme Overview” page for the Indigenous Knowledges Theme. For additional information on this new theme, please refer to the Executive Summary.	
<p>Proposed Academic Calendar Entry:</p> <p><u>Indigenous Knowledges: i? sqilx^w a? cmiy' t smypnwilnsəlx</u></p> <p><u>Theme Overview</u></p> <p><u>Degrees Offered: M.A., Ph.D.</u></p> <p><u>The Indigenous Knowledges (IK) Theme focuses on approaches to research that train and support students to engage Indigenous communities with a particular focus on Indigenist approaches and the ongoing relevance of Indigenous Knowledge. For participating faculty see the Indigenous Knowledges Theme website.</u></p> <p><u>The IK Theme offers full-time, research-based degrees. For research interests of</u></p>	<p>Draft Academic Calendar URL: URL [URL from the draft Academic Calendar http://www.calendar.ubc.ca/okanagan/proof/edit – not the current, posted Academic Calendar. Note: URL not required for individual courses.]</p> <p>Present Academic Calendar Entry: NA</p>

Commented [WL1]: link to website



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<p><u>Theme faculty members, please consult the Indigenous Knowledges Theme website.</u></p> <p><u>Theme Admission Requirements</u></p> <p><u>The overarching IGS requirements are the minimum standards required for admission to the theme. Indigenous students who bring their own Indigenous Knowledges, languages, and community experiences will be proactively considered, and preference will be given to applicants with lived experience of Indigenous communities undertaking research relevant to those communities.</u></p> <p><u>Prior to completing a formal UBC Okanagan, College of Graduate Studies application for graduate studies, applicants should first identify and contact a faculty member in the Indigenous Knowledges Theme with similar research interests in order to ascertain their potential interest in serving as the thesis research supervisor.</u></p> <p><u>Refer to the Indigenous Knowledges Theme website for a list of potential supervisors.</u></p>	
<p><u>Theme Requirements</u></p> <p><u>Master of Arts (M.A.) in Interdisciplinary Studies, Indigenous Knowledges Theme</u></p> <p><u>In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Indigenous Knowledges Theme must complete 30 credits for the M.A. as follows:</u></p> <ul style="list-style-type: none"> • <u>a 12-credit Master’s Thesis (IGS 599)</u> • <u>IGS 582;</u> • <u>IGS 524;</u> • <u>IGS 503;</u> • <u>9 credits of additional coursework selected by the student in consultation with and approval of their supervisor, of which no more</u> 	

Commented [WL2]: link to website

Commented [WL3]: link to website



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than 6 credits can be at the 300/400-level, and none may be at the 100/200-level.

Doctor of Philosophy (Ph.D.) in Interdisciplinary Studies, Indigenous Knowledges Theme

In addition to the general academic regulations for graduate studies set out by the College of Graduate Studies, the minimum requirements for students in the Indigenous Knowledges Theme for the Ph.D. are:

- IGS 582;
- IGS 524;
- IGS 503;
- 3 credits of additional coursework selected by the student in consultation with and approval of their supervisor;
- successful completion of comprehensive requirements; and
- successful defence of the doctoral dissertation IGS 699 (0) Doctoral Thesis.

Contact Information

Complete details regarding the Indigenous Knowledges theme are available on the IGS website, or by contacting the Theme Coordinator.

For current information, consult the Indigenous Knowledges Theme website.

Commented [WL4]: link to website



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

Category: 1																																															
Faculty/School: Faculty of Arts and Social Sciences Dept./Unit: CCGS Faculty/School Approval Date: 20230127 Effective Session: 2023W	Date: YYYYMMDD Contact Person: Dr. Shawn Wilson / Dr. Mike Evans Phone: 250.6812949 Email: mike.evans@ubc.ca																																														
Type of Action: Add a new theme to the IGS table of contents page																																															
Rationale: The Indigenous Knowledges Theme needs to be added to the IGS table of contents that includes all the other IGS themes.																																															
Proposed Academic Calendar Entry: <h3 style="color: #8B873E;">Interdisciplinary Graduate Studies</h3> <p style="color: #8B873E;">This is a draft edition of the UBC Okanagan Academic Calendar. Please do not distribute this URL, and do not rely on this information for current academic requirements.</p> <p style="color: #8B873E;">Contents</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Program Overview</td><td style="text-align: center;">→</td></tr> <tr><td>Admission Requirements</td><td style="text-align: center;">→</td></tr> <tr><td>Program Requirements</td><td style="text-align: center;">→</td></tr> <tr><td>Community Engagement, Social Change, and Equity (CESCE) Theme</td><td style="text-align: center;">→</td></tr> <tr><td>Digital Arts and Humanities Theme</td><td style="text-align: center;">→</td></tr> <tr><td>Global Studies Theme</td><td style="text-align: center;">→</td></tr> <tr><td style="color: #8B873E;"><u>Indigenous Knowledges Theme: i? sqilx^w a? cmij t smypnwitnselx</u></td><td></td></tr> <tr><td>Power, Conflict, and Ideas Theme</td><td style="text-align: center;">→</td></tr> <tr><td>Sustainability Theme</td><td style="text-align: center;">→</td></tr> <tr><td>Urban and Regional Studies (URS) Theme</td><td style="text-align: center;">→</td></tr> <tr><td>Eligibility for Revised IGS Degree Programs</td><td style="text-align: center;">→</td></tr> <tr><td>Contact Information</td><td style="text-align: center;">→</td></tr> </table>	Program Overview	→	Admission Requirements	→	Program Requirements	→	Community Engagement, Social Change, and Equity (CESCE) Theme	→	Digital Arts and Humanities Theme	→	Global Studies Theme	→	<u>Indigenous Knowledges Theme: i? sqilx^w a? cmij t smypnwitnselx</u>		Power, Conflict, and Ideas Theme	→	Sustainability Theme	→	Urban and Regional Studies (URS) Theme	→	Eligibility for Revised IGS Degree Programs	→	Contact Information	→	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof%20edit/index.cfm?tree=18,285,898,0 Present Academic Calendar Entry: <h3 style="color: #8B873E;">Interdisciplinary Graduate Studies</h3> <p style="color: #8B873E;">This is a draft edition of the UBC Okanagan Academic Calendar. Please do not distribute this URL, and do not rely on this information for current academic requirements.</p> <p style="color: #8B873E;">Contents</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Program Overview</td><td style="text-align: center;">→</td></tr> <tr><td>Admission Requirements</td><td style="text-align: center;">→</td></tr> <tr><td>Program Requirements</td><td style="text-align: center;">→</td></tr> <tr><td>Community Engagement, Social Change, and Equity (CESCE) Theme</td><td style="text-align: center;">→</td></tr> <tr><td>Digital Arts and Humanities Theme</td><td style="text-align: center;">→</td></tr> <tr><td>Global Studies Theme</td><td style="text-align: center;">→</td></tr> <tr><td>Power, Conflict, and Ideas Theme</td><td style="text-align: center;">→</td></tr> <tr><td>Sustainability Theme</td><td style="text-align: center;">→</td></tr> <tr><td>Urban and Regional Studies (URS) Theme</td><td style="text-align: center;">→</td></tr> <tr><td>Eligibility for Revised IGS Degree Programs</td><td style="text-align: center;">→</td></tr> <tr><td>Contact Information</td><td style="text-align: center;">→</td></tr> </table>	Program Overview	→	Admission Requirements	→	Program Requirements	→	Community Engagement, Social Change, and Equity (CESCE) Theme	→	Digital Arts and Humanities Theme	→	Global Studies Theme	→	Power, Conflict, and Ideas Theme	→	Sustainability Theme	→	Urban and Regional Studies (URS) Theme	→	Eligibility for Revised IGS Degree Programs	→	Contact Information	→
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Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Arts and Social Sciences Dept./Unit: CCGS Faculty/School Approval Date: 20230127 Effective Session: 2023W	Date: 2022-11-16 Contact Person: Dr. Shawn Wilson / Dr. Mike Evans Phone: 250.6812949 Email: mike.evans@ubc.ca
Type of Action: Adding new theme to the IGS Program Overview page	
Rationale: Add new Indigenous Knowledges Theme to list of IGS themes on the IGS Program Overview page	
<p>Proposed Academic Calendar Entry:</p> <p>Program Overview [...]</p> <p>[14973] Themes for IGS programs are set from time to time by the College of Graduate Studies. Themes are areas of research and study without their own degree programs at the UBC Okanagan campus, but they are specific enough to warrant concentrated and defined areas of study.</p> <p>[14974] At present, the following themes have been identified as part of the IGS program:</p> <p>[14975]</p> <ul style="list-style-type: none"> • Community Engagement, Social Change and Equity • Digital Arts and Humanities • Global Studies • <u>Indigenous Knowledges: i? sqilxw a? cmiy t smypnwitnselx</u> • Power, Conflict and Ideas • Sustainability • Urban, Rural and Regional Dynamics <p>[...]</p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm?tree=18,285,898,1058</p> <p>Present Academic Calendar Entry:</p> <p>Program Overview [...]</p> <p>[14973] Themes for IGS programs are set from time to time by the College of Graduate Studies. Themes are areas of research and study without their own degree programs at the UBC Okanagan campus, but they are specific enough to warrant concentrated and defined areas of study.</p> <p>[14974] At present, the following themes have been identified as part of the IGS program:</p> <p>[14975]</p> <ul style="list-style-type: none"> • Community Engagement, Social Change and Equity • Digital Arts and Humanities • Global Studies • Power, Conflict and Ideas • Sustainability • Urban, Rural and Regional Dynamics <p>[...]</p>



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

Category: 1	
Faculty/School: Faculty of Arts and Social Sciences Dept./Unit: CCGS Faculty/School Approval Date: 20230127 Effective Session: 2023W	Date: 2022-11-16 Contact Person: Dr. Shawn Wilson / Dr. Mike Evans Phone: 2506812949 Email: mike.evans@ubc.ca
Type of Action: New Course	
Rationale: This new course will be a required core course in the Indigenous Knowledges Theme of the IGS program. New course outline is included in the proposal package.	
Proposed Academic Calendar Entry: <u>IGS 582 (3) Indigenous Knowledges Theme Seminar</u> <u>Theoretical background on Indigenous Knowledges and Indigenist research.</u> <u>Focuses on a range of strategies and principles for research on/through Indigenous languages and culture.</u> <u>Restricted to students in the Indigenous Knowledges Theme.</u> <u>Prerequisites: None.</u>	Draft Academic Calendar URL: n/a Present Academic Calendar Entry: n/a



27 April 2023

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

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 revised programs, new subject code, new, revised, discontinued and renumbered courses, and new equivalencies brought forward by the Faculties of Education, Arts and Social Sciences, and Science.*

- a. From the Faculty of Education
 - i. Revised Certificate Requirements: Post-Baccalaureate Certificate and Diploma

- b. From the Faculty of Arts and Social Sciences
 - i. New Course: GWST 295
 - ii. New Course: HIST 384
 - iii. New Courses: 593, 596

- c. From the Faculty of Science
 - i. New Subject Code: FWSC – Freshwater Science
 - ii. New Equivalency: BIOL/FWSC 375
 - iii. New Course: MATH 222
 - iv. Discontinued Course: MATH 429
 - v. New Equivalencies: MATH 427/527, MATH 428/528, MATH 464/564, MATH 465/565

- vi. New Courses: STAT 203, 205
- vii. Revised Program Requirements: Major in Psychology (BSc)
- viii. Renumbered Course: STAT 324

For the Committee,

Dr. Yves Lucet
Chair, Curriculum Committee



Curriculum Proposal Form New Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Education Dept./Unit: Okanagan School of Education Faculty/School Approval Date: 2022/03/31 Effective Session: 2023S	Date: 2021/10/25 Contact Person: Dr. Peter Arthur Phone: 250.807.9207 Email: peter.arthur@ubc.ca
Type of Action: Revised Program	
<p>The current Interdisciplinary Studies in Contemporary Education Certificate will be reduced from 15-credits to 12-credits to ensure alignment across all of Education's certificate programs. This move to 12 credits is to align with other certificates in education.</p> <p>Note: No new courses are proposed.</p>	
Proposed Academic Calendar Entry: Homepage (draft) Faculties, Schools, and Colleges Okanagan School of Education Post-Baccalaureate Education Programs [14683] Post-Baccalaureate Certificate and Diploma [14684] The Education Post-Baccalaureate Certificate (12 credits) and Post-Baccalaureate Diploma (30 credits) provide professional development opportunities for educators and respond to the needs of schools and districts for education specialists. These are post-degree professional programs designed to complement post-secondary education that has already been achieved. The Post-Baccalaureate Certificates and Diplomas do not carry credit toward certification to	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,1018,0 Present Academic Calendar Entry: Homepage (draft) Faculties, Schools, and Colleges Okanagan School of Education Post-Baccalaureate Education Programs [14683] Post-Baccalaureate Certificate and Diploma [14684] The Education Post-Baccalaureate Certificate (45 credits) and Post-Baccalaureate Diploma (30 credits) provide professional development opportunities for educators and respond to the needs of schools and districts for education specialists. These are post-degree professional programs designed to complement post-secondary education that has already been achieved. The Post-Baccalaureate Certificates and Diplomas do not carry credit toward certification to teach in public schools in British Columbia. A Post-



<p>teach in public schools in British Columbia. A Post-Baccalaureate Certificate (12 credits) or a Post-Baccalaureate Diploma (30 credits) will be issued upon completion.</p> <p>[14685] Admission Requirements</p> <p>[14686] Admission to the Post-Baccalaureate Certificate/Diploma programs requires a bachelor's degree, teacher's certification, or permission of the Dean of Education. Students wishing to enrol in individual courses but who are not in a Post-Baccalaureate Certificate or Diploma program require third-year standing as well as permission of the Dean of Education.</p> <p>[14687] Advanced Standing and Transfer Credit</p> <p>[14688] Courses permitted for advanced standing or transfer credit must be senior-level university coursework, and must be conceptually consistent with the Post-Baccalaureate Certificate/Diploma specialization. A minimum of 60% of the credits applied towards the Post-Baccalaureate Certificate/Diploma program must be taken within the Okanagan School of Education. Transfer courses require approval from the Director of Professional Programs and/or the Dean of Education. A maximum of 3 credits of coursework may be transferred toward the Post-Baccalaureate Certificate. A maximum of 12 credits of coursework may be transferred toward the Post-Baccalaureate Diploma. All transfer credits will be from a recognized institution and must be disclosed and approved at the time of application or authorized by a letter of permission from the Okanagan School of Education. Transfer courses must not have been</p>	<p>Baccalaureate Certificate (45 credits) or a Post-Baccalaureate Diploma (30 credits) will be issued upon completion.</p> <p>[14685] Admission Requirements</p> <p>[14686] Admission to the Post-Baccalaureate Certificate/Diploma programs requires a bachelor's degree, teacher's certification, or permission of the Dean of Education. Students wishing to enrol in individual courses but who are not in a Post-Baccalaureate Certificate or Diploma program require third-year standing as well as permission of the Dean of Education.</p> <p>[14687] Advanced Standing and Transfer Credit</p> <p>[14688] Courses permitted for advanced standing or transfer credit must be senior-level university coursework, and must be conceptually consistent with the Post-Baccalaureate Certificate/Diploma specialization. A minimum of 60% of the credits applied towards the Post-Baccalaureate Certificate/Diploma program must be taken within the Okanagan School of Education. Transfer courses require approval from the Director of Professional Programs and/or the Dean of Education. A maximum of 6 credits of coursework may be transferred toward the Post-Baccalaureate Certificate. A maximum of 12 credits of coursework may be transferred toward the Post-Baccalaureate Diploma. All transfer credits will be from a recognized institution and must be disclosed and approved at the time of application or authorized by a letter of permission from the Okanagan School of Education. Transfer courses must not have been</p>
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<p>used for credit toward other certificates, diplomas, or degrees.</p> <p><i>[14689] Program Structure</i></p> <p>[14690] To respond to professional schedules, Post-Baccalaureate Certificate/Diploma courses are offered as Saturday sessions (during winter terms), online, and blended format, and also as regularly scheduled Summer Session courses. The Post-Baccalaureate Certificate is awarded after the completion of 12 credits. The Post-Baccalaureate Diploma is awarded after the completion of 30 credits. Students may complete the courses as available in sequence, or take the required number of courses within a maximum six-year period (certificate/diploma programs).</p> <p>[14691] Note: some courses may require prerequisites.</p> <p><u>Application to Receive Certificate or Diploma</u></p> <p><u>Upon completion of all required courses, students must apply to receive their certificate or diploma by contacting</u></p> <p><u>postbac.education@ubc.ca. Certificate and Diploma students are not part of the UBC Okanagan graduation ceremonies.</u></p> <p><i>[15506] Interdisciplinary Studies in Contemporary Education Post-Baccalaureate Certificate and Diploma</i></p> <p>15507] The Interdisciplinary Studies in Contemporary Education Post-Baccalaureate program is for educators seeking flexibility where areas of study can be tailored to meet their needs</p>	<p>used for credit toward other certificates, diplomas, or degrees.</p> <p><i>[14689] Program Structure</i></p> <p>[14690] To respond to professional schedules, Post-Baccalaureate Certificate/Diploma courses are offered as Saturday sessions (during winter terms), online, and blended format, and also as regularly scheduled Summer Session courses. The Post-Baccalaureate Certificate is awarded after the completion of 45 credits. The Post-Baccalaureate Diploma is awarded after the completion of 30 credits. Students may complete the courses as available in sequence, or take the required number of courses within a maximum six-year period (certificate/diploma programs).</p> <p>[14691] Note: some courses may require prerequisites.</p> <p><i>[15506] Interdisciplinary Studies in Contemporary Education Post-Baccalaureate Certificate and Diploma</i></p> <p>[15507] The Interdisciplinary Studies in Contemporary Education Post-Baccalaureate program is for educators seeking flexibility where areas of study can be tailored to meet their needs</p>
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<p>and interests. The program is designed to prepare teachers to work with children and adolescents in a variety of areas, including educational studies, early learning, inclusive education, and language and literacy. Educators can focus on one, two, or all three of these program areas, while still meeting the educational needs and requirements for specialization (learning assistance or resource teachers). The purpose is to expand current knowledge and understanding with practical implications within school environments to support teacher development and so that all students have equitable access to learning and achievement.</p> <p><i>[15509] Interdisciplinary Studies in Contemporary Education Course Options</i></p> <p>ECED 405 Foundations of Early Childhood Education ECED 416 Kindergarten Curriculum ECED 420 History of Early Childhood Education ECED 421 Supporting Young Children through Home ECED 438 Observation and Recording ECED 440 Play and Early Childhood Education ECED 441 Language Nests in Early Learning ECED 443 Theories of Early Learning ECED 444 Early Numeracy ECED 445 Poverty, Child Development, and Early ECED 463 Early Language and Literacy Development ECED 480 Special Topics in Early Childhood Education</p> <p><i>[14694]</i></p> <p>EPSE 406 Typical and Atypical Development in Inf EPSE 407 Developmental Disabilities EPSE 421 Assessment of Learning Difficulties EPSE 431 Programming for Children with Specific EPSE 433 Assessment and Positive Behavioural S EPSE 437 Interventions for Children and Adolesce EPSE 464 Literacy for Diverse Learners in the Ele EPSE 465 Literacy for Diverse Learners in Middle EPSE 466 Numeracy for Diverse Learners</p>	<p>and interests. The program is designed to prepare teachers to work with children and adolescents in a variety of areas, including educational studies, early learning, inclusive education, and language and literacy. Educators can focus on one, two, or all three of these program areas, while still meeting the educational needs and requirements for specialization (learning assistance or resource teachers). The purpose is to expand current knowledge and understanding with practical implications within school environments to support teacher development and so that all students have equitable access to learning and achievement.</p> <p><i>[15509] Interdisciplinary Studies in Contemporary Education Course Options</i></p> <p>ECED 405 Foundations of Early Childhood Education ECED 416 Kindergarten Curriculum ECED 420 History of Early Childhood Education ECED 421 Supporting Young Children through Ho ECED 438 Observation and Recording ECED 440 Play and Early Childhood Education ECED 441 Language Nests in Early Learning ECED 443 Theories of Early Learning ECED 444 Early Numeracy ECED 445 Poverty, Child Development, and Early ECED 463 Early Language and Literacy Developm ECED 480 Special Topics in Early Childhood Educ</p> <p><i>[14694]</i></p> <p>EPSE 406 Typical and Atypical Development in Int EPSE 407 Developmental Disabilities EPSE 421 Assessment of Learning Difficulties EPSE 431 Programming for Children with Specific EPSE 433 Assessment and Positive Behavioural S EPSE 437 Interventions for Children and Adolesce EPSE 464 Literacy for Diverse Learners in the Ele EPSE 465 Literacy for Diverse Learners in Middle EPSE 466 Numeracy for Diverse Learners</p>
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EPSE 467	Social and Emotional Development of Diverse Learners	EPSE 467	Social and Emotional Development of Diverse Learners
EPSE 468	Creating Positive Learning Environments for Inclusive Education	EPSE 468	Creating Positive Learning Environments for Inclusive Education
EPSE 469	Education for Students with Sensory Loss or Motor Impairment	EPSE 469	Education for Students with Sensory Loss or Motor Impairment
EPSE 470	Selected Topics in Inclusive Education	EPSE 470	Selected Topics in Inclusive Education
EPSE 471	Applied Project in Inclusive Education	EPSE 471	Applied Project in Inclusive Education
EPSE 472	Issues in Inclusive Education	EPSE 472	Issues in Inclusive Education
[15512]		[15512]	
LLED 441	Introduction to Teaching Children's Literature	LLED 441	Introduction to Teaching Children's Literature
LLED 449	Teaching Adolescents' Literature	LLED 449	Teaching Adolescents' Literature
LLED 450	Teaching and Learning Language and Literacy	LLED 450	Teaching and Learning Language and Literacy
LLED 451	Teaching and Learning Language and Literacy	LLED 451	Teaching and Learning Language and Literacy
LLED 452	Literacy in the Content Areas: Intermediate	LLED 452	Literacy in the Content Areas: Intermediate
LLED 460	Theoretical Foundations and Research	LLED 460	Theoretical Foundations and Research
LLED 461	Assessment of Literacy and Learning	LLED 461	Assessment of Literacy and Learning
LLED 463	Early Language and Literacy Development	LLED 463	Early Language and Literacy Development
LLED 464	Literacy for Diverse Learners in the Elementary	LLED 464	Literacy for Diverse Learners in the Elementary
LLED 465	Literacy for Diverse Learners in Middle	LLED 465	Literacy for Diverse Learners in Middle
LLED 466	ESL and Literacy Education	LLED 466	ESL and Literacy Education
LLED 467	Drama in English Language Arts Education	LLED 467	Drama in English Language Arts Education
LLED 468	Language, Literacy, and Numeracy	LLED 468	Language, Literacy, and Numeracy
LLED 481	Digital Media in English Language Arts	LLED 481	Digital Media in English Language Arts
LLED 490	Special Topics in Language and Literacy	LLED 490	Special Topics in Language and Literacy
<u>LLED 494</u>	<u>Introduction to Additional Language</u>		
<u>LLED 495</u>	<u>Curriculum and Materials Design in Additional Language Learning</u>		
<u>LLED 496</u>	<u>Theory and Practice in Additional Language Learning</u>		
<u>LLED 497</u>	<u>Practicum in Additional Language Teaching</u>		
EDST 497	Contemporary Educational Issues	EDST 497	Contemporary Educational Issues
EDST 498	Contemporary Educational Practice	EDST 498	Contemporary Educational Practice
EDST 499	Studies in Educational Leadership	EDST 499	Studies in Educational Leadership



<p>[17597] Teaching English and Additional Languages (TEAL) Post-Baccalaureate Certificate</p>	<p>[17597] Teaching English and Additional Languages (TEAL) Post-Baccalaureate Certificate</p>
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Curriculum Proposal Form New or Revised Course/Program – Okanagan campus

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Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: GWST Faculty Approval Date: 2023-03-08 Effective Session: 2023W	Date: 2023-02-14 Contact Person: Melissa Jacques Phone: 250-807-9573 Email: melissa.jacques@ubc.ca
Type of Action: New Course	
<p>Rationale:</p> <p>Gender, Women and Sexuality Studies currently has a special-topics course at the 400 level as well as many specialized third- and fourth-year courses on such topics as fashion, the politics of reproduction, trans-(gender) feminisms, and religion. The rationale for this second-year special-topics course is twofold. First, it would provide a bridge between the broad survey of issues and topics addressed in our first-year courses (gender, race, sexuality, and power) and the more rigorous focus of our third- and fourth-year classes. Second, it would create continuity between second-year courses and the range of topics covered in the fourth-year special-topics courses year to year.</p> <p>GWST 295: Special Topics in Gender, Women and Sexuality Studies would allow instructors to offer more focused intermediate courses on topics not currently covered in our second year as well as address gaps in our course offerings in areas such as “Gender and Race,” “Gender and Class,” and “Gender and Health.” It would also allow students to take courses at the junior level on topics that articulate with our senior-level offerings. Because we are a small program in terms of our core faculty, we rely on lecturers and sessionals. (We are currently advertising for a 10-month lecturer position from September 2023 to July of 2024.) Therefore, this course would allow members of our program outside the tenure track to teach in their areas of specialization not be represented by our current course offerings.</p> <p>The course topics would be approved year-to-year by the GWST Coordinator in concert with the core faculty in the program. Consideration would be given to the following: how the topic complements current senior-level offerings, how it addresses current gaps within the program, and how it provides opportunities for lecturers and sessional faculty to teach in their areas of expertise.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>GWST 295 (3-6) Special Topics in Gender, Women and Sexuality Studies</u> <u>This course focuses on a selected topic in Gender, Women and Sexuality Studies. Content will vary from year to year. Consult course listings for current year's offering. With permission of the program advisor, students may receive credit for this course more than once. 6 credits of 100-level GWST recommended.</u></p>	<p>Draft Academic Calendar URL:</p> <p>https://www.calendar.ubc.ca/okanagan/prof/edit/index.cfm</p> <p>Present Academic Calendar Entry: N/A</p>
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Curriculum Proposal Form

New/Change to Course/Program – Okanagan campus

Category: 1	
Faculty/School: Faculty of Arts and Social Sciences Dept./Unit: History Program, Department of History and Sociology Faculty/School Approval Date: 20230215 Effective Session: 2023W2	Date: 2023.01.23 Contact Person: Catherine Higgs Phone: 250.807.9978 Email: catherine.higgs@ubc.ca
Type of Action: New Course	
Rationale: This is to regularize HIST 381B, a course was taught in 2015W2 as a topics course, Commodities in Africa. HIST 384 explores the economic history of Modern Africa from the late nineteenth century to the present through the lens of commodity production. The course will diversify the study of capitalism in our history curriculum, where economic history is limited to the HIST 381 occasional topics courses, and to the Canadian history courses HIST 106, 222, 408 and 420. HIST 384 will further support the International Relations major, a program to which HIST contributes, and may attract students in Economics and Political Science to the study of global history.	
Proposed Academic Calendar Entry: <u>HIST 384 (3) Commodities in Africa Examines the history of commodity production (agricultural, mineral, oil, and other resources) on the African continent from the late nineteenth century to the present day with attention to how commodities have shaped and continue to influence the development of the continent and inform its political, social and economic encounters. [3-0-0] Prerequisite: 6 credits of HIST; or one of HIST 115, HIST 145 and third-year standing.</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



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

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Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: CCGS Faculty Approval Date: 2023-01-27 Effective Session: 2023S	Date: 2022-10-31 Contact Person: David Geary Phone: 250.807.XXXX Email: David.geary@ubc.ca
Type of Action: New Course	
Rationale: This course responds to the need to offer graduate students in the IGS program additional learning opportunities in ethnography and postcolonial theory, especially in Global Studies.	
Proposed Academic Calendar Entry: <u>IGS 593 (3) Decolonizing the ‘Global’: Contemporary Ethnography and Postcolonial Theory</u> <u>An examination and close reading of global issues drawing on ethnography and postcolonial theory. [0-0-3]</u>	Draft Academic Calendar URL: N/A Present Academic Calendar Entry: N/A



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

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Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: IGS Faculty Approval Date: 2023-01-27 Effective Session: 2023S	Date: 2022-10-20 Contact Person: Onyx Sloan Morgan Phone: 250.807.XXXX Email: onyx.sloanmorgan@ubc.ca
Type of Action: New Course	
<p>Rationale: ‘Voice, Justice, and Change’ is being taught in 2022 Term II as IGS 550D, Selected Topics in Social Science. We are seeking to regularize this course.</p> <p>‘Voice, Justice, and Change’ will be a required course in the Community Engagement, Social Change, and Equity (CESCE) Theme in the Interdisciplinary Graduate Studies (IGS) Program for the Master of Arts degree. It will further enhance student training in community-engaged research and also ensure scholarly and practical knowledge in the area of social change and social justice, a focus of the CESCE Theme. The addition of this required course in the CESCE program is also integral for cohort building amongst MA students.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>IGS 596 (3) Voice, Justice & Change</u> <u>Engage in current and shifting discussions, theories, and praxis related to justice-oriented research and community initiatives for social change. The power of voice, representation, and systemic transformation will be key aspects of this course, in addition to community-led and self-determined initiatives. Credit will be granted for only one of IGS 596 or IGS 550D.</u> <u>Prerequisite: IGS 586.</u></p>	<p>Draft Academic Calendar URL:</p> <p>N/A</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>
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Curriculum Proposal Form New or Revised Course/Program – Okanagan campus

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Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: IGS Faculty Approval Date: 2023-01-27 Effective Session: 2023S	Date: 2022-10-20 Contact Person: Onyx Sloan Morgan Phone: 250.807.XXXX Email: onyx.sloanmorgan@ubc.ca
Type of Action: Other/Multiple (Please Specify) Update to program requirements	
Rationale: ‘Voice, Justice, and Change’ (IGS 596) will be a required course in the Community Engagement, Social Change, and Equity (CESCE) Theme in the Interdisciplinary Graduate Studies (IGS) Program for the Master of Arts degree. It will further enhance student training in community-engaged research and also ensure scholarly and practical knowledge in the area of social change and social justice, a focus of the CESCE Theme. The addition of this required course in the CESCE program is also integral for cohort building amongst MA students.	
Proposed Academic Calendar Entry: <p>[18198] Theme Requirements <i>[18199] Master of Arts (M.A.) in Interdisciplinary Studies, Community Engagement, Social Change, and Equity Theme</i></p> <p>[18200] In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the M.A. must complete 30 credits as follows:</p> <p>[18201]</p> <ul style="list-style-type: none"> • a 12-credit master’s thesis (IGS 599); • 3 credits of IGS 524; • 3 credits of IGS 586; • <u>3 credits of IGS 596;</u> 	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof%20edit/index.cfm?tree=18,285,898,1411 Present Academic Calendar Entry: <p>[18198] Theme Requirements <i>[18199] Master of Arts (M.A.) in Interdisciplinary Studies, Community Engagement, Social Change, and Equity Theme</i></p> <p>[18200] In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the M.A. must complete 30 credits as follows:</p> <p>[18201]</p> <ul style="list-style-type: none"> • a 12-credit master’s thesis (IGS 599); • 3 credits of IGS 524; • 3 credits of IGS 586; • at least 3 credits in a methods course selected from the following: IGS 501, IGS 503, IGS 504, IGS 505, IGS 509, IGS 515,



<ul style="list-style-type: none"> at least 3 credits in a methods course selected from the following: IGS 501, IGS 503, IGS 504, IGS 505, IGS 509, IGS 515, IGS 601, NRSG 506, NRSG 507, SOCW 507, SOCW 553, STAT 507, DATA 501; and 6 credits of additional coursework (may include an additional 3 credits from IGS 586) selected by the student in consultation with, and approval of, his or her supervisor, of which no more than 6 credits can be at the 300/400 level, and none may be at the 100/200 level. 	<p>IGS 601, NRSG 506, NRSG 507, SOCW 507, SOCW 553, STAT 507, DATA 501; and</p> <ul style="list-style-type: none"> 9 credits of additional coursework (may include an additional 3 credits from IGS 586) selected by the student in consultation with, and approval of, his or her supervisor, of which no more than 6 credits can be at the 300/400 level, and none may be at the 100/200 level.
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Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

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Category: 1	
Faculty: Science Dept./Unit: EESC Faculty Approval Date: 2023-03-21 Effective Session: 2023W	Date: 2023-02-07 Contact Person: Craig Nichol Phone: 250-807-8087 Email: craig.nichol@ubc.ca
Type of Action: New Subject Code	
<p>Rationale: The proposed course code (FWSC) is intended to create a more definitive identity and presence for the Freshwater Science program. The program will continue to draw on a multi-disciplinary range of courses from BIOL, CHEM, EESC, GEOG and other course codes that are appropriate for the foundation for the program. The new FWSC course code will be used for courses that are the core trans-disciplinary courses for the major.</p> <p>The code will also allow for cross listing of courses with other programs (BIOL, CHEM, GEOG, EESC) to allow for greater flexibility in course instruction and funding.</p> <p>There are a number of other Freshwater Science programs across North America. For example:</p> <p>University of Milwaukee – School of Freshwater Sciences University of Michigan Freshwater Science and Sustainability Northeastern State University Alverno College</p> <p>The review of other programs indicates there is no commonly agreed-upon acronym for the Freshwater Sciences. The <u>F</u>resh<u>W</u>ater <u>S</u>cience (FWSC) code has a similar structure to the existing <u>E</u>arth and <u>E</u>nvironmental <u>S</u>cience (EESC) code in use by the department. This is also an acronym for the program that is commonly used by the EEGS department and students. For example, the FWSC Course Union.</p>	



<p>Proposed Academic Calendar Entry: Course Descriptions Courses by Subject Name ... <u>FILM</u> <u>Film</u> <u>FDSY</u> <u>Food Systems</u> <u>FREN</u> <u>French</u> FWSC Freshwater Science <u>GWST</u> <u>Gender, Women and Sexuality Stu</u> <u>GEOG</u> <u>Geography</u> ...</p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof%20/edit/courses.cfm?go=name</p> <p>Present Academic Calendar Entry: Course Descriptions Courses by Subject Name ... <u>FILM</u> <u>Film</u> <u>FDSY</u> <u>Food Systems</u> <u>FREN</u> <u>French</u> <u>GWST</u> <u>Gender, Women and Sexuality Stu</u> <u>GEOG</u> <u>Geography</u> ...</p>
<p>Proposed Academic Calendar Entry: Course Descriptions Faculty of Science ... <u>EESC</u> <u>Earth & Environmental Sciences</u> <u>FDSY</u> <u>Food Systems</u> FWSC Freshwater Science <u>GISC</u> <u>Geospatial Information Science</u> <u>MATH</u> <u>Mathematics</u> ...</p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof%20/edit/courses.cfm?go=code&institution=8</p> <p>Present Academic Calendar Entry: Course Descriptions Faculty of Science ... <u>EESC</u> <u>Earth & Environmental Sciences</u> <u>FDSY</u> <u>Food Systems</u> <u>GISC</u> <u>Geospatial Information Science</u> <u>MATH</u> <u>Mathematics</u> ...</p>
<p>Proposed Academic Calendar Entry: Course Descriptions Courses by Subject Code ... <u>EESC</u> <u>Earth & Environmental Sciences</u> <u>FDSY</u> <u>Food Systems</u> FWSC Freshwater Science <u>GISC</u> <u>Geospatial Information Science</u> <u>MATH</u> <u>Mathematics</u></p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof%20/edit/courses.cfm?go=code</p> <p>Present Academic Calendar Entry: Course Descriptions Courses by Subject Code ... <u>EESC</u> <u>Earth & Environmental Sciences</u> <u>FDSY</u> <u>Food Systems</u> FWSC Freshwater Science <u>GISC</u> <u>Geospatial Information Science</u> <u>MATH</u> <u>Mathematics</u></p>



Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

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Category: 1	
Faculty: Science Dept./Unit: BIOL / EEGS Faculty Approval Date: 2023-03-17 Effective Session: 2023W	Date: 2023-01-31 Contact Person: Michael Deyholos/Craig Nichol Phone: 250-807-8541 Email: michael.deyholos@ubc.ca; craig.nichol@ubc.ca;
Type of Action: Other/Multiple (Please Specify)	
<p>Rationale: This proposes a cross-listing of BIOL 375 and revision to the calendar description.</p> <p>BIOL 375 has been offered for many years. It is an elective course in Biology programs and is a required course in the Freshwater Science program.</p> <p>The new course code FWSC has been proposed (separate concurrent submission) to begin developing a more definitive identity and presence for the Freshwater Science program. Cross-listing this course will allow for greater flexibility in course instruction and budgeting between the Biology and EEGS Departments.</p> <p>The hard requirement for specimen collection outside of lab time will be removed to provide flexibility for scheduling and delivery of the lab portion of the course.</p>	



<p>Proposed Academic Calendar Entry:</p> <p>BIOL 375 (3) Flora and Fauna of Inland Waters Introduction to major groups of organisms in inland waters. Cyanobacteria, algae, plants, and animals; their ecology, evolution; conservation and their use in biomonitoring. Credit will be granted for only one of BIOL 375 or FWSC 375 [3-3-0] <i>Prerequisite:</i> Either (a) BIOL 125 or (b) all of BIOL 117, BIOL 122. Third-year standing in Biology, Freshwater Science, or Earth and Environmental Sciences. Equivalency: FWSC 375</p> <p>Proposed Academic Calendar Entry: **Add new course description page to calendar with the following:**</p> <p><u>FWSC 375 (3) Flora and Fauna of Inland Waters</u> <u>Introduction to major groups of organisms in inland waters. Cyanobacteria, algae, plants, and animals; their ecology, evolution; conservation and their use in biomonitoring. Credit will be granted for only one of FWSC 375 or BIOL 375. [3-3-0]</u> <u>Prerequisite: Either (a) BIOL 125 or (b) all of BIOL 117, BIOL 122. Third-year standing in Biology, Freshwater Science, or Earth and Environmental Sciences.</u></p>	<p>Draft Academic Calendar URL: URL https://www.calendar.ubc.ca/okanagan/prof/edit/courses.cfm?go=name&code=BIOL</p> <p>Present Academic Calendar Entry:</p> <p>BIOL 375 (3) Flora and Fauna of Inland Waters Introduction to major groups of organisms in inland waters. Cyanobacteria, algae, plants, and animals; their ecology, evolution; conservation and their use in biomonitoring. This course requires students to collect specimens from the field, both in and outside of supervised lab sessions. [3-3-0] <i>Prerequisite:</i> Either (a) BIOL 125 or (b) all of BIOL 117, BIOL 122. Third-year standing in Biology, Freshwater Science, or Earth and Environmental Sciences.</p> <p>Present Academic Calendar Entry:</p>
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Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

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Category: 1	
Faculty: Science Dept./Unit: CMPS Faculty Approval Date: 2023-02-07 Effective Session: 2023 W	Date: 2022-11-14 Contact Person: Sylvie Desjardins Phone: 250.807.8767 Email: sylvie.desjardins@ubc.ca
Type of Action: New Course	
<p>Rationale: The proposed course introduces linear algebra with a focus on abstraction and mathematical proof instead of computations. UBC-O does not have a course that serves this purpose. This gap in the program is currently being filled by adding some of the theory in the MATH 221 syllabi; however, not enough is being covered. The addition of an abstract linear algebra course at the second-year level will help prepare students for upper-level courses in the Mathematics, Statistics, and Data Science programs.</p> <p>This course will be a core requirement for the students completing a major program in Mathematics, Statistics, and Data Science.</p>	
Proposed Academic Calendar Entry: <u>MATH 222 (3) Linear Algebra</u> <u>Vector spaces, linear maps, change of basis, eigenvalues and eigenvectors, Jordan canonical forms, matrix decomposition, inner product spaces, orthogonality, linear operators. [3-0-0]</u> <u>Prerequisite: MATH 221.</u>	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=MATH Present Academic Calendar Entry: N/A



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

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Category: 1	
Faculty: Science Dept./Unit: CMPS Faculty Approval Date: 2023-03-07 Effective Session: 2023 W	Date: 2023-01-03 Contact Person: Shawn Wang Phone: 250.807.9524 Email: shaw.wang@ubc.ca
Type of Action: New Course	
<p>Rationale: MATH 427 new course: The material covered in this proposed course has been covered by UBCV Math 420 Real Analysis I by video lectures or Zoom. This new course will make coordination with UBCV easier, and allow us to offer the course independently at UBCO.</p> <p>MATH 527 new course: The material has been offered as MATH 601 (2-15) c Topics in Analysis or MATH 517 (1-3) c Optimization and Analysis I. This course has been cross-listed with UBCV MATH 507 Measure Theory and Integration for several years by video lectures or Zoom. This new course will make cross-listing with UBCV easier, and allow us to offer the course independently at UBCO.</p> <p>MATH 429 deletion: The content of MATH 429 (3) Analysis III will be significantly expanded and covered by two new courses: MATH 427 (3) Real Analysis and MATH 428 (3) Functional Analysis.</p> <p>MATH 428 new course: These materials have been offered as MATH 460 (3/12) d Special Topics in Mathematics, and they were cross listed with UBCV Math 421 (3) Real Analysis II for several years by video lectures or Zoom. This new course will make the cross-listing with UBCV easier, and allow us to offer the course independently at UBCO.</p> <p>MATH 528 new course: These materials have been offered as MATH 601 (2-15) c Topics in Analysis at UBCO, and they were cross listed with UBCV Math 510 (3) Functional Analysis for several years by video lectures or Zoom. This new course will make the cross-listing with UBCV easier, and allow us to offer the course independently at UBCO.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>MATH 427 (3) Real Analysis</u> <u>Lebesgue measure, measurable functions, integration, convergence theorems, L^p spaces, Holder and Minkowski inequalities, Lebesgue-Radon-Nikodym theorem, Lebesgue differentiation.</u> <u>Credit will be granted for only one of MATH 427 or MATH 527. [3-0-0]</u> <u>Prerequisite: MATH 327.</u></p> <p><u>MATH 527 (3) Real Analysis</u> <u>Lebesgue measure, measurable functions, integration, convergence theorems, L^p spaces, Holder and Minkowski inequalities, Lebesgue-Radon-Nikodym theorem, Lebesgue differentiation.</u> <u>Credit will be granted for only one of MATH 527 or MATH 427. [3-0-0]</u> <u>Prerequisite: MATH 327.</u></p>	<p>Draft Academic Calendar https://www.calendar.ubc.ca/okanagan/prof/edit/courses.cfm?go=name&code=MATH H</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>
<p>Proposed Academic Calendar Entry:</p>	<p>Present Academic Calendar Entry:</p> <p><u>MATH 429 (3) Analysis III</u> Continuation of MATH 328. Fourier series, improper integrals, the Fourier integral, calculus in vector spaces. Credit will be granted for only one of MATH 429 or MATH 329. [3-0-0] <i>Prerequisite: MATH 328.</i></p>
<p>Proposed Academic Calendar Entry:</p> <p><u>MATH 428 (3) Functional Analysis</u> <u>Banach spaces, linear operators, bounded and compact operators, strong, weak, and weak* topology, Hahn-Banach, open mapping, and closed graph theorems. Hilbert spaces.</u></p>	<p>Draft Academic Calendar URL:https://www.calendar.ubc.ca/okanaga</p>



<p><u>symmetric and self-adjoint operators, spectral theory for bounded operators. Credit will be granted for only one of MATH 428 or MATH 528. [3-0-0] Prerequisite: MATH 327.</u></p> <p>MATH 528 (3) Functional Analysis <u>Banach spaces, linear operators, bounded and compact operators, strong, weak, and weak* topology. Hahn-Banach, open mapping, and closed graph theorems. Hilbert spaces, symmetric and self-adjoint operators, spectral theory for bounded operators.</u></p> <p><u>Credit will be granted for only one of MATH 528 or MATH 428. [3-0-0] Prerequisite: MATH 327</u></p>	<p>n/proof/edit/courses.cfm?go=name&code=MATH</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>
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Curriculum Proposal Form New or Revised Course/Program – Okanagan campus

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Category: 1	
Faculty: Science Dept./Unit: CMPS Faculty Approval Date: 2023-03-07 Effective Session: 2023 W	Date: 2023-01-03 Contact Person: Shawn Wang Phone: 250.807.9524 Email: shaw.wang@ubc.ca
Type of Action: New Course	
<p>Rationale: MATH 428 new course: These materials have been offered as MATH 460 (3/12) d Special Topics in Mathematics, and they were cross listed with UBCV Math 421 (3) Real Analysis II for several years by video lectures or Zoom. This new course will make the cross-listing with UBCV easier, and allow us to offer the course independently at UBCO.</p> <p>MATH 528 new course: These materials have been offered as MATH 601 (2-15) c Topics in Analysis at UBCO, and they were cross listed with UBCV Math 510 (3) Functional Analysis for several years by video lectures or Zoom. This new course will make the cross-listing with UBCV easier, and allow us to offer the course independently at UBCO.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>MATH 428 (3) Functional Analysis</u> <u>Banach spaces, linear operators, bounded and compact operators, strong, weak, and weak* topology. Hahn-Banach, open mapping, and closed graph theorems. Hilbert spaces, symmetric and self-adjoint operators, spectral theory for bounded operators. Credit will be granted for only one of MATH 428 or MATH 528. [3-0-0]</u> <u>Prerequisite: MATH 327.</u></p> <p><u>MATH 528 (3) Functional Analysis</u> <u>Banach spaces, linear operators, bounded and compact operators, strong, weak, and weak* topology. Hahn-Banach, open mapping, and closed graph theorems. Hilbert spaces, symmetric and self-adjoint operators, spectral theory for bounded operators. Credit will be granted for only one of MATH 528 or MATH 428. [3-0-0]</u> <u>Prerequisite: MATH 327</u></p>	<p>Draft Academic Calendar URL:https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=MATH</p> <p>Present Academic Calendar Entry:</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 for further assistance.

Category: 1	
Faculty: Science Dept./Unit: CMPS Faculty Approval Date: 2023-03-07 Effective Session: 2023 W	Date: 2023-01-04 Contact Person: Shawn Wang Phone: 250.807.9524 Email: shawn.wang@ubc.ca
Type of Action: New Course	
<p>Rationale: MATH 464/564 new course: The proposed course introduces variational analysis focusing on nonconvex functions and algorithms in nonconvex optimization. This is an essential part of modern optimization with fast-growing applications. The course will be of interest to students in Mathematics, Statistics Data Science, Computer Science, and Engineering. It will be offered in rotation with existing upper-level optimization courses.</p> <p>Currently, UBCO has MATH 461 (3) Continuous Optimization, MATH 462 (3) Derivative-Free Optimization, MATH 563 (3) Convex Optimization and Nonsmooth Analysis, and MATH 562 (3) Derivative-Free Optimization. Which cover convex and derivative-free optimization.</p> <p>These new courses will fill the gap in knowledge, and make students better equipped for jobs in practical optimization.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>MATH 464 (3) Nonconvex Optimization.</u> <u>Nonconvex analysis, semi-continuous functions, Lipschitz functions, tangent cone, normal cone, subdifferentials, optimality conditions, regularizations, algorithms for nonconvex optimization. Credit will be granted for only one of MATH 464 or MATH 564. [3-0-0]</u> <u>Prerequisite: MATH 327.</u></p> <p><u>MATH 564 (3) Nonconvex Optimization.</u> <u>Nonconvex analysis, semi-continuous functions, Lipschitz functions, tangent cone, normal cone, subdifferentials, optimality conditions, regularizations, algorithms for nonconvex optimization. Credit will be granted for only one of MATH 564 or MATH 464. [3-0-0]</u> <u>Prerequisite: MATH 327.</u></p>	<p>Draft Academic Calendar URL:https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=MATH</p> <p>Present Academic Calendar Entry:</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 for further assistance.

Category: 1	
Faculty: Science Dept./Unit: CMPS Faculty Approval Date: 2023-03-07 Effective Session: 2023 W	Date: 2023-01-10 Contact Person: Heinz Bauschke Phone: 250.807.8529 Email: heinz.bauschke@ubc.ca
Type of Action: New Course	
<p>Rationale: The proposed course introduces splitting algorithms and modern operator theory focusing on algorithms for the solution of optimization and inclusion problems. This course will be offered for students in Mathematics, Statistics, Data Science, Computer Science, and Engineering.</p> <p>Currently, UBCO has MATH 461 (3) Continuous Optimization, MATH 462 (3) Derivative-Free Optimization, and the also-proposed MATH 464 (3) Nonconvex Optimization. These courses cover convex and nonconvex optimization and derivative-free optimization.</p> <p>Splitting algorithms have emerged as a leading paradigm for solving large-scale optimization problems in science and engineering. This proposed course will fill the gap in knowledge and also strengthen the Optimization cluster of UBCO.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>MATH 465 (3) Splitting Algorithms and Modern Operator Theory.</u> <u>Splitting Algorithms. Monotone operators, inclusion problems and duality, non-expansive mappings, fundamental algorithms and variants featuring acceleration and randomization. Credit will be granted for only one of MATH 465 or MATH 565. [3-0-0]</u> <u>Prerequisite: MATH 327. MATH 461 is recommended.</u></p> <p><u>MATH 565 (3) Splitting Algorithms and Modern Operator Theory.</u> <u>Splitting Algorithms. Monotone operators, inclusion problems and duality, non-expansive mappings, fundamental algorithms and variants featuring acceleration and randomization. Credit will be granted for only one of MATH 465 or MATH 565. [3-0-0]</u></p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/edit/courses.cfm?go=name&code=MATH</p> <p>Present Academic Calendar Entry:</p> <p>N/A</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

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 for further assistance.

Category: 1	
Faculty: Arts and Social Sciences Dept./Unit: PSYO Faculty Approval Date: 2022-12-13 Effective Session: 2023S	Date: 2022-09-24 Contact Person: Jan Cioe Phone: 250.807.XXXX Email: jan.cioe@ubc.ca
Type of Action: Other/Multiple (Please Specify)	Update program requirements
Rationale: PSYO BSc Major	
<p>Students have experienced difficulty meeting all five breadth category requirements due to limited course offerings in some areas resulting from staffing issues. Accordingly, we have combined two categories that share considerable overlap and created a new category in keeping with our program learning outcomes. This has allowed our Department to reduce the number of categories from five to four. It also has allowed us to reorganize and rename many of the categories.</p> <p>This change, however, has an impact on our long-standing use of the center number in 200+-level courses to designate the category. Simply put, we have run out of useable numbers in some of the series [e.g., center number 1]. Consequently, we have removed that part of the Calendar and instead we have listed all the courses that fit within each category. This is the solution that was recommended to us by the Senate Secretariat. There will be a definite adjustment period as we, and our students, transition to the different way of organizing categories, but overall, this change will allow us to continue to expand our course offerings in each of the categories without facing numbering restrictions.</p>	



<p>Proposed Academic Calendar Entry:</p> <p>[19316] B.Sc. Major in Psychology [...]</p> <p>[19347] First and Second Years</p> <p>[19348]</p> <table border="1"> <thead> <tr> <th>First Year</th> <th>Credits</th> </tr> </thead> <tbody> <tr> <td>ENGL 109, or two of ENGL 112, 113, 114, 150, 151, 153¹, 154, 155, or 156; CORH 203 or 205</td> <td>6</td> </tr> <tr> <td>MATH 100</td> <td>3</td> </tr> <tr> <td>One of COSC, DATA, STAT, additional MATH courses</td> <td>3</td> </tr> <tr> <td>At least 3 credits of experimental science in any BIOL, CHEM, EESC, or PHYS courses with labs</td> <td>3</td> </tr> <tr> <td>Science electives³</td> <td>9</td> </tr> <tr> <td>PSYO 111, 121</td> <td>6</td> </tr> <tr> <td>Total Credits</td> <td>30</td> </tr> </tbody> </table> <p>[...]</p> <p>[19355] Third and Fourth Years [19356]</p> <ul style="list-style-type: none"> At least 30 credits of 300/400-level or higher PSYO courses; Cognitive & Behavioural Neuroscience requirement: at least 3 credits of PSYO 219, 230, 310, 311, 313, 314, 315, 316, 317, 334, 335, 435; Developmental requirement: at least 3 credits of PSYO 220, 321, 322, 323; Mental Health & Wellness requirement: at least 3 credits of 	First Year	Credits	ENGL 109, or two of ENGL 112, 113, 114, 150, 151, 153 ¹ , 154, 155, or 156; CORH 203 or 205	6	MATH 100	3	One of COSC, DATA, STAT, additional MATH courses	3	At least 3 credits of experimental science in any BIOL, CHEM, EESC, or PHYS courses with labs	3	Science electives ³	9	PSYO 111, 121	6	Total Credits	30	<p>Draft Academic Calendar URL:</p> <p>https://www.calendar.ubc.ca/okanagan/proof%20edit/index.cfm?tree=18,360,1102,1460</p> <p>Present Academic Calendar Entry:</p> <p>[19316] B.Sc. Major in Psychology [...]</p> <p>[19347] First and Second Years</p> <p>[19348]</p> <table border="1"> <thead> <tr> <th>First Year</th> <th>Credits</th> </tr> </thead> <tbody> <tr> <td>ENGL 109, or two of ENGL 112, 113, 114, 150, 151, 153¹, 154, 155, or 156</td> <td>6</td> </tr> <tr> <td>MATH 100</td> <td>3</td> </tr> <tr> <td>One of COSC, DATA, STAT, additional MATH courses</td> <td>3</td> </tr> <tr> <td>At least 3 credits of experimental science in any BIOL, CHEM, EESC, or PHYS courses with labs</td> <td>3</td> </tr> <tr> <td>Science electives³</td> <td>9</td> </tr> <tr> <td>PSYO 111, 121</td> <td>6</td> </tr> <tr> <td>Total Credits</td> <td>30</td> </tr> </tbody> </table> <p>[...]</p> <p>[19355] Third and Fourth Years [19356]</p> <ul style="list-style-type: none"> At least 30 credits of 300-level or higher Psychology courses; Psychology breadth requirement of at least 3 credits from each of the following five areas: [19357] <ol style="list-style-type: none"> Cognitive/Learning/ Perception; Developmental; Biopsychology; Personality/Abnormal; Social/Sex/Forensic. 	First Year	Credits	ENGL 109, or two of ENGL 112, 113, 114, 150, 151, 153 ¹ , 154, 155, or 156	6	MATH 100	3	One of COSC, DATA, STAT, additional MATH courses	3	At least 3 credits of experimental science in any BIOL, CHEM, EESC, or PHYS courses with labs	3	Science electives ³	9	PSYO 111, 121	6	Total Credits	30
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THE UNIVERSITY OF BRITISH COLUMBIA

<p><u>PSYO 343, 346, 348, 349, 357, 440;</u></p> <ul style="list-style-type: none"> • Social <u>Psychology & Personality requirement: at least 3 credits of PSYO 241, 252, 353, 354, 355, 356.</u> 	<p>[19358] Note: each area is defined by the middle number in the course number (e.g., PSYO 219 satisfies area 1; PSYO 324 satisfies area 2, etc.); students may complete this requirement with second-year as well as upper-level courses.</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 for further assistance.

Category: 1	
Faculty: Science Dept./Unit: CMPS Faculty Approval Date: 2023-03-07 Effective Session: 2023 W	Date: 2022-11-14 Contact Person: Sylvie Desjardins Phone: 250.807.8767 Email: sylvie.desjardins@ubc.ca
Type of Action: New Course	
<p>Rationale: STAT 203 and STAT 205 comprise a two-course series that will replace STAT 230 as a requirement for Mathematics, Statistics, and Data Science students. STAT 230 is a good introduction to Probability and Statistics suitable for students in non-quantitative disciplines and as such it will continue to be offered by the department as a service course. It is however insufficient for students in the quantitative sciences. By splitting the course content into an introduction to probability and an introduction to statistics, we will provide a stronger foundation for our students so that they can better transition to upper-level courses in statistics.</p>	
Proposed Academic Calendar Entry: <u>STAT 203 (3) Introduction to Probability</u> <u>Combinatorics. Axioms of probability.</u> <u>Discrete and continuous random variables,</u> <u>expectation, and variance. Transformations.</u> <u>Central limit theorem and applications.</u> <u>Weak law of large numbers. Credit will be</u> <u>granted for only one of STAT 203 or STAT</u> <u>230. [3-0-0]</u> <u>Prerequisite: DATA 101 and one of MATH</u> <u>101, MATH 103, MATH 142.</u>	Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/proof/ed/it/courses.cfm?go=name&code=STAT Present Academic Calendar Entry: N/A



STAT 205 (3) Introduction to Mathematical Statistics

Sampling distribution theory. Likelihood. Parameter estimation. Confidence intervals and hypothesis testing; simple regression, analysis of variance and contingency table analysis. Credit will be granted for only one of STAT 205 or STAT 230. [3-0-0]

Prerequisite: STAT 203



Curriculum Proposal Form

New or Revised Course/Program – Okanagan campus

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Category: 1	
Faculty: Science Dept./Unit: CMPS Faculty Approval Date: 20230207 Effective Session: 2023 W	Date: 2022-11-14 Contact Person: Sylvie Desjardins Phone: 250.807.8767 Email: sylvie.desjardins@ubc.ca
Type of Action: Other/Multiple (Discontinuation of a course and proposed new course)	
<p>Rationale: STAT 224 was introduced two years ago as a financial-application oriented course for students in the mathematics and statistics programs looking for an introduction to the background and techniques needed in the actuarial, banking, finance, insurance and mortgage industries. It was also supposed to be attractive to students in Economics and Management. However, it is now recognized that the course will fit better into the revamped mathematics and statistics offerings as a third-year course – STAT 324, providing a foundational pillar for our newly proposed math finance stream. The business and actuarial content related to interest theory will remain the same as in STAT 224, but the course will incorporate more mathematical and computational tools for solving financial problems, drawing on concepts coming from calculus and linear algebra.</p>	
<p>Proposed Academic Calendar Entry: STAT <u>324</u> (3) <u>Mathematical Finance</u></p> <p>Simple and compound interest, discount, <u>force of interest</u>, simple and general annuities, amortization of debts, bonds, depreciation, mortality tables, contingent payments, life annuities, insurance, <u>and an introduction to financial derivatives.</u> <u>Credit will be granted for only one of STAT 324 and STAT 224. [3-0-0]</u></p> <p>Prerequisite: <u>MATH 200 and one of STAT 205, STAT 230.</u></p>	<p>Draft Academic Calendar URL: https://www.calendar.ubc.ca/okanagan/prof/edit/courses.cfm?go=name&code=STAT Present Academic Calendar Entry: STAT 224 (3) Mathematics of Finance</p> <p>Simple interest and discount, compound interest and discount, simple and general annuities, amortization of debts, bonds, depreciation, probability, mortality tables, contingent payments, life annuities and insurance. Calculations will be carried out using a modern scripting language.</p> <p>Prerequisite: DATA 101, and one of STAT 121 or STAT 124, and one of MATH 100 or MATH 116</p>



17 April 2023

To: Okanagan Senate

From: Nominating Committee

Re: a) Academic Advisory Committee on a UBC Institute for Advanced Study (approval)
b) Academic Advisory Committee on Wall Research Awards and Wall Research Fellowships (approval)

a) Senators to Serve on the Academic Advisory Committee on a UBC Institute for Advanced Study (approval)

A call for nominations was made for Okanagan Senate members to serve on an Academic Advisory Committee on a UBC Institute for Advanced Study, for the following positions:

- Two (2) members selected from the UBC Okanagan Senate from the faculty members from UBC Okanagan, at least one of whom is a member of the Learning and Research Committee; and
- One (1) member selected from the UBC Okanagan Senate from among the students of UBC Okanagan

In response to this call, the Nominating Committee received the following nominations:

- Gino DiLabio – Recommended by the Learning and Research Committee
- Siliva Tomášková
- Jonathan Low – Student Senator

Motion: That Gino DiLabio, Silvia Tomášková and Jonathan Low be recommended for appointment to an Academic Advisory Committee on a UBC Institute of Advanced Study

b) Senator to Serve on the Academic Advisory Committee on Wall Research Awards and Wall Research Fellowships (approval)

A call for nominations was made for Okanagan Senate members to serve on an Academic Advisory Committee on Wall Research Awards and Wall Research Fellowships, for the following positions:

- Two (2) members selected from the UBC Okanagan Senate from the faculty members from UBC Okanagan, at least one of whom is a member of the Admission and Awards Committee; and



- One (1) member from the UBC Okanagan Senate from the student members from UBC Okanagan, selected by the UBC Okanagan Student Senate Caucus.

In response to this call, the Nominating Committee received the followings nominations:

- Maya Libben – Recommended by the Admissions and Awards Committee
- Karen Hodges
- Saami Hafeez – Student Senator

Motion: That Maya Libben, Karen Hodges and Saami Hafeez be recommended for appointment to an Academic Advisory Committee on Wall Research Awards and Wall Research Fellowships.

Respectfully submitted,

Dr. Jannik Eikenaar, Chair
Senate Nominating Committee



27 April 2023

To: Okanagan Senate

From: Senate Nominating Committee

Re: Change in Terms of Reference - Senate Learning and Research Committee

The Okanagan Senate does not currently have a Standing Committee whose Terms of Reference address regalia and academic dress.

The Okanagan Learning and Research Committee shares with its counterpart the Vancouver Tributes Committee a mandate over both honorary degrees and emeritus issues. However, Tributes also has the following in its terms of reference:

To consider matters related to regalia and academic dress, and to make recommendations thereon to Senate.

This gap in committee responsibility has in the past caused challenges for Senate, for example, an urgent request in the fall 2020 for Okanagan Senate to approve new designs for the regalia of the President and Chancellor.

With several academic dress and regalia items anticipated for the new triennium, the Learning and Research Committee has requested an amendment to its terms of reference to add a specific mandate to review and make recommendations on academic dress and regalia to Senate.

The Learning and Research Committee has proposed alignment with the Tributes Committee language set out above.

The Nominating Committee recommends the following:

Motion:

THAT THE Terms of Reference of the Senate Learning and Research Committee be amended to include:

“To consider matters related to regalia and academic dress, and to make recommendations thereon to Senate.”

For the Committee,

Jannik Eikenaar, Chair
Senate Nominating Committee



27 April 2023

To: Okanagan Senate

From: Senate Learning and Research Committee

Re: UBC Academic Dress – Indigenous Students

The Learning and Research Committee has reviewed a request from UBC Ceremonies and Events to allow the adornment of mortarboard caps by graduands to reflect their Indigenous identity through the use of decorative traditions.

The Learning and Research Committee considered this request pursuant to its Terms of Reference which include:

To provide a leading forum for the discussion of the teaching and learning environment of the University, including the social and emotional well-being of all students, learners, faculty, and staff.

In January 2023, the Okanagan and Vancouver Ceremonies and Events offices received a request from the Okanagan Office of Indigenous Programs & Services on behalf of students from the Bachelor of Nsyilxcn Language Fluency. The students were inquiring as to whether they could receive mortarboard caps in advance to allow them to apply beading to caps in time for their graduation ceremony in June 2023. Ceremonies also received a written request from NITEP, the Indigenous Teacher Education Program, requesting the allowance of cultural modifications to academic regalia at graduation. Graduation ceremonies in Okanagan will be held from June 8 to 9, 2023. Graduation ceremonies in Vancouver will be held from May 24 to 26, May 29 to June 1 and November 22 to 24, 2023.

Attached you will find the following documentation:

- Comprehensive memo from Ceremonies and Events to the Vancouver Tributes Committee and the Okanagan Learning and Research Committee
- UBC Academic Regalia Guidelines
- Requests received on behalf of students.

The following is recommended to Senate:

Motion: *“That Senate approve the adornment of mortarboard caps by graduands to reflect their Indigenous identity through the use of decorative traditions for graduation ceremonies in 2023.”*



THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
UNC 322 | 333 University Way
Kelowna, BC V1V 1V7

Phone 250 807 9619
Email okanagan.senate@ubc.ca
senate.ubc.ca

Note: Concurrent to this memorandum, Senate is also being asked to amend the Learning and Research Committee Terms of Reference to add the following:

To consider matters related to regalia and academic dress, and to make recommendations thereon to Senate.

Respectfully submitted,

Sally Willis-Stewart, Chair
Senate Learning and Research Committee



4 April 2023

To: Okanagan Senate Learning & Research Committee
Vancouver Senate Tributes Committee

From: Liz King, Director, Ceremonies & Events

Re: UBC Academic Dress – Indigenous Students

Proposed Motion

THAT THE (Committee) recommends that Senate approve the adornment of mortarboard caps by graduands to reflect their Indigenous identity through the use of decorative traditions for graduation ceremonies in 2023.

Background

UBC's academic calendar outlines academic dress as including gowns and hoods – academic dress and academic regalia are customarily interchangeable terms at UBC. Mortarboard caps are customarily worn by graduands and also considered a part of academic regalia. Graduates are permitted to keep their mortarboard caps as souvenirs however, gowns and hoods are returned to the rental company.

The guidelines provided to all graduands by Ceremonies specify that adornments are not permitted on UBC's academic regalia. The guidelines also include an exception permitting Indigenous students to wear their traditional regalia either with or in place of academic regalia. In this context, we use the term "Indigenous" to refer inclusively to members of status and non-status First Nations, and treaty and non-treaty First Nations, Métis, and Inuit peoples in Canada, in accordance with section 35(2) of the Canadian Constitution. We recognize in doing so that many people prefer the terms that are specific and traditional to their communities.

In January 2023, the Okanagan and Vancouver Ceremonies and Events offices (Ceremonies) received a request from the Okanagan Office of Indigenous Programs & Services on behalf of students from the Bachelor of Nsyilxcn Language Fluency. The students were inquiring as to whether they could receive mortarboard caps in advance to allow them to apply beading to caps in time for their graduation ceremony in June 2023. Ceremonies also received a written request from NITEP, the Indigenous Teacher Education Program, requesting the allowance of cultural modifications to academic regalia at graduation. Graduation ceremonies in Okanagan will be held from June 8 to 9, 2023. Graduation ceremonies in Vancouver will be held from May 24 to 26, May 29 to June 1 and November 22 to 24, 2023.

Upon review of the requests, Ceremonies responded to the queries sharing the guidelines already in place, and acknowledged that further discussion would be required regarding the application of beading to a mortarboard cap. In February 2023, Ceremonies reached out to Indigenous leadership at UBC who often provide guidance on these types of matters. On March 3 2023 Ceremonies met with Sheryl Lightfoot, Margaret Moss and Adrienne Vedan who supported the requests received.



Additionally, suggestions were made to enhance the information available to Indigenous students with respect to the academic regalia guidelines. Ceremonies has revised the language used in its guidelines for consistency with that of Enrolment Services, including a direct reference to the Indigenous Strategic plan. These suggestions were incorporated into the March 2023 update of the guidelines, attached as information.

Timeline and Next Steps

January 2023 – program/student requests received in the unit the Ceremonies offices

February 2023 – meeting query sent to Indigenous leaders at UBC

March 2023 – meetings and guidance sought from Indigenous leaders, Senate Office colleagues

March 2023 – regular review/update of Ceremonies & Events guidelines

April 2023 – Tributes Committee meeting, Learning & Research Committee meeting, April 2023 – Okanagan Senate and Vancouver Senate meetings

Post Senate Meetings – Caps distributed to Indigenous graduands for adornment prior to spring and fall convocation ceremonies

Fall 2023 – Review the implementation and outcomes of the newly adopted practice with stakeholders to affirm or modify the process in future years.

2023/2024 Academic Year Onward

Ceremonies will engage in further review of its guidelines to identify recommendations to the Okanagan and Vancouver Senates that may be included in their respective academic calendars, clarifying the limits and exceptions to academic dress/academic regalia.

Attachments:

UBC Academic Regalia Guidelines

UBC Okanagan January 2023 query (outlook item: Convocation regalia)

UBC Vancouver January 2023 query (pdf: Letter Ceremonies and Events NITEP)



Background

The guidelines outlined below have been developed by the Ceremonies & Events units at UBC. They serve as means to provide students with additional information about academic regalia used during graduation ceremonies. Guidelines are also used to assist staff in operating practices. These guidelines are reviewed at regular intervals at the discretion of unit leadership and may be updated to align with institutional guidelines and practices and/or industry standards and practices.

UBC Academic Regalia Guidelines (Students)

The gowns, hoods and mortarboards worn by faculty and graduating students at the graduation ceremonies evolved from clothes worn by European scholars in the 12th century to authenticate degrees. The University of British Columbia has taken pride in continuing this tradition since our first ceremony in 1916.

Required Attire

All individuals participating in the graduation ceremonies at the Vancouver and Okanagan campuses are required to wear academic regalia. This includes graduating students, faculty, administration and invited guests who will be seated on stage as well as volunteers.

Academic regalia includes a gown, hood and headwear appropriate to the degree being granted. Any form of attire (formal, uniform, business, traditional, or casual) may be worn underneath the gown. Footwear must always be worn.

Adornments (stoles, honor cords, etc.):

- Nothing is permitted to be added to the UBC academic regalia (either permanent or temporary);
- This includes honor cords, stoles, or any other adornment;
- If faculties, departments or student groups wish to hand out honor cords or stoles, they may do so at their own departmental/faculty event prior to or following the main university ceremony;
- If these items are handed out before the main university ceremony, students must remove them prior to attending the official university ceremony.

If you have any questions, please contact ceremonies.graduation@ubc.ca (Vancouver campus) or okanagan.ceremonies@ubc.ca (Okanagan campus).



Information for Indigenous Students

In this context, Indigenous is referring to status and non-status First Nations, Metis and Inuit peoples of Canada, in accordance with the *BC Declaration on the Rights of Indigenous Peoples Act* (DRIPA), which defines “Indigenous peoples” as aboriginal peoples under section 35(2) of the *Constitution Act, 1982*.)

Information for Indigenous Students is provided to support the [Indigenous Strategic Plan](#), in particular –

Goal 5, Action 21: Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures.

Goal 8, Action 38: Review all university policies and operational practices to ensure they support the recognition of Indigenous peoples’ human rights, and the equity and inclusion of Indigenous students, faculty, staff and community members.

- Indigenous students as noted above may wear their traditional regalia in place of the academic gown and hat but they must have the hood, the colour and style of which acknowledges the academic degree they have earned;
- Undergraduate and Masters’ students should wear their hood over their regalia or draped over their left arm;
- In the case of the PhD, EdD or DMA candidates, they should carry the hood over their left arm and be prepared to be hooded on stage by the President;
- The hood is the recognition of the student’s achievement and success and the only time that they will ever acknowledge this particular achievement so it is an important part of the academic tradition;
- Individual hoods (without gowns) cannot currently be booked through the Bookstore online booking system but hoods can be rented on the day in the regalia pick-up area and can be paid for by cash, credit or debit.

If you have any questions, please contact ceremonies.graduation@ubc.ca (Vancouver campus) or okanagan.ceremonies@ubc.ca (Okanagan campus).



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NITEP

Indigenous Teacher Education Program
 Faculty of Education
 300-2125 Main Mall
 Vancouver, B.C. Canada V6T 1Z4

Tel: (604) 822-5240
 Email: nitep.educ@ubc.ca
 nitep.educ.ubc.ca

January 16th 2023

Dear UBC Ceremonies & Events,

We are writing to you today in support of allowing culturally-significant modification to the UBC Ceremonies and Events graduation caps and gowns. We understand the motivation behind considering the restrictions on modification of graduate regalia, but are worried about the collateral damage that may be caused as a result of this rule. NITEP- the Indigenous Teacher Education Program here at UBC- has graduated over 410 Indigenous teachers since inception in 1974. In this time, many of our students have added Indigenous accessories and pieces to their graduation regalia as a point of pride, both in celebration of their own Indigeneity, and to mark the significant, transitional period graduating from a top institution like UBC.

As a leading public university, UBC hosts a diverse student population that includes students from all over the world. As UBC seeks to further diversify their student population, we believe that it is absolutely imperative that we encourage the celebration of identity and culture through the additional clothing/jewelry often worn by graduates. Allowing our students to modify their regalia (examples: beaded caps, adding a Metis sash, cedar hat) is in direct support of a number of articulated actions from the UBC Indigenous Strategic Plan:

Enrich our Spaces (Goal 5):

- Action 21: "Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures".

And to Create a Holistic System of Support (Goal 8):

- Action 21: "Dedicate spaces for Indigenous students, faculty and staff to practice and celebrate their cultures."
- Action 22: "Identify and make visible the generational connections of Indigenous peoples to culturally significant places across UBC campuses." (UBC Strategic Plan, p. 11)

The graduation ceremony is a culturally significant place and space to all students, however, it is our job to recognize the undue hardship imposed upon Indigenous ceremonies through the Indian Act of 1876. Part of the Indigenous Strategic Plan, in coordination with the TRC Calls to Action and UNDRIP, includes the recognition of the importance of ceremony and spirituality to be respected, acknowledged, and encouraged at the UBC Okanagan and UBC Vancouver Campuses as a direct response to these hardships and assimilative practices outlined and upheld by the Indian Act (1876). These are outlined in the Goals and actions noted above.



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“UBC has been fortunate to be the academic home for many Indigenous people who have already taken up the work of advancing Indigenous peoples’ human rights in different ways. Due to their commitment, the UBC community has maintained a strong leadership role in educating and advocating for Indigenous perspectives, worldviews and experiences. However, the burden to advance this work can no longer be carried by a few, and we must all make the commitment to do this work.” UBC Indigenous Strategic Plan, p.11.

Having pride in one’s Indigenous identity should be honoured and shared within UBC Ceremonies and events. We seek to encourage students’ resurgence and revitalization of their own identity, reclaiming their voice and story by creating space for them to share their culturally significant regalia and articles with us at our graduation ceremonies. The proud declaration of Indigeneity is the resurgence of Indigenous youth and identity as a direct response to the oppression and assimilation that was systematically applied to Indigenous people here in Canada from 1831 - 1996. It is this office’s opinion that UBC should endeavor to encourage Indigenous regalia, identity, and language at every possible opportunity in an effort to promote Indigenous inclusion, display active, ongoing reconciliation.

We’re so grateful for the opportunity to share our thoughts as an Indigenous program. We know that our students would sincerely appreciate being able to alter their graduation regalia. Thank you for your time, and for considering allowing alteration to the UBC Graduation outfits,

Sincerely,

Naomi Narcisse, St’át’imc Nation naomi.narcisse@ubc.ca
 Alexis Okabe, Kitsumkalum First Nation alexis.okabe@ubc.ca
 Teneille Shea, Tlich Citizen teneille.shea@ubc.ca
 Marny Point, Musqueam Band marny.point@ubc.ca

Sources and Notes:

Indigenous Strategic Plan:

https://aboriginal-2018.sites.olt.ubc.ca/files/2021/06/2021_6_22_UBC.ISP_StrategicPlan2020-SINGLE-Borderless-REDUCED.pdf

California Assembly AB 1248:

<https://openstates.org/ca/bills/20172018/AB1248/#:~:text=Abstract,from%20wearing%20gang%2Drelated%20apparel.>

Indian Act:

<https://laws-lois.justice.gc.ca/eng/acts/i-5/>

UBC Indigenous Regalia: <https://ubctoday.ubc.ca/stories/november-24-2020/ubcs-new-indigenized-academic-regalia>



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It is important to have a beaded graduation cap to show my identity, and to honour those who came before me. As a member of the EDID – Equity, Diversity and Inclusion Cohort - this is another way that I am able to show Indigenous representation at such a large institute.

- Lenaya, Teacher Candidate

It is important to note that our regalia is not a costume, or a show of display, but one that honours our Creator, families and teachings.

- Marny Point, Professor

Subject: Convocation regalia
Date: Monday, January 9, 2023 at 10:55:58 AM Pacific Standard Time
From: Vedan, Adrienne <Adrienne.Vedan@ubc.ca>
To: Vernon, Alanna <alanna.vernon@ubc.ca>
Attachments: image001.png

Good morning Alanna,

Happy new year! Hope you had a wonderful holiday season.

We've received some requests for the Bachelor of Nsyilxcn Fluency students who will be graduating this year, if it is possible to get grad caps so that they can bead them for convocation?

Best,
Adrienne

Adrienne Vedan

Director | Indigenous Programs and Services | AVP Students
Senior Advisor to the Deputy Vice Chancellor and Principal on Indigenous Affairs
The University of British Columbia | Okanagan Campus | syilx Okanagan Nation Territory
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THE UNIVERSITY OF BRITISH COLUMBIA

2022 Okanagan Library Report To Senate

Heather Berringer
Chief Librarian and Associate Provost, Academic Operations & Services
The University of British Columbia, Okanagan Campus
Report Period: January 1, 2022 – December 31, 2022

The Okanagan Library prides itself on being an inclusive space, a service-focused team, and a nexus of scholarly engagement. A proactive campus leader, our Library advances research, learning, and teaching excellence by connecting communities, within and beyond the University, to the world's knowledge.

Aligned with campus and institutional strategic priorities, the Library continued to make significant contributions to the Okanagan Campus in 2022 in each of its areas of focus: **Teaching and Learning**, **Discovery and Research**, **Campus and Community**, and **Spaces and Collections**.

Teaching and Learning

The Okanagan Library is integrated in transformative teaching and learning efforts, providing essential services, spaces, and resources for student success. In 2022, the Library expanded instructional efforts in a variety of areas, increased Student Learning Hub outreach and engagement, and contributed to the launch of a new curated database full of openly accessible teaching and learning materials, in addition to many other successes.

Providing outstanding library reference services

The Okanagan Library has three primary service points: the campus Library's single service desk, the Special Collections service desk located in The Commons, and the Innovation Library, located in downtown Kelowna at Okanagan Regional Library's branch on Ellis Street. All three locations offer walk-up and appointment-based reference services. Library staff also respond to email questions and answer queries via Ask Away, the Library's virtual chat platform. Professional librarians provide in-depth research consultations to students and faculty onsite and online (e.g., Zoom). Post-pandemic, virtual engagement with library reference services continues to grow.

Information literacy initiatives

During the period covered by this report, librarians taught 237 instructional sessions at UBC Okanagan Library. With the continued demand for online, in person, and hybrid learning sessions, instruction continued to be offered in all of these formats. Topics ranged from subject-specific information search and retrieval strategies to sessions on copyright, scholarly communication and publishing, research data management, performing systematic and literature reviews, critical evaluation of information, and effective integration of published research into academic writing, including appropriate use of citation styles.

Additional highlights from the past year include:

- Expansion of Library Instruction efforts in the areas of assignment development and support, course readings, curriculum-integrated instruction, diverse and Indigenous focused resources, open education, academic integrity, and streaming film.
- Continued success of the Foundational Information Literacy self-enroll course, which has over 900 participants.
- Collaborations with the Indigenous Initiatives Librarian to present content, through the Centre for Scholarly Communication and within specific departments, related to citation justice and politics to a faculty audience.

Student Learning Hub

Writing and Language Appointments

In 2022, the Student Learning Hub (SLH) continued to offer hybrid support for students; writing and language services had 1,230 appointments. Overall, 671 (55%) appointments were in-person and 559 (45%) were virtual.

With 154 tutoring hours, French and Spanish support remained consistent with the previous year. The SLH was able to add Japanese language support in Winter 1 2022 and hold a weekly Japanese conversation group in cooperation with instructor Dr. Takasaki.

The significant increase in appointment numbers from Winter 1 (September – December) is a testament to the Hub's continued growth. There were 120 additional Writing and Language Learning appointments in Fall 2022, and 550 appointments in Winter 1 2022, compared to 430 appointments in Winter 1 2021, representing a 27% increase.

Events

Starting in Spring 2022, The Student Learning Hub team collaborated closely with the AVP Students portfolio to substantially revise offerings that support students in making a smoother transition to university learning, including building brand new content for UBC 101. These changes were motivated by recognition of the learning gaps that students may be bringing to the resumption of primarily in-person learning opportunities. In addition to the new content, we developed new and refreshed content for the Back to Basics (B2B) and Exam Jam programs. This content was created and adapted for in-person, online, and asynchronous delivery options, providing students the opportunity to engage with the materials in ways that worked best for them (recordings can be found [here](#)). While uptake was small for the B2B sessions, a well-attended Exam Jam (during Homecoming) saw our team engage with more than 120 attendees through tutoring sessions, workshops, and at a welcome booth.

To encourage student interaction with the Hub, the SLH Coordinator created a series of new engagement opportunities throughout the term. During Weeks of Welcome, the SLH engaged with 427 students over two days just outside the entry to the Hub space with the aim of raising awareness of the Hub's location and how to book appointments. After reading break, the SLH interacted with 165 students at the "Write Advice" tables for 2 days in UNC and FIP. And on December 14, the SLH hosted a writing drop-in event with snacks and hot drinks; 39 showed up for drinks, snacks, or to learn about services, and 14 students stayed in the space to work on term papers with tutor support.

Staff training

In the winter terms of 2022/23, writing and language consultant staff meetings continued to increase focus on education regarding equity, inclusion, accessibility, anti-oppression, and decolonial, diverse, and inclusive writing practices. We have collaborated with colleagues from other areas including UBCO's Indigenous Initiatives Librarian, the Sexual Violence Prevention Office, and the Equity and Inclusion Office, and engaged an outside speaker to discuss Anti-ableist learning strategies. In addition to these opportunities, all modules for the SLH canvas course were updated over Summer 2022 with specific attention to EDI principles. Through our structured in-person and asynchronous employee development program, members of our team gain College Reading and Learning Association (CRLA) certification.

Summer session support

Following the positive response in Summer 2021, writing and language support was offered in Summer I & II 2022. Spanish, writing, and Academic Integrity Matters appointments were available throughout, and the SLH provided 181 hours of support in total. Online appointments were preferred with 85% of appointments taking place online and 15% in-person. Summer support consisted of 116 writing appointments, 60 AIM appointments, and 5 Spanish appointments.

Academic Integrity Matters (AIM) Program

Starting in June 2022, a newly hired Academic Integrity Facilitator allowed the AIM program to meet the increasing demand for academic integrity support for students.

Referrals to AIM increased by 119% (+32 referrals) in 2022, compared to the previous year. In 2022, AIM received 196 referrals, with 172 of these students successfully completing the program (13 not completed; 11 still in progress). 84 students were referred for issues regarding plagiarism, while 112 were referred for cheating, collusion, or other forms of academic misconduct. AIM consultants offered personalized guidance to students during 209 meetings in 2022.

In May 2022, AIM and the Learning and Curriculum Support Librarian created a new UBC101 module on Academic Integrity, which was made available to new-to-UBCO students in August 2022. Students had positive responses to the materials, indicating that the information in the module was both sufficient and timely. Students reported that the module helped them understand the “importance of academic honesty and the ways to maintain it at UBC.”

In October 2022, AIM ran a successful “thank you for your integrity” campaign during Academic Integrity Awareness week. The initiative received overwhelmingly positive responses from students, with one student stating: “being thanked for my commitment to academic integrity makes me feel acknowledged for being honest about my commitment to submitting work that is wholly my own.” There were 135 interactions with students through this event.

Open Education

UBC Library’s open education services seek to support the UBC community in finding, adapting, and creating high-quality open educational resources (OERs), as well as planning and implementing innovative open education projects and open practices.

Both UBC Vancouver and Okanagan libraries play an active role in progressing open education initiatives and practices across campuses. From January 1, 2022 to December 31, 2022 UBC Library (collectively) engaged in 99+ consultations on open education projects, developing highly-used resources, communication tools, and toolkits for OER development, such as the [Open Textbook Publishing Guide](#). UBC Library organized 36+ events and instructional workshops with 710 participants to build awareness and advocate for open practices and resources on campus. Sessions included topics on creating OER using digital tools (e.g. Pressbooks, Scalar etc.), open licensing, sharing and discoverability of OER, and open pedagogy, as well as events for Open Access Week, Open Scholarship in Practice, and Open Education Week.

Following the successful pilot program, the OER Grant program was merged into the ALT-2040 Fund as a distinct stream in Fall 2021, demonstrating the campus' ongoing commitment to this important area of practice. In 2022, the OER Grant stream awarded three projects.

Developed in partnership with the UBC Centre for Teaching, Learning and Technology (CTLT), UBC Library and UBC Okanagan Library, the [UBC OER Collection](#) is a new curated database full of openly accessible teaching and learning materials. The UBC OER Collection showcases UBC OERs in a searchable interface to support both UBC faculty and the general community in incorporating OER and practices into their curriculum. The collection was launched March 7, 2022 and currently houses 49 OER developed by UBC faculty, students, and staff. In addition to the development of the collection, the Library and CTLT worked with the UBC Vancouver Alma Mater Society and UBC Student's Union Okanagan to offer a multi-campus challenge to upload OER to the collection. The winners were HIVE – Hackspace of Innovation and Visualization in Education (UBC Vancouver Faculty of Medicine) and [Open Problem Bank for Physics](#) (UBC Okanagan Irving K. Barber School of Arts and Social Sciences, School of Engineering).

The Open Education Librarians on both the Okanagan and Vancouver campuses participate in a number of provincial and national committees and working groups to improve awareness, engagement, and funding potential for open education. Both Open Education Librarians at UBC participate in BCOEL, a supportive community for British Columbian librarians to learn about open education practices. BCOEL is currently working on an open repository using OER Commons to share teaching, learning, and administrative materials related to open education. From September 2021-June 2022, UBCO's Donna Langille was Chair of BCOEL. Both librarians also volunteer on the Canadian Association of Research Librarians Open Education Working Group.

Research and Discovery

The Library continues to play a critical role in the research enterprise, seeing steady growth in the number and variety of individuals – from graduate students, to lab managers, to post-doctoral fellows, to researchers completing Tri-Agency grant applications – attending relevant workshops and requesting assistance with the creation of research data management plans. In 2022, we focused on raising awareness of Centre for Scholarly Communication (CSC) services, expanding the variety of available workshops, developing new online learning resources, and furthering contributions to Open Science efforts.

Centre for Scholarly Communication

Collaborations

The CSC continues to bring together the expertise of partners from Research Computing (RC) and the Office of Research Services (ORS) with the UBC Okanagan Library. To raise awareness of CSC resources and services and improve communication with all campus units, the CSC Coordinator and the Project Manager for Research Computing embarked on a tour of UBCO Faculty meetings in late summer and early fall of 2022. Additionally, through a collaboration with the UBC Library and UBC ARC, the findings from the Digital Research Infrastructure Needs Assessment were published in late June 2022 with high level recommendations that are currently under review at the executive level. In another collaborative effort between the CSC and ARC teams, funding was secured in 2022 for the development of a new data training program to address a campus-wide interest in data, analysis, and coding training.

In collaboration with the College of Graduate Studies, the CSC continues to support workshops for the [Scholarly Researching, Writing, and Publishing Credential](#). 64 new students enrolled in the micro-credential last year. While only 8 students completed the credential by uploading all 6 proof of attendance documents, 33 started the process in 2022.

Instruction: Workshops, In-class invitations & Canvas Modules

The CSC continues to support the campus through delivery of instruction designed for a wide range of research and writing projects and processes. In 2022, the CSC facilitated 55 workshops that saw 388 participants. The CSC team also presented to 150 new students at Graduate Orientation, and were invited to support a multi-day Research Assistant (RA) training opportunity in Engineering, offering workshops on Copyright, Research Data Management (RDM), grant writing, etc. In addition, the CSC was invited to present workshops for both the Faculty of Arts and Social Sciences and Faculty of Science Undergraduate Research Awards proposal writers in January 2022, over the summer with the award winners, and in December 2022. We offered the Writers' Retreat in a hybrid format this year – to a smaller than usual audience – and continued to encourage additional collaborative writing opportunities through the Writing Communities, expanding from online only to in-person in Winter I.

2022 was a particularly fruitful year for developing **new** CSC workshop content due to the support of the 3 CSC Graduate Academic Assistants (GAAs). The new content includes: Post-doctoral applications, Attending Conferences workshop series, Paraphrasing and Avoiding Self-Plagiarism, Professional Communication, Revising your Thesis or Dissertation, Introduction to LaTeX, Planning an Article for Publication, Citation Management with Zotero, R for beginners (4 part series), and Accessing Statistics Canada Data for your Research. Participants continue to report how valuable these workshops are for their development as scholars:

- “[The presenter] was amazing! I really got a lot out of this workshop. I will definitely revisit my notes when I begin the research phase this summer.”
- “Pace was great. Presenter spoke clearly. Links were provided. Participation was encouraged. Practical tools were offered.”
- “The exercises were good practice and will be useful for future reference.”

In-class presentations

In addition to the many core courses that the CSC is invited to teach in every year, members of the CSC team were invited to teach in a number of **new** courses in 2022, including: 3 Minute Thesis for the Biology seminar, Mitacs Proposals for IMTC 506, Abstracts in IGS, Literature review for English Graduate Students, Using Models in Academic Writing, CGSM Proposals at IPS, and presenting to a cohort of Indigenous PhD students about mind-mapping and research writing.

CSC Online Learning Resources

This year, the CSC was able to make some significant additions to our Online Learning Resources in Canvas with the help of GAAs. New modules include: Writing the Literature Review, Academic Integrity in Research Writing, and Data Tools and Resources. Engagement with the modules continued to grow in 2022, with 117 new registrations bringing the total participants registered to 287. Average weekly page views remain high for January to December of 2022 at 126. The online resources present a vital opportunity for our campus community to engage with materials at their own pace.

One-on-one writing consultations

The 2022 CSC writing consultation numbers remain consistent with the previous year: 546 consultation hours compared to 536 in 2021.

Examples of just a few positive comments from consultations highlight the important role the CSC plays in providing grant writing support:

- “I appreciate the consultant's effective approach to helping me communicate my idea more clearly without changing the content or nuances. It helps me improve my language use as well as think deeper.”
- “[The consultant] gave extremely thorough and helpful feedback and we had an opportunity to discuss this, which was very helpful for brainstorming purposes. It's so great to have this kind of support in grant-writing, which can be very daunting.”
- “[The consultant] was very clear in how I could improve my writing for the grant proposal that we worked on. Her comments reflected my concerns but was able to articulate them for me. She provided great suggestions. Having these appointments with her have made me feel more at ease applying for this grant.”

Thesis formatting

In addition to offering monthly Thesis formatting drop ins, the CSC Coordinator supported 28 consultation hours for graduate students formatting their documents for final submission.

Fostering Open Science

In 2022, project leads were successful in securing an ALT-2040 Fund Program Development and Redesign Stream award. These funds enabled furthering the work of the pilot integration of Open Science (OS) principles and practices into UBCO Biology undergraduate instruction – integrations that are embedded, connected, and reinforced throughout the undergraduate curriculum. In addition to pre-existing materials deployed in BIOL 116, 125, and 202, there are new materials tailored to the summer offerings of BIOL 116 and 125, as well as further integrations into the program through BIOL 205. A key aspect of this work has involved streamlining delivery and articulation of common materials across courses – appropriate study designs, statistical tests, data wrangling, etc. – in a Procedures and Guidelines resource, reducing the burden on faculty to redundantly produce these materials and providing students with a single portal for access to best practices to support the principles of OS increasingly being integrated into the courses. Materials (licensed CC-BY-NC) published to date are viewable [here](#).

Current and former undergraduate Biology students are employed to help identify opportunities for OS integrations and connections among courses, and to work with instructors to bring existing materials in line with OS best practices. The procedures and OERs arising from this pilot project are designed to be readily transferrable to other disciplines and undergraduate programs, and efforts to this end are already underway. The long-term (5 year) goal is to offer UBCO Biology students the option to obtain a Certificate in Open Science to complement their main biology degree. If realized, it will include the option of completing a 6-credit capstone or honours research project that fully implements OS best practices.

Unique in Canada and possibly North America, this program aims to create graduate students who, as future researchers, policy-makers, or engaged citizens, are knowledgeable about “reproducibility crisis”

and its causes, can make informed decisions, and are well-equipped to enter workplaces where best practices in OS are increasingly the standard.

These efforts have also begun to cascade further into how OS is supported within Biology, with the integration of OS content streamlined into graduate level courses over the last year and the hiring processes for faculty specifically targeting skills and awareness in OS, continuing to impact developments at the undergraduate level.

While many of our efforts over the last year have focused on undergraduate education and Biology, we have also been exploring ways to support and encourage graduate students more broadly, beginning with initiating a study to report on adherence of theses and dissertations at UBC to best practices in transparent and reproducible research, such as deposit of data. To this end, published guidance for best practices for theses and dissertations is available [here](#), through the CSC.

Campus and Community

The Okanagan Library displays leadership in the establishment of partnerships with campus and community in order to advance the University's strategic initiatives and take our passion and expertise outside the Library's (sometimes virtual) walls.

In 2022, our community partnership initiatives included the British Columbia Regional Digitized History project, growth of the Community Scholars Program pilot, and Pride in Place event. On-campus and inter-campus projects included our Conversation with Waubgeshig Rice event, Honouring Indigenous Writers programming, Indigenous Reads book club, Legacy of Hope exhibit, Postcards Home event, launch of several new Records Management supports and resources, and coordination of a campus food drive.

British Columbia Regional Digitized History (BCRDH)

UBC Okanagan Library through its [BCRDH initiative](#) continues to provide support to regional community memory institutions to grow awareness about their unique local holdings by offering a range of digitization services and a collaborative online platform on which to host these collective digital resources.

Community participation in the BCRDH project continues to grow. 2022 saw the debut of the planned third regional aggregate category, bringing geographic membership to include the Thompson-Nicola areas in addition to the original (2017) Okanagan catchment and subsequent (2020) Kootenay Columbia addition. Currently, 50 community museums, archives and historical societies have contributed content to the platform that provides researchers with access to nearly 80,000 photographs, over 26,000 issues of community newspapers, 800 oral histories, 120 videos, as well as many other formats of archival materials and publications. In 2022, the site received over half a million visits, which is a 186% increase over 2021.

As the initiative concludes its sixth year of activity, it offers an increasingly compelling example of how UBCO can fulfil a promise of being of and for local communities in building virtual pathways to special collections discovery through a service model which is not exclusive to acquisition and ownership. This new cooperative and collaborative paradigm grows the collective capacity of the heritage community

and expands significantly the amount of historical content easily accessible online to support varied research interests.

Community Scholars Program

In 2022, UBC Library entered its second year of involvement with the Community Scholars Program (CSP). The CSP provides BC non-profits and charitable organizations with free access to academic journals and research related to their fields. Many of the 170,000 non-profits and charitable organizations in Canada are doing critical work on social issues, but most have little or no access to academic journals or research unless they are affiliated with a university. CSP provides BC organizations with access to more than 20,000 academic titles at no cost. In addition, the program provides research support, consultations with libraries, communities of practice through workshops and journal clubs.

2022 has been a time of growth and renewal for the CSP. The CSP welcomed the University of the Fraser Valley as the sixth BC academic library in the CSP partnership and expanded the portal collection by adding Policy Commons, a public policy database which contains millions of documents from think tanks, IGOs, NGOs, and research centers. In fall 2022, CSP launched the Information Research Grant opportunity which will soon award two grants (valued at \$6000 each) to successful non-profits who will be able to use this funding to foster information research, such as literature reviews, and advance their research into action.

Using the Theory of Change framework, the CSP has recently embarked on a collaborative process to identify scaling models to strengthen the program in order to increase its impact and strategically sustain their work. The CSP aspires to use this as an opportunity to not only expand the number of seats in the CSP program, and to invite additional institutional partners, but to continue to improve the program for existing and future community scholar participants in other important ways.

Conversation with Waubgeshig Rice

On September 21, 2022, all UBCO community members were welcomed to join esteemed Anishinaabe author and journalist, Waubgeshig Rice, as he spoke about growing up in Wasauksing First Nation and his journey to becoming an author. Inspired by his culture and community to pursue storytelling, Rice shared how cultural revitalization and Indigenous-focused learning led him to a career at CBC and becoming a best-selling author, and how a similar path can inspire others to pursue their passions. This event was presented collaboratively by Indigenous Programs and Services, UBC Okanagan Library, and the Office of the Associate Vice-President Students.

Honouring Indigenous Writers: Reading and Conversation with Kateri Akiwenzie-Damm and Dallas Hunt

On March 7, 2022, UBC Okanagan Library contributed to the hosting of an online reading and conversation with Kateri Akiwenzie-Damm and Dallas Hunt. Kateri Akiwenzie-Damm is a profoundly influential figure in Indigenous literature, founding Kagedon Press, which has been supporting and publishing Indigenous authors, illustrators, editors, and designers since 1993. Akiwenzie-Damm's latest collection, *(Re)Generation*, edited with an introduction by Cree poet and scholar, Dallas Hunt, contains poetry that explores a range of issues: from violence against Indigenous women and lands to Indigenous erotica and the joyous intimate encounters between bodies.

Indigenous Reads Book Club

From October through December, the UBC Okanagan Library, Indigenous Programs and Services, and the Office of the Deputy Vice-Chancellor and Principal issued an open invitation to the UBCO Community to engage in the collective reading of two books: Waubgeshig Rice's *Moon of the Crusted Snow* and Arthur Manuel's *Unsettling Canada: A National Wake-up Call*. Four meeting times were offered for group discussion, two in person, and two via Zoom, and Canvas course discussion boards were created. This initiative was supported by the Equity Enhancement Fund.

Legacy of Hope Exhibit

In September and October 2022, Indigenous Programs & Services and UBC Okanagan Library worked together to present the Legacy of Hope Foundation's Indian Day Schools in Canada Educational Exhibition. The Legacy of Hope Foundation exhibit uses archival photographs and documents to tell the story of Indian Day Schools in Canada, and all UBC Okanagan community members were encouraged to visit the exhibit in the Library and learn the history and existing intergenerational impacts of the Residential and Day School Systems.

Postcards Home

As part of Global Education Week, UBC Okanagan Library collaborated with the Global Engagement Office to set up a "Postcards Home" event in the Sawchuk Family Theatre. From November 1-3, 2022, students could write, stamp, and send postcards, both domestically and internationally, to friends and family all around the world.

Pride in Place: Historical Representation of 2SLGBTQIA+ Communities in the Okanagan

On October 6, 2022, UBC Okanagan Library partnered with the Museum & Archives of Vernon for a community discussion about the representation of queer history in the Okanagan. Donna Langille, our Community Engagement Librarian hosted special guests for an evening at the Museum & Archives of Vernon that featured a pop-up exhibit, reception, and live taping of the Okanagan QueerStory podcast.

Records Management

New Records Retention and Disposition Schedules (RDS) were approved and implemented in summer 2022. This concluded about 18 months of effort with contributions coming from Records Management (both campuses), University Archives, University Counsel, and the input of users from a variety of units across both campuses. The RDS now stands as the operational records authority for all University records and prescribes the office of primary responsibility, retention periods and triggers, and disposition actions for the majority of record types created and maintained at the University. These new and improved schedules are the first comprehensive calendar for Records Management in the history of the University and are an upgrade to the old Human Resources, Student Affairs, and Finance schedules which were created over 20 years ago.

This year, a Records Management survey was also produced and distributed to employees across both campuses. It was developed with input from Records Management from both campuses, but included many campus-specific questions; the 2022 survey marked only the second time such a study was performed in the Okanagan (the first being in 2016). Its purpose was to promote records management services, guidelines, and training, gauge user satisfaction with RM services, and measure user acceptance to new initiatives developed or being developed by the RM Office. The survey was sent to 169 staff, faculty and managers across the Okanagan campus and 48 responses were received,

representing 28 unique Faculties, Schools, Departments, or Administrative units. The results of the study are being used to guide program focus and development.

One result of the survey was the creation of the new Records Management: Building Blocks for Success workshop series focused on the essentials of RM practices. Survey feedback stated that users were curious about where to find more RM informational resources and interested in receiving personalized training and support. This free, in-person, 3-part professional workshop series is geared specifically towards helping office administrators and all those interested in building order, trustworthiness, and compliance into their recordkeeping practices. The 90-minute sessions provide attendees with counsel, resources, and hands-on practical experience on the essential principles of records management to support their work at UBC. Currently, there are 39 UBCO employees registered for the workshops and groups are completely booked until mid-June.

The Records Management Community of Practice continued through 2022 with 6 meetings and a total attendance of 58. The goal of this community is to provide a shared space for discussion and learning, open to the needs, questions, and concerns of the administrative support teams dispersed throughout UBCO

Taste of Home Food Drive

The UBC Students Union Okanagan, the Global Engagement Office, and UBC Okanagan Library collaborated on a food drive to help stock the shelves of The Pantry student food bank with items for our diverse campus community. Donations were collected on the main floor of the Library from November 4 to 30, 2022.

Spaces and Collections

The Library's resources and facilities are very much at the core of its mission, and we make every effort to be both proactive and responsive in their provision. In addition to the campus Library building, ORL@UBC, the Inclusive Technology Lab, and the downtown Innovation Library, The Commons and makerspaceUBCO, provide students with welcome locations to work, study, and connect.

Spaces

Constellation

[Constellation](#) reimagines and connects a suite of existing media and technology learning spaces at UBC Okanagan under a common framework. Although each of these spaces is unique, they share the vision of empowering learning, supporting campus-wide access, encouraging innovation and enabling creation; much like looking at a constellation rather than a single star, a broader and more enriched view of the potential for media and technology resources on campus, and their inherent interactions, appears when they are considered holistically. This centralized network offers new pathways for interaction, exploration, learning, and discovery, and offers new partnerships and collaborative opportunities for the UBC Okanagan Library.

Constellation includes the Visualization and Emerging Media Studio (VEMS, COM 107), makerspaceUBCO (EME 1256), the Sawchuk Family Theatre (COM 104), the Digital Design Lab & Sound Booth (COM 205), the Library Design & Editing Stations (Main Floor Library), Studio 123 (LIB 123) and the Loans Hub (COM 204).

A collaborative leadership approach involves the core group representing each operational unit in the Constellation; this includes UBC IT Okanagan and the Library, with adjacent support for curriculum design through the Centre for Teaching and Learning (CTL), and participation from the Provost's Office. An informal, dynamic user group made up of faculty and students with an interest in emerging media, innovative design, and experimental pedagogy will soon be formed to provide advice and feedback on, and ideas for, potential initiatives and help to inform decision-making.

makerspaceUBCO

"There's something about the overall vibe of makerspace, it makes you want to get creative and not worry about if it doesn't work out."

- Anonymous makerspaceUBCO user

Permission to fail became the unofficial motto of makerspace this year, as the return to a full capacity campus became reality. Students, staff, and faculty eagerly returned prepared to push their creative limits and the space vibrated with the energy of makers ready to build something new without the fear (or cost) of failure looming over their heads. 2022 has been filled with not only regular daily use (30 hours of open time per week), but also peppered with a variety of event-based activities including but not limited to 20+ tours, 5 camp workshops, 18 club meets, and 1 competition.

Makerspace was able to take the 'pivots' originally created for COVID use, and wield them to build an even more enriching experience for the influx of new students eager for in person encounters. The remote access initially generated to provide distanced 3D printing shifted into an online community, with over 100 members able to collaborate, innovate, and connect with both their peers and makerspace staff via chat and sharing their completed projects. The consultations provided remotely also transitioned to in-person assessments, as our 6 staff are more skilled in project support than ever before. Makerspace staff participated in the creation of some incredibly innovative and sustainable projects, most notably including:

- wearable technology designed by first year students now working with Lululemon: shoes that reclaim the kinetic energy created by walking, delivering a charge to the user's cell phone
- an algae (sourced from UBCV) based air filter that removes CO2 from the air, installable as a visible wall panel
- Water filters for flood/disaster response that harness the sun's power to passively filter and create clean drinking water

Makerspace itself also worked within the most sustainable guidelines possible, shifting to 100% compostable filament, in recyclable packaging. In addition to the conscientious purchasing, a partnership was also developed with local print farm [The Rogerie](#) to give all failed prints a second life: being re-extruded into new filament for future use.

Continuing to provide community enrichment, this year makerspace turned its lens on young makers in the Okanagan. Hosting 5 workshops for makers aged 4-13, attendees were comprised predominantly of groups under-represented in the STEM fields: girls, Indigenous students, and members of the LGBTQIA+ community. Participants were able to experience maker tech, many for the first time, with ample hands-on experiences focused around tangible building. Workshops were partnered with a variety of groups including Geering Up and a major STEM day that catered to 520+ students in grades 3-4 to engage in 25

different experiences across campus. Attendees were able to interact with multiple types of 3D printing, 3D modelling, group making and intro to both design thinking and empathetic design.

Our regular users continue to confirm that makerspace provides more than just a printing opportunity, it holds space for UBCO makers' community. Despite students having alternative printing avenues that require less hands-on work (the Engineering Design Lab, for example) they choose to build and explore with makerspace, forming collaborative groups organically within the space. A partnership has also been formed with student club run 'Hackerspace', a making space which focuses almost exclusively in electronics and software. The mutually beneficial relationship has allowed for a more robust experience in makerspace, generated cross-space level of access to new equipment, and further enhanced project support provided for users of both spaces. As always, makerspace continues to highly value the innovative journey through prototyping rather than simply emphasizing a polished final product. The impactful 1-on-1 support that makerspace is able to provide allows for the entire process, from ideation to finished product, to be held in equally high regard. Working to ensure each aspect of the user experience is as immersive as possible, makerspace provides multiple levels of access, to a variety of users with varying skill levels, while creating both a productive and welcoming space.

"If I want to just get something printed, I go to the EDL. If I want to experience 'making', in every facet and to feel like I belong, I go to makerspace."
- makerspace user 'Jaiden'

Sawchuk Family Theatre

The Sawchuk Family Theatre, located in the Commons (107), engages diverse audiences through the creative use and display of digital media. The theatre boasts a large video wall (16' x 9') and was recently renovated to make the space more inviting and accessible. In 2022, the Sawchuk Family Theatre featured classroom critiques for courses in English, Cultural Studies, and Visual Arts; media showcases for Science Literacy Week, Open Access Week, and the Student Okanagan Film Festival; a launch experience for LGBTQ+ Out Week; and several student club meetings. The Theatre also serves as the gathering point and first stop on campus tours for prospective students.

Visualization and Emerging Media Studio (VEMS)

The Visualization and Emerging Media Studio, located in the Commons (104), is a multidisciplinary space encouraging digital experimentation in immersive realities and big data visualization. The room features a 40-screen 180-degree curved video wall with spatial audio. Users have access to unique hardware and software that enables dynamic 3D models, virtual reality, augmented reality, small interactive demonstrations, and decision theatre experiences. Features from 2022 include an artistic visualization of real-time satellite GPS data (Dr. Megan Smith, Faculty of Creative and Critical Studies), a 360-degree stereoscopic photography experience called "Living with Wildfire" (Andreas Rutkauskas, Faculty of Creative and Critical Studies), and a student exploration of Human-Computer Interaction Interfaces (Dr. Khalad Hasan, Faculty of Science).

Collections

FY23 brought with it the return of an inferior exchange rate, which affects the overall collections budget and prompted a closer review of needs. We were able to utilize a hedge rate that garnered us significant financial savings, but rising inflation on resources and expanding program and course offerings present ongoing challenges.

Fortunately, President's Academic Excellence Initiative funding was awarded to UBC Library (across both campuses) for 2022-2024, allowing us to tap into additional opportunities. We collaborated productively with the Vancouver campus to purchase mutually beneficial ongoing and one-time funded resources.

Another shift we have witnessed this year is in the nature of acquisitions: more funds have moved to supporting the payment of recurring or leased resources, leaving a smaller pool of funds for owned resources and title-by-title ordering of books. Increased inflation is likely to continue this trend.

Open Access Transformative Agreements

UBC Library has continued to investigate and promote a shifting narrative around open access publishing. In 2022, the Library joined institutions from across Canada in a transformative agreement with Cambridge University Press. Already in the works for early 2023 are additional agreements with Wiley, PLOS, and Canadian Science Publishing. These agreements will allow the Library to fully fund open access author processing charges (APCs) for UBC corresponding authors.

As a result of these agreements, researchers and the institution are saving funds that can be repurposed elsewhere. In 2022 we used approximately \$4M CAD of the Library's budget between the two campuses to support these initiatives, with approximately \$900,000 CAD in savings. This comes at no increased cost to the Library's subscriptions but has directly benefitted researchers in savings from grant and other budget lines.

Librarians from both campuses were also interviewed earlier this year for [a piece discussing how transformative agreements impact the Library's role in the open access publishing lifecycle](#).

Streaming Film

Throughout 2022, librarians from both campuses conducted interviews in support of the Ithaka S+R Streaming Project, a deep-dive into faculty approaches to using streaming film in post-secondary environments. In total, UBC contributed 15 interviews to the project, with faculty representation coming from both campuses and a variety of subject areas. The [final report](#) has now been shared we will be working to incorporate the findings into our curriculum support work with faculty.

R.S. Sargent Indigenous Collection

A continued financial gift allowed the Library to purchase over 50 titles in 2022. This year, the funds have directly supported the upcoming Bachelor of Nl̓eʔkepmx Language Fluency program in addition to an overall investment in building the regional focus in our special and general collections.

Electronic Course Materials Affordability Pilot

From Sept. 2021 – Dec. 2022, the Okanagan Library piloted the subscription or purchase of 3 textbooks across 5 courses. This directly supported 58 students across upper level and graduate courses in EESC, POLI, and ENGL, with the Library paying \$6,000 CAD for access to the titles. Additionally, we matched 2 open textbooks for 2 courses in GEOG and COSC, reaching a further 60+ students.

The data from the pilot highlighted the ways that libraries can, when conditions allow, support course textbooks, but also demonstrated that the return on investment would be more significant for higher enrollment courses. In the future, we hope to tailor this support to instances where we can purchase perpetual access to a textbook, or where the number of students supported is better aligned with the

subscription cost of a subscription. As always, the Library will continue to emphasize the importance of OER use and creation, as well as the use of open access publications.

UBC Okanagan Special Collections and Archives

Teaching and learning

Post-pandemic, meaningful engagement between Okanagan Special Collections (OSC) and teaching, learning, and research has accelerated. A focal point of engagement included the opening of an exhibition of the Baird-Bowering collection, UBCO's first notable special literary collection, and culminated in an event featuring a reading from Canada's first Parliamentary Poet Laureate, [George Bowering](#) (OC, OBC).

Complex primary source reference support ranged in topic from the history of the Asian diaspora in the Okanagan, to hydrology and land use in the Peachland Watershed, to investigations of the role of immigration in regional wine production innovation. Funded undergraduate research yielded a digital synthesis of archival soundscapes associated with the [Pocket Desert fonds](#).

Digitization, discovery, access

Digital processing of OSC materials continued throughout the period in relation to the ongoing expansion of the [BC Regional Digitized History](#) project. Online photographic coverage of OSC collections tripled to approximately 2,400 images through the addition of selections of the Doug and Joyce Research Collection. Historical newspaper coverage increased to include the final years of the *Kootenay Express* (2002-2008) and more contemporary issues of the *Kelowna Courier* (1973 and beyond).

Collecting initiatives

In step with prioritized outreach and communication, 2022 saw the BC Wine Territory Memory Project assume a significant role in the development of Okanagan Special Collections. Presentations about the project's modelling and early successes were delivered to wine industry leaders with the support of the BC Wine Grape Council (March), as well as to information management professionals at the Association of Records Managers and Administrators conference (October). With the collaboration of the Faculty of Management, the project prepared and distributed communications materials to the [Wine Leaders Forum](#) (November-December, Napa Valley, CA).

OSC has focused collecting activity in 2022 toward fulfillment of an interest in the documentary traces of the Okanagan wine industry in conjunction with the BC Wine Territory Memory Project. Notable collections include:

BC Grapegrowers' Association (BCGA) fonds (30cm textual records and five photographs, ca. 1961-2010). The archive consists of one box of minutes, resolutions, newsletters and some financial records. The mission of the BCGA is to support the continuing development of the British Columbia grape growing industry, stressing quality, profitability, and sustainability.

BC Wine Grape Council (BCWGC) fonds (2.8m textual records; 19 audio cassettes, ca. 1998-2015). The archive consists of business and financial records, research and development studies, technical publications, and recorded talks on mostly technical aspects of wine grape production. The mission of the BCWGC is to coordinate, facilitate, and fund research and education on viticulture and enology to

broadly benefit the industry and to represent growers on a variety of agriculture-related issues.

John Schreiner fonds (10m textual records, 1000 photographs, 2000 wine labels, 445 audio cassettes, ca. 1939-2021). The archive consists of the collected and primary-source inputs for Schreiner's many written works about the BC wine industry. The fonds consists of research files, interview recordings and transcriptions, correspondence, photographs, and writing drafts. It is accompanied by an extensive wine library, composed of up to 300 books about wine on a global scale. Schreiner's fonds is considered to be among the best chronological records of the BC wine industry.



27 April 2023

To: Okanagan Senate

From: Rella Ng, Registrar

Re: 2023 Okanagan Student Senate and Board of Governors Elections

Set out below are the results to-date of the 2023 Student Senate and Board of Governors Elections.

Student Representative of a Faculty to the Senate

Pursuant to Section 15 of the *University Act*, the following students are acclaimed as elected as representatives of the Faculties on the Okanagan Senate for terms beginning 1 April 2023 and ending 31 March 2024 and thereafter until successors are elected:

- Anand Brar, Faculty of Applied Science
- Bowen He, Faculty of Creative and Critical Studies (Continuing)
- Jonathan Low, Faculty of Health and Social Development (Continuing)
- Raneem Zaitoun, Faculty of Management
- Maziar Matin Panah, Faculty of Science (Continuing)

Additionally, polls were held for the Faculty of Arts and Social Science representative position, but one of two candidates in the election withdrew before polls closed. Therefore, pursuant to Section 16 of the *University Act*, the following student is elected as representative of a Faculty on the Okanagan Senate for a term ending 31 March 2024 and thereafter until a successor is elected:

- Aparajita Shinde, Faculty of Arts and Social Sciences

N.B. the Education student senator's term runs from 1 October 2022 to 30 September 2023.

Graduate Student Representative to the Senate

Pursuant to Section 15 of the *University Act*, the following students are acclaimed as elected as graduate student representatives on the Okanagan Senate for terms beginning 1 April 2023 and ending 31 March 2024 and thereafter until successors are elected:

- Michael Sandler
- Amanda Shatzko (Continuing)



Student Representative At-Large to the Senate

Pursuant to Section 15 of the *University Act*, the following students are acclaimed as elected as representatives at-large on the Okanagan Senate for terms beginning 1 April 2023 and ending 31 March 2024 and thereafter until successors are elected:

- Saami Hafeez (Continuing)
- Ayanfe-Oluwa Idowu
- Joshua Taylor Milliken (Continuing)

Additionally, pursuant to Section 16 of the *University Act*, the following students are elected as representatives at-large on the Okanagan Senate for terms ending 31 March 2024 and thereafter until successors are elected:

- Princess Amuta
- Muskan Garg
- Ojus Sharma

Student Representative to the Board of Governors

Pursuant to Section 16 of the *University Act*, the following student is elected as representative of students on the Board of Governors for a term ending 31 March 2024 and thereafter until a successor is elected:

- Isabella Bravo



27 April 2023

To: Okanagan Senate

From: Rella Ng, Registrar

Re: 2023-2026 Triennial Election Results

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

Faculty-Specific Representatives to Senate

Further to the second call for nominations for faculty members of the Okanagan Campus to fill the remaining positions for representatives of each of the Faculties on the Okanagan Campus on the Okanagan Senate issued on 13 March 2023, one (1) valid nomination was received. Therefore, pursuant to Section 15 of the *University Act*, the following faculty member is acclaimed as elected as representative of the Faculties on the Okanagan Campus on the Okanagan Senate for a term beginning on 1 September 2023 and ending 31 August 2026 and thereafter until a successor is elected:

Faculty of Health and Social Development

- **Jacqueline Denison, Associate Professor of Teaching**

A third call for nominations for the remaining positions was issued on 6 April 2023.

Convocation Representatives to Senate

Further to the second call for nominations for Convocation members to fill the two (2) positions for representatives of the Convocation on the Okanagan Senate issued on 13 March 2023, one (1) valid nomination was received. Therefore, pursuant to Section 15 of the *University Act*, the following Convocation member is acclaimed as elected as representative of the Convocation on the Okanagan Senate for a term beginning on 1 September 2023 and ending 31 August 2026 and thereafter until a successor is elected:

- **Abdulrahman Alnaar**

A third call for nominations for the remaining position was issued on 6 April 2023.