

Vancouver Senate

THE SEVENTH REGULAR MEETING OF THE
VANCOUVER SENATE
FOR THE 2023/2024 ACADEMIC YEAR

WEDNESDAY, 20 MARCH 2024

6:00 P.M.

LSC 1003 AND VIA ZOOM

- 1. Call to Order and Territorial Acknowledgment – Dr Benoit-Antoine Bacon**
- 2. Senate Membership – Dr Rella Ng**
Second Call for Nominations for Senate Nominating Committee
- 3. Minutes of the Meeting of 21 February 2024 – Dr Benoit-Antoine Bacon**
(approval)(docket pages 3-29)
- 4. Business Arising from the Minutes – Dr Benoit-Antoine Bacon**
- 5. Remarks from the Chair and Related Questions – Dr Benoit-Antoine Bacon**
 - a) Thanks to Student Senators Completing their Terms
 - b) General Remarks
- 6. Admissions Committee – Dr. Joanne Fox**
 - a) Master of Audiology and Speech Sciences – Post-Acceptance Requirements
(approval) (docket pages 30, 32-40)
 - b) Partnership Agreement: Climate Adaptation, Resilience and Empowerment
(CARE) Program (approval) (docket pages 30, 41-51)
 - c) Memorandum of Agreement: University of British Columbia & University of
Victoria (approval) (docket pages 31, 52-67)
- 7. Awards Committee –Dr Lawrence Burr**
New Awards and Changes to Existing Awards (approval) (docket pages 68-82)
- 8. Curriculum Committee – Dr Catherine Rawn**
Curriculum Proposals (approval) (docket pages 83-100)



9. Nominating Committee – Dr Paul Harrison

- a) Senate External Review Report (approval) (docket pages 101-165)
- b) Committee Adjustments (approval) (docket page 101)

10. Tributes Committee – Dr John Gilbert

Academic Regalia for Indigenous Graduands (approval) (docket pages 166-174)

11. Report from the Provost – Dr Gage Averill

2021 and 2022 Student Experience of Instruction Reports (information) (docket pages 175-223)

12. Other Business

VANCOUVER SENATE

Vancouver Senate

MINUTES OF 21 FEBRUARY 2024

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DRAFT

Attendance

Present: B.-A. Bacon (Chair), M. Adshade, J. Al Rahmani, H. Amin, F. Andrew, G. Averill, E. Baniassad, B. Bhandar, S. Bredin, B. Britton, L. Burr, J. Cool, C. Crowston, D. Dahl, A. d'Entremont, K. Doering, P. Englezos, A. Esteves, G. Faulkner, K. Feng, A. Fisher, N. Ford, B. Forster, S. Forwell, J. Fox, J. Gilbert, C. Godwin, B. Goold, S. Gopalakrishnan, S. Grayston, J. Hare, P. Harrison, K. Hassib, C. Hendricks, M. Ho, M. Hunt, A. Ivanov, E. Jenkins, X. Xiang, K. Kanji, D. Kelleher, R. Kim, R. Kozak, F. Lalji, S. Lavalee, D. Li, K. Lo, M. MacLachlan, C. Marshall, G. Markman, S. McGillivray, W. Norman, J. Olson, S. Pelech, N. Pindell, A. Pratap-Singh, M. Prost, D. Qi, C. Rawn, K. Rogers, S. Rout, L. Shpeller, S. Singh, K. Smith, R. Spencer, J. Stewart, G. Tsiakos, H. von Bergmann, R. Yada.

Regrets: I. Caguait, C. Dai, A. Dulay, C. Godwin, J. Greenman, S. Kenston, L. Lynd, C. Menzies, A. Mitchell, C. Overall, S. Parker, J. Phelps, S. Point, I. Price, S. Razia, R. Topping, G. Turcotte, A. Uzama, A. Wang.

Clerk: C. Eaton

Call to Order

The Chair of Senate, Professor Benoit-Antoine Bacon called the sixth meeting of the Senate for the 2023/2024 academic year to order at 6:01 pm.

Senate Membership

NEW MEMBERS:

The Registrar, Dr Rella Ng, welcomed the following new members to Senate:

Dr Michael Hunt, Dean Pro Tem. of the Faculty of Graduate and Postdoctoral Studies, to replace Dr Susan Porter (end of term)

Dr Mark MacLachlan, Dean Pro Tem. of the Faculty of Science, to replace Dr Meigan Aronson (end of term)

DECLARATION OF VACANCY:

Dr Ng declared the seat of Mark MacLachlan as an elected member from the Faculty of Science to be vacant due to his resignation.

NOMINATING COMMITTEE:

A call for nominations was issued for the Senate Nominating Committee for the seat vacated by former Dean Aronson.

Minutes of Previous Meeting

HsingChi Von Bergmann
Ben Britton

*That the minutes of the meeting of 13 December
be approved as presented.*

Approved

The President noted that last month, the federal government announced their new Policy on Sensitive Technology Research and Affiliations of Concern. The policy outlines Sensitive Technology Research Areas and Named Research Organizations connected to military, national defence, or state security entities that could pose a risk to Canada's national security. This was 10 months in the making since Minister Champagne announced this was coming in February 2023. Dr Bacon said that he appreciated that this new federal policy might be creating some confusion and uncertainty for our researchers who are applying for funding through the federal granting agencies. He advised that the research security team in the Office of the VP, Research and Innovation was working to provide guidance around the new policy, as well as information and training on research security. The President assured senators that the university remains fundamentally committed to enabling an open and collaborative research environment, while also providing support to our research community to effectively safeguard research and sensitive information.

Dr Bacon informed Senate that on January 22, the Minister of Immigration, Refugees and Citizenship announced a temporary intake cap on the number of international student study permit applications that will be issued for the 2024 and 2025 academic years. He noted that this has caused concern among some of our international students, as well as faculty and staff here in Vancouver and the Okanagan. The President reminded Senators that current students were not affected, and neither are graduate students; the cap was only for new undergraduate international students.

Dr Bacon opined that the impetus behind the announcement was to curb the extremely rapid growth in international students in private colleges, mostly in Ontario but also here in BC. He noted that BC had 300 private colleges and that they welcome 60% of international students in this province. The President assured Senate that his administration was actively working with the provincial government and IRCC to determine how the roll out of this announcement will affect UBC. He noted that last week, he was in Ottawa for a series of government relations meetings both individually and with U15. The original intent was to advocate for increased research funding, and in particular graduate student support, but we were also able to convey our concerns about the international student cap. In Ottawa, UBC's delegation met with Finance including Minister Champagne, Finance, the Clerk of the Privy Council; and the Minister of Immigration, Refugees and Citizenship, Marc Miller. At those meetings, UBC's priority first and foremost was to communicate clearly with the federal government about the importance for Canada of welcoming outstanding international students at UBC and in the U15. We are committed to continuing to maintain the quality standards of learning and research that UBC is known for around the world. We are also actively involved with the Provincial Government on the implementation of the student caps.

Dr Bacon noted that UBC valued international scholars and the richness they bring through unique and diverse perspectives to the learning environment and campus community at UBC. The university has long been a top study destination for international students, as well as a destination of choice for outstanding faculty from around the world, and it is important that we preserve this. He said that we expected further clarification regarding the international student cap and the letters of attestation that the province will have to deliver in the next few weeks and we will update our community once we have additional details.

In closing, the President said that at this time we felt that the province understood the intent of the legislation and will distribute the caps accordingly. However, he noted a concern that as we waited for that information and for the letters of attestation, some students may choose to go to Australia, the UK or the US instead of choosing Canada. Dr Bacon said that we were working to ensure both levels of government understand that time is of the essence.

20 March 2024
Senator Singh said that the University of Victoria and Simon Fraser have already said that international student admissions will affect their budgets by around 5% but UBC had yet to announce anything. He suggested that to forecast next year's budget we needed a clear picture of the impact on our funding.

The President said that the cuts at Victoria were planned well before the announcement of the cap. He believed that this would be the same at SFU. He advised that UBC was still in a strong financial situation but it will be tight going forward. Still, we are planning a balanced budget for next year without cuts.

Senator Von Bergmann asked if there would be a list of sensitive areas that could be made available to researchers.

The President said that if there were any doubts one should contact the office of the Vice-President Research and Innovation where specialists could help.

Senator Pelech noted that international applications were already declining.

The president said that this was true across the country. One issue was that for the past two years, Canada has been slower in granting visas than the Commonwealth of Australia or the United Kingdom of Great Britain and Northern Ireland. There are also difficult diplomatic relationships with some countries, such as India. He advised that his sense was that with time those relationships would be normalized. He noted that the administration was modelling this now and taking it into account with targets.

Senator Pelech said that this was a problem from focusing our recruiting efforts too strongly on a small number of countries that are now being viewed as challenging by government.

The president agreed that diversification of recruitment would mitigate risks.

Senator Ho asked if transfer international students would be affected.

The President noted that clarity would be forthcoming on how the attestation system would work. The visa situation was a challenge for many institutions but UBC was still in a strong position.

Candidate for Degree

James Olson
Mathew Ho

That the candidate for a degree as recommended by the Faculty of Applied Science be granted the degree for which they were recommended, effective February 2024, and that a committee comprised of the Registrar, the dean of the faculty, and the Chair of the Senate be empowered to make any necessary adjustments.

Approved

Report from the Registrar

ENROLMENT REPORT

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Dr Ng opened by noting a continued year-after-year growth in UBC student numbers, with much of that being Vancouver baccalaureate programs. UBC was government funded for 43 665 students, and enrolled 52 035 FTEs. A small amount of growth, ~200 seats, was due to government-funded for some targeted programs such as nursing.

For highlights, Dr Ng advised that UBC Vancouver had a 112% ungraduated utilization rate and a 151% graduate utilization rate, both well above government-funded seats. For the Okanagan campus, the undergraduate utilization rate was 110% and 774% for graduate students. She noted that 3.7% of UBC Vancouver domestic students identified as indigenous and 17 017 students were international (26% of the undergraduate student body and 39% of the graduate. At the Okanagan, 8.3% of students identified as indigenous and 2 582 students were international (18% undergraduate and 49% graduate). Dr Ng also noted that both domestic and international applications were down, by 6% and 8% respectively for the Vancouver campus, and 8% and level for the Okanagan.

With respect to focus student groups, Dr Ng noted that there were 107 students formerly in government care, 10 new World University Service of Canada students, and 94 students in Vantage college.

Senator Von Bergmann said that in previous years the undergraduate retention rate was 78% and this was now 81%. She asked what we had done to increase that rate to be similar to non-indigenous students.

Dr Ng said numbers changed due to self-identification and it was difficult to make comparison from year-to-year. With respect to retention, a lot of our activities have been ongoing and have not changed.

Senator Britton commented on gender breakdown data. He said that he recognized protection of women and girls as a distinct category but expressed a concern at data still being binary and this leading to lack of education and understanding of issues around gender diversity. He said that we seemed challenged at supporting non-binary students where gendered terms were frequently used in policies, awards, etc.

Dr Ng said that the chart in the enrolment report was based on the limited data we have right now from SIS. With Workday, we should have more data both for reports and to support students.

The Provost, Dr Gage Averill, said that there was a report last year looking at gender diversity that we were working to implement.

Senator Adshade noted importance of knowing our students so we can offer services. In particular, she asked for more data on first-generation students. She noted that many of our comparator institutions did collect this data and provided more support for those students given that they generally had a higher drop-out rate.

Dr Ng noted the student demographic survey/student census and that we would have better data going forward.

Senator Forester asked if we collected data on non-domestic indigenous students.

Dr Ng said not on application but in the census.

Dr Ng said that the two evaluation processes were separate.

In response to a follow-up from Senator Pelech, the President clarified that due to differences in systems between countries, it was difficult to compare admissions standards.

The Provost added that there was disinterest in having a disparate quality threshold and we worked to have them be as similar as possible.

Senator Pelech noted that the gender balance in those admitted had changed and we had fewer males applying to UBC and an increase in in non-binary or non-gender declaring students. He asked if anything would be done to address that gender gap.

Senator Pelech said that having a breakdown on international students by continent would be helpful to see where students were coming to UBC from. He also said that it would be useful to know the urban/rural background of students.

Senator Doering asked why we had a 110% domestic over enrolment.

The Provost said that the targets are produced by faculties and some growth was organic over several years. He noted that there were still popular misconceptions around international students taking seats. He noted that UBC had a commitment to the people of BC to education more students than the Provincial Government pays for, and we didn't want to cut back given displacement concerns.

Senator Pratap-Singh asked for more data on graduate students' time to completion.

Senator Averill said that it was less that desirable but some were delaying their completions for beneficial opportunities.

Senator Shpeller said that there wasn't data on disabilities in the report. She asked what data we had beyond the Centre for Accessibility.

Dr Ng said currently it was just Centre for Accessibility data but the student census did ask some questions on disabilities.

Joint Committee

The Chair of the Senate Curriculum Committee, Dr Catherine Rawn presented.

MASTER OF GLOBAL HEALTH

Catherine Rawn
Joanne Fox

That the Senate approve the new Master of Global Health and its related new course code and new courses, brought forward by the Faculty of Graduate and Postdoctoral Studies (Medicine), effective for 2025 Winter Session and thereafter.

Senator Rawn said that their committees reviewed the proposals from an admissions and curriculum lens. Finances were beyond the scope of their review.

Approved

GRADUATE CERTIFICATE IN MIGRATION STUDIES

Catherine Rawn
Marina Adshade

That the Senate approve the new Graduate Certificate in Migration Studies and its related new course, brought forward by the Faculty of Graduate and Postdoctoral Studies (Arts), effective for 2024 Winter Session and thereafter.

Approved

Academic Policy Committee

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

AMENDMENTS TO THE ACADEMIC YEAR

Kin Lo
HsingChi Von Bergmann

*That Senate approve the following one-time changes to the 2023-2024 Academic Year::
Deadlines for applications, Faculty approvals & conferrals:*

- *Application open in SISC – May 1, 2024*
- *Application Deadline – July 31, 2024*
- *Approval Deadline – August 28, 2024*
- *Conferral Deadline – August 30, 2024*

Process deadlines:

- *Exceptional conferral August 30 by UBC Senate*
- *Grade submission deadline - August 23*
- *SD exam period - to July 15 – 26*

Senator Lo set out the changes and explained that they were needed to allow current students to graduate using the SIS rather than Workday Student.

Approved

COURSE STANDINGS

Kin Lo
Susan Forwell

That, effective for the 2024 Winter Session and thereafter, the following new and revised course standings are in effect:

Course in Progress (CIP) is a temporary standing assigned from the beginning of a course until the

Externally Graded (EXG) is a nominal standing that is used administratively to maintain registration in a UBC program of study while the student is taking and receiving a grade for a course at another institution.

Fail (F AUD) denotes fail standing in a course that was being audited.

Failed Supplemental (F(S)) denotes a continued failure in a course despite a supplemental examination being completed (see Supplemental Examination Policy).

Transfer Credit (TR) is a standing granted to a student that denotes credit received from a course completed and transferred from another institution.

No Grade Required (NGR) is nominal standing applied to courses only used for administrative purposes such as managing registration or assess fees. Courses with this standing will not be displayed on the transcript. The standing will be automatically applied at the end of each academic period.

Not Submitted (NS) denotes a course for which the deadline for grade submission has passed and a grade was not submitted.

Withdrawal (W AUD) denoted official withdrawal from a course that was being audited (see Withdrawal)

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Revised Standings:

(AUD) is a standing granted to a student who has been officially approved as having audit status.

The student is expected to complete all course requirements except the final exam, and may be given Fail (F AUD) standing if their performance is not satisfactory.

Senator Lo advised that these new course standings were necessary for the implementation of Workday Student.

Approved

AMENDMENTS TO ACADEMIC REGULATIONS FOR THE BACHELOR OF APPLIED SCIENCE

Kin Lo
James Olson

That Senate approve amendments to the academic regulations with respect to academic standing and promotion requirements for placement into an engineering specialization in the Bachelor of Applied Science in the Faculty of Applied Science.

Admissions Committee

The Chair of the Senate Admissions Committee, Dr Joanne Fox, presented.

ENROLMENT TARGETS

Joanne Fox
Mathew Ho

That Senate approve and forward to the Board of Governors for approval the 2024/2025 Undergraduate Enrolment Targets, as per section 27(2)(r) of the University Act.

Senator Von Bergmann asked if the government announcement regarding student visas would change these targets

Senator Fox said that these proposals were only for one year.

The Provost said that they would keep the targets and planned to drive our process to achieve those targets. He agreed that we may have challenges and as a result were budgeting cautiously.

Senator Pratap-Singh asked if microcredentials were included on the targets.

The Registrar replied only credited programs.

Approved

RATIFICATION

Joanne Fox
Baniassad

That Senate ratify the decision of the Senate Admissions Committee to extend the undergraduate admission application deadline from 15 January 2024 to 31 January 2024, for entry to the 2024 Winter Session.

Senator Fox said that this action was taken due to uncertainty in world events. In the two-week period, 2026 applications were received.

Senator Ho asked if the extension will cause a delay in admissions.

Senator Fox said that she did not expect that.

Senator Spencer spoke against the idea of having strict deadline for admission applications in general.

Approved

Agenda Committee

20 March 2024
Senator Kanji advised Senate that the Agenda Committee was re-starting the process of having topics of broad academic interest debated at Senate as set out in the attached call for topics.

Senator Pelech asked if more time could be given to submit topics for consideration.

The Clerk, Mr Christopher Eaton, replied that late suggestions could certainly be considered but the Agenda Committee would like to start considering proposals in March.

Awards Committee

The Chair of the Senate Awards Committee, Dr Lawrence Burr, presented.

NEW AND REVISED AWARDS

Appendix A: Awards Report

Lawrence Burr
Ben Britton

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

Dr Burr announced ten new and revised awards for Senate's consideration.

Approved

Topics of Broad Academic Interest (continued)

Senator Spencer asked if anyone in the university make submissions.

The Clerk replied that they would be welcomed from anyone who was part of the UBC Community, including senators.

Curriculum Committee

FEBRUARY CURRICULUM REPORT

See Appendix B: Curriculum Report

Catherine Rawn
Erisa Baniassad

That the Senate approve the new courses, new course code, new Master's degree specialization, new minor and discontinued program brought forward by Faculties of Applied Science, Arts, Graduate and Postdoctoral Studies (Applied Science, Arts, and Land and Food Systems), and Science.

Senator Markman asked about HIST 362 and the inclusion of other religions.

Senator Ford noted the library's concern with supporting Asian Studies courses.

Senator Rawn said that discussions were ongoing to resolve these issues.

Approved

Nominating Committee

The Chair of the Senate Nominating Committee, Dr Paul Harrison, presented.

COMMITTEE ADJUSTMENTS

Paul Harrison
Kamil Kanji

*That Rob Kozak be appointed to the Senate Research and Scholarship Committee until 31 August 2026 and thereafter until replaced, to replace Meigan Aronson;
That Joesph Al Rahmani appointed to the Student Appeals on Discipline Committee until 31 March 2024 and thereafter until replaced, to replace Kai Rogers
That Alex Mitchell be appointed to the Library Committee until 31 March 2024 and thereafter until replaced, to replace Joseph Al Rahmani; and
That Guy Faulkner be appointed to the President's Advisory Committee for the Selection of a Vice-President External Affairs.*

Approved

AD HOC LABOUR DISRUPTION PREPARADNESS COMMITTEE

Paul Harrison
Christina Hendricks

That the Ad Hoc Labour Disruption Preparedness Committee be discharged with the thanks of Senate.

Senator Harrison explained that this policy was brought into force due to the Transit Supervisors strike. As that had now been resolved, the Committee was not needed.

Senator Britton said that the policy should be reviewed as soon as reasonable.

Senator Harrison agreed.

Senator Ho said that it made sense for the Committee to be formed but said that it should have been formed earlier.

Approved

EMERITUS APPOINTMENTS

See Appendix C: Emeritus Appointments

John Gilbert
HsingChi von Bergmann

That the attached list of individuals for emeritus status be approved.

Senator Von Bergmann said that these five individuals were great individuals in her faculty and the honour was well deserved.

Approved

Report from the Provost

ACADEMIC FUTURES

The Provost, Dr Gage Averill, introduced the report. Senate welcomed Vice-Provost Moura Quayle to present.

Ms Quayle noted that a progress report was last presented to the Senate last spring. She noted that academic futures was grounded in the belief that UBC would continue to be a leading research institution committed to inclusive and impactful teaching and research, driving social and economic change while being dedicated to sustainability and well-being.

Vice-Provost Quayle described the project as a think piece aimed at developing a flexible and adaptable framework to guide UBC's academic aspirations in the evolving global context of higher education. She highlighted the importance of asking significant academic questions and mentioned the diverse co-design team of 30 colleagues who spearheaded the project.

The Vice-Provost articulated the problem statement, focusing on co-stewarding the academic future of UBC Vancouver to maintain its distinctiveness and transformative role over the next 10 to 30 years. She discussed the series of workshops and the resulting assumptions, emphasizing UBC's commitment to being a globally renowned research university.

Ms Quayle stressed the need for courage in making choices amidst ambiguity and outlined the general assumptions focusing on retention and renewal of faculty and staff, championing cultural awareness, human rights, inclusivity, and advocating sustainability and climate solutions. Teaching and learning assumptions highlighted the importance of hybrid multi-access learning and lifelong continuous learning.

Regarding research assumptions, Vice-Provost Quayle emphasized the drive for positive social and economic change through enhanced collaborations. She linked the project to guiding principles aligned with UBC's foundational values and strategic plan.

The Vice-Provost discussed hypothetical scenarios created by the co-design team and highlighted ongoing experiments aimed at testing possible future directions or strategies. These experiments included broadening alternative assessment approaches, expanding Indigenous place making for learning, extending part-time learning pathways, and implementing a transdisciplinary PhD model.

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She emphasized the importance of these experiments in shaping UBC's academic landscape and fostering innovation in graduate education. Vice-Provost Quayle concluded by expressing a commitment to continuous engagement with the Senate and Senators for ongoing discussion and debate on academic futures.

Senator Von Bergmann lauded the report.

Senator Kanji said the academic future project advanced UBC. He asked about implementation of the experiments and who will be responsible. Will there be staff support in the provost's office?

The Provost said that UBC was hiring a deputy provost who will take over from Vice-Provost Quayle at the end of her term and who would have responsibility. He would take other staff under advisement.

Senator Ho asked what would encourage faculty to take part in experiential learning.

Vice-Provost Quayle said that several years ago an experiential education round table was formed to try to chart a course to support ideas around experiential learning. Other possible ways to expand this capacity were through the Centre for Teaching, Learning and Technology and through interest from the community.

Senator Fox said that it would be good if Topics of Broad Academic Interest came from this report.

Vice-Provost Quayle said that they had considered suggesting one per term.

EMERITUS COLLEGE

The Provost said that he was pleased to table the annual report of the Emeritus College, opining that it was an organization that has brought richness and depth to UBC.

Senator Harrison said that the College was created in 2018 by Senate and while it was not required to report annually to Senate, the College felt it was important to keep senate informed of its work.

Report from the Registrar

2024-2025 ACADEMIC YEAR

The Registrar set out the key dates for the next academic year:

Winter Session Term 1

Term 1 begins Tuesday, September 3, 2024

Mid-term break November 11-13, 2024*

Last day of Term 1 classes Friday, December 6, 2024

First day of exams for Term 1 Tuesday, December 10, 2024

Last day of exams for Term 1 Saturday, December 21, 2024

Number of Teaching Days 63

Winter Session Term 2

Term 2 begins Monday, January 6, 2025

Mid-term break February 17-21, 2025**

Last day of Term 2 classes Tuesday, April 8, 2025

First day of exams for Term 2 Saturday, April 12, 2025

Last day of exams for Term 2 Sunday, April 27, 2025

Number of Teaching Days 62

*Inclusive of Remembrance Day (November 11) statutory holiday observed in British Columbia.

*~~20 March 2024~~ Inclusive of Family Day (February 17) statutory holiday observed in British Columbia. Vancouver Senate Pocket Page 15 of 223

Key dates for the 2025 **Summer Session** are as follows:

Summer Session Term 1

Term 1 begins Monday, May 12, 2025

Last day of Term 1 classes Thursday, June 19, 2025

First day of exams for Term 1 Monday, June 23, 2025

Last day of exams for Term 1 Friday, June 27, 2025

Number of Teaching Days 28

Summer Session Term 2

Term 2 begins Wednesday, July 2, 2025

Last day of Term 2 classes Friday, August 8, 2025

First day of exams for Term 2 Tuesday, August 12, 2025

Last day of exams for Term 2 Saturday, August 16, 2025

Number of Teaching Days 27

Graduate and professional programs may have their own term dates as set out in the Academic Calendar.

CONFIRMATION OF EMAIL APPROVAL

The registrar advised Senate that enate that as no objections were received the following motions distributed by email on 12 January 2024 by the deadline of 24 January 2024, they are approved pursuant to Senate Rule 24:

1) That the candidates for degrees, as recommended by the faculties of Graduate & Postdoctoral Studies and Science, be granted the degrees for which they were recommended, effective January 2024, and that a committee comprised of the Registrar, the dean of the relevant faculty, and the Chair of Senate be empowered to make any necessary adjustments; and

2) That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, all persons with the ranks of Professor, Associate Professor, Professor of Teaching, and Associate Professor of Teaching be added to the Roll of Convocation effective 31 December 2023

Report from the Faculty of Medicine

DELEGATION OF AUTHORITY TO THE FACULTY OF SCIENCE FOR UNDERGRADUATE BIOC, CAPS, AND PCTH COURSES

Dermot Kelleher
Mark Mac Lachlan

That the Senate approve of the resolution of the Faculty of Medicine.

“The Faculty of Medicine delegates authority to the Faculty of Science to approve new, changed, and deleted undergraduate BIOC, CAPS, PCTH courses, with the proviso that the Faculty of Science curriculum committee has appropriate representation from the Faculty of Medicine, including at least one faculty member from each of the Department of Biochemistry & Molecular Biology, the Department of Cellular &

Senator Dermot explained that this proposal was to support curricular changes from those Medicine departments that offered courses towards degrees from the Faculty of Science. He noted that Medicine had representation at the Science curriculum committee and faculty level to ensure his faculty's interests were being considered.

Senator Rawn said that the Senate Curriculum Committee had reviewed this proposal and supported it.

Senator Harrison said that de facto this has occurred for many years already, this was a formalization.

Approved

Adjournment

Seeing no other business, the meeting was adjourned at 8:10 pm.

Dr. Kwadwo Asante Entrance Award in Medicine for Black Students

Entrance awards totalling \$1,750 have been made available through an endowment established by Dr. Kwadwo “Kojo” Asante (B.Sc. 1958, M.B.Ch.B.) to support students entering the M.D. program who identify as Black, with preference given to students entering the M.D. program through the Faculty of Medicine Black Student M.D. Admissions Pathway and to students who demonstrate financial need. Dr. Asante is a Fellow of the Royal College of Physicians and Surgeons of Canada and, in recognition of his profound contributions and dedication to the study of Fetal Alcohol Spectrum Disorders, was awarded the Meritorious Service Medal of Canada in 2003 and the Queen Elizabeth II Diamond Jubilee Medal in 2012. In 2000, Dr. Asante collaborated with family members of his patients to open the Asante Centre for Fetal Alcohol Syndrome, now known as the Asante Centre, the first diagnostic and training center to offer services related to Fetal Alcohol Spectrum Disorder in British Columbia. He has established this award to support the next generation of aspiring Black doctors and to alleviate the financial barriers they face when pursuing their studies. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2024/2025 winter session).

Stephen Boersma Memorial Award in Accounting

Awards totalling \$1,750 have been made available through an endowment established by friends, family and colleagues in memory of Stephen Boersma (1992–2021) for first- or second-year Bachelor of Commerce students who demonstrate an interest in accounting. Preference will be given to students who demonstrate community involvement and a passion for sports. Stephen (B.Com. 2017, M.B.A.) was a Chartered Professional Accountant and Chartered Financial Analyst who obtained his Masters of Business Administration from York University in 2021. Beyond his academic and professional achievements, Stephen was a talented athlete who spent 13 years playing with the New Westminster minor hockey league and was a gifted actor who performed in many locally produced TV shows and commercials. This award has been established to celebrate Stephen’s life and his many accomplishments. The awards are made on the recommendation of the UBC Sauder School of Business. (First award available for the 2024/2025 winter session).

Elaine Borthwick and Allen Soroka Award in Law

Awards totalling \$1,750 have been made available through an endowment established in honour of Elaine Borthwick and Allen “Al” Soroka (B.A., LL.B.) for domestic J.D. students over the age of 30 who demonstrate barriers to accessing a legal education. Ideally, the awards will be assigned to one student entering second- or third-year. As Director of Admissions at the Peter A. Allard School of Law for over 40 years, Elaine oversaw thousands of applications. Those students would become lawyers, judges and even Canada’s first female Prime Minister. She served as Chair of the Canadian Law School Admissions and on the Board of Trustees for the Law School Admissions Council. Students recall her kindness and commitment, and she hopes it contributed to their excellence in the legal community. Al was an attorney in New York with the Federal Reserve Bank and the Legal Aid Society before becoming the Assistant Librarian at the UBC Faculty of Law. During 32 years at UBC, Al’s roles included Professor of Canadian and American Law, and Chairman of the Senate Committee on Appeals on Academic Discipline and the BC Benefits Appeal Tribunal. Upon retirement, he was a Legal member of the BC Mental Health Act Review Board, and served on the boards of various tribunals. Al gave his time and sage advice to students, many of whom became well known and respected for their professional

N.C. Cheung Family Memorial Bursary in Engineering

Bursaries totalling \$4,050 have been made available through an endowment established by the Estate of Lucia Yuen-Ling Cheung, for women enrolled in an undergraduate or graduate engineering program in the Faculty of Applied Science. Preference will be given to women in Chemical Engineering programs. The bursaries are adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

Dr. Marketa Goetz-Stankiewicz Memorial Scholarship

Scholarships totalling \$8,750 have been made available through an endowment established by the estate of Dr. Marketa Goetz-Stankiewicz (1927–2022) for outstanding undergraduate students who have successfully completed at least 12 credits in the Department of Central, Eastern, and Northern European Studies (CENES), including at least two courses taught in a language other than English. The award celebrates emerging speakers of CENES languages and their multilingual development as thinkers and community-builders. Dr. Marketa Goetz-Stankiewicz was born into a bilingual Czech-German family and immigrated to Toronto from Czechoslovakia in 1948. After completing her Bachelor of Arts and Masters of Arts from the University of Toronto, she obtained her Ph.D. from Columbia University in 1957. In 1959, she joined UBC's Department of Germanic Studies and crossed paths with Dr. Wladyslaw Stankiewicz, a UBC political science professor, whom she later married in 1965. She remained at UBC for the entirety of her career, holding the position of Head of the Department of Germanic Studies from 1980 to 1985. Dr. Goetz-Stankiewicz concluded her academic career and retired in 1992 as a Professor Emerita from the Department of Central, Eastern and Northern

European Studies. The awards are made on the recommendation of the Department of Central, Eastern and Northern European Studies. (First award available for the 2024/2025 winter session).

Dr. Kendall Ho Award in Digital Emergency Medicine

Awards totalling \$3,500 have been made available through an endowment established by Dr. Kendall Ho (M.D. 1986) for M.D. students who demonstrate an interest to apply digital emergency medicine in rural, urban or remote contexts. Preference will be given to students who demonstrate financial need and to students who are from communities that have been historically, persistently and systemically marginalized. Dr. Kendall Ho is an emergency medical specialist in Vancouver, a professor in the UBC Faculty of Medicine Department of Emergency Medicine and a Fellow of the Royal College of Physicians and Surgeons of Canada. He leads the Digital Emergency Medicine Unit and is recognized for his ground-breaking research in digital health. The award has been established to help remove barriers for future generations of physicians who wish to improve access to health care for vulnerable communities through digital approaches. The awards are made on the recommendation of the Faculty of Medicine. (First award available for the 2023/2024 winter session).

Jonathan Lu Award in Supply Chain Management

Awards totalling \$1,750 have been made available through an endowment established by Jonathan Lu (M.B.A. 2005) for third- or fourth-year Bachelor of Commerce students or students enrolled in a graduate program at the UBC Sauder School of Business, who demonstrate an interest in supply chain management. Preference will be given to students who demonstrate innovative approaches and/or a desire to utilize new technology in the area of supply chain management. Jonathan is a passionate philanthropist and hopes that this award will inspire the

next generation of learners to not only drive transformation and innovation in logistics, operations and global supply chain management, but also to deepen their knowledge of and expertise in the sector. The awards are made on the recommendation of the UBC Sauder School of Business, and in the case of a graduate student, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

Mosaic Forest Management Entrance Award for Indigenous Students

Renewable entrance awards totalling \$8,750 have been made available through an endowment established by Mosaic Forest Management for First Nations, Inuit or Métis of Canada undergraduate students entering the Faculty of Forestry. Subject to continued good academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). Mosaic Forest Management has been operating for over a century on the BC Coast. Mosaic's timberland management includes sustainable forest management practices, carbon reduction initiatives, timber inventory, strategic silviculture investments, harvest planning and the marketing and sales of timber, carbon credits and real estate. All their lands are third-party certified under the Sustainable Forestry Initiative, and in 2023, they achieved Progressive Aboriginal Relations Gold certification from the Canadian Council of Aboriginal Business, making it the first and only timberland owner in Canada to achieve this standard of excellence. Mosaic created this award to further reduce barriers for Indigenous students pursuing careers in forestry. The awards are made on the recommendation of the Faculty of Forestry. (First award available for the 2024/2025 winter session).

Samit and Reshma Sharma Graduate Scholarship in Forestry

Scholarships totalling \$3,500 have been made available through an endowment established by the Samit and Reshma Sharma Foundation for outstanding graduate students in the Faculty of Forestry. Preference will be given to students studying biodiversity conservation, bio-based product development or sustainable forest management practices. Samit and Reshma have set up this endowment to recognize the breadth and depth of UBC's world-leading expertise in Forestry, as well as to promote research that not only recognizes the value of reflective stewardship of our natural resources but also advances work towards climate change mitigation and adaptation. The awards are made on the recommendation of the Faculty of Forestry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

Samit and Reshma Sharma Graduate Scholarship in Mining Engineering

Scholarships totalling \$3,500 have been made available through an endowment established by the Samit and Reshma Sharma Foundation for outstanding Master of Applied Science students at the Norman B. Keevil Institute of Mining Engineering. Preference will be given to students with specific interest and expertise in the environmental impacts of mining and/or corporate social responsibility. Samit and Reshma have set up this endowment to recognize the historical and economic importance of the mining industry in BC, and to promote opportunities through research and practice to mitigate the environmental impact of this industry. The awards are made on the recommendation of the Faculty of Applied Science, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

Samit and Reshma Sharma Graduate Scholarship in Physics

Scholarships totalling \$3,500 have been made available through an endowment established by the Samit and Reshma Sharma Foundation for outstanding graduate students in the Department

of Physics & Astronomy. Preference will be given to students who have participated in or will be participating in research projects with TRIUMF physicists and/or students studying particle physics, nuclear physics, materials research or medical physics. Samit and Reshma have set up this endowment to celebrate the achievements at TRIUMF, one of the world's largest cyclotron particle accelerators, which is located at UBC. It is their hope that the scholarship recipients will enhance societal knowledge with practical applications of their scientific endeavours. The awards are made on the recommendation of the Department of Physics & Astronomy, in

consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

Don Lindsay Teck Award in Mining Engineering

Awards totalling \$35,000 have been made available through an endowment established by Teck Resources Limited in honour of Don Lindsay (B.Sc. (Hons.), M.B.A.) for undergraduate mining engineering students at the Norman B. Keevil Institute of Mining Engineering at UBC. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and extra-curricular achievement. Subject to continued good academic standing, the awards will be renewed for a further two years of study or until the first undergraduate degree is obtained (whichever comes first). Don Lindsay retired as President and Chief Executive Officer of Teck after 17 years, in which time the company has been recognized for its leadership in sustainability. He has been at the head of seven different companies, including president of CIBC World Markets. Mr. Lindsay is a recipient of the Queen Elizabeth II Golden and Diamond Jubilee Medals and was appointed to the Order of British Columbia in 2014. The awards are made on the recommendation of the Faculty of Applied Science. (First award available for the 2024/2025 winter session).

Tejpar-Ladak Award

Awards totalling \$1,750 have been made available through an endowment established through a fundraising campaign led by Ameera Ladak (B.Com. 2016) for Bachelor of Commerce students with disabilities related to neurodiversity and/or mental health. Ameera received the Lauren Wilmot Memorial Award during their time at UBC, giving them confidence and helping them to feel not just recognized but positively valued as a part of the UBC Sauder School of Business community. Ameera – who is neurodivergent, a member of the LGBTQIA+ community and open about their experiences living with mental illness during their time at UBC – is now proud to be in the position to support students who may have encountered a range of challenges on their routes through education. The awards are made on the recommendation of the Committee on Awards for Students with Disabilities. (First award available for the 2024/2025 session).

G.H. Neil Towers Award in Plant Natural Products

Awards totalling \$1,000 have been made available through an endowment established by the University with donations from friends and family in memory of Neil Towers (1923–2004) for outstanding graduate students enrolled in the M.Sc. or Ph.D. in Botany program or the M.Sc. or Ph.D. in Plant Science program researching plant natural products and biochemistry, including students who are conducting research with the Michael Smith Laboratories. Professor Emeritus Towers (B.Sc., M.Sc., Ph.D.) served as the Head of the Department of Botany from 1964–1971. During his career he achieved many distinctions including becoming a Fellow of the Royal Society of Canada, a recipient of the Society's Flavelle Medal for outstanding contributions to biological sciences, and receiving the Pergamon Phytochemistry Prize in 2000. The awards are

made on the recommendation of the Department of Botany in even numbered years and the Faculty of Land and Food Systems in odd numbered years, and in consultation with the Faculty of Graduate and Postdoctoral Studies. If there are no suitable applicants in that year's graduate program, the alternative graduate program will be offered the opportunity to nominate applicants. (First award available for the 2024/2025 winter session).

NEW AWARDS – ANNUAL

Peter A. Allard School of Law Athletics Award

Awards totalling \$2,000 have been made available annually through a gift from alumni and friends of the legal community for second- or third- year J.D. students who have good academic standing and demonstrate athletic participation and/or achievement during and/or before law school. Preference will be given to students who demonstrate challenges in accessing a legal education. The awards are made on the recommendation of the Peter A. Allard School of Law. (First award available for the 2024/2025 winter session)

Holly Ewanyshyn Women's Health Equity Graduate Research Award

Awards totalling \$2,000 have been made annually, through a gift from an anonymous donor in honour of Holly Ewanyshyn, for Faculty of Medicine research-stream graduate students, or research-stream graduate students supervised by Faculty of Medicine supervisors, researching disease pathogenesis in women or female models of disease. Preference will be given to students whose research or research proposals pertain to conditions that have historically received inadequate attention in terms of sex and gender differences. Holly has gained intimate knowledge of the disparities in the approach to healthcare for women, not only through her career as a physiotherapist but also as a woman living with non-Hodgkin's lymphoma. The donor is establishing this fund in order to recognize and support research that is taking action on these disparities, as they believe a more equitable health care future for women is necessary and possible. Through this award they aim to assist the medical community to better understand how sex and/or gender affects women's health and ultimately help women live longer, healthier lives. The awards are made on the recommendation of the Faculty of Medicine, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2023/2024 winter session).

Implant Genius Scholarship in Periodontics

Scholarships totalling \$2,000 have been made available annually through a gift from Implant Genius for outstanding second- or third-year students in the Combined M.Sc. and Diploma in Periodontics program. Preference will be given to students who show an interest in implant treatment planning. Dr. Kevin Aminzadeh (B.Sc. (Pharm.) 1996, D.D.S., M.Sc.) is a Board-Certified Prosthodontist and a Fellow of The Royal College of Dentists of Canada. He is an

expert in dental implant treatment planning and founded Implant Genius in 2015 to help general dentists place and restore dental implants. The awards are made on the recommendation of the Faculty of Dentistry, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

Jack Howard Jackson Bursary for Indigenous Students

Bursaries totalling \$5,000 have been made available annually through a gift from George A. Brown (1929–2014) and Iris Brown (B.Sc. 1958, B.Ed., M.Ed.) in memory of Jack Howard Jackson, for First Nations, Métis, or Inuit students of Canada enrolled in a Bachelor of Applied Science program, a Bachelor of Science program or the M.D. program. George (B.A. 1959,

M.P.P.A., M.A., M.S.W.) was born in Jamaica and came to Canada to pursue a bachelor's degree from UBC. Later he pursued three master's degrees from other Canadian universities: in economics, public administration, and social work. His passion for lifelong learning enabled him to further his commitment to equal opportunity and human rights while devoting his life to helping others. He worked at the Ontario Human Rights Commission for over fifteen years, where he won the first sex-discrimination case in Ontario and established the right for girls to play on boys' sports teams. Iris graduated from UBC in 1958 with a degree in chemistry, where she was one of a few women in her class. In her thirty-eight-year career in education, she taught mathematics, chemistry and physics in Jamaica, British Columbia and Ontario. Established in memory of Iris's cousin Jack, who had Métis ancestry, it is hoped that the bursary will help students achieve their potential, despite various barriers they may have faced in their lives. The bursaries are adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

Shig Kobayashi Memorial Award in Pharmacy

Awards totalling \$2,500 have been made available annually through a gift from friends and family in memory of Shigeo "Shig" Kobayashi (1932–2021) for outstanding students in the Entry-to-Practice Pharm.D. program. Preference will be given to students who have demonstrated exceptional contributions to their community or significant achievement in a team sport. Shig (B.Sc. (Pharm.) 1958) was a pharmacist and passionate advocate for university education. He was also an active participant, coach and supporter of team sports. Shig started his career in 1958 at Galloway Ellis Drugs in Kamloops, BC, became a partner in 1965, sole owner in 1988 and retired in 1993. During this time, he also tutored chemistry students and assessed pharmacy qualifying exams for many years. Thanks to Shig's influence, all four of his children pursued post-secondary education. Shig's legacy encompasses not only his professional success but also the enduring impact of his advocacy for education and devotion to team sports and community. This award celebrates Shig's life and his contributions to the pharmacy profession. The awards are made on the recommendation of the Faculty of Pharmaceutical Sciences. (First award available 2024/2025 winter session).

Lee Stewart Levin Bursary for Women in Arts

Bursaries totalling \$2,000 have been made available annually through a gift from Professor John S. Levin (B.A. 1968, Ed.D. 1989) in honour of Lee Stewart Levin (B.A. 1982, M.A. 1986) for undergraduate students in the Faculty of Arts who are women. Preference will be given to students studying in the Gender, Race, Sexuality, and Social Justice program. John is establishing this bursary to recognize Lee's interest and expertise in women's history and to celebrate Lee's 80th birthday in 2024. Lee is the author of *"It's up to you": Women at UBC in the early years* (UBC Press, 1990) and *Women volunteer to go to prison: A history of the Elizabeth Fry Society of BC, 1939–1989* (Orca Book Publishers, 1993). Lee taught history at UBC, Malaspina College, Vancouver Community College (Langara College), and Douglas College. She resides in Tucson, Arizona. The bursaries are adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

Phil Lind Memorial Fellowship in Public Policy and Global Affairs

A fellowship of \$15,000 has been made available annually through a gift from the Cable Public Affairs Channel (CPAC) in memory of Phil Lind (1943–2023) for an outstanding student entering the School of Public Policy and Global Affairs (SPPGA). Over the course of his career, Phil (B.A. 1966, J.D. 2002) worked with Ted Rogers to build a small radio and cable company into Rogers Communications Inc., and held several key positions including Vice-Chairman on the Board of Directors. As the founder and long-time Chair of CPAC, Phil gave Canadian voters

unprecedented insight into democratic proceedings through House of Commons and other public policy programming. This long-standing commitment to supporting democratic debate, as well as a desire to recognize the importance of Canada-U.S. relations and his deep connection to UBC, led to the establishment, in 2015, of the ongoing Phil Lind Initiative, which invites prominent U.S. scholars, writers, and intellectuals to the SPPGA to share ideas with the UBC community. The award is made on the recommendation of the School of Public Policy and Global Affairs, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

Garry Douglas McCorrie Memorial Scholarship in Medicine

A \$5,000 scholarship has been made available annually through an estate gift from Garry Douglas McCorrie (1943–2022) for an outstanding third-year or fourth-year M.D. student in the Southern Medical Program. The award is made on the recommendation of the Southern Medical Program. (First award available for the 2024/2025 winter session).

Akash Villing & Family Prize for Oral and Maxillofacial Surgery

A \$2,000 prize has been made available annually through a gift from Dr. Akashdeep Villing (B.Sc. 2009, D.M.D. 2013) for a fourth-year student in the D.M.D. program who demonstrates excellent proficiency in Oral and Maxillofacial Surgery. Dr. Villing, a Board-Certified specialist in oral and maxillofacial surgery, currently serves as Head of Oral and Maxillofacial Surgery for the Fraser Valley division of the BC Cancer Agency and is a clinical instructor in oral surgery at UBC. He is a proud UBC alumnus and the Villing family have established this award to support the next generation of aspiring dental professionals. The award is made on the recommendation of the Faculty of Dentistry. (First award available in the 2023/2024 winter session).

Akash Villing & Family Award for Community Service

A \$2,000 award has been made available annually through a gift from Dr. Akashdeep Villing (B.Sc. 2009, D.M.D. 2013) for a third-year student entering the D.M.D. program who demonstrates community service and involvement in the dental community. Dr. Villing, a Board-Certified specialist in oral and maxillofacial surgery, currently serves as Head of Oral and Maxillofacial Surgery for the Fraser Valley division of the BC Cancer Agency and is a clinical instructor in oral surgery at UBC. He is a proud UBC alumnus and the Villing family have established this award to celebrate the community contributions made by the next generation of aspiring dental professionals. The award is made on the recommendation of the Faculty of Dentistry. (First award available in the 2024/2025 winter session).

Dr. Joshua Yoneda Memorial Award in Medicine

Awards totalling \$2,500 have been made available annually through the Dr. Joshua Yoneda Memorial Foundation for M.D. students whose research and/or practice is exemplary in its integration of mind, body, spirit and community. Joshua (1994–2022; M.D. 2022) completed his Bachelor of Science at Thompson Rivers University and his Master of Science at the University of Regina, and then pursued his medical studies at the Southern Medical Program at UBC, where he graduated with a medical degree. During this time, he spent a year in Clinical Clerkship at the Royal Inland Hospital in Kamloops, BC. Joshua's passion for a career in medicine was an embodiment of his values of empathy, compassion, kindness, and grace. Joshua believed in the power of meditation and had a strong interest in spirituality. He explored different philosophies to find meaning and purpose in his life. Joshua found strength in meditation, and support from his loving communities gave him courage during his most challenging battle. His family and friends are honoured to be able to support M.D. students who are enhancing medicine with

Mee Ying Yue and Ken Tow Yue Award

Awards totalling \$2,000 have been made available annually through a gift from Shirley (Yue) Tam (B.A. 1980) and Stanley Tam (B.Sc. 1977), in honour of Mee Ying Yue (1930–2019) and Ken Tow Yue, for outstanding domestic undergraduate students in the Faculty of Arts.

Preference will be given to students who are enrolled in the Minor in Asian Canadian and Asian Migration Studies program and/or students who demonstrate an interest in the history of Chinese migration to Canada. Ken Tow immigrated to Canada with his father, leaving his wife, infant

daughter, and mother in China so that he and his father could pave the way for the family to live in Canada. It took over a decade before the rest of the family was able to join them. Together, Mee Ying and Ken Tow worked tirelessly to ensure that their children would have the many opportunities that they did not have. They consistently provided help to their relatives and communities in China, sending financial aid for decades and helping fund the building of a well so that their village could have access to clean water. Shirley is establishing this award to recognize her parents' many sacrifices to ensure that she and the rest of the family would be able to call Canada their home. She and Stanley are proud to support students who will benefit from financial assistance. The awards are made on the recommendation of the Faculty of Arts. (First award available for the 2023/2024 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE

Endowed Awards

5778 - Entrance Award in Medicine for Black Students

Rationale for Proposed Changes

As per our colleagues in the Faculty of Medicine, the criteria for this award is too restrictive. Changes have been made to remove “outstanding” from the criteria and to add financial need as preference language. The faculty will now adjudicate the award so changes have been made to reflect this.

Current Award Description

Entrance awards totalling \$7,000 have been made available through an initial endowment established by Dr. Felix Durity (B.A. 1958, M.D. 1963, O.B.C.) and augmented by donors in support of outstanding students entering the M.D program who identify as Black, with preference given to students entering the M.D. program through the Faculty of Medicine Black Student M.D. Admissions pathway. The award is made on the recommendation of Enrolment Services, in consultation with the Faculty of Medicine.

Proposed Award Description

Entrance awards totalling \$7,000 have been made available through an initial endowment established by Dr. Felix Durity (B.A. 1958, M.D. 1963, O.B.C.) and augmented by donors in support of outstanding students entering the M.D program who identify as Black, with preference given to students who demonstrate financial need and are entering the M.D. program

Annual Awards

7659 - College of Pharmacists BC Bursary

Rationale for Proposed Changes

To modify the award title to more accurately reflect the organization name and award subject area.

Current Award Title: College of Pharmacists BC Bursary

Current Award Description

A \$750 bursary has been made available annually through a gift from the College of Pharmacists of British Columbia, for a first-year student enrolled in any undergraduate program at the Faculty of Pharmaceutical Sciences. The bursary is adjudicated by Enrolment Services.

Proposed Award Title: College of Pharmacists of BC Bursary in Pharmaceutical Sciences

Proposed Award Description

A \$750 bursary has been made available annually through a gift from the College of Pharmacists of British Columbia, for a first-year student enrolled in any undergraduate program at the Faculty of Pharmaceutical Sciences. The bursary is adjudicated by Enrolment Services.

8509 – Juhn and Mary Wada First Nations Bursary

Rational for Proposed Changes

Indigenous has become the preferred term over Aboriginal. The title and description have been updated to reflect the change. Changes have also been made to bring the language into alignment with our current award description writing practices.

Current Award Title: Juhn and Mary Wada First Nations Bursary

Current Award Description

An annual bursary of \$1,500 will be awarded to an aboriginal student in the M.D. Undergraduate program. The bursary is adjudicated by Enrolment Services.

Proposed Award Title: Juhn and Mary Wada First Nations Bursary in Medicine for Indigenous Students

Proposed Award Description

Bursaries totalling \$4,000 have been made available annually through a gift from Dr. Juhn Wada (1924–2023) O.C., for First Nations, Inuit or Métis of Canada students in the M.D. program. Juhn (M.D., D.Sc. 2003), a Professor Emeritus in the Department of Psychiatry and Neurosciences, was appointed Officer of the Order of Canada in 1992 and awarded the Queen Elizabeth II Diamond Jubilee Medal in 2012. Juhn developed a test for cerebral hemispheric dominance of language function, known as the Wada test, which is widely used by epilepsy patients who are considering surgery. ~~An annual bursary of \$1,500 will be awarded to an aboriginal student in the M.D. Undergraduate program.~~ The bursaries are bursary is adjudicated by Enrolment Services.



Appendix B: Curriculum Report

FACULTY OF APPLIED SCIENCE

Discontinued program

Bachelor of Environmental Design

New courses

CIVL 427 (3) Applied Machine Learning for Construction and Facility Management;

MTRL 484 (3) Materials for Aerostructures and Engines

FACULTY OF ARTS

New course code

CAP Coordinated Arts Program

New courses

ANTH 275 (3) Migration and (Im)mobilities: Anthropological Perspectives;

ANTH 376 (3) Diasporas and Belonging: Anthropological Perspectives;

ARBM 450 (3) Advanced Studies in Modern Arabic Language and Cultures;

ASIX 383 (3) What is Modern Arabic?;

CAP 101 (3) Introduction to Reading and Research in Literary, Cultural, and Media Studies;

GEOG 492 (3) Oceanic Geographies: Movement, Materiality, and Mobility;

HIST 204 (3) History Through Video Games;

HIST 300 (3) Vikings: Then and Now;

HIST 362 (3) The Islamic Golden Age;

NORD 341 (3) Indigenous Activism;

VISA 376 (3) Artist Books as Form and Idea;

WRDS 498 (3-6) Special Topics in Writing Studies;

WRDS 499 (3-6) Directed Studies in Writing Studies

New minor

Minor in Asian Language and Culture (Persian, Persianate and Iranian)

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New course

MINE 545 (3) New Perspectives on Mine Closure

Arts

New courses

ASIA 553 (3-9) Topics in Indigenous Asia;

MUSC 548 (3) Historical Performance Practice;

PPGA 569 (3) Global Health Policy

New specialization

Master of Music > Historical Performance Practice

Land and Food Systems

New course

FRE 603 (3) Advanced Food and Resource Economics

FACULTY OF SCIENCE

New course

BIOL 302 (3) Biodiversity, Human and Planetary Health;



CHEM 409 (3) Astrochemistry;
MATH 461 (3) Projects in Mathematical Modelling

**Appendix C: Emeritus Report**

Last Name	First Name	Rank	Faculty	Emeritus Title	Department
Best	Leandra	Clinical Professor	Dentistry	Clinical Professor Emeritus	Oral Health Sciences
Emanuel	Ingrid	Clinical Professor	Dentistry	Clinical Professor Emeritus	Oral Health Sciences
Fogelman	Mark	Clinical Associate Professor	Dentistry	Clinical Associate Professor Emeritus	Oral Health Sciences
Gardner	Karen	Clinical Professor	Dentistry	Clinical Professor Emeritus	Oral Health Sciences
Richardson	James	Clinical Professor	Dentistry	Clinical Professor Emeritus	Oral Health Sciences

20 March 2024

To: Vancouver Senate

From: Senate Admissions Committee

Re: a) Master of Audiology and Speech Sciences – Post-Acceptance Requirements (approval)
b) Partnership Agreement: Climate Adaptation, Resilience and Empowerment (CARE) Programme) (approval)
c) Memorandum of Agreement: University of British Columbia & University of Victoria (approval)

a. Master of Audiology and Speech Sciences – Post-Acceptance Requirements (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval changes in admission requirements for applicants to the Master of Science program in the School of Audiology and Speech Sciences. Students accepting an offer of admission must meet all immunization and vaccination requirements set by the Provincial Health Officer and Provincial Health Authorities. The proposed changes align with current Calendar entries of other health-care programs.

Motion: That Senate approve post-acceptance requirements for students admitted to the Master of Science in Audiology and Speech Sciences, effective for the 2024 Summer Session.

b. Partnership Agreement: Climate Adaptation, Resilience and Empowerment (CARE) Program (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the terms of the partnership agreement between UBC, Sciences Po, the University of Guelph and the University of Toronto for a multi-institutional partnership to deliver the Climate Adaptation, Resilience and Empowerment (CARE) program. The program will facilitate student and faculty exchange across partner institutions to participate in programming on issues related to climate change.

Motion: That Senate approve the terms of the affiliation agreement between the Climate Adaptation, Resilience and Empowerment (CARE) Programme as set out in the “Partnership Agreement between Sciences Po, University of British Columbia, University of Guelph, University of Toronto and Foundation DRG.”



c. Memorandum of Agreement: University of British Columbia & University of Victoria
(approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the terms of the affiliation agreement between UBC and the University of Victoria for the delivery of the UBC Physical Therapy and Speech Language Pathology programs. UBC has received a request from the Province of British Columbia for the expansion and distribution of seats in the UBC Master in Physical Therapy and UBC Master in Speech-Language Pathology, and funding for this proposed expansion has been received.

The attached Memorandum of Agreement (MOA) between UBC and the University of Victoria outlines how the two institutions will collaborate to deliver the UBC Master in Physical Therapy and the UBC Master in Speech-Language Pathology distributed health professional education programs. Similar agreements are in place for the distributed MD Undergraduate Program (in collaboration with the University of Northern British Columbia and the University of British Columbia) and for the distributed Physical Therapy and Occupational Therapy health professional education programs (in collaboration with UNBC).

Motion: *That Senate approve the terms of the affiliation agreement between the University of British Columbia and the University of Victoria as set out in the “Memorandum of Agreement between The University of British Columbia and The University of Victoria.”*

Respectfully submitted,
Dr. Joanne Fox
Chair, Senate Admissions Committee



UBC Admission Proposal Form Change to Course or Program

<p>Faculty: Medicine Department: School of Audiology and Speech Sciences Faculty Approval Date: Nov 14, 2023 Effective Session (W or S): S Effective Academic Year: 2024</p>	<p>Date: Oct 5, 2023 Contact Person: Valter Ciocca Phone: 604 822-2266 Email: vciocca@mail.ubc.ca</p>
<p>Present Calendar Entry:</p> <p>The M.Sc. program is designed for students who wish to combine rigorous scholarship with challenging professional practice in either Speech-Language Pathology or Audiology. Admission is on a competitive basis. Applicants must meet the Faculty of Graduate and Postdoctoral Studies' minimum requirements, i.e., a cumulative average in the B+ range (76% at UBC) in third- or fourth-year courses, or at least 12 credits of third- or fourth-year courses in the A grade range (80% or higher at UBC) in the field of study. Additionally, the School requires applicants to have appropriate undergraduate preparation as defined below. For students who take course work that falls outside their bachelor's degree program in order to improve a low GPA or to meet the 12 credit requirement, this may be taken into consideration, but it does not guarantee eligibility for admission. For additional requirements, see www.grad.ubc.ca/country/canada.</p> <p>Most students seeking to specialize in Speech-Language Pathology find that degree programs in Linguistics and/or Psychology are the best route to achieving the necessary undergraduate preparation for</p>	<p>URL: https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/school-audiology-and-speech-sciences/master-science/admission</p> <p>Present Calendar Entry:</p> <p>The M.Sc. program is designed for students who wish to combine rigorous scholarship with challenging professional practice in either Speech-Language Pathology or Audiology. Admission is on a competitive basis. Applicants must meet the Faculty of Graduate and Postdoctoral Studies' minimum requirements, i.e., a cumulative average in the B+ range (76% at UBC) in third- or fourth-year courses, or at least 12 credits of third- or fourth-year courses in the A grade range (80% or higher at UBC) in the field of study. Additionally, the School requires applicants to have appropriate undergraduate preparation as defined below. For students who take course work that falls outside their bachelor's degree program in order to improve a low GPA or to meet the 12 credit requirement, this may be taken into consideration, but it does not guarantee eligibility for admission. For additional requirements, see www.grad.ubc.ca/country/canada.</p> <p>Most students seeking to specialize in Speech-Language Pathology find that degree programs in Linguistics and/or Psychology are the best route to achieving the necessary undergraduate preparation for</p>



the M.Sc. degree program. However, students with other academic backgrounds who have outstanding academic records are also welcome to apply.

For students seeking to specialize in Audiology, the routes for preparation are diverse and could include an undergraduate degree in, for example, engineering, psychology, biology, or physics.

The School does not, however, require that the applicant's undergraduate degree be earned in a specific discipline as long as the applicant has completed work in the prerequisite content areas listed below.

Prerequisite Courses

Academic study in the specific content areas listed below is considered to be essential preparation for specialization in either audiology or speech-language pathology in the Master of Science curriculum. Completion of the M.Sc. degree in Audiology or Speech-Language Pathology will require in-depth knowledge in all of the prerequisite content areas listed for the chosen specialization. Completion of the listed prerequisites is one of the major criteria for admission. Students who have completed courses (or the equivalent) in all or most of the required areas (10 content areas for speech-language pathology; 6 areas for audiology) will be more likely to receive offers of admission, all other things being equal. (See the website for further details.)

It is not possible to fulfill prerequisite content requirements and concurrently enroll in the full graduate curriculum. Students who need to extend the M.Sc. program over a longer period of time because of family or health concerns should contact the Admissions Committee prior to applying in order to discuss

the M.Sc. degree program. However, students with other academic backgrounds who have outstanding academic records are also welcome to apply.

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possibilities.

**SPEECH-LANGUAGE PATHOLOGY:
Prerequisites for the Speech-Language
Pathology Major**

Course Content

Phonology

Syntax

Speech Science

Language Acquisition

Phonetics²

Developmental Psychology

Cognitive Psychology or Psycholinguistics

Research Methods³

Neuroanatomy

Neurolinguistics

¹ Courses are to be at the upper-level (300 or 400) when possible. Note that most upper-level courses have prerequisites at the 100- or 200-level. A 3-credit course is equivalent to a one term course which meets 3 hours per week.

² Evidence of transcription competencies may consist of (a) completion of a phonetics course that explicitly includes transcription skills, or (b) notice from the applicant's department that the student has passed a transcription examination.

³ Must include Research Design.

**Additional Content Areas
Recommended for Speech-Language
Pathology Applicants**

For students who plan to specialize in Speech-Language Pathology, further preparation could include advanced courses in the areas listed above, or coursework in other areas of psychology, linguistics, social and life sciences, such as adulthood and aging, atypical development, sensation

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and perception, physiological psychology, neurosciences, counselling, bilingualism, morphology, pragmatics, semantics, and sociolinguistics.

AUDIOLOGY: Prerequisites for the Audiology Major

Course Content

Introduction to Physics (energy and waves)
Developmental Psychology
Sensation/Perception
Research Methods²
Introduction to Linguistics
Neuroanatomy

¹ A 3-credit course is equivalent to a one term course that meets 3 hours per week.

² Must include Research Design.

Additional Content Areas

Recommended for Audiology Applicants

For students who plan to specialize in Audiology, further undergraduate preparation could include additional coursework in the social and life sciences, e.g., acoustic phonetics, adulthood and aging, biology, brain and behaviour, cognitive psychology, additional developmental psychology, additional sensory psychology, neurosciences, counselling, discourse, language acquisition, phonology, syntax, and statistics.

The Application Process

Persons interested in applying to the School's M.Sc. program should visit the [School](#) website. Applicants should ensure that the application and all supporting materials are received by the School by the final deadline of February 1. The School reviews applications in February and

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Introduction to Physics (energy and waves)
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Sensation/Perception
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March and normally makes offers of admission in early April.

The following application must be submitted in order for the Admissions Committee to consider an applicant:

1. An [online application](#), including a list of completed prerequisite courses.

All documents, unless otherwise specified are to be submitted using the online application:

1. A written statement by the applicant of up to 500 words (typewritten, double-spaced) indicating the reason for wishing to study Audiology or Speech-Language Pathology, the aspects of the field which are of particular interest to the applicant and any other relevant facts. At the end of the statement, a list should be given with the names of at least two professionals (at least one Speech-Language Pathologist and one Audiologist) with whom the applicant has met to discuss their respective professions and/or whom she or he has observed in the course of their practice.
2. Applicants are required to submit scanned copies of unofficial transcripts issued by all post-secondary institutions attended, except UBC. Applicants currently completing the last year of their undergraduate degree must submit the most recent transcript available from that institution, as well as a list of the courses in which the applicant is currently enrolled, including course marks at the time

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The following application must be submitted in order for the Admissions Committee to consider an applicant:

2. An [online application](#), including a list of completed prerequisite courses.

All documents, unless otherwise specified are to be submitted using the online application:

5. A written statement by the applicant of up to 500 words (typewritten, double-spaced) indicating the reason for wishing to study Audiology or Speech-Language Pathology, the aspects of the field which are of particular interest to the applicant and any other relevant facts. At the end of the statement, a list should be given with the names of at least two professionals (at least one Speech-Language Pathologist and one Audiologist) with whom the applicant has met to discuss their respective professions and/or whom she or he has observed in the course of their practice.
6. Applicants are required to submit scanned copies of unofficial transcripts issued by all post-secondary institutions attended, except UBC. Applicants currently completing the last year of their undergraduate degree must submit the most recent transcript available from that institution, as well as a list of the courses in which the applicant is currently enrolled, including course marks at the time



of application to the program. If any transcript is not in English or French, an official translation must be provided.

3. Three letters of reference, two of which must be academic references. Where possible, at least two of the letters should be written by professors who taught the applicant in the last two years of university work. For more information, see www.audiospeech.ubc.ca/prospective-students/msc-program/application-process. These letters must be submitted electronically.
4. Applicants must meet the English proficiency requirement on our [website](#), if applicable. English proficiency examination results and a five to ten-minute recording of your speech must be included in the application.

It is the applicant's responsibility to ensure that all required documents are received by the School. No application will be processed until all of the materials listed above have been received.

Post Acceptance Requirements

Students accepting an offer of admission to the Master of Science program in the School of Audiology and Speech Sciences, are required to pay a non-refundable deposit at the time of acceptance. This deposit will be applied to the student's first-term tuition.

All students admitted to the Master of Science program in the School of Audiology and Speech Sciences are required to undergo an immunization review with university health services at

of application to the program. If any transcript is not in English or French, an official translation must be provided.

7. Three letters of reference, two of which must be academic references. Where possible, at least two of the letters should be written by professors who taught the applicant in the last two years of university work. For more information, see www.audiospeech.ubc.ca/prospective-students/msc-program/application-process. These letters must be submitted electronically.
8. Applicants must meet the English proficiency requirement on our [website](#), if applicable. English proficiency examination results and a five to ten-minute recording of your speech must be included in the application.

It is the applicant's responsibility to ensure that all required documents are received by the School. No application will be processed until all of the materials listed above have been received.

~~**Students accepting an offer of admission to the Master of Science program in the School of Audiology and Speech Sciences, are required to pay a non-refundable deposit of CAD\$200 at the time of acceptance. This deposit will be applied to the student's first-term tuition.**~~

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their Speech-Language Pathology location to ensure they are up-to-date on all immunizations required by the Office of the Provincial Health Officer and the Provincial Health Authorities. Students are responsible for obtaining their immunization records for diseases outlined in the BC Practice Education Guidelines - Communicable Disease Prevention before booking an appointment with university health services. Once immunization records are reviewed, students may be required to book additional vaccination appointments with health services to complete necessary vaccination and/or lab tests.

In order to participate in any learning activity with patients (either during clinical placements or as part of other required coursework), students must meet all immunization and vaccination requirements set by the Provincial Health Officer and the Provincial Health Authorities for access to care locations. Students must complete immunization requirements by communicated deadlines to maintain eligibility to proceed with coursework and/or clinical placements. Students are responsible for ensuring that all immunizations remain up-to-date throughout their time in the program. Students who are unable to complete the required coursework and/or clinical hours during the program due to missing immunization requirements will not be able to graduate from the Master of Science program in the School of Audiology and Speech Sciences.

All applicants who accept an admission offer are required to apply for a Criminal Record Check for charges or convictions related to vulnerable populations. A student's ability to complete their clinical placements and other learning activities with patients is contingent on receiving a



“pass” on a criminal record check as required in the mandatory BC Student Practice Education Core Orientation (SPECO) Preparation Checklist.

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Type of Action:

Revise Calendar entry to add Post-acceptance requirements

Rationale for Proposed Change:

The current calendar entry does not specify immunization or criminal record requirements. Proposed changes are similar to current Calendar entries of other health professional program (e.g. the Masters of Physical Therapy program).



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February 6, 2024

MEMORANDUM

To: Senate Admissions Committee, UBC Vancouver

From: Allison Macfarlane (Director, School of Public Policy and Global Affairs), Milind Kandlikar (Professor, School of Public Policy and Global Affairs), Robyn Leuty (Assistant Director, School of Public Policy and Global Affairs)

Re: Multi-institutional partnership on Climate Adaptation, Resilience and Empowerment (CARE) Program

The Climate Adaptation, Resilience and Empowerment (CARE) Program is an innovative, state-of-the-art initiative designed to instill the next generation of climate-conscious global leaders with the knowledge, skills and experience to generate hands-on solutions to address the climate crisis. A pioneering carbon-neutral program, CARE is a joint initiative of Sciences Po, in partnership with three world-class Canadian higher education institutions: University of British Columbia, University of Guelph and University of Toronto.

An initial grant from the DRG Foundation supported an inception Phase A of the CARE program, which began in July 2022. Phase A was instrumental in enabling Sciences Po to deliver substantive activities, establish strategic partnerships with three leading Canadian universities, and co-design the parameters for this multi-year Phase B of the CARE Program. Phase B of the CARE program, is designed as a **5-year initiative beginning in January 2024 and ending in July 2029**, with a total budget of **€6.9 million**.

Overall program objective is to shape a **new generation of climate-conscious global leaders and citizens** to make a positive impact through evidence-based policy and community engagement that contribute to sustainable development with **four key outcomes**: *knowledge, innovation, community, and leadership*.

Contribution to these outcomes will be made possible through the implementation of **four core components** designed in an open and flexible manner as a series of modular activities (work packages) that can be scaled up, replicated and customized over time. These work packages are summarized below:

Work Package 1: Scholarships and Fellowships

The CARE Program will expand the **scholarship** scheme for specialized Masters programs established during Phase A to all Consortium universities. It will be enhanced with a **student fellowship** scheme to enable independent student initiatives and a **visiting faculty** scheme in support of student-centric activities.

Work Package 2: Remote Student Activities

Drawing from the deep, complementary expertise of the partner universities, students will have access to (i) in-depth **leadership training** in climate change and environmental issues; (ii) collaborative **courses** (iii) scope and support for **applied learning** linked to the CARE themes; and,

February 6, 2024

(iv) dedicated **competitions and prizes** for innovation in addressing climate change, biodiversity loss and pollution.

Work Package 3: In-situ student projects

Students will focus on identifying local solutions to the triple planetary crisis and on assessing opportunities for replication and scaling up through cross-cultural collaboration. Graduate students will collaborate virtually on **in-depth projects** linked to the CARE program's core themes with the support of mentors from partner universities. Subsequently, participating **students will gather** to share their findings and exchange ideas at dedicated in-person sessions. Initial themes include urban resilience, agro-food & biodiversity.

Work Package 4: Advocacy

A core component of the CARE program is to advocate for accelerated action to address the triple planetary crisis and build a network of climate leaders, including through events and outreach. The main activities in this work package are: (i) designing and hosting an **annual international conference** (ii) delivering **events** (iii) developing and implementing an **advocacy plan**; and (iv) designing **communication and dissemination activities**, including a CARE web-based communication platform, social media presence and an active CARE alumni network

As a part of this initiative, the School of Public Policy and Global Affairs (SPPGA) will receive €695,240 (over 5 years) to support specific activities (see below):

- **Scholarships:** will be awarded to Canadian students to pursue relevant Masters programs at Sciences Po, including the Masters in Environmental Policy or in International Energy Transitions at PSIA. Scholarships will be awarded to French students to pursue Masters programs related to CARE core themes at UBC SPPGA. Each scholarship recipient will receive €25 000 per year towards tuition and living expenses, plus a modest contribution for travel. The goal is to have one scholarship awarded to a Canadian University each year.
- **Summer Internships:** 3 internship placements will be available for French students to come to UBC SPPGA and engage in an internship supported by an SPPGA faculty and linked to the CARE Program's core themes. Fellowship will comprise a contribution of up to €5,000 toward travel and living expenses for up to 3 months.
- **Remote Student Opportunities:** UBC SPPGA students will have an opportunity to participate in Climate Leadership Training (non-academic credit; all remote; 30 spots for Canadian students), participated in a "Sustainability in a Changing Climate" Case Competition at U of T and/or a "Climate Solutions Competition" hosted by PSIA, and take CARE-related courses offered at Sciences Po (note: academic credit assigned by students' home institution). SPPGA will make 1-2 CARE-related courses accessible to PSIA students to remotely participate in (note: credit will not be assigned by UBC/SPPGA. Credit will be assigned through 'directed study' course by students' home institution).
- **Annual Conference Participation:** SPPGA will be sending up to 6 students to annual conference to present/ attend which rotates hosts (UBC SPPGA to host conference in 2026-27).
- **Teaching Opportunities:** one-month opportunities for faculty to visit Sciences Po and teach within the Paris School of International Affairs, the Climate Leadership Certificate program, or any other CARE-related initiatives including a MOOC.

PARTNERSHIP AGREEMENT
PARTICULAR TERMS

BETWEEN

SCIENCES PO
UNIVERSITY OF BRITISH COLUMBIA
UNIVERSITY OF GUELPH
UNIVERSITY OF TORONTO
AND
FONDATION DRG

The **Institut d'Etudes Politiques de Paris**, a public scientific, cultural and professional establishment registered under the SIREN number 197 534 316 and managed, by virtue of Article L758-1 of the French Educative Code (Code de l'Education), by the Fondation Nationale des Sciences Politiques, a private foundation, registered under the SIREN number 784 308 249, jointly referred under the name 'Sciences Po', represented by its President Mr. Mathias Vicherat,

Henceforth referred to as "**Sciences Po**"

and

The **University of British Columbia** is governed by the University Act (British Columbia). The University of British Columbia (UBC) is a corporation continued pursuant to its constating legislation, the University Act (The "Act") and Regulations. The University is limited to those powers and functions provided for it by the Legislature in the Act. UBC is a global centre for research and teaching, consistently ranked among the top 20 universities in the world.

Henceforth referred to as "**UBC**"

and

The **University of Guelph** was established by the *University of Guelph Act, 1964* and is known as Canada's Food University. The University of Guelph (UofG) is recognised worldwide as a leading research and teaching institution on the issues of sustainable agriculture, food security and the environment. Rooted in strong connections with local communities, including Indigenous populations, Guelph offers interdisciplinary training anchored in social scientific approaches as well as physical and biological sciences.

Henceforth referred to as "**UofG**"

and

The **Governing Council of the University of Toronto**, known as the **University of Toronto**, is governed by the *University of Toronto Act, 1971*. The Act defines the composition of the Governing Council and its Executive Committee, and describes the powers of the Council. The Act also vests Governing Council certain powers and duties from the *University of Toronto Act, 1947*. By-Law

Number 2 was created by the Governing Council and describes the duties of the Officers of the Governing Council, the structure of the Council and the procedures under which the Governing Council conducts its business, in accordance with the Act.

Henceforth referred to as “**U of T**”

Henceforth referred to jointly as the “**Parties**” and individually as a “**Party**” or as an “**Institution**”.

In the presence of the Fondation David R. Graham (here after the “**Fondation DRG**”), which aims to promote cultural exchanges between France and Canada including by granting financial assistance in the form of scholarships to students from France wishing to study in Canada and to students from Canada wishing to study in France.

WHEREAS:

Sciences Po’s aim, since its creation, has been to provide fundamental education and transfer knowledge by means of a multidisciplinary, international approach placing emphasis on action and responsibility.

The University of British Columbia (UBC) embraces innovation and transforms ideas into action. Since 1915, UBC has been opening doors of opportunity for people with the curiosity, drive and vision to shape a better world through the pursuit of excellence in research, learning and engagement to foster global citizenship and advancing a sustainable and just society across British Columbia, Canada, and the world.

The University of Guelph is a research-intensive, learner-centered university. Its core value is the pursuit of truth. Its aim is to serve society and to enhance the quality of life through scholarship. Both in its research and in its teaching programs, the University is committed to a global perspective.

University of Toronto is one of the world’s leading research-intensive universities bringing together top minds from every conceivable background and discipline to collaborate on the world’s most pressing challenges. The University has a long history of challenging the impossible and transforming society through the ingenuity and resolve of its faculty, students, alumni and supporters. The diversity of its community is its strength and it is committed to inclusive excellence.

The Fondation DRG aims to promote cultural exchanges between France and Canada, including by granting financial assistance in the form of scholarships to students from France wishing to study in Canada and to students from Canada wishing to study in France.

All Parties share a desire to strengthen their academic and scholarly links with students and faculty through international and cultural opportunities. Moreover, universities have a key role to play in the identification and diffusion of solutions to current climate challenges through research, teaching and advocacy.

In this context, the Parties wish to enter into this Agreement to set out the terms of implementing their cooperation in the form of the **Climate Adaptation, Resilience and Empowerment (CARE) Programme**, henceforth referred to as the “**CARE Programme**”.

And to this end, the Fondation DRG has approved the award of a multi-year grant, for a total amount of **€7,179,400**, for the benefit of the university partner Institutions to finance the core activities of the CARE Programme.

These Particular Terms complete the General Terms appended hereto and may derogate from them. All the provisions of the General Terms not modified herein shall apply to the Particular Terms signed by the Parties.

The Particular Terms and the General Terms therefore form an indivisible whole, covering all the Parties' obligations under the Agreement. Signature of the Particular Terms therefore implies acceptance of the General Terms.

Words beginning with a capital letter will have the same meaning as that given in the General Terms.

DEFINITIONS AND INTERPRETATION

In this Agreement, the following words shall have the meaning given:

- **Agreement** means both the General Terms and Particular Terms and any supplementary amendment.
- **Candidates** means persons desiring to participate in one (or more) of the activities of the CARE Programme.
- **General Terms** means terms and conditions applicable to the CARE Programme.
- **Home Institution** means the Institution where Students are enrolled originally and from where they intend to graduate.
- **Host Institution** means an Institution where Students are studying temporarily.
- **Particular Terms** means special terms and conditions applicable to the CARE programme.
- **Students** means persons enrolled in one of the Institutions participating in the CARE Programme.

THIS BEING STATED, THE FOLLOWING HAS BEEN AGREED:

Article 1 - PURPOSE OF THE AGREEMENT

The Parties agree to cooperate for the **Climate Adaptation, Resilience and Empowerment or CARE Programme**.

The CARE Programme is a pioneering, carbon-neutral initiative designed to instill the next generation of climate-conscious global leaders with the knowledge, skills and experience to generate hands-on solutions to address the climate crisis. A joint initiative of Sciences Po with University of British Columbia, University of Guelph and University of Toronto, it is the first of its kind designed to leverage the strengths of four complementary, world-leading universities to accelerate action on climate change through in-depth academic, policy and leadership training.

The overarching goal of the CARE Programme is to contribute to *shaping a new generation of environment-conscious global leaders and citizens*, who will make a positive impact through evidence-based policy and community engagement that contributes to sustainable development.

Funding from the DRG Foundation will be directed to support the participation in a range of activities and initiatives by, and exchanges between, students and faculty at the partner universities. CARE partner universities plan to leverage additional funders in order to extend the Programme's components to students and faculty from universities in new countries and regions globally.

The purpose of this Agreement is to set out the terms and conditions under which the CARE Programme will take place and the respective obligations of each Party. All Parties agree to undertake good faith efforts and discussions with the goal of establishing academic and scholarly cooperative collaborations that are of mutual interest to departments, faculty, and Students of each Institution.

Article 2 - FRAMEWORK OVERVIEW

2.1 Programme scheme

2.1.1 The Agreement is at the graduate level and is designed to foster learning experiences across all four university partner Institutions.

2.1.2 The Programme involves the delivery of a range of specific initiatives for cross-cultural graduate education exchange on environmental sustainability including climate adaptation, resilience, energy transition, biodiversity and pollution. Activities have been grouped together into four core Work Packages relating to (1) Scholarships and Fellowships; (2) Remote student activities; (3) In-situ student projects; and (4) Advocacy. A list of activities by Work Package is included in the Annex: **Program Charter**, where details about deliverables at the level of outputs and outcomes for each activity can also be found.

2.1.3 The Programme's components have been designed in an open and flexible manner as a series of modular activities that can be scaled-up, replicated and customised over time. This will allow for adaptability to the complexities of this multi-partner initiative, and it will also strategically allow the Programme to realise its ultimate ambition to have widespread global reach.

2.2 Programme scope

2.2.1 The CARE programme is available to Students and faculty of the following graduate schools:

- Sciences Po: Paris School of International Affairs (PSIA); School of Public Affairs; Urban School
- University of British Columbia: School of Public Policy and Global Affairs (SPPGA)
- University of Guelph: The participating units are: Department of Geography; Environment and Geomatics; School of Environmental Science; School of Environmental Design and Rural Development; and the Guelph Institute for International Development.
Eligible programs include: MA, Geography; MSc Geography; MSc Environmental Sciences; Masters of Environmental Sciences; and MSc Rural Planning.
- University of Toronto: The School of Graduate Studies (SGS), including the Munk School of Global Affairs and Public Policy (Munk), School of the Environment and School of Cities.

2.3 Language of study

2.3.1 The principal language of study is English at all universities; although students can pursue some activities, including certain classes, in French at Sciences Po.

2.4. Student status

2.4.1 The Parties acknowledge and agree that the Programme offers a range of opportunities for students to attend other Partner Institutions. Unless otherwise agreed to by the Partner Institutions, Students will remain enrolled at their Home Institution when participating in this Programme. For certainty, the Programme does not contemplate or establish an exchange/mobility arrangement or a dual degree program.

2.4.2 Student Exchange: Students will only be formally enrolled at a Host Institution and earn academic credits recognised by the Home Institution if there is a separate mobility agreement entered into between the Host and the Home institution, the terms of which will govern the rights and responsibilities of the mobility student as well as the mobility student's access to services offered to regular students such as libraries, computer networks, career services, sports facilities, and student associations and cultural life, except financial aid schemes. The mobility agreement will also set out terms respecting application of the Host Institution's policies to such mobility students.

2.4.3 Student Visitors. Students may visit other Partner Institutions to carry out activities contemplated under the Programme but will remain enrolled at their Home Institution during such visits. The Partner Institutions will enter into visiting student agreements that will set out the rights and responsibilities as well as access, if any, to services offered to such visiting students. The student visitor agreement will also set out terms respecting the application of the Host Institution's policies to such visiting students. For certainty, visiting students will not earn academic credit from the Host Institution unless agreed to by the Host Institution under a separate agreement.

Article 3 - TUITION AND FEES

Tuition and Fees

It is understood between the Parties that Students will pay tuition fees and any other relevant fees to the Institution where they are formally enrolled and actively studying for their degree.

Article 4 – MARKETING AND PROMOTION

4.1 The Parties will develop joint marketing and communication materials. Each Party will promote activities of the CARE Programme through its communication and networks, as with other similar activities and programmes.

Article 5 - GOVERNANCE

5.1 Program Oversight

5.1.1 Governance of the CARE Programme will take place through a **Steering Committee** of senior representatives of each Institution and individuals specifically associated with the Program, as well as a senior donor representative(s) and up to three external experts.

- For Sciences Po, the committee membership shall consist of the Dean of the Paris School of International Affairs (hereinafter "PSIA") and the Vice Dean and Executive Director of PSIA.
- For University of British Columbia, the committee membership shall consist of the Director, School of Public Policy and Global Affairs (UBC) or their delegate.
- For University of Guelph, the committee membership shall consist of the AVP, Graduate Studies.
- For University of Toronto, the committee membership shall consist of the Director, Munk School of Global Affairs & Public Policy or their designate.

5.1.2 The **Steering Committee** shall convene at least once annually and communicate, in person or through electronic means, on a regular basis to ensure the quality and effectiveness of the Programme. It will provide oversight to the CARE Programme, and will be serviced by the CARE Programme Manager.

5.1.3 The **Steering Committee** will validate the activity report about Programme performance during the previous year, and the annual budget for the year to come (including in respect of activities for ALL universities). It will also provide advice about the Programme's direction, any significant changes in Programme design or arrangements, and partnerships for future development.

5.2 Academic Oversight

5.2.1 Academic Direction of the Programme is through a **Scientific Committee**. It will include one representative of the Dean/Director and one faculty member from each Institution. A limited number of external experts will be drawn upon as needed.

5.2.2 The **Scientific Committee** will meet up to three times per year. It will validate the strategic orientation of the training, education, and advocacy activities of the Programme, and the related mobilisation of resources. Quality enhancement and new features in line with student interests will be reviewed regularly and agreed upon at this level and reported to the **Steering Committee**.

5.3 Administrative Oversight

5.3.1 A Core Programme Team, comprising the representatives of Consortium universities, will be responsible for monitoring and supporting the effective delivery and management of the CARE Programme overall. Each representative will ensure that Programme activities for which their Institution receives direct funding from the Fondation DRG are implemented and administered in a timely manner and within budget; they will do this in conjunction with, and on behalf of, their institution's senior representatives on the CARE Programme Steering Committee. All representatives serving on the Core Programme Team agree to be in regular communication to ensure effective Programme operations.

5.3.2 A full-time CARE Programme Manager and a Programme Officer will be appointed by Sciences Po for the duration of the Programme to ensure the day-to-day administrative and implementation of Programme activities in close collaboration with other members of the Core Programme team. The CARE Programme Manager and Programme Officer will ensure that Programme activities involving "All Partners" are implemented and administered in a timely manner and within budget.

5.3.3 The CARE Programme Manager and CARE Programme Officer will support and service the Steering and Scientific committees.

5.3.4 The CARE Programme Manager and CARE Programme Officer will act as the general intermediary between the partner universities and the Fondation DRG. In particular, they shall be responsible for:

- monitoring compliance by the Parties with their obligations
- keeping the address list of Members and other contact persons updated and available
- collecting, reviewing and submitting reports and other requested documents to the Funding Party
- transmitting documents and information connected with the Programme to any other Parties concerned.

For the avoidance of doubt, they shall not be entitled to act or make legally binding decisions on behalf of any of the Parties.

Article 6 – RESPONSIBILITIES OF THE PARTIES

Each Party undertakes to take part in the efficient implementation of Programme activities, and to cooperate, perform and fulfil, promptly and on time, all of its obligations under this Agreement. Each Party undertakes to notify promptly, in accordance with the Programme's Governance structure, any significant information, fact, problem or delay likely to affect Programme activities.

Each Party shall promptly provide all information reasonably required by the Steering Committee or by the CARE Programme Manager and CARE Programme Officer to carry out its tasks. Each Party shall

take reasonable measures to ensure the accuracy of any information or materials it supplies to the other Parties.

Article 7 – FINANCIAL PROVISIONS

7.1 The financial contribution of the DRG Foundation to the CARE Programme shall be distributed based on the agreed activities for each Work Package as detailed in the Annex: Program Charter and according to the provisions of the Grant Agreement to be signed between Sciences Po and the Fondation DRG.

7.2 A Party shall be funded only for its tasks carried out in accordance with its share of the multi-year grant. In accordance with its own usual accounting and management principles and practices, each Party shall be solely responsible for justifying its costs with respect to the CARE Programme to the funder. Sciences Po will use each Party's information to compile consolidated annual activity and financial reports on behalf of all Parties.

7.3 Sciences Po will hold funds for specific activities involving "All Partners". These funds will be distributed by mutual agreement mainly in response to calls for proposals across all partner universities.

Article 8 – MANAGEMENT OF THE CARE WEB PLATFORM AND SOCIAL MEDIA ACCOUNTS

A common CARE web-based platform and social media accounts shall be maintained by Sciences Po. Each publication or communication within the platform shall be previously approved by the Core Programme team. The CARE Programme Manager shall liaise with the Steering Committee on all important communication matters. Any content and related intellectual property rights transmitted by a Party (or Parties) to Sciences Po remain respectively the ownership of the concerned Party (or Parties). Therefore, Sciences Po commits to use these contents only for publication or communication within the web platform excluding all other purposes.

Article 9 - PARTY REPRESENTATIVES AND NOTICES

The Agreement will be monitored by:

- For Sciences Po:
Mark Maloney
mark.maloney@sciencespo.fr
Telephone: +33 1 4549 7205
- For University of British Columbia:
Robyn Leuty
robyn.leuty@ubc.ca
Telephone: +1-604-822-4288
- For University of Guelph:
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- For University of Toronto:
Ariana Bradford

ariana.bradford@utoronto.ca

Telephone: +1 647 987 3874

Article 10 - BRANDING AND DONOR RECOGNITION

CARE will have a clear visual brand. All CARE activities and initiatives will recognise that they are being delivered by one or more university partner Institution(s) - Sciences Po and/or University of Toronto and/or University of Guelph and/or University of British Columbia - and are made possible by funding from the Fondation DRG. The logos of each university and the donor(s) will appear in CARE marketing and promotional materials.

Sciences Po will register the "CARE" logo trademark on behalf of all the Parties. Conditions of use of the "CARE" logo will be determined by the Steering Committee, and each Party shall respect the guidelines once established. A Party who withdraws from the CARE Programme whatever the cause shall cease immediately the use of the "CARE" name or trademark.

Article 11 - TRADEMARK AND MONOGRAM

The trademark and monogram of each Party are as follows:

For Sciences Po:

The logo for SciencesPo, featuring the word "SciencesPo" in a bold, red, sans-serif font.

For University of British Columbia:



THE UNIVERSITY OF BRITISH COLUMBIA

School of Public Policy and Global Affairs

For University of Guelph:

The logo of the University of Guelph, featuring the word "UNIVERSITY" in a large, serif font, with "of GUELPH" in a smaller, serif font below it, all enclosed in a rectangular border.

For University of Toronto:

Selection of the logo is context dependent and whether the event is led by Munk School or another U of T School as this will determine if it is the U of T logo alone or one that is locked with the relevant school.



For Fondation DRG:



In witness hereof, the Parties hereby affix their signatures to this document on the <X> day of <month> of <year>.

To: Senate Admissions Committee

Re: MOU with the University of Victoria for the distributed UBC Physical Therapy and Speech-Language Pathology programs

Prepared by: Dr Joseph Anthony, Associate Dean, Health Professions, UBC Faculty of Medicine.

Date: February 6th, 2024

The UBC Faculty of Medicine delivers health professional education across the province of British Columbia through its distributed education programs. Currently distributed education programs include the MD Undergraduate Program (in collaboration with UNBC and UVic, as well as with UBCO), Physical Therapy and Occupational Therapy (in collaboration with UNBC, and at UBC's site in Surrey), Midwifery (Victoria and Surrey), and Genetic Counselling (Victoria).

UBC has received a request from the Province of British Columbia for an additional expansion and distribution (in this case to Victoria) of seats in the UBC Master in Physical Therapy and UBC Master in Speech-Language Pathology, and funding for this proposed expansion has been received. The expansion of seats in these two distributed health professional education programs was approved at UBC Senate in late 2023.

The attached Memorandum of Agreement (MOA) between UBC and UVic has been prepared to outline how the two institutions will work together to deliver the recently approved UBC Master in Physical Therapy and the UBC Master in Speech-Language Pathology distributed health professional education programs. UBC has similar existing agreements in place for the distributed MD Undergraduate Program (in collaboration with UNBC and with UVic) and for the distributed Physical Therapy and Occupational Therapy health professional education programs (in collaboration with UNBC).

The Memorandum of Agreement has been drafted in collaboration with UVic, reviewed and approved by the UBC Office of University Counsel, and by the UVic General Counsel's office.

We are seeking approval from the UBC Senate Admissions Committee of this MOA.

January 31st, 2024

CONFIDENTIAL

MEMORANDUM OF AGREEMENT

BETWEEN:

THE UNIVERSITY OF BRITISH COLUMBIA

(“UBC”)

AND:

THE UNIVERSITY OF VICTORIA

(“UVIC”)

(collectively the “Institutions”)

WHEREAS:

- A. The Ministries of Health and Post-Secondary Education and Future Skills are providing funding to develop:
 - i. the UBC Faculty of Medicine (“FoM”) Master of Physical Therapy – Victoria (“MPT-VIC”) program, a fully distributed academic program of the UBC Master of Physical Therapy (“MPT”) program – to increase recruitment and retention of physiotherapists in areas of BC outside the lower mainland; and
 - ii. the FoM Master of Science Program in Speech-Language Pathology – Victoria (“SLP-VIC”) program, a fully distributed academic program of the UBC Master of Speech-Language Pathology (“SLP”) program – to increase recruitment and retention of speech-language pathologists in areas of BC outside the lower mainland.
- B. The provisions of this Memorandum of Agreement (“MOA”) are intended to satisfy accreditation requirements for the MPT-VIC and SLP-VIC programs.
- C. Prior to the construction of a new building on the campus of the University of Victoria funded by the Province of British Columbia and for this purpose, the MPT-VIC and SLP-VIC programs will operate out of renovated space leased at unit #3161 at the Vancouver Island Technology Park (“VITP”), using funds provided for this purpose by the Provincial government. UBC and UVIC intend to enter into a separate Memorandum of Understanding (“MOU”) primarily regarding the renovation of the temporary space at VITP.

- D. The intention of all parties is to move the programs from their current temporary location at VITP to a new purpose-built building on the campus of the University of Victoria. The MPT-VIC and the SLP-VIC programs will then operate out of UVIC facilities to allow MPT-VIC and SLP-VIC students to complete their academic education and as much of their clinical education as possible in Vancouver Island and rural communities. It is understood that funding for this new building is to be negotiated between the University of Victoria and the Province of British Columbia.
- E. The FoM Island Medical Program (“IMP”) currently operates out of UVic subject to a separate Affiliation Agreement between the Institutions.

THEREFORE, the Institutions hereby agree to the following:

1.0 UNIVERSITY AND ACCREDITATION APPROVALS

1.1 MPT-VIC Program

- 1.1.1 The Institutions wish to begin the MPT-VIC program in August 2024 with 20 seats in the program.
- 1.1.2 The establishment of the MPT-VIC program is contingent upon accreditation by the Physiotherapy Education Accreditation Canada (“PEAC”) as a distributed education site of the UBC MPT program. In the event the MPT-VIC is not accredited as a distributed education site of the UBC MPT program the MPT-VIC program will not be established at this time. UBC will diligently seek accreditation from PEAC of the MPT-VIC as a distributed education site of the UBC MPT program.
- 1.1.3 In addition, the establishment of the MPT-VIC program as a distributed education site of the UBC MPT program is contingent upon and subject to the approval of the UBC Senate and authorization by the UBC Board of Governors to the FoM to increase enrollment of Physical Therapy students from the current 120 students per year (which includes 20 students in the MPT-N program in Prince George and 20 students in the MPT-Fraser program in the Fraser Valley and 80 students per year in Vancouver) to 140, which includes an additional 20 students per year in the MPT-VIC program.
- 1.1.4 The establishment of the MPT-VIC program as a distributed education site of the UBC MPT program is contingent upon and subject to the approval of UVIC Senate and authorization of the UVIC Board of Governors.

1.2 SLP-VIC Program

- 1.2.1 The Institutions wish to begin the SLP-Vic program in August 2024 with 8 seats in the program.
- 1.2.2 The establishment of the SLP-VIC program as a distributed education site of the UBC SLP program is contingent upon and subject to the approval of the UBC Senate and authorization by the UBC Board of Governors to the FoM to increase enrollment of Master of Science in Speech-Language Pathology students from the current 36 students per year (38 in 2023 only) to 44, which includes an additional 8 students per year in the SLP-VIC program.
- 1.2.3 The establishment of the SLP-VIC program as a distributed education site of the UBC SLP program is contingent upon and subject to the approval of UVIC Senate and authorization of the UVIC Board of Governors.

- 1.3 The Institutions will diligently seek approval of the respective Senate bodies and Boards of Governance to establish the MPT-VIC and the SLP-VIC programs. In the event approval is not granted by one or more governing bodies the MPT-VIC program and/or the SLP-VIC program will not be established at this time.
- 1.4 If the accreditation requirements for the MPT-VIC or SLP-VIC programs conflict with the collective agreements for UVIC faculty or administrative staff, UVIC will seek appropriate waivers under the applicable collective agreement.

2.0 GOVERNANCE STRUCTURE

- 2.1 The IMP, the MPT-VIC program and the SLP-VIC program are autonomous programs that will share resources essential to the success of the MPT-VIC program and the SLP-VIC program.
- 2.2 The MPT-VIC program, as part of the accredited UBC MPT program, is under the direction and leadership of the Head, UBC Department of Physical Therapy (the “Head, PT”) who reports to the Dean, FoM, and is supported by the Vice Dean, Education, FoM (VDE) for education matters.
- 2.3 The SLP-VIC program, as part of the accredited UBC SLP program, is under the direction and leadership of the Director, UBC School of Audiology & Speech Sciences (the “Director, SASS”) who reports to the Dean, FoM, and is supported by the Vice Dean, Education, FoM (VDE) for education matters.
- 2.4 Both the MPT-VIC program and the SLP-VIC program will also be supported by the UBC FoM Regional Associate Dean, Vancouver Island (the “RAD-VI”) who is responsible for providing strategic regional leadership for the FoM. The RAD-VI will work with the Head, PT and the Director, SASS to facilitate the relationships between the UBC Department of Physical Therapy (“UBC PT”), the UBC School of Audiology & Speech Sciences (“UBC SASS”), UVIC, and the Vancouver Island Health Authority (IHA) on matters related to the MPT-VIC and SLP-VIC distributed programs. For clarity, the role of the RAD-VI is to support and facilitate the success of all FoM distributed programs, including the MPT-VIC and SLP-VIC. There is no formal reporting relationship between faculty hired for those distributed programs and the RAD-VI.
- 2.5 There will be a designated MPT-VIC Site Lead, Academic and an MPT-VIC Site Lead Clinical (collectively “MPT Site Leads”). The MPT Site Leads are the local co-leaders for the MPT-VIC program. The MPT Site Leads report to the Head, PT for all academic, administrative and clinical matters relating to the MPT-VIC program.
- 2.6 There will be a designated SLP-VIC Site Lead (Educational Leadership stream faculty) (the “SLP-VIC Site Lead”). The SLP-VIC Site Lead is the local leader for the SLP-VIC program. The SLP-VIC Site Lead reports to the Director, SASS for all academic, administrative and clinical matters relating to the SLP-VIC program.

3.0 FACULTY

3.1 Faculty – MPT-VIC

- 3.1.1 UBC and UVIC will recruit three tenure-track faculty appointees for the MPT-VIC program (the “MPT-VIC Faculty”). All of the MPT-VIC Faculty will be located at UVIC. UBC will recruit a MPT-VIC Site Lead, Academic, and a MPT-VIC Site Lead, Clinical (collectively, the “MPT-VIC UBC Faculty”). The MPT-VIC UBC Faculty will have a primary appointment at UBC. UVIC will recruit a

- tenure-track MPT-VIC Faculty in the research stream who will have a primary appointment at UVIC (the “MPT-VIC UVIC Faculty”). UBC will provide funding to UVIC for the MPT-VIC UVIC Faculty, in accordance with the MPT-VIC Budget (as defined below).
- 3.1.2 Subject to 3.1.4, the MPT-VIC UBC Faculty appointees will have non-remunerated academic appointments at UVIC (e.g., adjunct academic, affiliate academic or clinical adjunct appointment as appropriate). Subject to 3.1.3, the MPT-VIC UVIC Faculty appointee will have an affiliate appointment at UBC. Each MPT-VIC Faculty will be provided with clear teaching, educational and leadership expectations (including service to the program), and performance standards for the FoM.
- 3.1.3 UBC affiliate faculty appointments are subject to the approval of the UBC Board of Governors, UBC’s Faculty Term Appointments Policy (AP4) and the FoM guidelines governing affiliate faculty appointments (“Affiliate Faculty Guidelines”).
- 3.1.4 UVIC affiliate faculty appointments are subject to the approval of the UVIC Board of Governors in accordance with UVIC Senate Policy on Non-Remunerated Academic Appointments.
- 3.1.5 The MPT-VIC Site Lead, Academic is responsible for the day-to-day operations of the academic portion of the MPT-VIC program and the MPT-VIC Site Lead, Clinical is responsible for the management of the local clinical education program, which includes ensuring clinical capacity in physical therapy for clinical placements in island and rural communities.
- 3.1.6 The most suitable academic home for the MPT-VIC UVIC Faculty will be determined in discussion between UVIC and UBC. This may include either a full or joint appointment within the UVIC Division of Medical Sciences, or a different faculty or department. In either case it is anticipated that an “alternative workload agreement” would be established to allow the teaching assignment and some component of service to be determined by the Head, PT, since scheduled teaching will be primarily or fully within the MPT-VIC program. While the program is located in the temporary space at VITP, UVIC will make best efforts to identify and provide research space for the MPT-VIC UVIC Faculty, in discussion with UBC. Once the new building is completed, research space for the MPT-VIC UVIC Faculty will be located there.
- 3.1.7 For the MPT-VIC UVIC Faculty, if full teaching and service load of 40% and 20% respectively is not required for the MPT-VIC program, the MPT-VIC UVIC Faculty may be assigned other teaching through UVIC upon agreement of the Head, PT.
- 3.1.8 UBC may arrange for other individuals to teach students in the academic portion of the MPT-VIC program (the “MPT-VIC Instructors”). MPT-VIC Instructors must hold a faculty appointment at UBC if they are expected to teach in the MPT-VIC program for 20 hours per year or more. The UBC appointment for the MPT-VIC Instructors may be of any type (including but not limited to, academic part-time, clinical, adjunct, affiliate) and of any rank.
- 3.1.9 All individuals who hold an appointment at UBC and/or UVIC and who formally participate in MPT-VIC program teaching and service activities are accountable to the Dean of the UBC FoM, through the Department Head, PT, with respect to their contributions to the MPT-VIC program.
- 3.1.10 Terms and conditions of employment of faculty members in the MPT-VIC program who have their regular (primary) academic appointment at UVIC are governed by the collective agreement between UVIC and the UVIC Faculty Association (“UVIC Collective Agreement”).

Adjunct, affiliate and honorary appointments at UVic are not subject to the UVIC Collective Agreement. All UVIC employees must adhere to UVic's policies and procedures.

- 3.1.11 Terms and conditions of employment for UBC faculty members, other than adjunct, clinical, honorary, and visiting appointments, are governed by the collective agreement between the Faculty Association and UBC ("UBC Collective Agreement"). All UBC faculty, including adjunct, clinical, honorary, and visiting appointments, are bound by all UBC and FoM policies.
- 3.1.12 Terms and conditions related to academic activities for UBC clinical faculty members are set out in the FoM Clinical Faculty Appointment and Promotion Policy and for adjunct faculty in their appointment letter from UBC.
- 3.1.13 The selection committees for MPT-VIC Faculty positions will include representation from both UBC and UVIC and the physical therapy community on Vancouver Island. UBC will determine the areas of faculty expertise that will best fit with the program needs, and this will be incorporated into the recommendation of the selection committees.
- 3.1.14 Faculty members teaching in the MPT-VIC program, whose regular (primary) appointment is at UVIC will be subject to applicable tenure and promotion and merit processes provided by the UVIC Collective Agreement (ARPT process). UVIC will request from the Head, PT, a formal review of the educational contributions of the individual to the MPT-VIC program, and such formal review must be included in UVIC's overall review of the individual in respect of promotion and tenure decisions.
- 3.1.15 UBC will review the affiliate faculty appointee for other (i.e., research and service) contributions if requested by UVIC. UVIC agrees that all individuals who have affiliate faculty appointments in the FoM and who hold their regular (primary) appointment at UVIC will be formally reviewed at least annually for their contribution to the MPT-VIC program by the Head, PT.
- 3.1.16 When an individual holds a primary appointment at UBC and a non-remunerated faculty appointment at UVIC in the MPT-VIC program, UBC may request from the RAD-VI a formal review on behalf of UVIC of the educational contribution of the individual to the MPT-VIC program and, if requested, such formal review will be included in UBC's overall review of the individual in respect of promotion and tenure decisions.

3.2 Faculty – SLP-VIC

- 3.2.1 UBC and UVIC will each recruit a tenure-track faculty appointee for the SLP-Vic program (the "SLP-VIC Faculty"). The SLP-VIC Faculty will be located at UVIC. UBC will recruit an SLP-VIC Faculty to be the SLP-VIC Site Lead (the "SLP-VIC UBC Faculty") and UVIC will recruit a tenure-track SLP-VIC Faculty in the research stream and who is intended to have a primary appointment at UVIC (the "SLP-VIC UVIC Faculty"). UBC will provide funding to UVIC for the SLP-VIC UVIC Faculty, in accordance with the SLP-VIC budget (as defined below).
- 3.2.2 Subject to 3.2.4, the SLP-VIC UBC Faculty will have a non-remunerated academic appointment at UVIC (e.g., adjunct academic, affiliate academic or clinical adjunct appointment as appropriate). Subject to 3.2.3, the SLP-VIC UVIC Faculty will have an affiliate appointment at UBC. Each appointed faculty will be provided with clear teaching, educational and leadership expectations (including service to the program), and performance standards for the FoM.

- 3.2.3 UBC affiliate faculty appointments are subject to the approval of the UBC Board of Governors, UBC's Faculty Term Appointments Policy (AP4) and the Affiliate Faculty Guidelines.
- 3.2.4 UVIC affiliate faculty appointments are subject to the approval of the UVIC Board of Governors in accordance with UVIC Senate Policy on Non-Remunerated Academic Appointments.
- 3.2.5 The SLP-VIC Site Lead is responsible for the day-to-day operations of the academic portion of the SLP-VIC program, and for the management of the clinical education program.
- 3.2.6 The most suitable academic home for the SLP-VIC UVIC Faculty will be determined in discussion between UVIC and UBC. This may include either a full or joint appointment to the UVIC Division of Medical Sciences, or a different faculty or department. In either case it is anticipated that an "alternative workload agreement" would be established to allow the teaching assignment and some component of service to be determined by the Director, SASS, since teaching will be primarily or fully within the SLP-VIC program. While the program is located in the temporary space at VITP, UVIC will identify and provide research space for the SLP-VIC UVIC Faculty, in discussion with UBC. Once the new building on the main UVIC campus is completed, the SLP-VIC UVIC Faculty will be assigned a research space in the new building.
- 3.2.7 For the SLP-VIC UVIC Faculty, if full teaching and service load of 40% and 20% respectively is not required for the SLP-VIC Program, the SLP-VIC UVIC Faculty may be assigned other teaching through UVIC upon agreement of the Director, SASS.
- 3.2.8 UBC may arrange for other individuals to teach students in the academic portion of the SLP-VIC program (the "SLP-VIC Instructors"). SLP-VIC Instructors must hold a faculty appointment at UBC if they are expected to teach in the SLP-VIC program for 20 hours per year or more. The UBC appointment for the SLP-VIC Instructors may be of any type (including but not limited to, academic part-time, clinical, adjunct, affiliate) and of any rank.
- 3.2.9 All individuals who hold an appointment at UBC and/or UVIC and who formally participate in SLP-VIC program teaching and service activities are accountable to the Dean of the UBC FoM, through the Director, SASS, with respect to their contributions to the SLP-VIC program.
- 3.2.10 Terms and conditions of employment of faculty members in the SLP-VIC program who have their regular (primary) academic appointment at UVIC are governed by the UVIC Collective Agreement. Adjunct, affiliate and honorary appointments at UVic are not subject to the UVIC Collective Agreement. All employees must adhere to UVic's policies and procedures.
- 3.2.11 Terms and conditions of employment for UBC faculty members, other than adjunct, clinical, honorary, and visiting appointments, are governed by the UBC Collective Agreement). All UBC faculty, including adjunct, clinical, honorary, and visiting appointments, are bound by all UBC and FoM policies.
- 3.2.12 Terms and conditions related to academic activities for UBC clinical faculty members are set out in the FoM Clinical Faculty Policy and for adjunct faculty are in their appointment letter from UBC.
- 3.2.13 The selection committees for the SLP-VIC Faculty will include representation from both UBC and UVIC and the speech-language pathology community in Vancouver Island BC. UBC will determine the areas of faculty expertise that will best fit with the program needs, and this will be incorporated into the recommendation of the selection committees.
- 3.2.14 Faculty members teaching in the SLP-VIC program, whose regular (primary) academic appointment is at UVIC will be subject to applicable tenure and promotion and merit processes

provided by the UVIC Collective Agreement (ARPT process). UVIC will request from the Director, SASS, a formal review of the teaching and service contributions of the individual to the SLP-VIC program, and such formal review must be included in UVIC's overall review of the individual in respect of promotion and tenure decisions.

- 3.2.15 UBC will review the affiliate faculty appointee for other (i.e., research and service) contributions if requested by UVIC. UVIC agrees that all individuals who have affiliate faculty appointments in the UBC FoM and who hold their regular (primary) academic appointment at UVIC will be formally reviewed at least annually for their contribution to the SLP-VIC program by the Director, SASS.
- 3.2.16 When an individual holds a primary appointment at UBC and an affiliate faculty appointment at UVIC in the SLP-VIC program, UBC may request from the RAD-VI a formal review on behalf of UVIC of the teaching and service contribution of the individual to the SLP-VIC program and such formal review, if requested, will be included in UBC's overall review of the individual in respect of promotion and tenure decisions.

4.0 STAFFING

- 4.1 UVIC will employ an MPT-VIC/SLP-VIC shared Administration Manager (the "Administration Manager"), IT, Program and Classroom Support and other administration staff required to support both the MPT-VIC and the SLP-VIC programs at the UVIC site (collectively, the "UVIC Admin Staff").
- 4.2 The UVIC Admin Staff will be employees of UVIC, whose terms and conditions of employment are governed by applicable UVIC collective agreements or other terms and conditions of employment and will be paid by UVIC. In accordance with the MPT-VIC Budget and SLP-VIC Budget (both as defined below) UBC will make lump-sum quarterly transfers to UVIC equivalent to the costs associated with wages and benefits for the UVIC Admin Staff. UBC will pay progression through each salary grade, but UVIC will be responsible for GWI if funded by the province and in accordance with relevant collective agreement terms. All UVIC Admin Staff are bound by UVIC policies.
- 4.3 UVIC Admin Staff report to the Administration Manager, who reports to the Administrative Director, IMP, and has a joint functional report to both the Director, SASS and the Head, PT or their delegates, as appropriate.

5.0 COMMITTEES

- 5.1 The following committees, with membership from UBC and UVIC, will be, or are already, established to assist with the development and operation of the MPT-VIC and SLP-VIC programs.

5.2 Island Steering Committee

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

- Be co-chaired by the RAD-VI, and the UBC FoM Associate Dean, Health Professions.
- Provide support, guidance and advice for the MPT-VIC and SLP-VIC programs including identification of adequate resourcing to implement curricular components.

- Review the annual operating budget for the MPT-VIC program (the “MPT-VIC Budget”) and advise the Head, PT on budget allocation and distribution for the MPT-VIC program including staff, faculty, operating, capital and equipment expenditures. The Head of the Department of Physical Therapy has authority delegated by the Dean, FoM, over the UBC PT budget.
- Review the annual operating budget for the SLP-VIC program (the “SLP-VIC Budget”) and advise the Director, SASS on budget allocation and distribution for the SLP-VIC program including staff, faculty, operating, capital and equipment expenditures. The Director, SASS has authority delegated by the Dean, FoM, over the UBC SASS budget.
- Develop a framework for collaboration between UBC and UVIC to facilitate management of issues and activities involving the Institutions with respect to the MPT-VIC and SLP-VIC programs and facilitate the resolution of any matters of concern that arise. The ultimate authority for the resolution of matters of concern that have not been dealt with at the level of the Island Steering Committee rests with the Dean, UBC FoM and the Vice-President Academic and Provost, UVic.
- UBC and UVIC will develop the Terms of Reference for the Island Steering Committee, which may be amended from time to time upon the mutual agreement of UBC and UVIC.

5.3 MPT-VIC Implementation Committee

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

5.4 MPT Admissions Committee

The MPT Admissions committee will include representatives from the MPT-VIC program at UVIC. This committee will review all applications to the MPT-VIC program and will provide recommendations to UBC for admission.

5.5. MPT Curriculum Committee

For the MPT program, curriculum and program reports, recommendations and approved changes are developed and considered by the MPT Curriculum Committee. The terms of reference and membership of the MPT Curriculum Committee will be reviewed and updated to incorporate appropriate representation from UBC and UVIC, who will participate in program evaluation and curriculum revision.

5.6 SLP-VIC Implementation Committee

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

5.7 SLP Admissions Committee

The SLP Admissions committee will include one representative from the SLP-VIC program at UVIC. This committee will review applications to the SLP-VIC program and will provide recommendations to UBC for admission.

5.8 SLP Curriculum Committee

For the SLP program, curriculum and program reports, recommendations and approved changes are developed and considered by the SASS Curriculum Committee. The terms of reference and membership of the SASS Curriculum Committee will be reviewed and updated to incorporate appropriate representation from UBC and UVIC, who will participate in program evaluation and curriculum revision.

6.0 ACADEMIC PROGRAMS

6.1 UBC is responsible for the academic program for students in UBC PT and the UBC SASS and will, without limiting the generality of the foregoing:

- be responsible for and have authority over the curriculum of studies for both the MPT-VIC and SLP-VIC programs;
 - provide adequate schedules to UVIC through appropriate liaison regarding dates of instruction and objectives of placements / externships;
 - assign learning activities to only those students who have met the admission and promotion requirements of UBC and who continue to meet those standards;
 - assign learning activities to only those students who meet the health requirements of UBC and UVIC.
- 6.2 UBC will fulfill all terms required by PEAC to obtain and maintain the distributed education site accreditation for the MPT-VIC program including, but not limited to establishing and maintaining:
- the same educational objectives and equivalent education programs as the MPT program;
 - a common curriculum based on same curricular principles, structure and objectives;
 - a common assessment process, and common policies for the determination of grades;
 - identical course duration or clinical placement length, unless a compelling reason exists for varying the length of the experience;
 - a single educational track for MPT and MPT-VIC program students

- 6.3 UBC will fulfill all terms required by the Council for Accreditation of Canadian University Programs in Audiology and Speech-Language Pathology ("CACUP-ASLP") to obtain and maintain the distributed education site accreditation for the SLP-VIC program including, but not limited to establishing and maintaining:
- the same educational objectives and equivalent education programs as the SLP program;
 - a common curriculum based on same curricular principles, structure and objectives;
 - a common assessment process, and common policies for the determination of grades;
 - identical course duration or clinical placement length, unless a compelling reason exists for varying the length of the experience;
 - a single educational track for SLP and SLP-VIC program students.
- 6.4 As the curriculum for each program changes and develops, all substantial changes will be implemented at each MPT and SLP program site so that there will continue to be a common curriculum for each program, across geographic sites. Each program will reflect the distinctive geographic and community context in which it is delivered. Such distinctiveness will be expressed through the type or background of the patients who are involved in the curricula, characteristics of facilities where clinical placement / externship sites are developed and the particular flavor of the socio-economic issues in the different communities.
- 6.5 MPT program expansion budget resources will be allocated by UBC to support the evaluation of the MPT-VIC program, in accordance with the MPT-VIC Budget.
- 6.6 SLP program expansion budget resources will be allocated by UBC to support the evaluation of the SLP-VIC program, in accordance with the SLP-VIC Budget.
- 6.7 UBC is responsible for assessing the academic performance of all students in the FoM, and determining whether a student should be promoted to the subsequent year(s) of the program.

7.0 PROGRAM REVIEW

- 7.1 UVIC will participate in all program evaluation activities, including the PEAC accreditation processes and the CACUP-ASLP accreditation processes.
- 7.2 UBC will share program evaluation indicators of the MPT-VIC and SLP-VIC programs with UVIC.
- 7.3 The Institutions will address issues relating to the UBC and UVIC faculty teaching in the MPT-VIC and SLP-VIC programs that are identified through the program evaluation process, and will participate in ongoing review of such issues.

8.0 CURRICULUM OWNERSHIP

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

- 8.2 Ownership of the Curriculum and Content, whether or not capable of copyright or other intellectual property protection (including enhancements, compilations and translations), will be determined in accordance with UBC's policies, including the Teaching Materials Policy (LR12) and Inventions Policy (LR11), and UVIC's policies, including the Intellectual Property Policy (GV0215), as applicable.
- 8.3 UVIC hereby grants to UBC a non-commercial, non-exclusive, royalty free, irrevocable license, including the right to sub-license, to use, correct, update, modify and replace all Curriculum and Content created by UVIC faculty members, for research, teaching and administrative purposes.

9.0 SPACE & EQUIPMENT

- 9.1 UVIC will provide dedicated space, as described above (temporarily located at VITP) for the MPT-VIC and SLP-VIC programs (the "Program Space"). Permanent space is contingent on provincial funding. The Program Space is critical for the development of physiotherapy and speech-language pathology training at UVIC.
- 9.2 Teaching (academic) spaces will be fully equipped with required teaching equipment including plinths (assessment and treatment tables), anatomical models, electrotherapy equipment and exercise equipment, sound-attenuated booths, audiological testing equipment, simulation mannequins, swallowing testing equipment, and phonation testing equipment. Teaching spaces will be video-conferencing enabled for broadcasting and receiving, to allow distribution of the academic programs between UBC and UVIC as well as continuing professional development of the local and Vancouver Island physiotherapy and speech-language pathology communities, meetings, and student activities. Roles and responsibilities shared between the Institutions for design, procurement and installation of all teaching, audio-visual, and specialty equipment for the temporary space at VITP are covered in the MOU. If provincial funding is received for the permanent space, the Institutions will cooperate on the design, procurement, and installation of necessary equipment for that space.
- 9.3 UVIC will provide UBC with access on the main campus to existing suitable student facilities, cafeteria and other facilities for faculty members, affiliate faculty members, students and staff in the MPT-VIC program and the SLP-VIC program that are equivalent to those provided for UVIC faculty members, students and staff.
- 9.4 UVIC will provide UBC with reasonable access to such institutional and administrative spaces for learning activities of MPT-VIC and SLP-VIC students, or for their orientation and professional development. In addition to the Program Space, the MPT-VIC program and the SLP-VIC program will, in a spirit of collaboration, share existing and future IMP resources, including lecture theatres and PBL rooms.
- 9.5 UVIC will provide appropriate research space for the MPT-VIC UVIC Faculty and MPT-SLP UVIC Faculty.
- 9.6 Teaching and research equipment is also an integral part of the MPT-VIC and SLP-VIC programs. Equipment needs are expected to evolve over time. Significant equipment purchases will be endorsed by the Island Steering Committee and these purchases will be recommended as part of the MPT-VIC Budget and the SLP-VIC Budget. The MPT-VIC program and SLP-VIC program will have priority use of such equipment, but in a spirit of collaboration, will allow other uses based on available capacity

10.0 FINANCE

- 10.1 UBC and UVIC recognize that funding for the MPT Program (including the MPT-VIC program) and the SLP Program (including the SLP-VIC program) is provided annually by the Province of British Columbia to UBC.
- 10.2 The Head, PT is responsible for the overall MPT budget, and will consult with the Island Steering Committee on the MPT-VIC Budget. UVIC will provide quarterly invoicing of actual expenses to the Head, PT, who is responsible for transferring funds to UVIC on a quarterly basis to provide the annual operating budget for the MPT-VIC program, in accordance with the MPT-VIC Budget.
- 10.3 Funding for the MPT-VIC UVIC Faculty will be included in the annual MPT-VIC Budget. The MPT-VIC UVIC Faculty will receive merit increase and other annual increases according to the UVIC Collective Agreement paid for by UBC, excluding GWI which is the responsibility of UVIC if funded by the province and in accordance with relevant collective agreement terms. UBC will make lump-sum quarterly transfers to UVIC equivalent to the costs associated with salary and benefits for the MPT-VIC UVIC Faculty, in accordance with the MPT-VIC Budget.
- 10.4 UVIC will grant signing authority over the MPT-VIC program accounts to the Administrative Director (IMP), and the Administration Manager, for varying amounts, according to UVIC financial policy. The RAD-VI will provide the one-over signing authority at UVIC.
- 10.5 The Director, SASS is responsible for the overall SLP budget, and will consult with the Island Steering Committee for the SLP-VIC Budget. UVIC will provide quarterly invoicing of actual expenses to the Director, SASS, who is responsible for transferring funds to UVIC on a quarterly basis to provide the annual operating budget for the SLP-VIC program, in accordance with the SLP-VIC Budget.
- 10.6 Funding for the SLP-VIC UVIC Faculty will be included in the annual SLP-VIC Budget. The SLP-VIC UVIC Faculty will receive merit increase and other annual increases according to the UVIC Collective Agreement paid for by UBC, excluding GWI which is the responsibility of UVIC if funded by the province and in accordance with relevant collective agreement terms. UBC will make lump-sum quarterly transfers to UVIC equivalent to the costs associated with salary and benefits for the SLP-VIC UVIC Faculty, in accordance with the SLP-VIC Budget.
- 10.7 UVIC will grant signing authority over the SLP-VIC program accounts to the Administrative Director (IMP), and the Administration Manager, for varying amounts, according to UVIC financial policy. The RAD-VI will provide the one-over signing authority at UVIC.
- 10.8 UBC will pay to UVIC an agreed amount for each student in the distributed programs at UVIC as “indirects”. This amount will be transferred quarterly, or as agreed, in accordance with the MPT-VIC Budget and SLP-VIC Budget.
- 10.9 UVIC will provide financial invoicing to UBC as requested by UBC. UVIC will permit UBC to audit the program accounts for the MPT-VIC and SLP-VIC programs, on reasonable notice. The Administration Manager is responsible for managing day-to-day financial processing. The Administration Manager is responsible for the financial reporting to the Head, PT and to the Director, SASS, minimally on a quarterly basis.
- 10.10 There may be opportunities for joint fundraising between UVIC and UBC for the MPT-VIC and SLP-VIC programs. The UVIC and UBC FoM Development Offices will work in collaboration with the Island Steering Committee to establish guidelines for fundraising and to pursue fundraising initiatives deemed important by both organizations.

11.0 STUDENT SERVICES

- 11.1 MPT-VIC and SLP-VIC students will be registered as UBC students in the same manner as other UBC students and will have full access to campus, library and athletic recreational resources at UBC, as well as financial, counseling and academic support services from UBC. MPT-VIC and SLP-VIC students are subject to all UBC and FoM policies and procedures.
- 11.2 UVIC will confer affiliate UVIC student status on MPT-VIC and SLP-VIC students entitling them to all academic and campus services afforded to UVIC students.
- 11.3 UVIC's policies respecting campus conduct, campus activities and access to campus resources will govern MPT-VIC and SLP-VIC students when they are on UVIC campus.
- 11.4 Student fees (outside of tuition) are quoted for students remaining at the Point Grey site for the 2 years of their education but can be considered an estimate of fees for those students in the MPT-VIC or SLP-VIC program. Students in the MPT-VIC or SLP-VIC program will be charged the respective UVIC student fees and will either be exempt from or compensated for the UBC student fees from which they will not benefit. MPT-VIC and SLP-VIC students will have access to student representation and services (i.e., UVIC student society, health services, athletics) at UVIC. All UBC student fees will be collected by UBC and applicable amounts, as set out in this section, will be transferred to UVIC no less than annually, in accordance with the MPT-VIC Budget and SLP-VIC Budget.

12.0 COMMUNICATIONS

- 12.1 The MPT-VIC and SLP-VIC program websites (the "Websites") are an important service for student recruitment and support. UVIC and UBC will use the following wording on the Websites and any other UVIC webpages related to the MPT-VIC and SLP-VIC programs – "MPT-VIC program – a collaboration between UBC and UVIC" or "SLP-VIC program – a collaboration between UBC and UVIC". Posting of MPT-VIC program information on the Websites will be vetted by the Head, PT, and for the SLP-VIC program by the Director, SASS. In both cases the RAD-VI may review prior to posting.
- 12.2 Press releases and media relations are a joint responsibility. The pertinent units at UBC and UVIC are expected to work collaboratively.

13.0 TERM AND TERMINATION

- 13.1 This Agreement will come into effect upon execution and will continue for an initial term of 5 years, unless terminated in accordance with this Agreement. This Agreement may be renewed or extended for additional periods on mutual agreement of UBC and UVIC.
- 13.2 The Institutions will engage in a joint review of the Agreement after the programs have been in effect for eighteen (18) months.
- 13.3 The parties may amend this Agreement by mutual agreement at any time. No amendment or modification to this Agreement will be effective unless it is in writing and duly executed by the parties.

- 13.4 Either Institution may terminate the Agreement at any time on the provision of at least six (6) months' written notice to the other Institution. On the provision of notice under this section the Institutions will cease recruitment and admissions activities in the MPT-VIC and SLP-VIC programs.
- 13.5 Despite termination of the Agreement the Institutions will continue to provide training to any MPT-VIC or SLP-VIC students active in the respective programs at the time of termination, as contemplated in this Agreement, for a period of a maximum of 25 months.
- 13.6 Upon termination, the Agreement will be of no further force or effect except that neither party shall be released from any obligation that has accrued up to the date of termination of this Agreement, including the obligation to continue to provide training as described above.
- 13.7 Notice of termination will be in writing and will be deemed to have been duly given and received either (a) on the day of delivery, if delivered to the receiving party at:

If to UBC, to:

The University of British Columbia
6328 Memorial Road
Vancouver, British Columbia
V6T 1Z2
Attention: University Counsel
Facsimile: (604) 822-8731

And:

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

If to UVIC, to:

University of Victoria
Michael Williams Building, A220
PO Box 1700 STN CSC
Victoria, BC
Canada, V8W 2Y2
Attention: The President
Facsimile: 250-721-8654

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

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

SIGNED FOR ON BEHALF OF THE UNIVERSITY OF BRITISH COLUMBIA	SIGNED FOR ON BEHALF OF THE UNIVERSITY OF BRITISH COLUMBIA
By: Title: Date:	By: Title: Date:
SIGNED FOR ON BEHALF OF THE UNIVERSITY OF VICTORIA	SIGNED FOR ON BEHALF OF THE UNIVERSITY OF VICTORIA
By: Dr. Elizabeth Croft Title: Vice-President Academic and Provost Date:	By: Kristi Simpson Title: Vice-President Finance and Operations Date:



20 March 2024

To: Vancouver Senate

From: Senate Awards Committee

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

The Senate Awards Committee has reviewed and recommends to Senate for approval the enclosed list of 19 awards, including 2 new endowed awards, 4 new annual awards, and 13 revised awards.

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

Respectfully submitted,

Dr. Lawrence Burr
Chair, Senate Awards Committee

To: Vancouver Senate

From: Senate Awards Committee

Re: Awards recommended for acceptance by the Senate Committee

NEW AWARDS – ENDOWED

Mohammad Ghattan-Kashani Centennial Scholars Award

Renewable entrance awards totalling \$4,350 have been made available through an endowment established by Mohammad Ghattan-Kashani for outstanding domestic students entering directly from secondary school or transferring from another post-secondary institution. Recipients are academically qualified and would not be able to attend UBC without financial assistance. In addition to academic merit, consideration is given to qualities such as leadership skills, community service and recognized extra-curricular achievement. Subject to continued good academic standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever comes first). Establishing this award reflects Mohammad's deep-seated belief in the transformative power of education and the conviction that investing in education is synonymous with investing in a better, more equitable world. Mohammad believes that this award embodies a philosophy of stewardship and he hopes that recipients, driven by the support they receive, will be inspired to participate in a positive cycle of impact by giving back to their communities for generations to come. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First award available for the 2024/2025 winter session).

Dr. John F. McCreary Memorial Award in Pediatrics

Awards totalling \$1,750 have been made available through an endowment established in memory of Dr. John F. McCreary, OC (1910–1979) by his son for M.D. students who demonstrate financial need and an interest in the field of Pediatrics. Preference will be given to fourth-year students who have matched to a pediatric residency. After he completed his medical training from the University of Toronto and served in the Royal Canadian Air Force during WWII, Dr. McCreary (M.D.) accepted an invitation to become a professor and the inaugural Head of the Department of Pediatrics at UBC in 1951, before being appointed the third Dean of Medicine from 1959 to 1972. During his time at UBC, Dr. McCreary made his vision of interprofessional collaboration and education in clinical work a reality by helping spearhead the UBC Health Sciences Centre, now known as UBC Health. Dr. McCreary received many accolades for his contributions to the medical field, including being made an Officer of the Royal Orange Order of Nassau in 1945, a recipient of a Canadian Centennial Medal in 1967 and was invested as an Officer of the Order of Canada in 1974. The awards are made on the

recommendation of the Faculty of Medicine. (First award available for the 2024/2025 winter session).

NEW AWARDS – ANNUAL

Dhahan Luminaries Award in Punjabi Studies

Renewable entrance awards totalling \$20,000, valued at \$10,000 each per year, have been made available annually through a gift from Barj S. Dhahan (B.A. 1983) and Rita Dhahan, along with matching funds from The University of British Columbia, for graduate students entering a Master's degree program in a Faculty of Arts specialization who are studying Punjabi Studies and demonstrate financial need. Preference will be given to domestic students. Conditional on the recipients' continued satisfactory academic progress, the awards may be renewed for an additional year of study. This award celebrates the preservation and promotion of Punjabi culture, language, and literature in Punjab and its diasporas particularly in Canada, while also encouraging academic excellence, research, and a deeper understanding of Punjabi heritage. Barj and Rita established this award as an extension of the Dhahan Prize for Punjabi Literature and Luminaries program to empower students who are ensuring that the Punjabi legacy endures for generations to come. The awards are made on the recommendation of the Department of Asian Studies, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

Ray Michal and Mary Phillips Award in Theatre

Awards totalling \$1,200 have been made available annually through a gift from friends, family, and the arts community in memory of Ray Michal (1937–1991) and Mary Phillips (1948–1988) for Bachelor of Fine Arts students studying theatre who have demonstrated an interest in theatre directing or behind-the-scenes achievement through academic pursuits, student leadership and community service. Ray began his professional directing career in 1968 as an Artistic Director for the Holiday Theatre Repertory Company in Vancouver, BC. In 1972, he co-founded City Stage Theatre Centre and served as the Artistic and Managing Director until its closure in 1987. Ray's bold selections of plays and players provided numerous actors, stage managers, technicians, and aspiring directors with initial opportunities in the arts sector. Mary, a dedicated publicist at City Stage, consistently went above and beyond her job responsibilities by willingly undertaking voluntary tasks, often without receiving public recognition. Her efforts were appreciated by a small circle of individuals involved in the theatre industry who acknowledged her vital contributions to bringing shows to life on stage. The award celebrates individuals in the theatre community who selflessly carry out essential tasks without seeking recognition and honours their heartfelt dedication. The awards are made on the recommendation of the Department of Theatre and Film. (First award available for the 2023/2024 winter session).

John Moffat and Larry Lillo Award in Theatre

Awards totalling \$2,500 have been made available annually through a gift from friends, family, and the arts community in memory of John Moffat (1956–1995) and Larry Lillo (1946–1993) for Bachelor of Fine Arts students studying theatre, who have demonstrated artistic development through academic pursuits. John and Larry, esteemed members of Vancouver's theatre community, received numerous Jessie Richardson Awards. Larry was an actor, director, and artistic director at the Grand Theatre and the Vancouver Playhouse, who co-founded Tamahnous Theatre and directed works such as “The Komagata Maru Incident”. John, an acclaimed actor, starred in numerous productions including “Bent” (the Arts Club Theatre), “Lillies” (the Arts Club Theatre, PI Theatre, Touchstone Theatre) and “Les Liaisons Dangereuses” (Vancouver Playhouse). Playwright Gordon Armstrong paid tribute to John in “Plague of the Gorgeous”, honouring his talent and his openness about being part of the 2SLGBTQIA+ community. The legacies of John and Larry continue to inspire artists and audiences. This award serves as a lasting tribute, ensuring that their passion and talent endure for future generations. The awards are made on the recommendation of the Department of Theatre and Film. (First award available for the 2023/2024 winter session).

Dr. Norma Jean Murphy Memorial Scholarship in Nursing

Awards totalling \$2,000 have been made available annually through a gift from the estate of Dr. Norma Jean Murphy for outstanding graduate students in the School of Nursing who have a focus on nursing research. Born in Charlottetown, PEI, Dr. Murphy (B.Sc.N., M.Sc. 1982, Ph.D.) earned her Bachelor in Nursing from Dalhousie University and after serving as a tenured professor at Dalhousie University's School of Nursing for three decades, she successfully obtained her Ph.D. from the University of South Australia in 2018. Driven by the inspiration of her parents, she dedicated her life to excellence, continuous learning, and unwavering service to her community and profession. The awards are made on the recommendation of the School of Nursing, in consultation with the Faculty of Graduate and Postdoctoral Studies. (First award available for the 2024/2025 winter session).

PREVIOUSLY APPROVED AWARDS WITH CHANGES IN TERMS OR FUNDING SOURCE**Endowed Awards****398 - Helen Brown and Elizabeth Smith Memorial Award for Nurse Practitioners****Rationale for Proposed Changes**

The donor requested to add a sentence to the biographic information in the award description.

Current Award Description

Awards totalling \$3,500 have been made available through an endowment established by Barbara McWilliams in memory of her mother, Helen Smith Brown (1902–1981) and her aunt, Elizabeth Smith (1892–1982) for outstanding Master of Nursing students in the Nurse Practitioner program who are in need of financial assistance to complete their education. Helen Smith Brown served as the Superintendent of Nurses in Saskatchewan for three years from 1929 to 1932. Elizabeth Smith worked in Public Health from 1946 to 1952, and served as the Director of Public Health Nursing in Saskatchewan until she retired. Elizabeth also earned the Florence Nightingale Scholarship in 1934. Barbara (B.S.N 1957, M.S.N 1981) established this award to encourage and support nurse practitioner students to practice in team-based primary care settings after graduation. Barbara's experience and dedication to the nursing profession inspires her interest in helping Canadians achieve optimum health through prevention and health promotion. The awards are made on the recommendation of the School of Nursing, in consultation with the Faculty of Graduate and Postdoctoral studies.

Proposed Award Description

Awards totalling \$3,500 have been made available through an endowment established by Barbara McWilliams in memory of her mother, Helen Smith Brown (1902–1981) and her aunt, Elizabeth Smith (1892–1982) for outstanding Master of Nursing students in the Nurse Practitioner program who are in need of financial assistance to complete their education. Helen Smith Brown served as the Superintendent of Nurses in Saskatchewan for three years from 1929 to 1932. Elizabeth Smith worked in Public Health from 1946 to 1952, and served as the Director of Public Health Nursing in Saskatchewan until she retired. Elizabeth also earned the Florence Nightingale Scholarship in 1934. Both Elizabeth and Helen completed a program at Vancouver General Hospital and became registered nurses in 1926. Barbara (B.S.N 1957, M.S.N 1981) established this award to encourage and support nurse practitioner students to practice in team-based primary care settings after graduation. Barbara's experience and dedication to the nursing profession inspires her interest in helping Canadians achieve optimum health through prevention and health promotion. The awards are made on the recommendation of the School of Nursing, in consultation with the Faculty of Graduate and Postdoctoral studies.

5780 - Margaret Rai-Choudhury Award in Medicine**Rationale for Proposed Changes**

University counsel have requested changes be made to the criteria to better comply with the terms of the donor's Will.

Current Award Description

Awards totalling \$70,000 have been made available through an endowment established by the estate of Margaret Rai-Choudhury (1933–2016) for M.D. students who demonstrate a desire to support individuals who are economically disadvantaged. Financial need may be considered. Margaret worked in the UBC Library in the 1950s. This award was created to help disadvantaged individuals and communities. The awards are made on the recommendation of the Faculty of Medicine.

Proposed Award Description

Awards totalling \$70,000 have been made available through an endowment established by the estate of Margaret Rai-Choudhury (1933–2016) for M.D. students who **are Canadian citizens, demonstrate financial need and have an interest in supporting individuals who are economically disadvantaged.** ~~demonstrate a desire to support individuals who are economically disadvantaged. Financial need may be considered.~~ Margaret worked in the UBC Library in the 1950s. This award was created to help disadvantaged individuals and communities. The awards are made on the recommendation of the Faculty of Medicine.

The W. H. MacInnes Fund and Related Award Revisions

The W. H. MacInnes Fund was established by William H. MacInnes (1879-1975) in 1960 and supports ten awards that were created between 1952-1978. Since inception, the endowment has grown to \$777,000. William established nine of the awards during his lifetime with the final award being created upon his death by his son Alexander MacInnes in memory of his father. In the intervening years some of the awards have proven challenging to adjudicate due to outdated criteria. In consultation with University Counsel, DAE reviewed the endowment and related awards to propose changes to the award criteria with a goal of revising outdated criteria to ensure the awards could be adjudicated going forward while maintaining the existing endowment terms. DAE took this opportunity to modernize the award description language to align with current conventions. Elements of the award description that may have not been present at inception such as a sentence related to the adjudicating body or biographic language were added as needed. Faculty colleagues have been consulted during the revision process.

568 – W H MacInnes Scholarship in Greek

Rationale for Proposed Changes

The course Greek 200 no longer exists. By referring to courses more generally such as 'lower-level' and 'upper-level', this variation will allow the award greater longevity since course numbers and titles change with some regularity.

Current Award Description

This scholarship of \$2,700 the gift of Mr. W. H. MacInnes of Vancouver, is awarded to the outstanding student completing Greek 200 who is continuing undergraduate studies in a program including an advanced course or courses in Greek.

Proposed Award Title: W. H. MacInnes Scholarship in Greek

Proposed Award Description

This scholarship totalling of \$2,700 the gift of have been made available through an endowment established Mr by William H. MacInnes of Vancouver, for is awarded to the outstanding undergraduate students completing Greek 200 who have completed a second-year Ancient Greek language course in the previous academic session and are who is continuing undergraduate studies in a program including an advanced course or courses in Greek language in the current academic session. William (1879–1975), honorary alumnus, graduated from Queen's University with a B.A. in 1902. He worked as the Civil Service Commissioner of BC (1918–1925), Official Administrator for the County of Vancouver (1925–1929), and later as President of his company, Western Soap Co. Ltd. In 1911, he married Mathilde Morgenstern, a school teacher, and they had two sons, William and Alexander. An avid supporter of UBC, William established nine student awards during his lifetime. The recipients were always a source of great satisfaction for the couple who made a practice of hosting the winners at an annual tea. The awards are made on the recommendation of the Department of Ancient Mediterranean and Near Eastern Studies.

569 – William Eugene MacInnes Memorial Scholarship

Rationale for Proposed Changes

The original intent for this award was to be given to students studying mining engineering; however, the award creation predated the Faculty of Applied Science. Therefore, the award rotated between different faculties. A relative of William MacInnes has confirmed that the intent of the award is to prioritize students studying mining engineering. In order to best facilitate this intent we are limiting the candidate pool to students studying mining engineering and the adjudicating body to the Department of Engineering.

Current Award Description

A scholarship of \$2,500 established by Mr. and Mrs. W. H. MacInnes of Vancouver, in memory of their son, William Eugene MacInnes (1912-1934), a graduate of this University in a combined course of Arts and Science and Mining Engineering, is available for a student in Arts, Science or Engineering who is entering the fourth year of University work. Consideration is given, not only to scholastic standing, but also to achievement in student government and in athletics.

Proposed Award Description

A sScholarships of totalling \$2,500 are made available through an endowment established by Mr. William H. and Mathilde Mrs. W. H. MacInnes of Vancouver, in memory of their son, William Eugene MacInnes (1912-1934), a graduate of this University in a combined course of Arts and Science and Mining Engineering, for fourth-year mining engineering is available for a undergraduate students at the Norman B. Keevil Institute of Mining Engineering in Arts, Science or Engineering who is entering the fourth year of University work. Consideration will be is given; not only to scholastic standing; but also to achievement in student government and/or in athletics. During his time at UBC, William (B.A. 1935) studied Mining Engineering and was active in student affairs holding various positions including: President of Science, Vice-President of the Engineering Society, and Regimental Sergeant-Major in the Canadian Officers' Training Corps (UBC). The awards are made on the recommendation of the Norman B. Keevil Institute of Mining Engineering.

4753 – W H MacInnes Entrance Scholarship in English

Rationale for Proposed Changes

Due to the BC provincial exam in English no longer existing, the award has not been able to be assigned. Based on feedback from the Department of English, the criteria are being revised from an entrance award to a scholarship for first-year students with the best performance in an introductory-level English course.

Current Award Description

Through the generosity of Mr. W.H. MacInnes of Vancouver, scholarships are available to the three students entering the University of British Columbia in September with highest standing in English Literature 12. To be eligible a candidate must write the scholarship examinations conducted in January or June by the Ministry of Education, Victoria, B.C. In the event of a tie the award will be made to the qualifying student with highest overall average. Winners of these awards will not be precluded from holding other awards given by the University.

Proposed Award Title: W. H. MacInnes Entrance Scholarship in English

Proposed Award Description

Scholarships totalling \$2,800 have been made available through an endowment established by Through the generosity of Mr. William H. MacInnes of Vancouver, scholarships are available to the three for first-year undergraduate students entering the University of British Columbia in September with highest standing in with the best performance in an introductory-level English course in the first term of the winter session Literature 12. To be eligible a candidate must write the scholarship examinations conducted in January or June by the Ministry of Education, Victoria, B.C. In the event of a tie the award will be made to the qualifying student with highest overall average. Winners of these awards will not be precluded from holding other awards given by the University. William (1879–1975), honorary alumnus, graduated from Queen's University with a B.A. in 1902. He worked as the Civil Service Commissioner of BC (1918–1925), Official Administrator for the County of Vancouver (1925–1929), and later as President of his company, Western Soap Co. Ltd. In 1911, he married Mathilde Morgenstern, a school teacher, and they had two sons, William and Alexander. An avid supporter of UBC, William established nine student awards during his lifetime. The recipients were always a source of great satisfaction for the couple who made a practice of hosting the winners at an annual tea. The awards are made on the recommendation of the Department of English.

4754 – W H MacInnes Entrance Scholarship in Latin

Rationale for Proposed Changes

Due to the BC provincial exam in Latin no longer existing, the award has not been able to be assigned. In consultation with the Department of Ancient Mediterranean and Near Eastern Studies, the criteria are being revised from an entrance award to a scholarship for first-year students with the best performance in their first term of Latin.

Current Award Description

Through the generosity of Mr. W. H. MacInnes of Vancouver, scholarships are available to the three students entering the University of British Columbia in September with highest standing in Latin 12. To be eligible a candidate must write the scholarship examinations conducted in January or June by the Ministry of Education, Victoria, B.C. In the event of a tie the award will be made to the qualifying student with highest overall average. Winners of these awards will not be precluded from holding other awards given by the University.

Proposed Award Title: W. H. MacInnes Entrance Scholarship in Latin

Proposed Award Description

Scholarships totalling \$2,500 have been made available through an endowment established by ~~Through the generosity of Mr. William~~ H. MacInnes of Vancouver, scholarships are available to the three ~~for first-year undergraduate~~ students, ~~entering the University of British Columbia in September with highest standing in~~ with the best performance in their first term of Latin-12. To be eligible a candidate must write the scholarship examinations conducted in January or June by the Ministry of Education, Victoria, B.C. In the event of a tie the award will be made to the qualifying student with highest overall average. ~~Winners of these awards will not be precluded from holding other awards given by the University.~~ William (1879–1975), honorary alumnus, graduated from Queen's University with a B.A. in 1902. He worked as the Civil Service Commissioner of BC (1918–1925), Official Administrator for the County of Vancouver (1925–1929), and later as President of his company, Western Soap Co. Ltd. In 1911, he married Mathilde Morgenstern, a school teacher, and they had two sons, William and Alexander. An avid supporter of UBC, William established nine student awards during his lifetime. The recipients were always a source of great satisfaction for the couple who made a practice of hosting the winners at an annual tea. The awards are made on the recommendation of the Department of Ancient Mediterranean and Near Eastern Studies.

4755 - W H MacInnes Entrance Scholarship in Mathematics

Rationale for Proposed Changes

Due to the BC provincial exam in Mathematics no longer existing, the award has not been able to be adjudicated. This entrance scholarship was included in the original terms of the endowment and must remain as such. In consulting with the Department of Mathematics and Enrolment Services we are rehousing the entrance award with Enrolment Services as this unit has access to students' high school transcripts and is best suited to adjudicate this as a campus-wide award.

Current Award Description

Through the generosity of Mr. W. H. MacInnes of Vancouver, scholarships are available to the three students entering the University of British Columbia in September with highest standing in Mathematics 12. To be eligible a candidate must write the scholarship examinations conducted in January or June by the Ministry of Education, Victoria, B.C. In the event of a tie the award will be made to the qualifying student with highest overall average. Winners of these awards will not be precluded from holding other awards given by the University.

Proposed Award Title: W. H. MacInnes Entrance Scholarship in Mathematics

Proposed Award Description

Scholarships totalling \$2,800 have been made available through an endowment established by ~~Through the generosity of Mr. William H. MacInnes of Vancouver, scholarships are available to the three~~ for three or more first-year undergraduate students who demonstrate outstanding achievement entering the University of British Columbia in September with highest standing in Mathematics ~~12~~ and are entering university from secondary schools in BC. To be eligible a candidate must write the scholarship examinations conducted in January or June by the Ministry of Education, Victoria, B.C. In the event of a tie the award will be made to the qualifying student with highest overall average. Winners of these awards will not be precluded from holding other awards given by the University. William (1879–1975), honorary alumnus, graduated from Queen's University with a B.A. in 1902. He worked as the Civil Service Commissioner of BC (1918–1925), Official Administrator for the County of Vancouver (1925–1929), and later as President of his company, Western Soap Co. Ltd. In 1911, he married Mathilde Morgenstern, a school teacher, and they had two sons, William and Alexander. An avid supporter of UBC, William established nine student awards during his lifetime. The recipients were always a source of great satisfaction for the couple who made a practice of hosting the winners at an annual tea. The awards are made on the recommendation of the Presidential Scholars Entrance Award Committee.

541 – Mary Stewart MacInnes Memorial Scholarship

Rationale for Proposed Changes

Administrative changes have been made to update the names of a university faculty and department.

Current Award Description

One scholarship of \$3,500 established by W. H. MacInnes, Esq., of Vancouver, in memory of his mother, Mary Stewart MacInnes (1841-1936), is offered to a student in the Faculty of Arts, Applied Science, Agricultural Sciences, Forestry, or Science, who is entering the fourth year of University work. In choosing the winner, consideration is given, not only to scholastic standing but also to achievement in the field of student government and in athletics, or to special interest in Germanic Studies. The award is made on the recommendation of the Department of Germanic Studies.

Proposed Award Description

~~One~~ Scholarships totalling of \$3,500 have been made available through an endowment established by William H. MacInnes, Esq., of Vancouver, in memory of his mother, Mary Stewart MacInnes (1841–1936), for is offered to a fourth-year undergraduate students in the Faculty of Arts, Applied Science, Land and Food Systems Agricultural Sciences, Forestry, or

Science, who is entering the fourth year of University work. In choosing the winner, consideration is ~~will be~~ given; not only to outstanding academic achievement scholastic standing but also to achievement in the field of student government and/or in athletics, or to special interest in Germanic Studies. The awards ~~are is~~ made on the recommendation of the German Program in the Department of Central, Eastern and Northern European Studies Department of Germanic Studies.

1147 – Dr Isabel MacInnes Memorial Scholarship

Rationale for Proposed Changes

Biographic language has been added for Dr. Isabel MacInnes.

Current Award Description

A scholarship of \$3,600 established by W. H. MacInnes, Esq., of Vancouver, in memory of his sister, Dr. Isabel MacInnes, is offered to a student who is entering fourth year. In choosing the winner, consideration is given to overall scholastic achievement and to outstanding distinction in Germanic Studies.

Proposed Award Title: Dr. Isabel MacInnes Memorial Scholarship

Proposed Award Description

A ~~S~~scholarships of totalling \$3,600 have been made available through an endowment established by William H. MacInnes, Esq., of Vancouver, in memory of his sister, Dr. Isabel MacInnes, for fourth-year is offered to a undergraduate students at the University who is entering fourth year. In choosing the winner, eConsideration is given to overall outstanding academic achievement scholastic achievement and to outstanding distinction in Germanic Studies. Professor Isabel MacInnes earned her M.A. from Queen's University and her Ph.D. from California. She was Chairperson of the German section of the Modern Languages Department from 1915–1946 when a separate department of German was established. She served as Head of the new department until her retirement in 1948. The awards are made on the recommendation of the German Program in the Department of Central, Eastern and Northern European Studies.

1182 – W H MacInnes Memorial Scholarship

Rationale for Proposed Changes

Biographic language has been added for William H. MacInnes.

Current Award Description

Scholarships totalling \$10,500 have been made available by the late W. H. MacInnes. The awards are made to students in the Faculty of Arts.

Proposed Award Title: W. H. MacInnes Memorial Scholarship

Proposed Award Description

Scholarships totalling \$10,500 have been made available through an endowment established by the late William H. MacInnes for undergraduate students in the Faculty of Arts. William (1879–1975), honorary alumnus, graduated from Queen's University with a B.A. in 1902. He worked as the Civil Service Commissioner of BC (1918–1925), Official Administrator for the County of Vancouver (1925–1929), and later as President of his company, Western Soap Co. Ltd. In 1911, he married Mathilde Morgenstern, a school teacher, and they had two sons, William and Alexander. An avid supporter of UBC, William established nine student awards during his lifetime. The recipients were always a source of great satisfaction for the couple who made a practice of hosting the winners at an annual tea. The awards are made to students in on the recommendation of the Faculty of Arts.

1909 – Mathilde MacInnes Memorial Scholarship

Rationale for Proposed Changes

Biographic language has been added for Mathilde MacInnes. Based on feedback from colleagues in the Faculty of Education, slight edits have been made to clarify the candidate pool.

Current Award Description

As a memorial to his wife, Mathilde MacInnes, and in recognition of her interest in young people, this scholarship of \$2,700 has been established by Mr. W. H. MacInnes in the field of Education. It is awarded to the student who obtains the excellent standing in the Winter Session of the program leading to the B.Ed. degree (elementary teaching field) and is proceeding to the extended practicum and final courses of that program.

Proposed Award Description

As a memorial to his wife, Mathilde MacInnes, and in recognition of her interest in young people, this scholarship totalling \$2,700 has been made available through an endowment established by Mr. William H. MacInnes, in the field of Education memory of his wife, Mathilde MacInnes. It is awarded to the for students in the B.Ed. program. Scholarships are awarded to students who obtains the outstanding academic achievement in the Winter Session of the

program leading to the B.Ed. degree (elementary teaching field) and have passed is proceeding to the Extended Practicum and all but the final term of courses of that for the program. Mathilde was a school teacher who had a keen interest in young people. She was an early advocate for deaf children and established the first elementary class for deaf students in Vancouver. The awards are made on the recommendation of the Faculty of Education.

4321 – W H MacInnes Scholarship in Physics and Mathematics

Rationale for Proposed Changes

Biographic language has been added for William H. MacInnes.

Current Award Description

A scholarship of \$3,600 the gift of Mr. W. H. MacInnes of Vancouver, is offered to the student obtaining highest standing in the second year and proceeding to the combined honours course in Physics and Mathematics.

Proposed Award Title: W. H. MacInnes Scholarship in Physics and Mathematics

Proposed Award Description

A scholarship of totalling \$3,600 the gift of have been made available through an endowment established by Mr. William H. MacInnes of Vancouver, is offered to, for second-year undergraduate the students obtaining with the highest standings in the second year and proceeding to the combined honours course in Physics and Mathematics. William (1879–1975), honorary alumnus, graduated from Queen's University with a B.A. in 1902. He worked as the Civil Service Commissioner of BC (1918–1925), Official Administrator for the County of Vancouver (1925–1929), and later as President of his company, Western Soap Co. Ltd. In 1911, he married Mathilde Morgenstern, a school teacher, and they had two sons, William and Alexander. An avid supporter of UBC, William established nine student awards during his lifetime. The recipients were always a source of great satisfaction for the couple who made a practice of hosting the winners at an annual tea. The awards are made on the recommendation of the departments of Mathematics and Physics & Astronomy.

1186 - MacInnes-Hallamore Scholarship

Rationale for Proposed Changes

During the review of the W. H. MacInnes Fund, a spelling error in a separate endowed award in honour of Isabel MacInnes was found and an amendment is proposed below. The language has been modernized and a university department name updated.

Current Award Description

Scholarships totalling \$8800 have been endowed by Miss Letitia A. Hay, B.A.'30, M.A.'32, a former student of the late Professors McInnes and Hallamore. Miss Isabel McInnes, M.A. (Queens), Ph.D. (California) was Chairman of the German section of the Modern Languages Department from 1915-1946 when a separate department of German was established. She served as Head of the new department until her retirement in 1948. Miss Joyce Hallamore, M.A. (British Columbia), Ph.D. (Munich) was a member of the Faculty from 1928-1968 and served as Head of the Department of German from 1948 until she retired in 1968. The awards are made to students entering third or fourth year in the honours or major program in the Department of Germanic Studies and are made on the recommendation of the Department.

Proposed Award Description

Scholarships totalling \$8,800 have been ~~endowed~~ made available through an endowment established by Miss Letitia A. Hay, (B.A. 19'30, M.A. 19'32), a former student of the late Professors MacInnes and Hallamore, for third- or fourth-year undergraduate students in the honours or major program in German Studies. Miss Isabel MacInnes, M.A. (Queen's), Ph.D. (California) was Chairman of the German section of the Modern Languages Department from 1915–1946 when a separate department of German was established. She served as Head of the new department until her retirement in 1948. Miss Joyce Hallamore, M.A. (British Columbia UBC), Ph.D. (Munich) was a member of the Faculty from 1928–1968 and served as Head of the Department of German from 1948 until she retired in 1968. The awards are made to students entering third or fourth year in the honours or major program in the Department of Germanic Studies and are made on the recommendation of the German Program in the Department of Central, Eastern and Northern European Studies Department.



20 March 2024

To: Vancouver Senate

From: Senate Curriculum Committee

Re: Curriculum Proposals (approval)

The Senate Curriculum Committee has reviewed the materials forwarded to it by the Faculties and encloses those proposals it deems as ready for approval including 13 new courses and one new co-operative education program.

The following is recommended to Senate:

Motion: That the Senate approve the new courses and new co-operative education program brought forward by the Faculties of Dentistry, Graduate and Postdoctoral Studies (Applied Science, Medicine), Land and Food Systems, and Medicine.

Respectfully submitted,

Dr. Catherine Rawn
Chair, Senate Curriculum Committee



FACULTY OF DENTISTRY

New course

DHYG 480 (3) Social Entrepreneurship in Oral Health Care

FACULTY OF GRADUATE AND POSTDOCTORAL STUDIES

Applied Science

New courses

CIVL 560 (3) Low-Pressure Membranes for Water Treatment; **CIVL 567 (3)** Water and Sanitation in Low Resource Contexts

Medicine

New courses

RHSC 537 (3) Randomized Intervention Trials in Rehabilitation; **SPPH 521 (3)** Statistics for Health Research; **SPPH 551 (3)** Pharmacoepidemiology

FACULTY OF LAND AND FOOD SYSTEMS

New course

FNH 401 (3) Advances in Plant and Cell-Based Foods

FACULTY OF MEDICINE

New courses

PATH 398 (3) Co-operative Work Placement I; **PATH 399 (3)** Co-operative Work Placement II; **PATH 498 (3)** Co-operative Work Placement III; **PATH 499 (3)** Co-operative Work Placement IV; **SPPH 303 (3)** Environmental Impacts on Human Health; **SPPH 304 (3)** Canadian Health Care Policy;

New co-operative education program

Bachelor of Medical Laboratory Science



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Faculty of Dentistry Department: Faculty Approval Date: Approved via DHDP curriculum committee on September 21, 2023, Faculty Council on October 5, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: November 10, 2023 Contact Person: Salima S. Alibhai Phone: 604-827-0727 Email: salima.alibhai@dentistry.ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>DHYG 480 (3) Social Entrepreneurship in Oral Health Care</p> <p>Contemporary topics in social entrepreneurship and intrapreneurship in the context of oral health services and the delivery of care. Transformative leadership and innovation within the dynamic landscape of the Canadian healthcare system.</p>	<p>URL: N/A</p> <p>Present Calendar Entry: none</p> <p>Type of Action: New course.</p> <p>Rationale for Proposed Change: The material in the new Social Entrepreneurship in Oral Health Care is covered in the Entry-to-Practice Course DHYG 410. This proposed new course will provide an opportunities to integrate this curriculum for Category 1 and 2 of the online Degree-Completion students. Integrating this Social Entrepreneurship course in the Degree-Completion academic pathway will ensure alignment of program outcomes and competencies to the Entry-to-Practice pathway.</p> <p>✓ Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The DHDP did not adopt the Cr/D/F system. Our passing threshold is 60% and, for purposes of DHYG 110, it is a core required course. One of the eligibility criteria for Cr/D/F was elective courses.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honors/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>

UBC Curriculum Proposal Form New Course

Category: 1

Faculty: Applied Science Department: Civil Engineering Faculty Approval Date: Nov 2, 2023 Effective Session (W or S): W Effective Academic Year: 2024	Date: September 20, 2023 Contact Person: Perry Adebar Email: adebar@civil.ubc.ca
Proposed Calendar Entry: CIVL 560 (3) Low-Pressure Membranes for Water Treatment Parameters governing contaminant removal and system throughput in microfiltration and ultrafiltration for drinking water and wastewater treatment. <i>This course is not eligible for Credit/D/Fail grading. [3-0-0].</i>	URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1135 Present Calendar Entry: N/A Type of Action: New Course Rationale: Low pressure membranes are rapidly becoming the technology of choice for many water and wastewater treatment applications because of their ability to effectively remove contaminants of concern. Therefore, knowledge of these systems is essential as a researcher or engineer in the field of water and wastewater treatment. The proposed course expands on the brief introduction to membrane systems provided in other courses in our graduate program (CIVL 559, CIVL 565) providing a comprehensive overview of the theory and application of low-pressure membranes. The course has been taught as CIVL 598X (Special Topics in Civil Engineering) since the 2021/2022 academic year <input checked="" type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.) Rationale for not being available for Cr/D/F: Graduate course

UBC Curriculum Proposal Form Change to Course

Category: 1

<p>Faculty: Applied Science Department: Civil Engineering Faculty Approval Date: Nov 2, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: September 20, 2023 Contact Person: Perry Adebar Email: adebar@civil.ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>CIVL 567 (3) Water and Sanitation in Low Resource Contexts Design approaches for public health engineering and water and sanitation services in resource-limited contexts. Water and excreta-related diseases and appropriate technologies for water supply, treatment, sanitation, and analysis. Local, global, and Indigenous contexts will be integrated throughout the class. <i>This course is not eligible for Credit/D/Fail grading.</i> [3-0-0].</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,828,1135</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale: This course will replace a topics course that has been offered since 2021. This course has been popular among graduate students studying environmental systems engineering</p> <p>This course will complement our other offerings in environmental engineering and, in particular, provides students with a broad overview of sustainability in engineering. This is increasingly important as the amount of potable water becomes scarcer, developing new and cost-efficient methods of water purification becomes more important.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading. (Check the box if the course is NOT eligible for Cr/D/F grading. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: Graduate Course</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: Rehabilitation Sciences Faculty Approval Date: Nov 14, 2023 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: 19/05/2023 Contact Person: Cassandra Gillam Phone: 604 827 4055 Email: rehab.gradprogram@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>RHSC 537 (3) Randomized Intervention Trials in Rehabilitation</p> <p>Corequisite: RHSC 500 or equivalent graduate or senior undergraduate course (300-400 level) on general quantitative and qualitative research methods.</p>	<p>URL: https://rehab.med.ubc.ca/current-students/program-requirements/rhsc-courses/</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: New Course</p> <p>Rationale for Proposed Change: This course has been piloted as a special topics course in the Graduate Programs in Rehabilitation Sciences (RHSC 506b Current Topics in Rehabilitation). As the graduate program is a joint initiative between the Departments of Occupational Science and Occupational Therapy, and Physical Therapy, a course providing advanced knowledge regarding conducting complex randomized intervention trials is needed. It will enhance the limited number of elective courses from which the students currently can choose. As conducting complex randomized trials has an interdisciplinary focus, a consistent offering may also draw students from other programs, departments and faculties.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: School of Population and Public Health Faculty Approval Date: January 16, 2024 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: October 31, 2023 Contact Person: Lisa McCune Phone: 604-505-4511 Email: lisa.m@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SPPH 521 (3) Statistics for Health Research Planned collection, numeric and graphic summarization, elementary statistical analysis of data. Examples from health sciences illustrate standard techniques for parametric and non-parametric hypothesis testing; regression and correlation; contingency tables. Also randomization, "blindfolding" and other specifically biomedical topics in statistics. Credit will be granted for only one of SPPH 400 or SPPH 521.</p>	<p>URL: https://vancouver.calendar.ubc.ca/course-descriptions/subject/spph</p> <p>Present Calendar Entry:</p> <p>SPPH 400 (3) Statistics for Health Research Planned collection, numeric and graphic summarization, and elementary statistical analysis of data. Examples primarily from health sciences illustrate standard techniques for parametric and non-parametric hypothesis testing; regression and correlation; contingency tables. Also randomization, "blindfolding" and other specifically biomedical topics in statistics. Class size may be limited. [3-0]</p> <p>Type of Action: Change course number, update description, delete vector</p> <p>Rationale for Proposed Change: This introductory statistics course is a pre-requisite for most epidemiology courses in SPPH. When the course was created, it was assigned the number "400." However, this has always been a graduate-level course. Proposing to assign a 500-level course number to be consistent with the UBC academic calendar ("Courses numbered 500 to 699 are considered graduate-level").</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: School of Population and Public Health Faculty Approval Date: January 16, 2024 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: October 31, 2023 Contact Person: Lisa McCune Phone: 604-505-4511 Email: lisa.m@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SPPH 551 (3) Pharmacoepidemiology Principles and applications of pharmacoepidemiology. Practical skills in designing, conducting, and appraising studies of medications in large populations. Credit will be granted for only one of SPPH 551 or PHAR 561.</p> <p>Prerequisite: Previous coursework in statistics or biostatistics.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=SPPH</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>The proposed course is currently being piloted as a selected topics course (co-located with PHAR 561), attracting strong student interest among SPPH graduate students. This course fills a gap in the current SPPH course offerings by providing students with practical skills in the design, conduct, and appraisal of pharmacoepidemiologic studies. To better promote and facilitate enrollment in the proposed course among SPPH students, the School of Population and Public Health would like to formalize the pharmacoepidemiology course as part of the SPPH regular graduate course offerings, to be co-located with PHAR 561.</p>



THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Category: 1

Faculty: Land and Food Systems Department: Faculty Approval Date: Nov. 23, 2023 Effective Session (W or S): W Effective Academic Year: 2024	Date: Sept 25, 2023 Contact Person: Derek Dee Phone: 604-822-4489 Email: derek.dee@ubc.ca
Proposed Calendar Entry: FNH 401 (3) Advances in Plant and Cell-Based Foods Examination of meat, egg, fish, and dairy analogues made using plants, recombinant proteins, and cell cultures, from the molecular to the macroscopic level. Relation of molecular details to physical and sensory properties. Health and sustainability impacts. Prerequisites: FNH 301 and 3rd-year standing or higher, or permission from the instructor	URL: n/a Present Calendar Entry: n/a Type of Action: New course Rationale for Proposed Change: <ul style="list-style-type: none"> - Addresses an industry need – alternatives to animal-based foods are the fastest growing sector of the food industry and help address food sustainability challenges. - Fills program content gaps – beyond FNH 301 (Food Chemistry), there are no/few courses that delve deeper into food structure, from the nano- to macroscale, and examine molecular properties underlying food - The course has been successfully offered twice as a special topics course. <div style="margin-top: 20px;"> <input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.) </div> <div style="margin-top: 20px;"> Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so. </div> <div style="margin-top: 20px;"> <input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage) </div>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: Pathology & Laboratory Medicine Faculty Approval Date: January 16, 2024 Effective Session for Change: W Effective Academic Year: 2024	Date: October 27, 2023 Contact Person: Yuko Ikegami Lee Phone: Email: Yuko.lee@ubc.ca
Proposed Calendar Entry: PATH 398 (3) Co-operative Work Placement I Approved and supervised technical work experience in either industrial, public, or academic laboratory for a minimum of 14 weeks. Normally taken in Winter Session of third year or Summer Session after third year. Technical report required. Restricted to students in the BMLSc Co-op Program. This course is not eligible for Credit/D/Fail grading. Prerequisite: Two terms in BMLSc.	Present Calendar Entry: N/A Action: Create new course. Rationale: This will be a co-operative work placement course for students enrolled in the BMLSc Program. <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">X</div> <div> Not available for Cr/D/F grading </div> </div> Rationale for not being available for Cr/D/F: The course is a placeholder course for students doing co-operative work placements. There are no exams, assignments or grades associated with these courses.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: Pathology & Laboratory Medicine Faculty Approval Date: January 16, 2024 Effective Session for Change: W Effective Academic Year: 2024</p>	<p>Date: October 27, 2023 Contact Person: Yuko Ikegami Lee Phone: Email: Yuko.lee@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>PATH 399 (3) Co-operative Work Placement II</p> <p>Approved and supervised technical work experience in either industrial, public, or academic laboratory for a minimum of 14 weeks. Technical report required. Restricted to students admitted to the Co-op Program in BMLSc.</p> <p>This course is not eligible for Credit/D/Fail grading.</p> <p>Prerequisite: PATH 398.</p>	<p>Present Calendar Entry:</p> <p>N/A</p> <p>Action: Create new course.</p> <p>Rationale for Proposed Change: This will be a co-operative work placement course for students enrolled in the BMLSc Program.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F:</p> <p>The course is a placeholder course for students doing co-operative work placements. There are no exams, assignments or grades associated with these courses.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

Faculty: Medicine Department: Pathology & Laboratory Medicine Faculty Approval Date: January 16, 2024 Effective Session for Change: W Effective Academic Year: 2024	Date: October 27, 2023 Contact Person: Yuko Ikegami Lee Phone: Email: Yuko.lee@ubc.ca
Proposed Calendar Entry: PATH 498 (3) Co-operative Work Placement III Approved and supervised technical work experience in either industrial, public, or academic laboratory for a minimum of 14 weeks. Technical report required. Restricted to students admitted to the Co-op Program in BMLSc. This course is not eligible for Credit/D/fail grading. Prerequisite: PATH 399.	Present Calendar Entry: N/A Action: Create new course. Rationale: This will be a co-operative work placement course for students enrolled in the BMLSc Program. <div style="color: red; font-weight: bold;">X</div> Not available for Cr/D/F grading Rationale for not being available for Cr/D/F: The course is a placeholder course for students doing co-operative work placements. There are no exams, assignments, or grades associated with these courses.



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: Pathology & Laboratory Medicine Faculty Approval Date: January 16, 2024 Effective Session for Change: W Effective Academic Year: 2024</p>	<p>Date: October 12, 2023 Contact Person: Yuko Ikegami Lee Phone: Email: Yuko.lee@ubc.ca</p>
<p>Proposed Calendar Entry: (40 word limit for course descriptions)</p> <p>PATH 499 (3) Co-operative Work Placement IV</p> <p>Approved and supervised technical work experience in either industrial, public, or academic laboratory for a minimum of 14 weeks. Technical report required. Restricted to students admitted to the Co-op Program in BMLSc.</p> <p>This course is not eligible for Credit/D/Fail grading.</p> <p>Prerequisite: PATH 498.</p>	<p>Present Calendar Entry:</p> <p>N/A</p> <p>Action: Create new course.</p> <p>Rationale: This will be a co-operative work placement course for students enrolled in the BMLSc Program.</p> <p>X Not available for Cr/D/F grading</p> <p>Rationale for not being available for Cr/D/F:</p> <p>The course is a placeholder course for students doing co-operative work placements. There are no exams, assignments, or grades associated with these courses.</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: School of Population and Public Health Faculty Approval Date: January 16, 2024 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: October 31, 2023 Contact Person: Lisa McCune Phone: 604-505-4511 Email: lisa.m@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SPPH 303 (3) Environmental Impacts on Human Health Harmful environmental exposures in water, air, food; aspects of environment that are beneficial for health; environmental justice; emerging environmental health threats; how epidemiology and risk assessment inform public health policy and practice.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=SPPH</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>We have successfully piloted this course as a “special topics” course and are now seeking to make it a permanent course offering. The course has been delivered by SPPH since 2019 with increasing demand and registration.</p> <p>The course exposes undergraduate students to disciplines of public health, epidemiology, occupational health and environmental hygiene. It is an important pathway for recruitment into SPPH graduate programs.</p> <p style="text-align: center;">Not available for Cr/D/F grading (undergraduate courses only)</p> <p>(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: School of Population and Public Health Faculty Approval Date: January 16, 2024 Effective Session (W or S): W Effective Academic Year: 2024</p>	<p>Date: October 31, 2023 Contact Person: Lisa McCune Phone: 604-505-4511 Email: lisa.m@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>SPPH 304 (3) Canadian Health Care Policy Features of the Canadian health care system, stages in the evolution of Medicare, and how institutions, interests, and ideas shape health care policies.</p>	<p>URL: https://www.calendar.ubc.ca/vancouver/courses.cfm?page=code&code=SPPH</p> <p>Present Calendar Entry: N/A</p> <p>Type of Action: Create new course</p> <p>Rationale for Proposed Change:</p> <p>SPPH has successfully piloted this course as a “special topics” course since 2018. We are now seeking to make it a permanent course offering. There is increasing demand and registration. The course attracts more than 65 students annually. It provides an orientation to topics students will explore in SPPH graduate programs.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading (undergraduate courses only) (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for this below. Note: Not applicable to graduate-level courses.)</p> <p>Rationale for not being available for Cr/D/F: The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)</p>



UBC Curriculum Proposal Form Change to Course or Program

Category: (1)

<p>Faculty: Medicine Department: Pathology & Laboratory Medicine Faculty Approval Date: January 16, 2024 Effective Session for Change: W Effective Academic Year: 2024</p>	<p>Date: October 27, 2023 Contact Person: Yuko Ikegami Lee Phone: Email: Yuko.lee@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>Bachelor of Medical Laboratory Science</p> <p>...</p> <p>Contents Introduction Advising and Application Admission Requirements General Academic Regulations Degree Requirements</p> <p>Co-operative Education Co-operative education (Co-op) integrates the academic education (classroom-based learning) of interested and qualified students with relevant, supervised, and paid work experience (work-based learning) with employer organizations. Co-op students gain valuable skills that help guide them through their studies, as well as prepare them for future job markets upon graduation.</p> <p>An optional Co-op Program is available for BMLSc students who successfully completed the Year 3 Standard Time Table (STT). In order to enter, they must be admitted to the Co-op program through the selection process led by the Science Co-op Office. Selection of BMLSc Co-op students will be based on academic</p>	<p>URL https://vancouver.calendar.ubc.ca/faculties-colleges-and-schools/faculty-medicine/bachelor-medical-laboratory-science</p> <p>Present Calendar Entry:</p> <p>Bachelor of Medical Laboratory Science</p> <p>...</p> <p>Contents Introduction Advising and Application Admission Requirements General Academic Regulations Degree Requirements</p> <p>...</p>



performance and general suitability to the work environment as determined by the Co-op intake interview. Acceptance into the Co-op program does not guarantee students employment in each work term.

Students admitted into the Science Co-op Program are required to accept and comply with the Program's Terms & Conditions (refer to www.sciencecoop.ubc.ca/students/terms). The BMLSc Program Director or Co-op Coordinators conduct site visits at the student's work place and provide advice and support for the placement.

Participating students will be registered for PATH 398, 399, 498, or 499 as appropriate for each work term, once a suitable position is confirmed, and will be required to pay the Co-op course fee and a Co-op administration and workshop fee (see Program and Course Fees).

Students are not permitted to withdraw from the Co-op course without permission of the Co-op Program.

If the Science Co-op Program Terms & Conditions conflict with the UBC Academic Regulations regarding withdrawing from courses, the Co-op Program Terms & Conditions shall be followed.

Graduation in the Co-op Program for the BMLSc Program requires a student to complete PATH 398, 399, 498, and 499 (16 months total). In order to graduate with the co-operative education designation, a student must have completed the required number of work terms in addition to the normal degree requirements of the BMLSc Program.

Detailed information on the program can be obtained from the Science Co-op Office in

Action: Add general description of new Co-operative Education option for the Bachelor of Medical Laboratory Sciences Program, to be placed under the heading 'Co-operative Education Program' in the description of the Bachelor of Medical Laboratory Sciences program in the Calendar.

Rationale:

The Bachelor of Medical Laboratory Sciences Program (BMLSc) is unique in that it introduces students to a wide variety of health-related subjects. Students are attracted to the program as they will gain a great deal of hands-on lab experience along with expert clinical and faculty health-related educators. Students polled overwhelmingly agreed (86%) that a Co-operative education program stream would be beneficial and provide industry, academic or governmental related experience. BMLSc students selecting the option of entering a Co-operative Education Program can explore more research and working options in industrial,



Room 170, Chemistry and Physics Building,
6221 University Boulevard, Vancouver, BC
V6T 1Z1 or online
(<https://sciencecoop.ubc.ca/>).

academic and governmental settings.

To: Senate
From: Nominating Committee
Re: A) External Review of Senate
B) Committee Adjustments
Date: 7 March 2024

A) External Review of Senate

As senators are aware, last year Cheryl Foy (formerly of the Ontario Tech University) and Julia Eastman (formerly of the University of Victoria) conducted an External Review of Senate. Attached please find their final review for your preliminary consideration. The Nominating Committee is aware that this report addresses many aspects of Senate's operations and recommends some fundamental changes to the way Senate and its committees operate. The Committee encourages senators, individually and through Senate committees, and the administration to provide comments. The Committee is of the opinion that to have an informed full debate at Senate, time is needed for study of the recommendations in light of such feedback and therefore requests that comments be sent by the start of June. The Committee will then prepare for a debate in Senate in October at which time decisions will be made regarding a formal response to the review and a plan for implementation.

The Nominating Committee is therefore pleased to recommend that Senate resolve as follows:

That Senate receive the External Review;

That a letter of thanks be sent to the external examiners; and

That the Nominating Committee be directed to seek comments on the review's recommendations from senators, committees of Senate, and the administration by 1 June 2024 in preparation of full consideration by Senate of the review's recommendations in October 2024.

B) Committee Adjustments

The Senate Nominating Committee is pleased to recommend that Senate resolve as follows:

That Karen Smith be appointed to the Senate Admissions Committee until 31 August 2026 and thereafter until replaced, to replace Fawziah Lalji; and

That Agnes d'Entremont be appointed to the Senate Academic Policy Committee until 31 August 2026 and thereafter until replaced, to replace Charles Menzies.



An external review of the University of British Columbia - Vancouver Senate

March 14, 2024

REVIEW CONDUCTED BY:

JULIA EASTMAN, PHD

CHERYL A. FOY, BAH, LLB

STRATEGIC GOVERNANCE CONSULTING SERVICES LTD.

AN EXTERNAL REVIEW OF THE UBC - VANCOUVER SENATE

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A. Introduction

British Columbia's *University Act* equips the University of British Columbia with a Board of Governors, two Senates – a Vancouver Senate and an Okanagan Senate – and a Council of Senates. The Vancouver Senate reflects on its governance practices on a regular basis through triennial reviews, during which the Senate's Nominating Committee seeks input from Senators, Senate committees and the university community broadly. In addition to advancing other recommendations, the reports of the last two triennial reviews recommended that an external review of the Senate be conducted. In May of 2023, the university issued a request for proposals for a governance review to address opportunities to increase the effectiveness of the Vancouver Senate (also referred to as the "Senate") in the bicameral governance of UBC.

1. Governance Review - Terms of Reference

There are ten review requirements. While the review is organized around the order of priority of our recommendations, we believe all the requirements have been addressed:

1. Opportunities to increase the effectiveness of Senate in the bicameral governance of UBC;
2. Involvement of Senate in strategic planning at the university-level;
3. Senate's rules, procedures and policies in relation to issues of accessibility, inclusivity, health and wellness, and procedural fairness, including the operation of appeals and quasi-judicial bodies;
4. Means of communicating with members of the various estates that form the membership of Senate (i.e. faculty, students, members of the convocation, administrators and others), both to ensure awareness of Senate's work and decision and to encourage future direct participation on Senate;
5. Means of overcoming barriers to the participation in Senate, including issues of equity, diversity, and inclusion;
6. Mechanisms for implementation and timely review of Senate decisions and policies
7. Senate's committee structure, including selection and training of Chairs and Vice-Chairs;
8. Orientation and training for Senators;
9. Scheduling of meetings of Senate and its committees; and
10. Resourcing and staffing of the Office of Senate and Curriculum Services.

2. Process

The review background and methodology are described in Appendix 2. Analysis and reflection on all the information we gathered and reviewed led to this report. In formulating our recommendations, our goal has been to fulfill our terms of reference and to advance recommendations that are specific to the Vancouver Senate, realistic and achievable. Our 10 broad recommendations are supported by more detailed sub-

recommendations, for the Senate and the university to review and decide which to implement.

3. Overall observations – Strengths

We observe that the Vancouver Senate is, in numerous respects, in a good place.

- Members serve for excellent reasons. Eighty-eight percent of respondents to the new Senator survey, asked why they chose to serve, said ‘I wanted to contribute to UBC’s academic mission by serving’.
- The Senate’s membership is widely regarded as a strength – the breadth of its composition in terms of estates, disciplines and professions, and demographics; the depth of its members’ commitment to UBC; and the fact that each member has a voice and a vote.
- Confidence was expressed that the Vancouver Senate is fulfilling its academic governance functions as set out in the University Act.
- Senate’s committees have a general reputation for thorough and effective work.
- In contrast to their counterparts at many other universities, student senators play a major role in the Vancouver Senate and are successful advocates for issues of importance to them.
- The Senate Office is regarded as having members who are capable, skilled, and dedicated and a Director with deep institutional knowledge and governance expertise.
- Service on Senate is seen as a meaningful way of contributing to the university. When elected members were asked in the survey how likely they would be to recommend to a colleague or another student that they serve, almost 75% said likely or very likely.
- Finally, many of those who were interviewed or responded to the surveys we conducted, are ambitious for the Senate, looking to it to play key roles in UBC’s mission – helping map out paths to excellence in teaching, learning and research; being a forum for thoughtful, principled, informed discussion of major academic issues; making sure that academic programs are up-to-date and of high quality and that students have a good experience and opportunities for experiential learning; incorporating the Strategic Plan into Senate’s work and overseeing aspects of its implementation; understanding the issues facing the higher education sector and assisting UBC and its faculties to flourish and deliver on their purposes in new and exciting ways.

We share these aspirations and this vision of the role of the Senate in the bicameral governance of UBC. Our recommendations represent changes that will assist your Senate

and your university to achieve your vision. While there is a strong foundation, there is work to do. We see the deficiencies identified as eminently and readily fixable, providing opportunities to significantly improve the effectiveness of your Senate!

B. Priority Recommendations for Increased Governance Effectiveness

As indicated below, we anticipate that the Senate will develop a multi-year governance plan. All recommendations are important and provided to address the requirements of the review. By including **three areas of priority recommendations**, we are signalling those areas for immediate focus.

1. Clarify Roles and Responsibilities and Equip People to Fulfil Them

Senators: For any governing body to function effectively, the roles and responsibilities of all involved must be clear. New members of the Vancouver Senate receive a copy of its Rules and Procedures, but not a description of their role and responsibilities. Asked how well they understood their responsibilities as a Senate member at one year or less of service, 27% of continuing and former Senators surveyed said “very poorly” or “poorly”, 56% said “adequately” and 18% said “well” or “very well”. All members of Senate should know from the outset what is expected of them.

Senate Chair: Greater clarity regarding Senate leadership expectations is also needed. When we asked interviewees who is responsible for ensuring that Senate addresses matters of importance within its jurisdiction, many people – including experienced Senators – said it’s not clear. In the bicameral model of university governance that predominates in Canada – and which characterizes UBC – the Board is responsible for independent oversight of the university’s performance of its mission and of its financial and business affairs, while the Senate is responsible for academic governance. The Board appoints and oversees the President, who leads the university, is typically a member of the Board, and, in 84% of Canadian universities surveyed in 2011, chairs the Senate (Pennock et al. 2015). James Duff and Robert Berdahl opined in their 1966 report that “virtually the most important task of the president [is] to preside over the Senate” and “to be the Senate’s effective spokes[person] to the Board” (Duff and Berdahl, 1966, 45). We believe that the President is responsible not only for chairing, but for leading the Senate in the academic governance of the university.

We view presidential leadership as compatible with the Senate’s status as an independent academic actor in the governance of the university. Senate’s composition under the *University Act* is such that the ratio of *ex officio* members (i.e., members serving by virtue of their senior administrative positions) to elected faculty and student members is 1:3. Other members are elected by the Convocation or affiliated colleges. Each member has a

voice and a vote and there are mechanisms through which Senators and Senate Committees put items on the agenda, as do Faculties and other bodies.

Committee Chairs: There is no comprehensive description for the role of Committee Chairs. In a high-functioning governing body, Committee Chairs are responsible for a great deal. They situate the committee's work within Senate's priorities, lead their committees in the fulfillment of their terms of reference, and keep the governing body apprised of their committees' work. In presenting recommendations, they provide an overview of the deliberations and considerations involved, to enable the governing body to consider the matter at a strategic institutional level, rather than re-doing the committee's work.

Effective use of committees requires clear, outcome-focused terms of reference and Chairs who are effective in chairing meetings, communicate well, and understand the issues. The Chair need not be the committee member with the most experience or expertise in the subject at hand, but an ability to lead and a good grasp of the committee's mandate is important. The requirements, responsibilities and needed skills should be clear to those who seek the role of Committee Chair, as well as to those who elect that person.

Enhancing Capacity: In addition to clarifying roles and responsibilities, we suggest the Vancouver Senate continue to bolster the capacity of its members and leaders to fulfill them. Member orientation was strengthened this year and that should continue. Echoing recent triennial review reports, we recommend **annual** orientation of new members, training of Chairs and Vice-Chairs, and on-going governance capacity-building.

The capacity of Senate members to bring their collective knowledge, experience, and ideas to bear on issues facing UBC is likely to become even more important. Governors and leaders of universities will continue to be faced with difficult and complex questions in coming years. In addition to a commitment to work together, notwithstanding differences in views, Senators need to be well informed and capable of navigating tough issues. They should be aware of the major issues facing the university and the sector. They should understand the university's Strategic Plan, its leadership's thinking, and faculties' priorities. Senate and its committees should have the capacity for open, authentic, sensitive, informed discussion of complex, difficult and/or painful issues. This will entail ongoing efforts and changes in meeting arrangements.

Sub-Recommendations: To address priority area 1, we recommend specifically that:

- i. UBC create short role descriptions for: Senate Chair, Vice-Chair, Committee Chairs and Vice-Chairs, and Senate members.
- ii. The Senate Chair role description make it clear that the President is responsible and accountable for leading the Senate in fulfilling its role and responsibilities.
- iii. Role descriptions for Senate Vice-Chair, Committee Chairs and Vice-Chairs clearly include the knowledge and experience required, and candidates be nominated and elected accordingly.

- iv. Committee Chairs and Vice-Chairs be elected by Senate upon nomination by the Nominating Committee or subcommittee (see Sub-Recommendation 5ii below), to better ensure that candidates have the needed knowledge and experience and that they and their committees can fulfill their mandates and workplans on behalf of Senate.
- v. Chairs and Vice-Chairs of Senate and its Committees receive training.
- vi. Senate members annually receive orientation.
- vii. Senate engage in sessions to raise awareness among Senate members of issues and trends in national and global higher education and research, evolving institutional strategy, and Faculties' plans, priorities, and progress.

2. Improve Senate Agenda Planning

We heard that agenda-setting for the Vancouver Senate tends to be reactive and *ad hoc*. Currently, the locus of responsibility to ensure that appropriate items come to Senate is unclear. We were told that major items have come to Senate for decision at the 11th hour or without sufficient context and that the Senates' role in strategic planning has not been evident. Agendas should be established in the context of a Senate's responsibilities and the recurring, strategic, and emergent academic governance issues facing the university. Agendas should be constructed such that at the end of a Senate year, Senate is able to see that it has fulfilled its responsibilities and priorities. Agenda-setting should involve consultation between Senate leaders and academic administrators responsible for work falling under Senate's jurisdiction. It is part of the President's role as Senate Chair to ensure that Senate considers matters within its jurisdiction in a timely manner.

Above and beyond their content, Senate agendas should make effective use of members' time and attention. We heard that Senate tends to spend too much time "in the weeds" i.e., on matters that lack relevance or importance or rearguing committee discussions. This no doubt affects the willingness of faculty members, alumni, and students to serve. There is also a significant opportunity cost for Senate for failing to focus on bigger picture, strategic, and more important matters. The development of UBC's next strategic plan is one such matter in which the Senates should play a key supporting role.

Sub-Recommendations: To address priority area 2, we recommend that the Senate committee structure be reconfigured to connect planning, governance, and agenda-setting for Senate (see 5 -Revise Committee Structure and Make Better Use of Committee Structure), and that:

- i. There be annual workplans for Senate and its committees.
- ii. Agendas be designed to enable Senate and its committees to raise their sights and focus on matters of importance, leaving routine and operational matters to administration.

- iii. Major items for approval, endorsement, or recommendation be brought to Senate at least twice – at the outset for early generative input, and later for recommendation, endorsement, or approval.
- iv. For each item on the agenda, it be made clear what Senate is being asked to do (e.g., receive for information, provide input, advise, recommend, endorse, approve).
- v. Before the initiation of the next round of strategic planning the University engage in a discussion about the roles the Senates will play in the development, approval or endorsement, and oversight of the implementation of UBC's next Strategic Plan (including metrics related to their areas of responsibility).

3. Improve Senate Meeting Arrangements

The Vancouver Senate currently meets at 6:00 pm on Wednesdays in a hybrid (on-line and in person) format. A few interviewees and survey respondents said that the timing works for them, but the great majority described the current meeting time as very problematic – not family friendly, difficult for people who live far from campus, a barrier to inclusion, ridiculous, and even 'cruel and unusual'.

Many members value the opportunity to participate remotely, particularly given the current meeting time, but the hybrid format is widely regarded as bad for the quality of discussion, decision-making and engagement. Continuing and former Senators surveyed identified discussion focus and quality as having significant potential for improvement. Although discussion at Senate meetings was described by interviewees as generally open and respectful, we also heard concerns about adversarial dynamics, domination by a few loud voices, and intolerance for different opinions.

It was suggested that the student newspaper's coverage of Senate on Twitter and other social media coverage has discouraged some members of Senate from speaking for fear of being misrepresented or shamed. Students' contributions were cited as a major strength of the Vancouver Senate, but some criticized students for voting as a bloc. We heard that Deans also tend to vote as a bloc. We appreciate the support provided by the UBC Alma Mater Society (AMS) for student Senators and recognize that the student Senate caucus is helpful in supporting the effective participation of students, but independent voting is crucial in a governing body.

Concerns were also expressed about the availability of Senate and committee agendas and materials with sufficient time to review, excessively lengthy dockets, agendas comprised mainly of minor items, and meetings that go on too long.

Improving meeting arrangements represents a significant opportunity to increase Senate effectiveness, overcome barriers to participation, and improve engagement. Meeting effectiveness is a collective responsibility. As noted by numerous interviewees and survey respondents, good chairing is crucial, but Senate members themselves also need to be

mindful of the role of Senate in the matter at hand, focused in their comments, constructive, and respectful of others' views and time. Although there are differing opinions on the current meeting time, the costs of evening meetings appear to us to outweigh the benefits.

Sub-Recommendations: To address priority area 3, we recommend specifically that:

- i. The Chair and the Vice-Chair of Senate adopt, and Senators assist the Chair by supporting, an active meeting management approach. This involves working together to: focus Senate's attention on the items of greatest importance, respect reasonable time targets, avoid domination of the conversation by few voices, and encourage and enable more Senators to participate fully.
- ii. The Senate meeting time be moved to late afternoon. Meetings should be scheduled for no more than two hours and preferably ninety minutes.
- iii. Adjustments be made to processes and practices (committee schedules if necessary) to ensure that Senate materials and agenda are posted and available to Senators and Senate committee members one full week in advance of a meeting.
- iv. Agenda setting practices change so that agendas contain target times for meeting items and many items not requiring discussion appear on a consent agenda.
- v. The hybrid meeting format be retained for all but two meetings per year. Establish hybrid meeting rules including keeping 'cameras on' and improve the meeting technology. Senators attending in person should sit at the front of the room and microphones be made available for questions. Senators should adopt a practice of identifying themselves when they speak for the benefit of those participating in the other medium. There should be at least one but preferably two in-person only meetings, at appropriate times in the year, with educational and social components.

C. Recommendations Regarding Other Aspects of the Terms of Reference

4. Effectiveness of Senate in the Bicameral Governance of UBC

There is a clear desire among Senators that the Vancouver Senate aspire to be more, raise its sights, and play a greater role in advancing the university's mission. Addressing the recommendations in this report will improve the effectiveness of Senate in the bicameral governance of UBC. Stepping back, it will be evident that our underlying vision shifts the Vancouver Senate from the place it now occupies in governance -- somewhat disconnected from the university's key challenges, too far into the administrative weeds on many matters, and uncertain of its role in oversight -- to a renewed sense of itself as a body that governs (establishes policy direction and oversees it) working with the other governing bodies (the Okanagan Senate and the Board) within UBC's governance system.

Sub-Recommendation: We recommend that:

- i. Upon receipt and acceptance of the Review Report, the Senate take steps to develop a multi-year governance plan. Steps in developing the plan include considering our recommendations, deciding which to implement and in what order, developing and carrying out the multi-year governance plan, and charging the newly formed Agenda, Planning and Governance Committee (see 5 Revise Committee Structure and Make Better Use of Committees), to monitor progress against the governance plan at least annually, and report to Senate.

5. Revise Committee Structure and Make Better Use of Committees

The Vancouver Senate has 13 standing committees (1 of which is in the process of merging with the Council of Senates Budget Committee). Approximately 200 members form the 13 committees.

To enable us to advise on Senate's committee structure and the functioning of committees, we included questions in our interviews and surveys about committees thereby securing a subjective view of the work of committees. We also reviewed 2 years of committee minutes (apart from the Appeals and Tributes Committees, which meet in camera and for which we did not receive minutes), and 3 years of Senate minutes to gather information about governance and meeting practices, meeting time, attendance, and fulfillment of terms of reference. Finally, we benchmarked the UBC Committee Structure against that of other U15 and BC universities (noting that there are aspects of UBC's legislation and Senate's jurisdiction that make direct comparison with out of province universities challenging).

Minute Review: Attendance

Minutes provided by the Senate Office were reviewed for the years 2021/22 and 2022/23. During this period, the committees held over 120 meetings lasting approximately 140 hours. Committee attendance ranged (for those committees for which minutes were shared) from a high of 82% to a low of 53% as set out below:

Table 1 – Committee Meetings, Hours, and Attendance

Committee Name	Number of Meetings	Meeting Hours	Attendance
Academic Building Needs	10	8.4	55%
Academic Policy	12	17.8	81%
Admissions (not including admissions appeals)	13	19.8	67%

Agenda	7	6.4	82%
Awards	12	12	64%
Curriculum	15	21.3	67%
Library	15	13.6	53%
Nominating	14	12.4	73%
Research and Scholarship	12	15	61%
Teaching and Learning	12	17	76%

Senate has not established attendance targets or thresholds for committees, but it seems appropriate that attendance should, at a minimum, consistently exceed 75%. Only 3 committees achieved an attendance rate of greater than 75% over the two years.

What we were told

Senate and committee members see committee work as a strength of Senate, however, we heard that members are reluctant to take on committee leadership roles, that Chair and Vice-Chair positions are often filled via acclamation, and that committee orientation is inconsistent and often insufficient¹.

Some committees are widely perceived to be effectively carrying out important mandates (e.g., Curriculum), others less so. Comments received included that: committees can get into the weeds, get bogged down in minutiae, and take on administrative rather than governance work; committees tend to operate in silos; reporting to Senate should be improved; committee terms of reference should be reviewed to raise their focus and ensure that their roles are clear (rather than subject to chairs' varying interpretations); numerous committees got off to a slow start in the new triennium; the Nominating Committee looks principally at Senators' preferences in composing committees, and should place more emphasis on their qualifications and ability to contribute to the committees' work.

Continuing and former Senators were asked in the survey to rank the effectiveness of the committees on which they served in discharging their terms of reference. Only Curriculum and Nominating were ranked by 50% of their members as being effective or very effective. A striking number of responses indicated that the committee members didn't know how effective their committees were with 50% or more of the Admissions,

¹ Matters of role clarity and training and the roles of committees in relation to EDI and the Indigenous Strategic Plan are dealt with elsewhere in this report.

Awards, and Research and Scholarship Committee members not knowing how effective their committees were. The results are below:

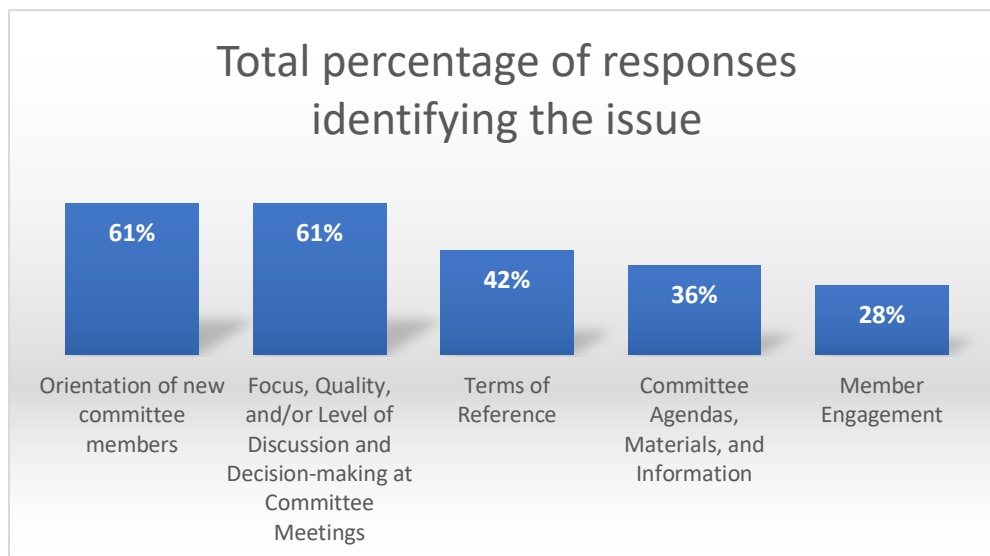
Continuing and Former Senators serving on Committees –

Table 2 – Effective Discharge of Terms of Reference (committee(s) on which they served)²:

Committee Name	Not at all or Somewhat Effective	Fairly Effective	Effective or Very Effective	Don't Know
Academic Building Needs	33%	0%	25%	42%
Academic Policy	27%	7%	47%	20%
Admissions	8%	0%	42%	50%
Agenda	15%	8%	46%	31%
Appeals on Academic Standing	20%	0%	40%	40%
Awards	0%	0%	25%	75%
Curriculum	17%	0%	58%	25%
Library	10%	10%	40%	40%
Nominating	14%	0%	57%	29%
Research and Scholarship	8%	17%	25%	50%
Student Appeals on Discipline	18%	9%	27%	45%
Teaching and Learning	7%	14%	36%	43%

When the same group was asked to identify 5 areas in which there is the greatest potential for improvement of committees, they responded as follows:

² Percentages for all tables are rounded to nearest whole number

Table 3 – Top five Areas for Greatest Improvement – All Committees**Observations**

Committees are struck to assist a governing body with a subset of its assigned work. Committees offer the opportunity to expand the capacity of the governing body and to conduct more focused and careful examinations of assigned matters. Committees are accountable to the governing body that establishes them. At the same time, the governing body is entitled to (and should) rely on the work of the committees and their recommendations.

The BC *University Act* delegates to the Senates responsibility for the academic governance of the university and, through its delegation of powers, indicates the activities the Senates will engage in to support that governance. Academic policy-making represents a primary tool for effective academic governance. Like the Board of Governors, the Senates establish policy and then as governing bodies hold the university accountable to implement it.

Charged with examining the committee structure of the Vancouver Senate, the first question we considered is whether it meets the requirements of the *University Act* for standing committees. Section 37 of the *University Act* states that Senate has the power to establish committees and delegate its own powers to those committees (by 2/3 vote). Aspects of the *University Act* dealing with committees are set out below and are fulfilled, with the possible exception that there does not appear to be assignment of the responsibility to broadly consider relations with other BC post-secondary institutions.

Table 4 – University Act Compliance

University Act	Requirement	Fulfilled	Comment
s. 37(1) e	to establish a standing committee to advise the president when preparing the university budget		The standing committee to advise the president on the budget is a joint committee of the Okanagan and Vancouver Senates. Each campus has, however, set up its own Budget Sub-Committees under the Council of Senates Budget Committee. The Vancouver Senate Budget Sub-Committee is composed of nine members of the Vancouver Senate.
S. 37(1)q)	to establish a standing committee to consider and take action on behalf of the senate on all matters referred by the Board		The Agenda Committee terms of reference include this responsibility.
S. 37(1) r) S. 61	to establish a standing committee of final appeal for students in matters of discipline		The Vancouver Senate has two committees dealing with Academic Standing, Academic Discipline, and other Discipline.
S. 37(1) s)	to establish a standing committee on relations with other BC post-secondary institutions.		This is not a matter that is broadly considered by any committee. Aspects such as affiliation are considered by Admissions, and the Council of Senates.

Even where Senate delegates power to committees, Senate remains responsible for committee work and must hold committees to account for the powers they exercise on behalf of Senate. This means that Senate should at least annually understand the priorities of its committees and how those priorities have been advanced.

The second question we considered is: Does the existing committee structure both on paper and in practice support the work of the Vancouver Senate? Our answer: it partially supports the work of Senate but falls short in two areas.

1. **Overall Responsibility for Senate Governance** -- The Agenda Committee currently has responsibility for considering matters relating to the implementation of the University Act and for advising on orientation and the Nominating Committee is responsible for reviewing the composition of Senate and the terms of reference of committees each triennium. Responsibility for governance matters is thus fragmented. No Senate committee has broad, explicit responsibility for Senate governance, including making recommendations to Senate with respect to the *Rules and Procedures*. The UBC Senates are ahead of their counterparts in the country in conducting triennial reviews. However, it is a practice that should be grounded and attached to Senate's greater purpose and role in academic governance within the bicameral governance system of UBC. It is important that Senate place a priority on its own governance by allocating authority and accountability for governance, and for the implementation of recommendations it adopts from this review.
2. **Work Planning and Agenda Setting** -- There is insufficient emphasis on planning and priority-setting for the work of Senate and its committees and ongoing oversight of its completion. Significant opportunity exists to reinvigorate Senate through the establishment of more transparent agenda setting processes built around Senate's annual priorities, careful consideration of Senate agendas and agenda structure, and annual stock-taking and follow-up. This calls for reconfiguration of the existing Nominating and Agenda Committees, as recommended below.

We also see potential for improvement within specific committees as follows.

Academic Building Needs Committee: The overall purpose of this committee was to consider the alignment of the university's Vancouver campus development priorities and decisions with academic needs and priorities. It was charged with monitoring the implementation of the campus plan, reviewing all building priorities, and numerous other responsibilities. During the two years of minute review, the committee did not fulfil its functions and responsibilities. The 2020 to 2023 Triennial Review resulted in a recommendation that this committee be reconfigured such that its mandate is reflective of the UBCO Academic Building and Resource Committee with a composition mirroring the UBC Vancouver Budget Subcommittee. This recommendation was approved on May 17, 2023. We agree with this recommendation.

Academic Policy Committee: The overall mandate of this committee is to advise Senate on matters of important academic policy, assess the impact of Senate policy decisions, and consider proposals for organization or reorganization of academic units. This Committee generally fulfils its existing terms of reference, but there is real need for a more coherent policy framework as explained in section 6 (Develop and Implement a Robust Policy Framework), below. The Academic Policy Committee should play a role in that. In addition, we see an opportunity for this committee to consider and prioritize issues arising that require Senate policy discussions and the enactment of policy. There are also opportunities for a more coherent approach between UBCO and UBC Vancouver to university-wide policies. The Senate Office plays a role in supporting the Committee by administering the framework, drafting documents for review, etc.

Admissions Committee: The overall mandate of this committee is to consider and review admissions and transfer policy, review performance relating to the policy, to consider enrolments, to review and approve affiliation agreements relating to student mobility. The committee is also charged with quasi-judicial responsibility to consider difficult or complex admission and transfer applications as well as appeals. The committee is charged with recommending and reporting to Senate. The committee functions well as a committee and fulfils its mandate. As reflected in the last Triennial Review, there is a lack of clarity of its role in considering affiliations. It also has a role as a quasi-judicial body. See section C7 (Rethink and Reform Appeals Structures and Processes) for data, observations and recommendations on its work in appeals.

Awards Committee: The overall mandate of the Awards Committee is to recommend awards, fellowships, scholarships, to Senate, to advise on policy and regulations for awards, to advise enrolment services and Faculty of Graduate and Postdoctoral Studies (FGPS) on matters of awards policy. Overall, this committee fulfills its terms of reference, however, we recommend that Senate revisit its terms of reference for relevance and currency and to ensure committee is engaging in governance and not administrative work. To maximize use of members' time, we suggest it hold fewer committee meetings of 90 minutes.

Curriculum Committee: The overall mandate for this committee is to consider proposals from faculties for new, changed, and deleted courses, programs of study degrees and other credentials, to keep under review continuing education and life-long learning activities, to monitor Senate's policy on the expansion of degrees and other credentials, to consider proposals for parchment changes, and to review advancement requirements for academic programs. Overall, this committee fulfills its primary functions relating to proposals for new, changed, and deleted courses, programs of study and degrees, and has engaged in work regarding degrees and credentials. It's focus on continuing and lifelong education is unclear.

We recommend that Senate revisit its terms of reference for relevance and currency and that the committee review and recommit to annual workplans that address all aspects of its terms of reference.

Library Committee: The *University Act* contemplates that the Senate will make rules for the management and conduct of the Library. In the two years of minutes reviewed, this committee did not discuss or make recommendations regarding the management or conduct of the Library. The committee's work in the two-year period involved receiving and providing comments on reports from the University Librarian. The reports were highly operational in nature. This committee had little to no role in reviewing or vetting the University Librarian's annual report to the Senate. This committee may be helpful to the University Librarian but does not appear to be effective in supporting the Senate to fulfil its role in overseeing the management and conduct of the Library.

Research and Scholarship: This committee is charged to consider and provide advice to Senate on institutional policies and procedures related to research, centres, institutes and other bodies with research-focused mandates, research aspects of university strategic planning, and the research environment. This committee may fulfill its primary functions in relation to its terms of reference, but, as with the Teaching and Learning Committee, we question whether the committee is as effective as it could and should be in monitoring the environment for research, scholarship and creative activity at UBC, contributing to strategy and policy, and helping advance the university's response to key opportunities and challenges. As with other committees, we suggest that Senate revisit this committee's terms of reference for relevance and currency and that the committee review and recommit to annual workplans that address all aspects of its terms of reference.

Teaching and Learning Committee: This committee's terms of reference include evaluating evidence pertaining to teaching and learning practices and providing recommendations for improvement, promoting discussion of matters of teaching and learning (including research), and making recommendations on matters of teaching and learning. During the two years reviewed, the committee received presentations on and discussed several teaching and learning matters, but we query whether the committee is effectively monitoring and promoting the evolution of the teaching and learning environment of the university. We saw little evidence of a committee involvement in the evaluation or assessment of evidence relating to teaching and learning practices, nor of the committee taking a leadership role in advancing Senate or university-wide discussions on matters of teaching and learning.

Observations and recommendations pertaining to the two appeals committees and to the Admissions Committee's appeals functions are in section C7 (Rethink and Reform Appeals Structures and Processes) below.

The committee minute review indicated that Senate does not require its committees to establish or report against an annual workplan or to annually review their terms of reference, although most report against their delegated responsibilities. Those committees that establish priorities do so via member poll and the priorities are disconnected from university or Senate priorities. Committees appear to inconsistently understand their roles vis à vis Senate and in advancing the work of Senate. Awareness of the work of other Senate committees tends to be lacking. While there is some

collaboration, committees generally work in silos. Committees evince little understanding of the role of administration or its accountability to Senate for the Senate work that administration does.

If the Senate were to complete the merger of Academic Building Needs Committee with Budget (which we support), dispense with a Library Committee, make the Nominating Committee a subcommittee of the Agenda, Planning and Governance Committee (as suggested for reasons outlined below), and adopt the recommendations with respect to appeals below, the number of Senate committees would be reduced from 13 to 10. The result would be to streamline Senate structure and processes, effect savings in the time of Senators, and relieve some pressure on the Senate Office. It would also align the number of committees with those of the 14 major Canadian and BC university senates we looked at for comparative purposes, the median number of which is 9 and the average, 10.6. (See Appendix 5: Benchmarking, for details). We suggest too that as it is reconsidering the committees' terms of reference, Senate consider assigning responsibility for emergency decision-making so that it is prepared for inevitable crises.

Sub-Recommendations: We recommend specifically that:

- i. The Agenda Committee mandate be amended to assign it responsibility for Senate planning, agenda-setting, and governance. Given the President's responsibilities for leading Senate and for strategic planning for UBC and their role as a link between the two Senates and the Board, we recommend that the new Agenda, Planning and Governance Committee be chaired by the President. Recognizing the President's many external responsibilities and commitments, we also recommend that the President appoint the Vice-Chair of the committee from among the members of Senate.
- ii. Consideration be given to strengthening the link between the Nominating Committee and the Agenda, Planning and Governance Committee, so the former is aware of the work that the Senate and each of its committees is expected to achieve and so that any experiential or knowledge requirements inform nomination processes. The Nominating Committee could become a subcommittee of the Agenda, Planning and Governance Committee, chaired by an elected member of the latter who has previously successfully chaired a Senate committee. Whether or not this suggestion is adopted, the recruitment and nomination or selection of members should take place against identified criteria, including equity goals.
- iii. The Library Committee be discontinued. Senate should continue to receive an annual report from the University Librarian and delegate oversight of rules for the management and conduct of the Library to the Academic Policy Committee.
- iv. The Agenda, Planning and Governance Committee review the terms of reference for all other committees to ensure they are clear, outcome-focused and consist of governance rather than operational functions, and that committee changes be reflected in an amended Policy V-1.

More specifically:

- a. The Academic Policy Committee's mandate be revised to include oversight of the development of an academic policy framework and annually recommending policy priorities for Senate, assigning them to administrators or Senate committees, and monitoring their development. This committee should be charged with working to examine the current method of university-wide academic policy development and working with its UBCO counterpart to develop a more unified approach complementary to the Board policy framework to achieve a coherent institutional policy framework.
- b. Senate amend V-1 to require that committees annually: review their terms of reference and Senate direction regarding priorities: draft workplans for review by the Planning and Governance Committee and coordination with other committees, and; report annually to Senate against their workplans.

6. Develop and Implement a Robust Policy Framework

There are four policies that establish the regulatory or policy framework for UBC: These are GA2 (Board), V-1 (Vancouver Senate), O-1 (Okanagan Senate), and C-1 (Council of Senates). Policies are in the process of being codified as follows:

Table 5 – Policy Code Categories

Board Code	Board/Senates Joint Code	Vancouver Code	Okanagan Code	Joint Senates Code
"GA"	"GA"	"V"	"O"	"J"

Policy V-1 - Format, Development & Administration of Senate Policies became effective January 1, 2010, and applies only to Vancouver Senate (although a similar policy O-1 has been passed by the Okanagan Senate). This policy commenced a renewal of efforts to build a more coherent policy framework for the Vancouver Senate. It is a combination of a policy and a procedure (directing policy format and font, etc.). There is no guidance on or commitment to consultation. The Vancouver Agenda Committee is responsible for this policy instrument, i.e., for reviewing the policy. However, no committee is assigned responsibility for the overall Vancouver Senate policy framework. Unlike within GA2, there is no administrative owner or person responsible for overseeing the policy-development process. The Senate Office is assigned responsibility for maintaining the policy template, publishing policies, and devising and indexing and tagging system. Non-compliance with policy is to be brought to the committee assigned with responsibility for the policy. V-1 contemplates under s. 4) that: "[p]olicies may only be proposed to *Senate* by either a standing or an ad-hoc committee of *Senate* except for those proposed

by individual Senators, the President, or the Academic Vice-President as provided for in the *Rules and Procedures of Senate*. In the case of a policy proposed by an individual senator, the President, or the Academic Vice-President, *Senate* reserves the right to refer the proposal to a committee for review". On the Senate policy landing page, it states, "[t]he policies of Senate are found in three places here among these abstracts, in the Academic Calendar, and in the record of the minutes of Senate meetings. A project has been undertaken to codify policies according to a consistent template".

UBC regulates system-wide academic policies via a report that sets out the principles and procedures for system-wide academic policies³. This report indicates that "common policies are preferred" but acknowledges there may be adaptations for each campus. Council of Senates is the forum for resolution of policy differences, but the Council's role has been minimized. The report provides procedure relating to the development or amendment of academic policies providing for consultation across Senates, mechanisms for joint development, and for resolving differences in approach. The Senate Office is charged with maintaining a list of all policies including tracking those that are common and different. This list is not publicly accessible and was not made available to us.

Acknowledging that Vancouver Senate policy also exists in minutes and in the Academic Calendar, we reviewed the fifty-one "policies" listed on the Vancouver Senate policy page⁴. Note that we put the word "policies" into quotation marks because many of the documents are not policies *per se* but are rather excerpts from Senate minutes, reports, or guidelines. Just under half of the "policies" are in the form of a policy template, with twenty-five being web-page excerpts (in various formats), and two being reports.

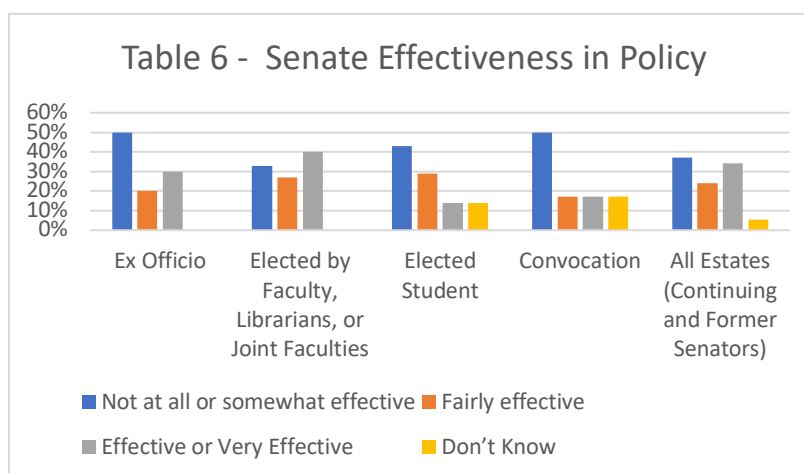
We were able to find original approval dates for most policies. Approval dates range from March 1965 to April 2023. Five of the fifty policies showed last review dates and six are new enough that they are not yet due for review. Committees are generally responsible for reviewing policies within their purview. We are unable to determine review dates for most of the policies and understand that there are few mechanisms for triggering review. We heard that many policies are outdated. We note that those policies that have review time periods provide the committees with discretion on when to review them. The joint policies all appear to be codified, bearing original approval dates, review dates and committee assignments. We looked at policy assignments to committees. Of the fifty-one reviewed, twenty policy instruments are not assigned. For the remaining thirty that are assigned, Academic Policy Committee is responsible for fifteen with the remaining fifteen spread across other committees.

³ <https://senate.ubc.ca/vancouver/policies/system-wide-development/>

⁴ <https://senate.ubc.ca/vancouver/policies/>

What we heard

The survey of current and continuing Senators told us that Senators include review of decisions and policies as one of the top ten areas in which they see the greatest potential for improvement (24% of respondents identified this area placing it at number 9 of 19 potential areas). When asked about the effectiveness of Senate in this area, the survey results were as follows:



We heard that there has been significant progress in bringing structure to policy management over the years, but that Senate does not have an overview of policy activity, many policies are overdue for review, committees aren't provided with a list of the policies assigned to them or their review dates, and a process for prioritizing policy development or review is lacking. Students interviewed said that obtaining policy change requires sustained effort and advocacy. The larger concern expressed by interviewees is that the Senate does not monitor the implementation of policies. A significant number of those interviewed and surveyed indicated that Senate does not have broader academic governance policy discussions.

Observations

As a governing body, Senate's primary role is establishing the policies that govern the academic affairs of the university. It is part of Senate's role to ensure that once a decision is made, direction is given, or a policy approved, the policy is accessible and those responsible for implementing the decision, direction, or policy demonstrate that they are implementing it in accordance with Senate's wishes and are providing feedback to Senate on how the decision, direction, or policy is working as against its original purposes. In these ways, Senate takes accountability for its work. As we noted in our review of Dalhousie's Governance in 2022:

Policy instruments (policies, procedures, guidelines) sit within the hierarchy of governance documents below the Acts, by-laws and committee terms of reference and

serve to distribute responsibility deeper into the organization. All organizations require a policy framework with a policy classification scheme and clear lines of approval. Such a framework tells the community whose job it is to identify policy gaps, to prioritize policy development, and to approve which policies or amendments thereto. Policy instruments are also a tool of communication (telling those within the university community what the organization's position is on a matter), and guidance (clarifying roles and responsibilities). Those with responsibilities for policies are accountable for the exercise of the authority and for the fulfilment of the responsibilities delegated to them ... While the Board and Senate should establish policy direction and oversee policies within their areas of jurisdiction, neither should be involved in policy drafting or implementation and resources should be allocated to support the university in further developing a coherent policy framework"⁵.

While UBC has a framework for Board policies, there is no institutional policy framework, and most importantly for this review, the Vancouver Senate lacks a robust policy framework. We share the expressed concern that, after Senate passes a policy, there are few mechanisms for assessing or assuring itself of the appropriate implementation of the policy.

Sub-Recommendations: We recommend that:

- i. Senate develops a more comprehensive policy framework. This framework should define the types and categories of policy instruments, set out responsibility for development, approval, maintenance and review of policies, guide policy development and review, standardize policy formats, and establish an official policy library and repository. This framework should provide for accountability for policy implementation. The framework should be overseen by the Academic Policy Committee.
- ii. Since Senate is a governing or oversight body, responsibility for drafting policies for Senate review should lie with administration (i.e., the Senate policy officer working with the applicable administrative offices). As policy is the key tool for overseeing academic governance, ideally, there would be a dedicated and experienced policy officer within the Senate Office whose role is to support this committee, the policy framework, and the policy work of Senate.
- iii. To increase accountability, not only should each policy be assigned to a committee and be reviewed every three to five years, but policy instruments should identify the administrative leader responsible for implementation and monitoring and eventual renewal of the policy. For **priority and select policies** identified by Senate (keeping in

⁵ https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/university_secretariat/Board-of-Governors/Report%20-%20Independent%20External%20Review%20of%20Dalhousie.pdf at pp. 28-29).

mind administrative workload) responsible leaders should be required to report to the relevant Senate committee on the success of the implementation of the policy, challenges, and recommended amendments.

7. Rethink and Reform Appeals Structures and Processes

The three Senate committees that serve quasi-judicial functions are: 1) Committee for Appeals on Academic Standing; 2) Committee for Student Appeals on Discipline, and; 3) Admissions Committee.

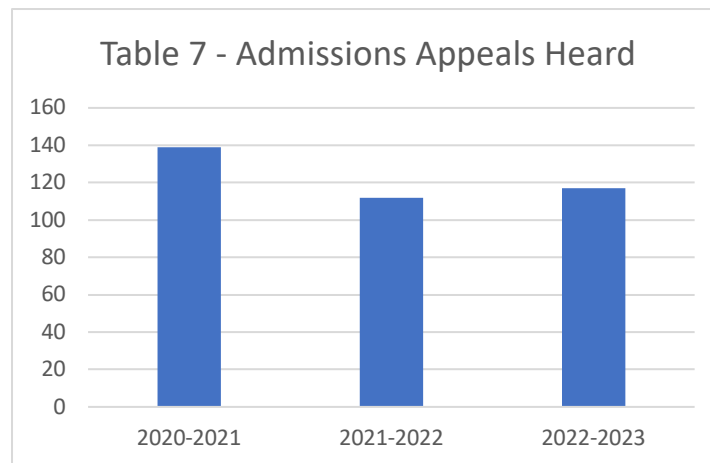
The Appeals on **Academic Standing** Committee is charged with hearing and disposing of appeals from decisions of Faculties on academic standing. The committee is required to report to the Senate annually on its work, and “any other matters of general significance to the university which have arisen out of the Committee’s work”. “Quorum” (meaning a minimum panel size for hearings) is five. Under the “Procedures Prior to the Hearing” found in the *UBC Academic Calendar*, the Registrar has the authority to dismiss appeal applications not filed within the required ten-day period from the faculty’s final decision. The Registrar’s decision to dismiss for lack of timeliness (or not to extend a deadline) is appealable to the committee.

The Student Appeals of **Discipline** Committee is charged with hearing and determining final appeals by students in matters of discipline. “Quorum” (meaning a minimum panel size for hearings) is five. Under the “Rules governing all appeals involving allegations of misconduct occurring on or after August 1, 2019”, found in the *UBC Academic Calendar*, the Registrar has discretion to dismiss discipline appeals not filed within the required forty-five-day period from receipt of the President’s decision or to provide an extension of the time for filing.

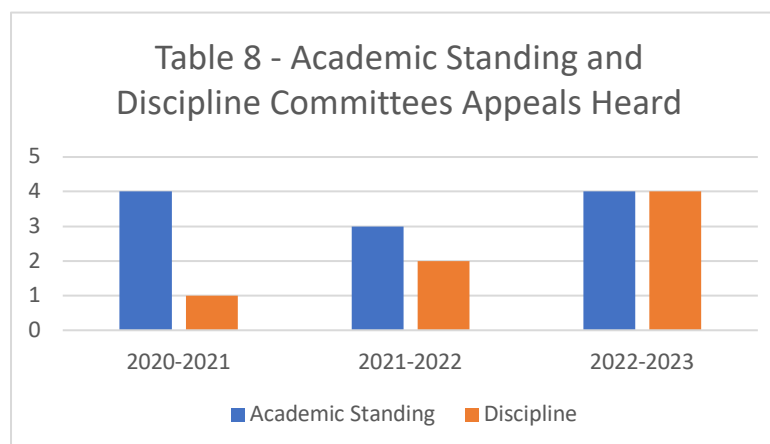
In its role as a quasi-judicial body, the **Admissions** Committee hears written appeals of decisions on admission, re-admission, and transfer. “Quorum” (meaning a minimum panel size for hearings) for student appeals is three. This committee found that its timeliness improved when its required panel size dropped from five to three (see Nominating Committee Report to Senate re. Appeal Structures and Procedures dated May 17, 2023, p. 478).

Appeals Metrics

We heard that appeals are a significant source of work for the Senate office. The appeals committees published their annual reports separately between 2009 and 2014. For transparency, this practice should be readopted. To assess workload, additional metrics should be tracked, most importantly, time to resolution. While admittedly of limited value in assessing the complexity of matters and workload, we were able to find appeal numbers for the past three years. The number of appeals was as follows:



The Admissions Committee heard 117 admissions appeals in 2022/23. Only five appeals were allowed. When asked about the low success rate of appeals, the Committee Chair said that most appeals are unfounded because there is no error in process and applicants have simply not met the competitive cut off (Senate Minutes: May 17, 2023).



In respect of academic standing matters, Senator Forwell reported to Senate in May 2023 that the “number of appeals heard per year has decreased substantially, likely as a result of Faculties developing more suitable, respectful, and policy-driven types of procedures that are more likely to result in a resolution at the Faculty level”. (Senate Minutes, May 5, 2023, p. 29). This is consistent with the available data as if we look back to the academic standing reports available (2009 to 2014), the academic standing numbers were much higher (10 in 2013-14, 9 in 2012-13, 8 in 2011-12, 14 in 2010-11, and 8 in 2009-10).

What we heard

In our survey, we asked about Senate effectiveness in appeals and received the following responses.

Table 9 – Senate Effectiveness in Appeals

Respondents	Not at all or Somewhat Effective	Fairly Effective	Effective or Very Effective	Don't Know
Continuing and Former Senators	29%	16%	39%	16%
Committee Members not serving on Senate (none served on appeals committees)	9%	9%	63%	18%

We also asked continuing and former Senators about the effectiveness of those committees on which they had served. The table below sets out the results:

Table 10 – Appeals Committees Effectiveness

Committee Name	Not at all or Somewhat Effective	Fairly Effective	Effective or Very Effective	Don't Know
Admissions	8%	0%	42%	50%
Appeals on Academic Standing	20%	0%	40%	40%
Student Appeals on Discipline	18%	9%	27%	45%

With respect to discipline appeals, we heard that they are increasing in complexity and sensitivity, and we observe that this is consistent with the experience of other universities in the wake of evolving and increasingly complex requirements for addressing matters of harassment, discrimination, and sexual violence on campuses. We also heard that because of the knowledge and expertise required on these files, the Senate Office has assumed increasing responsibility to support the committee work with advice and documents. We heard that students struggle as appellants in appeal processes, and this results in inadequate or incomplete documentation being filed thereby making the process harder to manage and longer. We heard that some feel that students need counsel to navigate some appeal processes and that this is seen as negative because the university should ensure that the processes are accessible to students. We heard that very few students retain counsel. We heard that the material in the UBC calendar relating to appeals is not presented in a manner accessible to students.

In interviews and in the commentary on the surveys, we received feedback that appeals are not timely. When we reviewed the scheduling of appeal hearings panels, we learned that a key challenge is finding a time for panels meetings/hearings. Students and

Convocation Senators are difficult to reach and to schedule. Students themselves indicated that committee meetings during the workday are challenging for them.

Many identify training as a primary issue. We were told by many that appeals committee members struggle with their roles. One interviewee observed that while there is benefit to diverse perspectives on appeals, this “cannot come at the cost of understanding the nature of the work”. As with all governance training, the need for training is continuous as new members join and leave governing bodies. Some committee members feel unprepared and some who have participated question whether their colleagues understand what they are doing. Success may depend on having a Chair with specialized knowledge such as a legal background. We heard from some that appeals work is such a technical and challenging area that it requires specialized knowledge and expertise, and that the university should be looking to third parties to adjudicate these matters. The Student Senate Caucus (“SSC”) is looking to the university to provide specific training in procedural fairness/standards of review, procedures, conflicts of interest, questioning, confidentiality, and approach to deliberation, as well as bias training, and sexual assault subject matter awareness training (*Senate 2026*). The SSC has identified Appeals of Discipline and Academic Standing as an area for development in both of its recent reports on Senate (*Senate 2026* and *Senate 2023*). In the *Senate 2026* report, the focus is on: 1) training; 2) development of guidelines, and 3) establishing a working group to support and connect the three appeals committees.

Observations

No legal opinion is provided as part of this review. However, it is important that we take notice of the fact that it is well-settled that universities owe procedural fairness to their students when making decisions affecting them and further, that the nature of that procedural fairness differs depending on the context:

University committees or appeal tribunals must act fairly when they review student grades. If they do not observe procedural fairness or the rules of natural justice, judicial review lies. These propositions are not disputed ... The content of procedural fairness depends on the context. The context includes the nature of the decision, the relationship between the decision-maker and the person asserting a claim to procedural fairness, the nature of the issue before the decision-maker and the effect of the decision on the person's rights ... In many academic appeals, procedural fairness will not demand an oral hearing⁶.

The legal context underlies the design of UBC’s appeal processes. We see value in the university carefully re-assessing each of its appeal and quasi-judicial processes and coming to greater clarity on the nature of the procedural fairness required. While all decision-makers should strive for consistency, not all decisions require the same level of procedural fairness. Legal counsel must be involved in these assessments.

⁶ *Khan v. Ottawa (University of)*, 1997 CanLii 941 (ON CA)

Training and Education: The work of the university's quasi-judicial bodies requires a special set of skills and knowledge. We have some sympathy with the assertions of those who suggest it should be performed by those with legal expertise. Many of the decisions made have the potential to have a major effect on a student's future and thus it is of paramount importance that the hearings panels are fully competent. Furthermore, universities are expected to do this work in compliance with the law and to understand and apply legal concepts. Appeals grounds demand an understanding of procedural fairness, but also of privacy and human rights law concepts – many of which are evolving. Appeal panel members must understand all applicable university policies. Mistakes by uninformed participants (such as asking the wrong question during a hearing) are not only unfair to participants but can give rise to issues of procedural fairness and legal liability.

In our view it is not possible to ensure that a revolving door of appeal panel participants maintains the requisite level of expertise. It is also a very difficult task to train individuals in all the required areas in short training sessions. We suggest that out of fairness to appellants, a focus on skills and expertise for panel members takes priority over having multi-stakeholder panels. We see that a diverse stakeholder perspective is better exercised within a newly mandated single Appeals Committee which would provide oversight of the appeals committees, focusing on tools for students to clarify the process, tracking appeal trends and metrics, and making recommendations for policy or process changes.

Hearings Panels: Although the two appeals committees are called committees, they really operate as hearings panels. This confusion likely arises from the wording of s. 37(1) v. of the *University Act* which empowers Senate to “establish a **standing committee** of final appeal for students in matters of academic discipline”. It results in the use of confusing language for appeals panels such as “quorum”. Other universities use the words “hearing panel” to distinguish the nature of the appeal bodies from standing committees. The hearings panels convened by the Appeals Committees are too large. Issues related to training and timeliness will be simplified with smaller hearing panels. Quasi-judicial means “essentially judicial in character” (*Merriam Webster*) or like a judge. We note that in most quasi-judicial settings across Canada, a single qualified person is deemed sufficient to make what are sometimes very difficult and complex decisions affecting legal rights. We agree with the recommendation to reduce panel sizes to three and suggest that less complex matters could be adjudicated by a single person.

Data Analysis: Improved data gathering will assist the Senate in engaging in an analysis of appeal metrics and trends. This is not simply for workload purposes or for analysis of committee effectiveness, but also for issues relating to equity and inclusion and student experience. The Appeals Committee should engage in trends analyses annually relating to appeals and report the same to Senate.

Sub-Recommendations: We recommend that:

- i. **Appeals Oversight:** In place of the Academic Standing and Discipline Committees, Senate creates a single Appeals Committee charged with overseeing the Academic

Standing and Discipline appeals processes and tracking, analyzing appeals data, and making policy-based recommendations to Senate.

- ii. **Roster of Adjudicators:** The Appeals Committee establishes a role description and qualifications for committee adjudicators and appoints a standing sub-committee of qualified adjudicator members from within the university to form three-person or single-person panels in the discretion of the Appeals Committee chair in consultation with the Senate Office.
- iii. **Training and Education:** All adjudicator members should:
 - demonstrate an understanding of applicable university policies relating to academic standing, academic misconduct and non-academic misconduct, appeals processes, privacy law principles, confidentiality, and procedural fairness;
 - have recent training in unconscious bias;
 - demonstrate skills in empathy, objectivity, and written and oral communication.
- iv. The roster of adjudicators should include several qualified members who are: 1) willing to hear complaints involving matters of harassment, discrimination, and sexual violence, and 2) who have recent training in trauma-informed practices and approaches.
- v. **Support for the Committee and Adjudicators:** The appeals function is currently supported by a Senate Governance Officer who has other responsibilities. The Senate Appeals Committee and the adjudicators require a dedicated and knowledgeable resource to support all aspects of the appeal work, as well as access to administrative resources to assist with scheduling and logistics.
- vi. **Admissions Appeals:** Senate should revisit the threshold of referrals to the Admissions Committee. Given the low rate of appeal success, over 95% of appeals are without merit. The committee should oversee a triage process either by a member of the Senate Office, but preferably an admissions administrator not involved in the initial decision(s). Subject to their accountability and reporting obligation to the committee, this individual would have authority to dismiss appeals where there is no error in process and advance only complex or novel (not covered by existing policy/regulations) admissions or transfer matters to the committee appeal level. Additionally, consideration should be given to reducing the appeal panel to one person, with the Admissions Committee Chair having the discretion to convene a panel of three for novel or complex matters.
- vii. **Support for Students:** We agree that students require appeal process information available to them in a simple and straightforward form and encourage the development of tools under the supervision of the Appeals Committee. While the university should ensure that its processes are transparent, procedurally fair, and accessible to students, the standing and discipline processes are inherently processes

in which the university and the student are adverse in interest. We see a role for the AMS in providing students with support and advocacy tools. Given what is sometimes at stake for students in academic standing and conduct appeals, it will also sometimes be wise for students to engage counsel and we do not see the fact that they do this as a negative.

8. Clarify Senate's Roles and Build its Capacity for Advancing the Indigenous Strategic Plan and Equity, Diversity, and Inclusion at UBC.

The terms of reference for this review included advising on “means of overcoming barriers to the participation in Senate, including issues of equity, diversity, and inclusion”. Some may believe that, as two white women, we lack experience and expertise needed to address this issue – we concur. However, where we can help is with governance structures and practices that enable progress toward and measure change.

Recognizing UBC's commitment to Indigenous engagement, we also sought information about Senate's role and activities in that realm. Like UBC's Indigenous Strategic Plan (ISP) and the 2023 Strategic Equity and Anti-Racism Roadmap for Change, we regard the work of advancing the ISP and EDI as distinct but complementary and intersecting realms. Both are priorities for UBC. Indigenous Engagement was one of five areas identified in UBC's 2018 Strategic Plan as having transformational potential. The associated strategy was to “support the objectives and actions of the renewed Indigenous Strategic Plan” (ISP). The ISP was endorsed in principle by the Senate in April 2021. In May 2023, the Senate approved a recommendation that each standing committee consider how best to engage with the Indigenous Strategic Plan within the committee's area of responsibility, propose any appropriate revisions to its terms of reference, and report to the Nominating Committee in time for the latter to report to Senate by January 2024 on progress made in relation to the ISP.

The Director of the First Nations House of Learning is an *ex officio* voting member of the Curriculum Committee and the Teaching and Learning Committee but not of Senate itself.

UBC's 2018 Strategic Plan also includes numerous goals and strategies related to inclusive excellence. Early that year, the Senate established an *Ad-hoc Committee on Academic Diversity and Inclusivity* (SACADI), in response to a proposal from the Student Senate Caucus. Its terms of reference included:

- to examine and report back to the Senate on the academic environment and its impact on academic diversity and inclusivity; and
- to develop a framework for incorporating considerations of diversity and inclusivity into academic decision making.

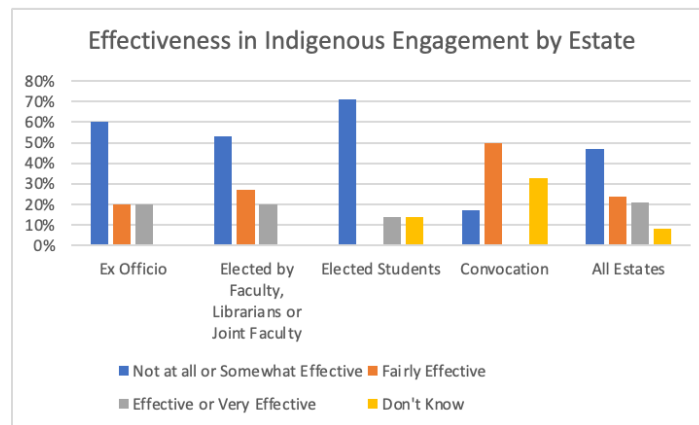
The *ad hoc* committee met 24 times over approximately 2 years and recommended to the Senate in July 2020 that it endorse the frameworks within the university's Inclusion Action

Plan, as they apply to the operations of the Senate; that the Nominating Committee recommend to Senate the creation of a structure or committee to address academic diversity and inclusion, and continue the work of SACADI; and that the Senate work with the Board of Governors to consider establishing a statement on UBC's values of equity, diversity, and inclusion. These recommendations were approved by Senate but, as reported to the Senate in May 2021 and indicated in the May 2023 Triennial Review Report, the Nominating Committee did not reach consensus on the desirability of a new committee and therefore, has not yet made such a recommendation.

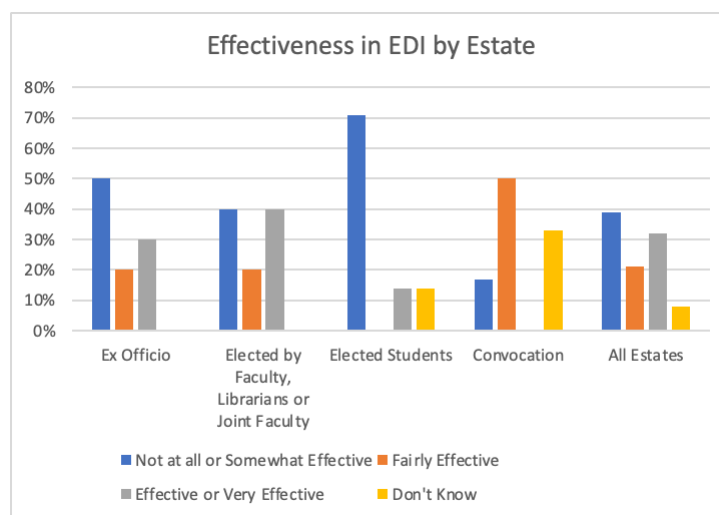
What we heard

Asked in our survey about Senate's effectiveness in promoting Indigenous engagement and priorities, continuing and former Senators responded as follows:

Table 11 – Effectiveness in Indigenous Engagement



Amongst the comments we received was that Senate is not a place where Indigenous engagement takes place. The minute review shows that some committees have made genuine efforts to engage with the Indigenous Strategic Plan tools, but the majority are struggling to understand how to support its advancement, in part because the associated tools were not developed to assist governing bodies but are focused on academic or administrative units. The Nominating Committee report to Senate in December 2023 confirms that committees have not been able to work through this issue and that more time is required. Asked in the survey about the Senate's effectiveness in promoting equity, diversity and inclusion in the Senate and the university, continuing and former Senators responded as follows:

Table 12 - Effectiveness in EDI

Among the comments received from interviewees and survey respondents were that:

- Whereas the student membership of Senate is diverse, other components are not yet.
- There has been a lack of sensitive, thoughtful discussion of matters related to EDI in Senate.
- The climate has improved but there is still a real need to raise awareness of Indigeneity and equity and anti-racism in Senate.
- Senate has shown little interest in advancing EDI. There should be a Senate committee devoted to this. (The student caucus has long advocated this but, as noted above, others disagree).
- The Senate does not track the demographic composition of its membership.

Observations

We agree with the prevailing view of survey respondents that Senate has not been particularly effective in advancing Indigenous engagement and EDI. A significant impediment to progress is lack of clarity about the roles of Senate and its committees. Opinions differ. Some Senators would like to see Senate play transformative roles whereas others doubt it should play any roles in these realms. This begs the fundamental question: Is it part of the Vancouver Senate's role to foster Indigenous engagement and equity, diversity, and inclusion in the academic activities of the Vancouver campus? In our view, the answer is yes. As a governing body that has endorsed in principle the university's current Strategic Plan and the Indigenous Strategic Plan, it is fitting for the Senate to play a role in furthering these goals. How should it do so? Not by dictating curriculum content or usurping matters of academic judgment, but by seeing that its own policies, processes, and practices foster those ends, by encouraging, recommending, and promulgating related initiatives, and by building its own diversity and capacity.

Does that require a committee dedicated to EDI? In our view, no. The Student Senate Caucus and many student Senators advocate the creation of such a committee, but we were also cautioned that structures can be counterproductive. A review of the minutes of the Senate *Ad Hoc* Committee on Academic Diversity and Inclusion suggests that it struggled to operationalize its mandate and to develop and carry out a workplan. Perhaps a standing committee would be more effective; perhaps not. In our view, two things are necessary for the Senate to play an effective role in advancing Indigenous engagement and EDI:

- A clear conception of the roles of the Senate and its committees.
- Greater capacity at multiple levels (including Senate planning; member awareness, knowledge and experience; committee chair capability).

As noted above, Senate committees are currently considering how best to engage with the Indigenous Strategic Plan within their areas of responsibility and will propose revisions to their terms of reference, as appropriate. A similar process was initiated in 2019/20 by the *Ad Hoc* Senate Committee on Academic Diversity and Inclusion in relation to EDI but did not appear to come to fruition.

With respect to the culture of Senate, we heard that Senate culture is improving but that racist, sexist, or other discriminatory things are still sometimes said at Senate and not addressed – or addressed only through social media and/or shaming. One way to begin to change the culture of Senate is to change Senate’s membership – to attract and welcome members from diverse backgrounds to its ranks and to encourage and appreciate their active participation. The importance of diverse membership has been recognized by Senate. In 2020, the Senate approved a recommendation arising from the triennial review completed that year “That the Registrar and the Council Elections Committee be requested to take whatever reasonable steps they feel appropriate to encourage as many candidates as possible - especially those from diverse backgrounds”. In the surveys of Senate members conducted for this review, they were invited to self-identify in relation to UBC’s equity categories. Of the 67 survey respondents, 33 did so. Broken down by survey, 33% of continuing and former Senators, 64% of committee members not also on Senate, and 76% of new Senators chose to provide demographic information.

The ISP recommends “develop[ment] and deliver[y of] Indigenous history and issues training for all faculty and staff to be successfully completed within the first year of employment at UBC”. The StEAR Roadmap for Change called for introduction of anti-oppressive/anti-racism, human rights and equity content in new employee orientation. In the fall of 2020, the President reported to Senate that anti-racism training had been provided for the university’s senior executive, Board, and academic and administrative leadership.

Sub-Recommendations: We recommend that:

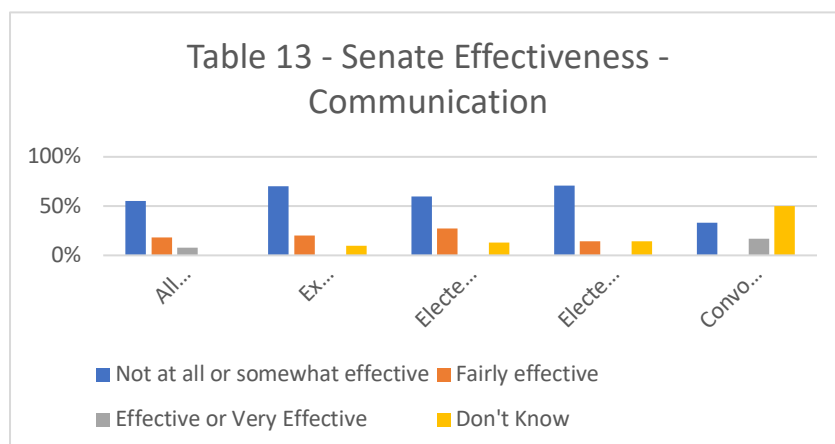
- i. The terms of reference for the Agenda, Planning and Governance Committee include planning and overseeing the activities of Senate and its committees to advance the Indigenous Strategic Plan and foster EDI.
- ii. The Agenda, Planning and Governance Committee include the Director of the First Nations House of Learning and the AVP Equity and Inclusion in the development of the recommended multi-year governance plan.
- iii. Once the updating of terms of reference to reflect committees' roles in the implementation of the ISP is complete, the Senate committee responsible for governance ask each standing committee to consider how it will help advance EDI within its area of responsibility and report back with a recommendation for any appropriate revisions to its terms of reference.
- iv. The Senate Office work with the Equity and Inclusion Office to track the demographic evolution of its membership by year, drawing on self-identification information from UBC's Employment Equity and Inclusion Survey and other sources, and publish the results annually.
- v. The Senate's commitment to and roles in fostering Indigenous engagement and EDI and the implications for Senate members be communicated in Senate orientation.
- vi. Training for Senate and committee Chairs and Vice-Chairs include leading and chairing bodies and committees that are diverse, inclusive, and effective.
- vii. Education sessions on Indigenous matters and equity and anti-racism be offered for Senators early in this triennium.

9. Improving Communication and Engagement with Senate

The terms of reference for this review include advising on "means of communicating with members of the various estates that form the membership of Senate (i.e., faculty, students, members of the Convocation, administrators and others), both to ensure awareness of Senate's work and decision and to encourage future direct participation on Senate".

What we heard

When current and continuing Senators were asked how effective the Senate is in communicating with university estates and the university community, the survey results were as follows:



Senate's perceived effectiveness in this realm was perceived to be lower than in any of the five other areas of Senate responsibility cited in our terms of reference (Vision, Mission, Strategic Plan; Policy; Indigenous Engagement; Equity, diversity, and inclusion; Appeals) -- the percentage of respondents who characterized communication as 'Not at all effective' being highest at 29%. Comments such as the following were typical:

- Most of the university community does not know what the Senate is or what it does.
- The Senate fails to communicate well with other bodies. It doesn't really communicate much at all.
- I don't think the university cares or knows about the Senate's activities.
- Communication with the broader community is at a minimum.

Concern was also expressed by interviewees that there is little awareness of Senate and its work among faculty members, students, alumni, or the university community generally. A few faculty Senators said that they provide updates to their faculty councils on what happens at Senate on an *ad hoc* basis, but the level of awareness amongst faculty of Senate and how the university is governed was described as generally low.

Some survey respondents and interviewees advocated a more systematic, central approach to communication of Senate matters to the university community, but there were few specific suggestions, and it was acknowledged that effective communication within universities is difficult.

Observations

We concur that there is insufficient understanding of Senate's work. At present, communication about the Senate takes place primarily through the Senate Office's website, which provides access to agendas, minutes, and other materials, and through broadcast emails from that office to faculty, staff and/or students, distribution lists for members of each Faculty, online distribution of Senate packages, and other means. The Vancouver Senate's practices in this area are consistent with the practices of other academic governing bodies.

We observe that the website is not as current as it could be and see this as one of the consequences of the resourcing issue facing the Senate Office. We also note that Senate, other than identifying it as an issue in the triennial reviews, doesn't focus on communication, what it wants to communicate, to whom, and why. No one is assigned to support Senate with its communication activities. As such, its communication is somewhat random and *ad hoc*. The student newspaper is also a source of information about what's happening at Senate and some Senators also communicate about Senate matters on social media.

The perceived need for more systematic, coordinated communication appears to arise principally from concern about the low level of interest in serving on Senate amongst faculty in particular, and from the belief that low interest stems from a lack of awareness of Senate and can be addressed by better communication. We agree that communication is one component of the problem. Other reasons cited for low level of faculty interest in running for election were that: faculty members are extremely busy, it's a big time commitment, and many Senators don't receive recognition from their heads or deans for service on Senate, including chairing committees. That being the case, we have also included comments on engagement in this section.

We agree that lack of interest and willingness to serve on the Vancouver Senate is a major concern. To compose Senate's membership for the 2023-26 triennium, two calls for nominations were needed for Convocation Senators, three calls for joint faculty representatives, and four calls for faculty-specific positions. Two joint faculty representatives, one faculty-specific representative and two Convocation Senators were elected; the rest of the twenty-four elected faculty and twelve Convocation positions were acclaimed.

The active participation of faculty members is essential for the fulfillment of university Senates' roles. Elected faculty are the largest constituent group and, ideally, good university citizens, well-informed about the university's academic and research activities, open-minded and articulate, in touch with and respected by their colleagues, committed to the Senate's work, prepared to invest scarce time into it, and representative of the diversity of the university community. Insofar as few faculty members are willing to serve on the Vancouver Senate, we share the expressed concern. The recommendations in this report are intended to make Senate more effective – thereby making more effective use of Senators' time.

Sub-Recommendations: For now, we recommend that:

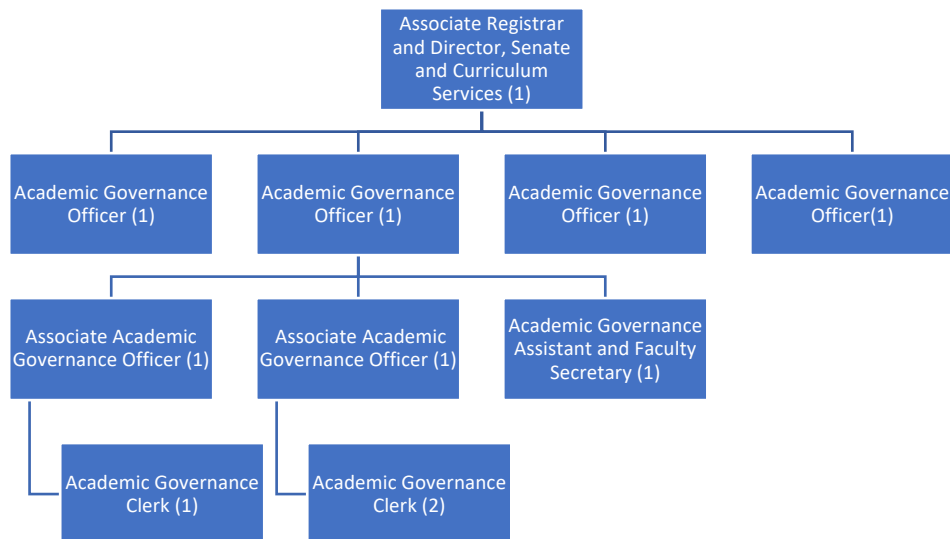
- i. A review of the Vancouver Senate website be conducted by a communications professional at UBC with a view to making it not just a repository of information but a more effective communications tool. Small things like starting to post annual committee reports under committee pages, will help.

- ii. Orientation for new faculty members and for new deans include information about university governance in Canada, UBC's governance including the important role of the Senates, and their roles in it.
- iii. Faculty members' participation on Senate be recognized as the important professional service it is.
- iv. Updates on Senate business be regular items on faculty council agendas.

10. Reposition, Resource, and Improve Work Practices of the Office of Senate and Curriculum Services

The Office of Senate and Curriculum Services at UBC sits within the Office of the Associate Vice-President, Enrolment Services, and Registrar (who reports to the Provost UBCO and to the Vice-Provost and Associate Vice-President, Faculty Planning, a direct report of the Provost and Vice-President Academic). The senior position within the office is the Associate Registrar and Director, Senate and Curriculum Services who also serves as Clerk of Senate. The organization chart for the office as at January 2024 is below (number of individuals occupying the role is included in brackets).

Table 14 – Senate and Curriculum Services Organization Chart



What we heard

Those surveyed and interviewed describe the staff of the Senate Office in positive terms, using words such as “very skilled”, “very knowledgeable” with “expertise in governance”. There is a widely held view that the office is short-staffed and under-resourced. This is perceived to contribute to delayed scheduling of committee meetings, lack of timeliness in appeals, late Senate meeting packages shared with insufficient time to review, and

poor or insufficient communication. The surveys and interviews show that Senators and Senate committee members are looking for more support, in the form of education and training, from the Senate Office.

Observations

The Senate Office is staffed with bright, committed, dedicated individuals with a good understanding of and commitment to effective governance. This review generated significant additional work for them. We appreciate their time and responsiveness to our many questions and requests. In our view, there is an opportunity for the office to make a more significant contribution to the effectiveness of the Vancouver Senate in bicameral governance. The office struggles to do this for several reasons.

Organization Structure: The Senate Office is a governance office, but it is located deep in the Provost's portfolio. In our view it is quite simply in the wrong place. Governance offices seek to be, and to be seen as, neutral – advancing effective governance. Having the governance support for both Senates several levels down in the organization structure of the university Vice-President with primary responsibility for execution and implementation of much of the work to be overseen by Senate, is functionally illogical and inconsistent with the office's purpose. The structure presents a barrier to the flow of communication between the Clerk of Senate and the Board Secretary as there is no organizational parity. It is further odd that the President, who is the Chair of Senate, has no direct ability to influence the work or resources of the office supporting the Senate, and anomalous that the office reports to the position of AVP and Registrar, the focus of which is on matters other than governance. While we recognize that the origins of this arrangement lie within the *University Act*, and that the registrar is (in fact or in name) the secretary of senate at many BC universities, we observe that the University of Victoria complies with the *Act* while implementing governance supports that are better integrated and more aligned with fostering an effective bicameral governance system.

Of the 15 other universities whose governance support structures we looked at for comparative purposes, only another BC university (Simon Fraser University) has separate administrative offices supporting the Board and Senate (See Appendix 5 - Benchmarking). Other BC universities, such as UNBC also maintain separate offices, but we did not include those in our group of comparator universities.

Resources: We found numerous requests for additional Senate office resources in our review of the documents. We agree that the Senate governance function is under resourced. Although the office organization chart shows ten positions and eleven staff are listed in the directory, we heard that, for prolonged periods over many years, at least one member of the office has been on secondment or leave. The sustained absence of one or more staff members over several years makes it difficult to assess the sufficiency of resources as the office has never managed to achieve steady state. Having said that, we observe that there is insufficient support for the Senate Clerk, and for the office. Most of the administrative staff in the office support curriculum and calendar services, which account at present for at least four members' time and almost constitute an office within

the office. We observe that other Academic Governance Officers' time and expertise is taken up with administrative matters better done by someone with less specialized skills and knowledge. The Director does not have dedicated administrative support. The office not only supports Senate but also takes minutes for the Faculty Councils.

We question whether it makes sense to give all those reporting to the Clerk of Senate the same job title – Academic Governance Officer. We understand that there is flexibility in doing so as the resources are more interchangeable. However, we note that there are areas of office responsibility that require specialized knowledge and expertise. For example, given the role that the Senate Office plays in supporting appeals, and given the complex nature of some appeals, having a person with legal training in that role makes sense. It also makes sense to have a person dedicated with responsibility for the Senate policy framework, and perhaps one with responsibility for training.

Work Focus: The Senates are the academic governing bodies for UBC. Supporting the Senates to be effective governance bodies requires governance focus. Processing curriculum changes and updating the calendar are, while a product of governance, operational in nature and a distraction from governance work. Of the 14 other universities we examined, only one unified university⁷ secretariat seems to have responsibility for curriculum services and the calendar (See Appendix 5 - Benchmarking). Within the Senate offices at the two universities with separate Board and Senate offices, the Senate office has responsibility for curriculum services and the calendar.

Organization of Work: With leaves that are not backfilled and insufficient administrative support, the office appears to be operating in reactive mode, getting done what needs to get done in the moment, without the time to step back, plan, and work in a more methodical way. This contributes to stress and overwork. We think, however, that there are also opportunities to work in a more methodical and organized fashion. The office suffers from a lack of established procedures and processes. Most universities have fixed annual schedules for Senate and their standing committees. When we attempted to analyze attendance, we noted that Senate attendance records are inconsistently kept and contain errors (e.g., people missing or recorded as both present and absent). There is no consistent use of minute templates or resolution formats. There are opportunities to make information much more accessible to the community through the website. These steps could improve the communication and transparency of Senate's work.

Sub-Recommendations – While acknowledging that we have been told there is no budget for additional resources, it is important that we restate that additional resources investments are needed to support the effectiveness of the Senate. We recommend that:

- i. The governance functions of the Senate Office (all those other than the Academic Governance Clerks) be moved out from under the Registrar and into a newly created university secretariat, leaving behind the curriculum and calendar work. Under this

⁷ UNB. We note that at the University of Manitoba, the University Secretary chairs the Senate committee responsible for the calendar, but responsibility for the calendar lies with the Registrar.

new structure (and unless the university hires a University Secretary), the Associate Registrar and Director, Senate would become Senate Secretary (in line with the Board Secretary) and would report directly to the President as Chair of Senate.

- ii. Use of the generic title of Academic Governance Officer be reconsidered, particularly for the officer supporting appeals work (“Senate Appeals Officer”). Consideration should be given to the assignment of a dedicated policy role (“Senate Policy Officer”) responsible for creating a functional policy framework and supporting a more coherent approach to the policy work of Senate, and a Senate Training Officer, and perhaps a dedicated Programs and Curriculum Officer responsible for the curriculum framework.
- iii. Two administrative positions be added to support those working currently as Academic Governance Officers. If a university secretary is hired, that person will be able to assist with many of the recommendations herein. If the recommendation to move the Senate Office to a joint secretariat is not accepted, we recommend an additional position be added between the Director and the Academic Governance Officers. This role as Associate Director would be one of managing workflow, implementation of the adopted recommendations arising from this review including leading an enhanced education and development program, and staffing, leaving the Director to oversee the unit and work at the strategic and policy level with Senate.
- iv. A plan be developed and implemented for conducting the work of the office more methodically, starting with calendaring and work planning, implementing consistent document management practices, a consistent policy development process, the use of templates for minutes, and a standard approach with tools for attendance tracking.

D. Summary and Next Steps

We commend the Vancouver Senate for its ongoing commitment to improving its academic governance practices. Learning about the Vancouver Senate and speaking with Senators, members of the Senate Office and others has been a real pleasure. We observe lots of strengths. The opportunities for improvement are mostly, eminently actionable. We hope that our findings and recommendations inspire renewal of and re-engagement in the Vancouver Senate, thereby strengthening academic governance at UBC. Our report contains ten major and many supporting recommendations. Without the addition of resources, much of this review may be unachievable. We don’t expect that all our recommendations will be adopted. It is up to the Senate and the university to decide which recommendations to adopt and include in a multi-year plan for implementation. Though the concept of a triannual Senate is deeply embedded at UBC Vancouver, the impact of implemented changes will need to be monitored and reviewed at least annually. We wish the Vancouver Senate well in that process! UBC is a very important university – for BC, Canada, and beyond. It is vital that its academic governance be sound and strong.

Appendix 1: List of Recommendations and Sub-Recommendations

A. Priority Recommendations

1. Clarify Roles and Responsibilities and Equip People to Fulfil Them

Sub-Recommendations: To address priority area 1, we recommend specifically that:

- i. UBC create short role descriptions for: Senate Chair, Vice-Chair, Committee Chairs and Vice-Chairs, and Senate members.
- ii. The Senate Chair role description make it clear that the President is responsible and accountable for leading the Senate in fulfilling its role and responsibilities.
- iii. Role descriptions for Senate Vice-Chair, Committee Chairs and Vice-Chairs clearly include the knowledge and experience required, and candidates nominated and elected accordingly.
- iv. Committee Chairs and Vice-Chairs be elected by Senate upon nomination by the Nominating Committee or subcommittee (see Sub-Recommendation 5ii below), to better ensure that candidates have the needed knowledge and experience and that they and their committees can fulfill their mandates and workplans on behalf of Senate.
- v. Chairs and Vice-Chairs of Senate and its Committees receive training.
- vi. Senate members annually receive orientation.
- vii. Senate engage in sessions to raise awareness among Senate members of issues and trends in national and global higher education and research, evolving institutional strategy, and Faculties' plans, priorities, and progress.

2. Improve Senate Agenda Planning

Sub-Recommendations: To address priority area 2, we recommend that the Senate's committee structure be reconfigured to connect planning, governance, and agenda-setting for Senate (see 5 -Revise Committee Structure and Make Better Use of Committee Structure), and that:

- i. There be annual workplans for Senate and its committees.
- ii. Agendas be designed to enable Senate and its committees to raise their sights and focus on matters of importance, leaving routine and operational matters to administration.
- iii. Major items for approval, endorsement, or recommendation be brought to Senate at least twice – at the outset for early generative input, and later for recommendation, endorsement, or approval.
- iv. For each item on the agenda, it be made clear what Senate is being asked to do (e.g., receive for information, provide input, advise, recommend, endorse, approve).

- v. Before the initiation of the next round of strategic planning the University engage in a discussion about the roles the Senates will play in the development, approval or endorsement, and oversight of the implementation of UBC's next Strategic Plan (including metrics related to their areas of responsibility).

3. Improve Senate Meeting Arrangements

Sub-Recommendations: To address priority area 3, we recommend specifically that:

- i. The Chair and the Vice-Chair of Senate adopt, and Senators assist the Chair by supporting, an active meeting management approach. This involves working together to: focus Senate's attention on the items of greatest importance, respect reasonable time targets, avoid domination of the conversation by few voices, and encourage and enable more Senators to participate fully.
- ii. The Senate meeting time be moved to late afternoon. Meetings should be scheduled for no more than two hours and preferably ninety minutes.
- iii. Adjustments be made to processes and practices (committee schedules if necessary) to ensure that Senate materials and agenda are posted and available to Senators and Senate committee members one full week in advance of a meeting.
- iv. Agenda setting practices change so that agendas contain target times for meeting items and many items not requiring discussion appear on a consent agenda.
- v. The hybrid meeting format be retained for all but two meetings per year. Establish hybrid meeting rules including keeping 'cameras on' and improve the meeting technology. Senators attending in person should sit at the front of the room and microphones be made available for questions. Senators should adopt a practice of identifying themselves when they speak for the benefit of those participating in the other medium. There should be at least one but preferably two in-person only meetings, at appropriate times in the year, with educational and social components. For hybrid meetings, the Vice-Chair or another position could be charged with managing on-line speakers.

B. Recommendations regarding other aspects of the terms of reference

4. Effectiveness of Senate in the Bicameral Governance of UBC

Sub-Recommendation: We recommend that:

- i. Upon receipt and acceptance of the Review Report, the Senate take steps to develop a multi-year governance plan. Steps in developing the plan include considering our recommendations, deciding which to implement and in what order, developing and carrying out the multi-year governance plan, and charging the newly formed Agenda, Planning and Governance Committee (see 5 Revise

Committee Structure and Make Better Use of Committees), to monitor progress against the governance plan at least annually, and report to Senate.

5. Revise Committee Structure and Make Better Use of Committees

Sub-Recommendations: We recommend specifically that:

- i. The Agenda Committee mandate be amended to assign it responsibility for Senate planning, agenda-setting, and governance. Given the President's responsibilities for leading Senate and for strategic planning for UBC and their role as a link between the two Senates and the Board, we recommend that the new Agenda, Planning and Governance Committee be chaired by the President. Recognizing the President's many external responsibilities and commitments, we also recommend that the President appoint the Vice-Chair of the committee from among the members of Senate.
- ii. Consideration be given to strengthening the link between the Nominating Committee and the Agenda, Planning and Governance Committee, so the former is aware of the work that the Senate and each of its committees is expected to achieve and so that any experiential or knowledge requirements inform nomination processes. The Nominating Committee could become a subcommittee of the Agenda, Planning and Governance Committee, chaired by an elected member of the latter who has previously successfully chaired a Senate committee. Whether or not this suggestion is adopted, the recruitment and nomination or selection of members should take place against identified criteria, including equity goals.
- iii. The Library Committee be discontinued. Senate should continue to receive an annual report from the University Librarian and delegate oversight of rules for the management and conduct of the Library to the Academic Policy Committee.
- iv. The Agenda, Planning and Governance Committee review the terms of reference for all other committees to ensure they are clear, outcome-focused and consist of governance rather than operational functions, and that committee changes be reflected in an amended Policy V-1.

More specifically:

- a. The Academic Policy Committee's mandate be revised to include oversight of the development of an academic policy framework and annually recommending policy priorities for Senate, assigning them to administrators or Senate committees, and monitoring their development. This committee should be charged with working to examine the current method of university-wide academic policy development and working with its UBCO counterpart to develop a more unified approach complementary to the Board policy framework to achieve a coherent institutional policy framework.

- b. Senate amend V-1 to require that committees annually: review their terms of reference and Senate direction regarding priorities: draft workplans for review by the Planning and Governance Committee and coordination with other committees, and; report annually to Senate against their workplans.

6. Develop and Implement a Robust Policy Framework

Sub-Recommendations: We recommend that:

- i. Senate develops a more comprehensive policy framework. This framework should define the types and categories of policy instruments, set out responsibility for development, approval, maintenance and review of policies, guide policy development and review, standardize policy formats, and establish an official policy library and repository. This framework should provide for accountability for policy implementation. The framework should be overseen by the Academic Policy Committee.
- ii. Since Senate is a governing or oversight body, responsibility for drafting policies for Senate review should lie with administration (i.e., the Senate policy officer working with the applicable administrative offices). As policy is the key tool for overseeing academic governance, ideally, there would be a dedicated and experienced policy officer within the Senate Office whose role is to support this committee, the policy framework, and the policy work of Senate.
- iii. To increase accountability, not only should each policy be assigned to a committee and be reviewed every three to five years, but policy instruments should identify the administrative leader responsible for implementation and monitoring and eventual renewal of the policy. For **priority and select policies** identified by Senate (keeping in mind administrative workload) responsible leaders should be required to report to the relevant Senate committee on the success of the implementation of the policy, challenges, and recommended amendments.

7. Rethink and Reform Appeals Structures and Processes

Sub-Recommendations: We recommend that:

- i. **Appeals Oversight:** In place of the Academic Standing and Discipline Committees, Senate creates a single Appeals Committee charged with overseeing the Academic Standing and Discipline appeals processes and tracking, analyzing appeals data, and making policy-based recommendations to Senate.
- ii. **Roster of Adjudicators:** The Appeals Committee establishes a role description and qualifications for committee adjudicators and appoints a standing sub-

committee of qualified adjudicator members from within the university to form three-person or single-person panels in the discretion of the Appeals Committee chair in consultation with the Senate Office.

- iii. **Training and Education:** All adjudicator members should:
 - demonstrate an understanding of applicable university policies relating to academic standing, academic misconduct and non-academic misconduct, appeals processes, privacy law principles, confidentiality, and procedural fairness;
 - have recent training in unconscious bias;
 - demonstrate skills in empathy, objectivity, and written and oral communication.
- iv. The roster of adjudicators should include several qualified members who are: 1) willing to hear complaints involving matters of harassment, discrimination, and sexual violence, and 2) who have recent training in trauma-informed practices and approaches.
- v. **Support for the Committee and Adjudicators:** The appeals function is currently supported by a Senate Governance Officer who has other responsibilities. The Senate Appeals Committee and the adjudicators require a dedicated and knowledgeable resource to support all aspects of the appeal work, as well as access to administrative resources to assist with scheduling and logistics.
- vi. **Admissions Appeals:** Senate should revisit the threshold of referrals to the Admissions Committee. Given the low rate of appeal success, over 95% of appeals are without merit. The committee should oversee a triage process either by a member of the Senate Office, but preferably an admissions administrator not involved in the initial decision(s). Subject to their accountability and reporting obligation to the committee, this individual would have authority to dismiss appeals where there is no error in process and advance only complex or novel (not covered by existing policy/regulations) admissions or transfer matters to the committee appeal level. Additionally, consideration should be given to reducing the appeal panel to one person, with the Admissions Committee Chair having the discretion to convene a panel of three for novel or complex matters.
- vii. **Support for Students:** We agree that students require appeal process information available to them in a simple and straightforward form and encourage the development of tools under the supervision of the Appeals Committee. While the university should ensure that its processes are transparent, procedurally fair, and accessible to students, the standing and discipline processes are inherently processes in which the university and the student are adverse in interest. We see a role for the AMS in providing students with support and advocacy tools. Given what is sometimes at stake for students in academic standing and conduct appeals, it will also sometimes be wise for students to engage counsel and we do not see the fact that they do this as a negative.

8. Clarify Senate's Roles and Build its Capacity for Advancing the Indigenous Strategic Plan and Equity, Diversity, and Inclusion at UBC.

Sub-Recommendations: We recommend that:

The terms of reference for the Agenda, Planning and Governance Committee include planning and overseeing the activities of Senate and its committees to advance the Indigenous Strategic Plan and foster EDI.

- i. The Agenda, Planning and Governance Committee include the Director of the First Nations House of Learning and the AVP Equity and Inclusion in the development of the recommended multi-year governance plan.
- ii. Once the updating of terms of reference to reflect committees' roles in the implementation of the ISP is complete, the Senate committee responsible for governance ask each standing committee to consider how it will help advance EDI within its area of responsibility and report back with a recommendation for any appropriate revisions to its terms of reference.
- iii. The Senate Office work with the Equity and Inclusion Office to track the demographic evolution of its membership by year, drawing on self-identification information from UBC's Employment Equity and Inclusion Survey and other sources, and publish the results annually.
- iv. The Senate's commitment to and roles in fostering Indigenous engagement and EDI and the implications for Senate members be communicated in Senate orientation.
- v. Training for Senate and committee Chairs and Vice-Chairs include leading and chairing bodies and committees that are diverse, inclusive, and effective.
- vi. Education sessions on Indigenous matters and equity and anti-racism be offered for Senators early in this triennium.

9. Improving Communication and Engagement with Senate

Sub-Recommendations: For now, we recommend that:

- i. A review of the Vancouver Senate website be conducted by a communications professional at UBC with a view to making it not just a repository of information but a more effective communications tool. Small things like starting to post annual committee reports under committee pages, will help.
- ii. Orientation for new faculty members and for new deans include information about university governance in Canada, UBC's governance including the important role of the Senates, and their roles in it.
- iii. Faculty members' participation on Senate be recognized as the important professional service it is.
- iv. Updates on Senate business be regular items on faculty council agendas.

10. Reposition, Resource, and Improve Work Practices of the Office of Senate and Curriculum Services

Sub-Recommendations – While acknowledging that we have been told there is no budget for additional resources, it is important that we restate that additional resources investments are needed to support the effectiveness of the Senate. We recommend that:

- i. The governance functions of the Senate Office (all those other than the Academic Governance Clerks) be moved out from under the Registrar and into a newly created university secretariat, leaving behind the curriculum and calendar work. Under this new structure (and unless the university hires a University Secretary), the Associate Registrar and Director, Senate would become Senate Secretary (in line with the Board Secretary) and would report directly to the President as Chair of Senate.
- ii. Use of the generic title of Academic Governance Officer be reconsidered, particularly for the officer supporting appeals work (“Senate Appeals Officer”). Consideration should be given to the assignment of a dedicated policy role (“Senate Policy Officer”) responsible for creating a functional policy framework and supporting a more coherent approach to the policy work of Senate, and a Senate Training Officer, and perhaps a dedicated Programs and Curriculum Officer responsible for the curriculum framework.
- iii. Two administrative positions be added to support those working currently as Academic Governance Officers. If a university secretary is hired, that person will be able to assist with many of the recommendations herein. If the recommendation to move the Senate Office to a joint secretariat is not accepted, we recommend an additional position be added between the Director and the Academic Governance Officers. This role as Associate Director would be one of managing workflow, implementation of the adopted recommendations arising from this review including leading an enhanced education and development program, and staffing, leaving the Director to oversee the unit and work at the strategic and policy level with Senate.
- iv. A plan be developed and implemented for conducting the work of the office more methodically, starting with calendaring and work planning, implementing consistent document management practices, a consistent policy development process, the use of templates for minutes, and a standard approach/tools for attendance tracking.

Appendix 2: Methodology, References and Consultant Bios

A. Methodology

The 2017-2020 Triennial Review of the Senate recommended an external review and identified the following areas for attention:

- Internal organization of Senate
 - Committee structure
 - Committee leadership
 - Rules and procedures of Senate.
- Involvement and engagement of the various estates that form the Senate's membership in its work (i.e., faculty, students, administrators, members of the convocation and others).
- Senate memberships (including issues of equity, diversity, and inclusion).
- Operations of appeals and quasi-judicial tribunals.
- Senate resourcing and staffing.
- Scheduling of Senate and its committees.
- Involvement of Senate in strategic planning at the university level.
 - Senate's effectiveness in support of UBC strategic initiatives.
 - Senate's role with senior administration/executive and the Board.
- Enforcement/implementation of Senate decisions and rules.

A further Triennial Review was recently concluded in March of 2023. The results of these reviews gave rise to the following list of Senate external review requirements, which form the scope of work for this review:

- Opportunities to increase the effectiveness of Senate in the bicameral governance of UBC.
- Involvement of Senate in strategic planning at the university-level.
- Senate's rules, procedures and policies in relation to issues of accessibility, inclusivity, health and wellness, and procedural fairness, including the operation of appeals and quasi-judicial bodies.
- Means of communicating with members of the various estates that form the membership of Senate (i.e., faculty, students, members of the Convocation, administrators and others), both to ensure awareness of Senate's work and decision and to encourage future direct participation on Senate.
- Means of overcoming barriers to the participation in Senate, including issues of equity, diversity, and inclusion.

- Mechanisms for implementation and timely review of Senate decisions and policies.
- Senate's committee structure, including selection and training of Chairs and Vice-Chairs.
- Orientation and training for Senators.
- Scheduling of meetings of Senate and its committee.
- Resourcing and staffing of the Office of Senate and Curriculum Services.

1. Overview of our approach to the governance review:

The review consisted of four main stages:

1. Planning and Preparation;
2. Initial Information Gathering;
3. Further Exploration and Analysis of Issues Identified; and
4. Preparation and Presentation of Report and Recommendations

Stage 1: Planning and Preparation

Project Oversight and Guidance: We have found it invaluable in conducting a governance review to have the benefit of early information, insight, and advice from leaders of the body or bodies in question. In this case, we suggested that UBC form a small advisory group for the project, consisting of the President and Senate Chair, the Nominating Committee Chair, and the Registrar or Associate Registrar. Such a group was formed and met twice times during the process as described in each stage below.

Stage 1 of the review included:

1. Familiarizing ourselves with UBC's history, governance, strategic plan, and associated initiatives including anti-racism and inclusive excellence.
2. Conversations with the Senate Chair and the Nominating Committee Chair, the Registrar and Associate Registrar for the purpose of clarifying and confirming the scope of and approach to the governance review.
3. A virtual meeting with the advisory committee to:
 - provide feedback on:
 - i. a draft list of interviewees and interview questions
 - ii. draft survey questions for Senators (past, current and incoming).
 - confirm the documentation and data to be reviewed by consultants.
 - identify any other information to be gathered.
 - provide background information, advice, and guidance.

Stage 2: Initial Information Gathering

1. For the detailed documentary review and summary, we requested the following:

- University Act
- Rules and Procedures
- Senate Committee Terms of Reference
- Senate Handbook /Procedures
- UBC Policy Framework documents (some)
- Senate Policies
- Internal Reports relating to Senate governance
- Documents pertaining to EDI commitments made or work the Senate has done
- Previous internal governance review
- Senate attendance records (3 years)
- Senate minutes (3 years)
- Senate packages (3 years)
- Senate committee minutes (2 years)
- Triennial Review reports (current and previous)
- Triennial Review submissions from estates, survey data and other input to the Reviews
- Senate and Senate committee meeting schedules (3 years)
- Documentation of any joint work between Senate and Board
- Council of Senates Terms of Reference, procedures and policies
- Okanagan Senate By-Laws, Terms of Reference/Handbook and procedures
- Reports/documents pertaining to the relationship between the Senates
- Third party research papers regarding UBC governance and Senate's role
- Estates' papers - Faculty or Student Association reports /papers on Senate governance matters
- Organization chart for Senate administrative support function /Registrar's Office
- External review of Registrar's Office
- Role descriptions for Senate governance professionals
- Pre-existing surveys or benchmark data relating to Senate governance staffing

- Senate communications to all estates (memos, emails, other) 1 year of records
 - Policies and Protocols, or procedures pertaining to Senate communications
 - Handbook or guides for Senate governance staff
 - Current orientation materials for new Senate members, committee members, Chairs, Vice-Chairs
 - If compiled, a list and dates of University Act changes related to the Senate.
 - Other relevant documents
2. Meeting with Nominating Committee.
 3. Observation of recordings of Senate meetings.
 4. Interviews and focus groups with key participants (32 interviews and 5 focus groups with current and former institutional and Senate leaders and members, governance and other professionals, and representatives of university estates).
 5. Survey(s) of selected past and all current and incoming Senate members as well as Senate committee members not serving on Senate.
 6. Review of information re. Senate Office structure and staffing.
 7. Summarization, categorization, and analysis of data obtained.
 8. Meeting with the advisory group to share findings to date and to identify any issues for further exploration and means and timelines for doing so (took place in Stage 3).

Stage 3: Further Exploration and Analysis

1. Steps included:
 - Additional document review; and
 - Compilation and review of selected benchmark data from peer institutions (e.g., re. committee structure, Senate membership and composition, Senate Office structure and resourcing).
2. Summarization, categorization, and analysis of additional data obtained.

Stage 4: Preparation and Presentation of Report and Recommendations

1. Development of recommendations to address the Requirements, with a view to strengthening the Senate's role and effectiveness within the governance of the university.
2. Presentation of a draft report for review for errors or significant omissions.
3. Finalization of the report.
4. Delivery of the final report to the advisory group for acceptance as to fulfilment of the terms of reference. Note: The report was delivered on February 26, 2024. An editorial suggestion was subsequently received and accepted and is reflected in the final version.

2. Out of Scope:

The following are outside the scope of this review:

- matters addressed by the University Act;
- structure and operation of the Council of Senates and the Okanagan Senate; and
- drafting of revisions to or new documents arising out of the Report recommendations.

B. References

Duff, James and Robert Berdahl. 1966. *University Government in Canada: Report of a Commission sponsored by the Canadian Association of University Teachers and the Association of Universities and Colleges of Canada*. Toronto: University of Toronto Press.

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Pennock, Lea, Glen A. Jones, Jeff M. Leclerc, and Sharon X. Li. 2016. "Challenges and opportunities for collegial governance at Canadian universities: reflections on a survey of academic senates." *Canadian Journal of Higher Education*. 46(3) 73-89.

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C. Consultants**Julia Eastman**

Julia is an author and advisor on university governance and Adjunct Professor at the Peter B. Gustavson School of Business at the University of Victoria. She is lead author (with Glen Jones, Claude Trottier and Olivier Bégin-Caouette) of *University Governance in Canada: Navigating Complexity* (McGill-Queen's University Press, 2022), based on a comparative case study of the governance of six major universities across the country.

From 2005 to 2018, Julia was University Secretary at the University of Victoria. Prior to that, she held various administrative positions at Dalhousie University from 1982 to 2003. In 2004, she was seconded to the position of Senior Director (Universities and Colleges) at the Nova Scotia Department of Education. Before joining Dalhousie, she worked at the Council of Maritime Premiers in Halifax and the Institute of Intergovernmental Relations at Queen's University.

Julia has a BA in Political Economy from the University of Toronto, a MA in Political Studies from Queen's University, and a PhD in Higher Education from the University of Toronto. She co-authored a book on mergers in higher education with Daniel Lang (University of Toronto Press) and has written numerous articles on university governance and revenue generation.

Julia has been invited to make presentations on university governance and institutional autonomy to university presidents (at Universities Canada workshops in 2017, 2018 and 2022), associations (Canadian University Boards Association, 2023; Senior Womens' Academic Administrators of Canada, 2023; CUFA-BC 2024), Boards and/or Senates (University of Alberta, 2018; St. Thomas University, 2018; University of Northern British Columbia, 2017), business officers (CAUBO, 2023) and in many other settings. She has assisted several major universities to improve their governance processes and structures.

Cheryl Foy

Cheryl is the author of *An Introduction to University Governance* (Irwin Law, 2021). She is the developer and lead instructor of Canada's first university-level micro-credential in university governance "Governance in Canadian Universities" offered through the University of Manitoba. Until January 2022, Cheryl served as General Counsel and University Secretary (responsible for governance, legal, human rights, compliance, and risk matters) for Ontario Tech University and provided limited governance consulting services to institutions within the university sector and in health care. As of February 2022, Cheryl began providing governance advising services on a full-time basis through her company, Strategic Governance Consulting Services Ltd., founded in late 2021.

In addition to the Dalhousie review described above, in the past year, Cheryl has been engaged by over 20 institutions from across the country to conduct Board, Senate, and secretariat staff training, to provide advice on effective Board and Senate governance in a variety of areas including committee structure, compliance frameworks, the intersection of governance and labour relations, and in matters of assessment and recruitment. She mentors governance professionals. Cheryl has advised the Council of Ontario Universities (COU) several times on broader policy matters including the development of leading Board practices and has been invited to conduct governance training for COU, the Canadian University Boards Association, and the Canadian Association of University Business Officers. Cheryl also works with Faculty Bargaining Services on matters related to governance and academic labour relations.

Cheryl has over twenty years of governance experience in the publicly traded, private, not-for-profit and university sectors. Having begun her career in public company governance, she brings

an understanding of the evolving governance best practices that are driven by the increasing sophistication of the investing public in ensuring accountability and transparency within the companies in which they are invested. She focuses on strategic governance, meaning that she works to fully understand the founding mandate and the strategic direction of each organization. She considers each university's governance effectiveness in the context of the individual organization's strategy, understanding that there is no 'one size fits all' model of governance.

Cheryl has also served on several national not-for-profit Boards having recently completed her terms as Chair of the Women General Counsel Canada not-for-profit Board, and as a member and Investment Committee Chair on the Board of the Canadian Universities Reciprocal Insurance Exchange.

Although Cheryl is not providing legal services for this engagement, it is relevant that she is a lawyer licensed to practice law in Ontario, having received her law degree from Queen's University in 1993. She was called to the Ontario bar in 1995 and practised law for more than twenty-five years. Cheryl worked at two universities (Ontario Tech and Carleton University), and within the university sector in governance roles for over ten years. Cheryl has served as a Sessional Lecturer at Queen's University, Faculty of Law, and Ontario Tech University, Faculty of Business, and Information Technology. Cheryl is regularly invited to speak on matters of governance, ethics, and the role of General Counsel.

Appendix 3: Survey and Interview Participation

- A. Surveys
- B. Interviews
- C. Participation by Respondents in Multiple Ways

A. Surveys

Three separate surveys were created and sent to the following groups:

1. Continuing and former Senators (those who served in the 2020 to 2023 triennium and those who continue to serve in the current triennium).
2. Committee members not also serving on Senate.
3. New Senators (those who are serving now and who did not serve in the 2020 to 2023 triennium).

The participation rates were as follows -- acceptable but lower than we would have liked except for new Senators.

Table A3.1
All Surveys – Participation Rates

Surveys	Total	Responses	Response Rate	Opened	Unopened	Refused
Current/Formers Senators	125	39	31%	108	14	2
Committee Members	37	11	30%	34	2	1
New Senators	24	17	71%	24	0	0
Total	186	67	36%	166	16	3

All were given the option to provide demographic information using questions from UBC's Employment Equity Survey, currently deployed in Workday. Of the 67 survey respondents, 33 did so. Broken down by survey, 33% of continuing and former Senators, 64% of committee

members not also on Senate, and 76% of new Senators chose to provide demographic information.

The results were as follows:

Table A3.2
Demographics – All Respondents

Demographic Information (short description)	New Senators	Continuing and Former Senators	Committee Members (not on Senate)	Percentage of All Participants
Women	8	12	7	40%
Men	7	19	3	43%
Non-Binary	*	*	*	0%
Trans	*	*	*	0%
Lesbian, Gay, Bisexual, Queer, Two-spirited or Analogous	*	*	*	12%
Indigenous	*	*	*	0%
Racialized	*	*	*	21%
Impairment or Restriction	*	*	*	18%

*Demographics were tracked for each respondent group. However, response counts are not reproduced for these cells as some were low enough to risk identification of participants.

B. Interviews – Individuals and Groups

We spoke to a total of 51 individuals. Individuals were advised at the outset of interviews that a list containing the names of interviewees would be appended to the report and they participated on that basis.

Individual Interviews: Interviews were sought with approximately 35 individuals. A total of 32 individual interviews were completed. Several interviewees declined due to lack of availability or because they felt they had nothing to contribute. The interviews were scheduled for an hour. Most were completed within an hour, several were shorter and some required a second meeting to complete. We assessed the interviewees as knowledgeable, forthcoming, and genuinely interested in the effectiveness of the Vancouver Senate.

Group interviews: Group interviews were held with five groups: students, deans, Senate Office professional staff, vice provosts, and the Office of University Counsel. Note that because Senate Office professional staff were also interviewed individually, their group interview does not appear on the list below.

Table A3.3 - Interviewee Names and Groups

Ainsley Carry	Gina DeVeaux	Michael Jud
Amandeep Breen	Jan Cioe	Miranda Huron
Arig al Shaibah	Jan Hare	Nancy McKenzie
Benoit-Antoine Bacon	Jessica Iverson	Paul Harrison
Bradley Menard	Kamil Kanji	Rella Ng
Carol Jaeger	Karen Hakkarainen	Rickey Yada
Chris Eaton	Karen Smith	Sally Thorne
Claudia Krebs	Kate Ross	Susan Forwell
Deborah Buszard	Kevin Doering	Group - Deans (11)
Gage Averill	Lesley Cormack	Group - Students (4)
Gail Murphy	Martha Piper	Group - Vice Provosts (2)
George Tsiakos	Max Holmes	Group – Office of University Counsel (2)

C. Participation by Respondents in Multiple Ways

Members of the UBC community could participate in this Review in multiple ways.

Interviews: Our intention as consultants was to engage individuals with knowledge and experience of the Vancouver Senate from diverse vantage points and perspectives.

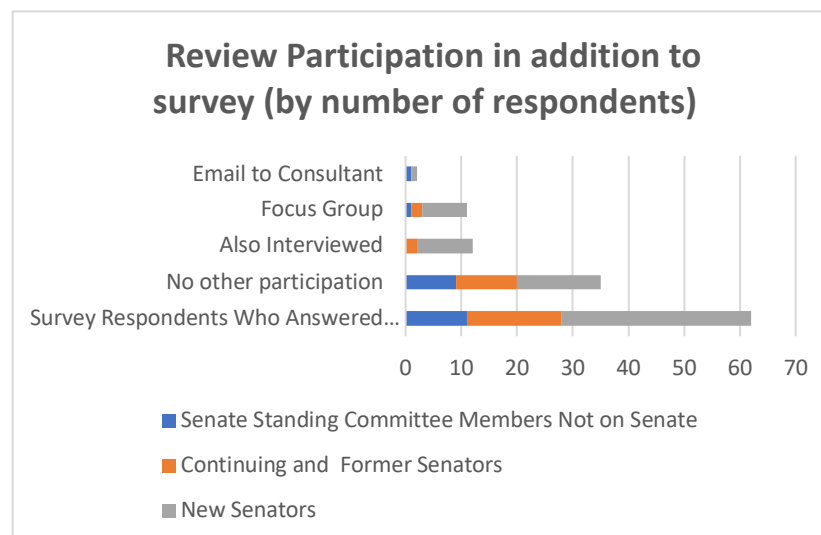
Surveys: Surveys were open to all the respondents in the three survey groups. Some respondents were also on the interview list.

Email address: It was open to any member of the UBC community to contact us at the email address: cfoy@universitygovernance.ca. In response to interview questions and at our invitation, some interview participants followed up by email with additional information. Although some indicated on the survey that they had or would contact us using this method, we received only one email from a survey respondent and that was to comment on the survey itself.

Accounting for respondents who participated in more than one format:

Our analysis was qualitative and intended to identify main themes. To take account of participation in our analysis, we asked survey recipients to identify whether they were participating in the review in another way. Sixty-two of the 67 respondents answered this question. Fifty-six percent of respondents on this question (35 respondents) only participated via survey, 19% (12 respondents) were also interviewed, 18% (11 respondents) participated in a focus group, and 3 % (2 respondents) sent an email. To assist our analysis and avoid unduly weighting duplicate responses, we reviewed the data of those who had participated only by survey, as well as those who had participated in more than one format.

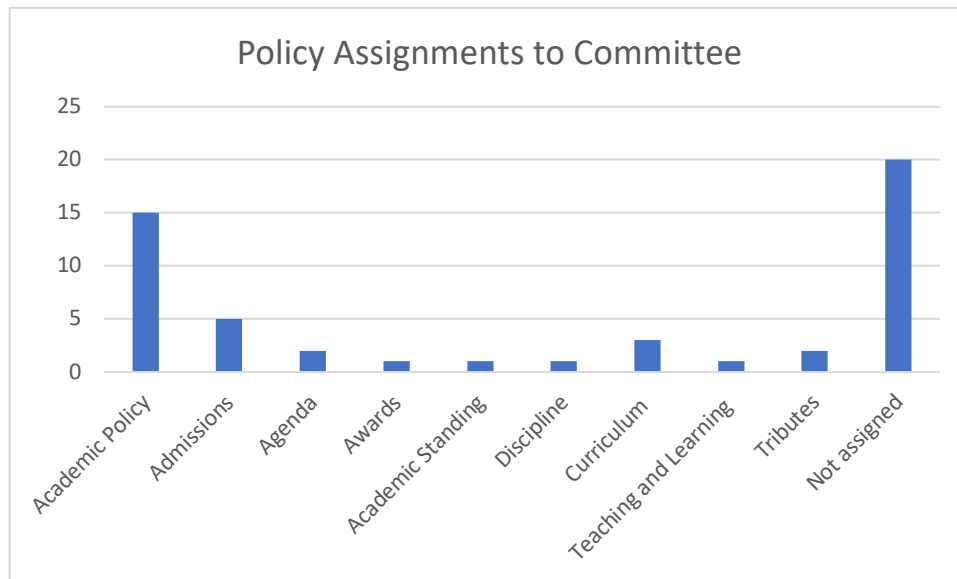
Table A3.4 - Survey Respondents who also participated in Interviews



Appendix 4: Background - Policy and Implementation

We looked at policy assignments to committees. Twenty policy instruments are not assigned. For the remaining thirty that are assigned, Academic Policy Committee is responsible for fifteen with the remaining fifteen spread across some of the other committees:

Table A4.1 -Policy Assignments to Committee



Appendix 5: Benchmarking

Senate Committee Structures

We are both cautious about benchmarking because of the vast differences in the legislative underpinnings of governance at universities. We are also cautious because we are of the view that Senate governance lags Board governance in focus on improvement. To that end then, what other universities do in Senate governance is not necessarily to be emulated if the university is seeking to adopt wise practices and move toward more effective governance. Having said the foregoing and while we discourage complacency based on the lack of progress of others, we are aware that there is comfort in knowing what other university Senates are doing and they remain a point of reference.

We selected most of the U15 universities and (because they are subject to the same legislation as UBC) a couple of other BC universities against which to benchmark committee structures. Time did not permit a detailed analysis of the terms of reference of all the committees. We were looking to see the number of other standing committees or equivalent, whether there were committees dedicated to overseeing governance, Reconciliation and Indigenization, or equity diversity and inclusion. Key findings are that the median number of Senate committees is 10 and the average is 10.5. At 13 then, UBC has an above average number of Senate committees. Only 3 of the universities surveyed have committees dedicated to governance, and only 2 have committees responsible for Indigenization and Reconciliation and equity, diversity, and inclusion. Of the 3 equity-focused committees, McGill's is a joint Board-Senate committee. UofA's third body (its Senate) has an Indigenous Initiatives & EDI Committee.

Table A5.1 – Senate Committee Structures (U15 plus Benchmarking)

U15 plus Benchmarking Senate Committees

University Name	Number of Committees	Dedicated Governance Committee?	Dedicated to Indigenous Engagement?	Dedicated to matters of EDI?
University of Alberta*	9	N	N	N
University of Calgary	7	N	N	N
Dalhousie	7	Y	N	N
University of Manitoba	20	N	N	N
McGill	9	N	N	Y
McMaster	10	N	N	N
Université de Montréal	9	N	N	N
University of Ottawa	11	N	N	N
Queen's University	10	Y	N	Y
University of Saskatchewan	8	N	N	N
Simon Fraser University	21	N	N	N
University of Victoria	12	Y	N	N
University of Waterloo	7	N	N	N
Western University	9	N	N	N

*UofA Senate has an Indigenous Initiatives & EDI Committee

Table A5.2 – Table of Support Structures

BENCHMARKING - STRUCTURE OF SUPPORT OFFICES FOR BOARD AND SENATE	
UNIVERSITY	IS THE GOVERNANCE SUPPORT OFFICE COMBINED OR SEPARATE?
University of Alberta	<p>Combined.</p> <p>At the University of Alberta, the University Governance unit, under the direction of the University Secretary, provides support for all areas of the Board and GFC [General Faculties Council], enabling both bodies (and their respective standing committees) to govern the institution in a timely and effective manner.</p> <p>https://www.ualberta.ca/governance/what-we-do/governance-system.html.</p> <p>https://www.ualberta.ca/chancellor-and-senate/senate/senate-staff.html</p>
University of Calgary	<p>Combined.</p> <p>The University Secretariat supports the Board of Governors and the General Faculties Council, acting as the gateway and facilitator for communication and interaction among the Board, General Faculties Council, senior management and other constituents, and managing the operations of the Board, General Faculties Council and their committees. The University Secretariat is also an ombuds, facilitator and neutral space within the governance system and advocates for effective oversight, decision making and accountability, promoting shared governance and providing expert governance advice to the University community.</p> <p>https://www.ucalgary.ca/secretariat/</p> <p>https://www.ucalgary.ca/chancellorandsenate/contact</p>

Dalhousie	<p>Combined.</p> <p>The University Secretariat is the administrative office responsible for ensuring the effective and efficient operation of Dalhousie University's bicameral system of governance, comprised of the Board of Governors, the Senate and their respective committees.</p> <p>https://www.dal.ca/dept/university_secretariat.html</p>
Univesity of Manitoba	<p>Combined.</p> <p>The University Secretary is responsible for coordinating and facilitating the activities of the Board of Governors and of the Senate, and their various committees, to ensure the effective and efficient operation of the University's bicameral system of governance...Members of the staff of the Office of the University Secretary assist the University Secretary in carrying out his/her/their responsibilities. A staff listing for the Office of the University Secretary's Office may be found here.</p> <p>https://umanitoba.ca/governance/university-secretary</p>
McGill	<p>Combined.</p> <p>The Secretariat is the corporate head office for McGill University and the Royal Institution for the Advancement of Learning and the University's governance office responsible for the Board of Governors, Senate and their committees.</p> <p>https://www.mcgill.ca/secretariat/</p>
McMaster	<p>Combined.</p> <p>The University Secretariat is responsible for coordinating and facilitating the work of the Board of Governors, the Senate, and their standing and ad hoc committees, advising those bodies on governance, policy, and process.</p> <p>https://secretariat.mcmaster.ca</p>
Université de Montréal	<p>Combined.</p> <p>The General Secretariat includes the following four divisions:</p> <p>The Division of Bodies is responsible for the operation of the university bodies and a number of their committees. She ensures compliance with the University's governance processes and supervises the processes for appointing the rector and deans.</p> <p>https://secretariatgeneral.umontreal.ca/secretariat-general/mission-et-equipe/</p>

University of New Brunswick	<p>Combined.</p> <p>The University Secretariat is accountable for the support of the governance of the University through the effective and efficient operation of the Board of Governors, Fredericton and Saint John Senates, their committees and other University bodies.</p> <p>https://www.unb.ca/secretariat/about.html</p>
University of Ottawa	<p>Combined.</p> <p>The Secretary-General is the University's most senior advisor on governance issues, providing members of the University community with information, advice and interpretations related to the University's governance framework. Pursuant to the University of Ottawa Act, 1965, the Secretary-General of the University is also the Secretary of the University's Board of Governors and Senate and their respective committees. In this capacity, he or she coordinates and facilitates the activities of these bodies in order to ensure the effective functioning of the University's bicameral system of governance. The Secretary-General also oversees the activities of the University Secretariat as well as its legal services, archives and access to information and privacy offices.</p> <p>https://www.uottawa.ca/about-us/leadership-governance/vice-presidents/annick-bergeron</p>
Queen's	<p>Combined.</p> <p>The University Secretariat supports and assists the Board of Trustees, the Senate and the University Council to achieve their objectives. Legal Counsel provides legal advice and support to university partners.</p> <p>https://www.queensu.ca/secretariat/</p>
University of Saskatchewan	<p>Combined.</p> <p>The Governance Office is a key link between the executive leadership and governance of the university, facilitating the activities of the Board of Governors, Senate, General Academic Assembly and University Council.</p> <p>https://governance.usask.ca/about/index.php#top</p>
Simon Fraser University	<p>Separate. Registrar is the Secretary of Senate per the University Act and Rules of Senate</p> <p>University Secretary This portfolio is responsible for the effective functioning of the University's Board of Governors, and advises on governance issues.</p> <p>https://www.sfu.ca/univsec/university-secretary.html</p>

University of Victoria	<p>Combined.</p> <p>The Office of the University Secretary serves as the corporate secretariat for the university's governing bodies: the Board of Governors and the Senate. The office is the repository for information on all matters relating to these bodies.</p> <p>https://www.uvic.ca/university secretary/home/office/index.php</p>
University of Waterloo	<p>Combined.</p> <p>The Secretariat's mission is to manage and support the University's bicameral governance system consistent with statutory requirements, the University of Waterloo Act, the By-laws and regulations of the Board of Governors and Senate, and good governance practices.</p> <p>We provide support services for the Board of Governors, the Senate and their Committees and ensure membership is duly constituted and bodies receive materials that support informed decision-making.</p> <p>https://uwaterloo.ca/secretariat/</p>
Western	<p>Combined.</p> <p>The University Secretariat's mission is to manage and support the University's bicameral governance system in accordance with legal requirements and obligations, the University of Western Ontario Act, the bylaws and regulations of Senate and Board, and accepted best governance practices.</p> <p>https://uwo.ca/univsec//about/index.html</p>



20 March 2024

To: Vancouver Senate

From: Vancouver Senate Tributes Committee

Re: UBC Academic Dress – Indigenous Graduands

At its meeting on 19 April 2023 the Senate approved 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. This recommendation would extend approval by the Senate for the continuation of this practice.

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 effective 20 March 2024.”

Respectfully submitted,

Dr. John Gilbert, Chair
Senate Tributes 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).



THE UNIVERSITY OF BRITISH COLUMBIA

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, Tlicho 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 wear 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
UNC 212B - 3272 University Way Kelowna BC | Kelowna BC | V1V 1V7 Canada
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THE UNIVERSITY OF BRITISH COLUMBIA

STUDENT EXPERIENCE OF INSTRUCTION

2021W REPORT TO UBC VANCOUVER SENATE

Abdel Azim Zumrawi, Statistician, PAIR

Simon Bates, Vice-Provost and Associate Vice President, Teaching and Learning, *pro tem*

September 16, 2022

EXECUTIVE SUMMARY

Student Experience of Instruction (SEI) surveys at UBC have undergone significant changes in the last 3 years. These changes were driven by concerns around survey item wording, reporting metrics, interpretation of data, as well as integration with other sources of data and the impact of potential sources of bias¹. One of the recommendations of the Student Evaluation of Teaching Working Group (2020) was that new SEI questions “should focus on students’ experiences and be framed as an opportunity for students to provide feedback “. Subsequent to the Working Group recommendations, a review process, which included extensive consultations and interviews with faculty and students, was used to revised and fine tune the new/modified six UMI questions proposed by the Working Group.

With the approval of the Okanagan Senate Learning and Research Committee and Vancouver Senate Teaching and Learning Committee, the following six UMI questions were implemented in the Student Experience of Instruction (SEI) surveys across both UBC campuses starting in the Fall of 2021:

1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.
2. The instructor conducted this course in such a way that I was motivated to learn.
3. The instructor presented the course material in a way that I could understand.
4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.
5. The instructor showed genuine interest in supporting my learning throughout this course.
6. Overall, I learned a great deal from this instructor.

Furthermore, data from 2021 WT1 were used to further test and evaluate the new questions. Results indicated that, overall, the new UMI questions implemented in 2021 seem to function

¹ [Student Evaluation of Teaching \(SEoT\) Working Group – Final report, 2020](#)

better than the old version of UBC Vancouver UMI questions². The results were similar to those obtained in a 2021 pilot study³.

This report provides the annual review of SEI data for the 2021W session. It summarizes the results for 8,213 SEI reports, for 7,098 course sections in which the new/modified University Module Items (UMI) were administered during the 2021 Winter session.

Overall, 46% of the surveys in Term 1, and 38% of surveys in Term 2 met or exceeded the university's recommended minimum response rate. These response rates were lower compared to the previous years (51% and 40% in Terms 1 and 2 of 2020W, respectively). The majority of surveys, that did not meet the minimum recommended response rate, were in sections with 75 students or less, with these sections accounting for 45% of the total enrollment. The decline in response rates is of great concern, particularly as more of the larger sections were not meeting the recommended minimum. Over a period of four years (2014-2017), we consistently observed an increase in response rates, as the proportion of "in-class" survey submissions increase. We will be seeking community input and working on a plan to improve response rates, including reminders to students and encouraging faculty members to set aside time in class for students to complete online SEI surveys.

For all UMI questions, between 62% and 82% of SEI ratings had an interpolated median of 4.0 or higher (on a 5-point scale), with favourable ratings (the sum of 'agree' and 'strongly agree' responses) greater than 75%. Less than 10% of SEI ratings had an interpolated median below 3.5 and with favourable rating of less than 50%. These results were similar to those obtained in the previous year (2020 W1), however, ratings for UMI question 5 were slightly higher in 2021 compared to 2020.

² [Report to UBC Senates: Final Report on Student Experience of Instruction Recommendations](#)

³ [Re-envisioning the Student Experience of Instruction Survey Questions from the Student Perspective](#)

1. INTRODUCTION

The last 3 years has been a time of significant change around Student Experience of Instruction (SEI). These changes were driven by concerns around survey items, reporting metrics, interpretation of data, as well as integration with other sources of data and the impact of potential sources of bias. In February 2019, a joint Student Evaluation of Teaching (SEoT) working group was formed, with membership across both UBC Okanagan (UBCO) and UBC Vancouver (UBCV) campuses. Following robust analysis and consultations, the working group presented a [report to both the Okanagan and Vancouver Senates in May 2020](#). The report included sixteen recommendations about student evaluations of teaching, which were endorsed by both Senates. Included in the report were recommendations to revise the former SEoT questions and to create a common set of core University Module Items (UMI) to be used across both campuses. The working group also recommended changing the focus of these surveys to reflect the student experience, and to write the questions in a manner that puts the student at the heart of the question, thereby making the questions more student-centered. Thus, the Working Group recommended changing the name of the course-end questionnaire to Student Experience of Instruction (SEI). An SEI Steering Committee and Implementation Committee were formed to progress the implementation of the recommendations.

To address the recommendation by the Working Group to revise the existing University questions, the SEI Implementation Committee developed an eight-step project plan. The plan included a mixed-method approach that collected qualitative feedback from student and faculty participants through focus groups and interviews, revised the questions based on this feedback, then conducted pilot-tests of the new questions using an online survey, and finally conducted a quantitative analysis of the results to see how well the revised items functioned. With the approval of the Okanagan Senate Learning and Research Committee and Vancouver Senate Teaching and Learning Committee, the following six UMI questions were implemented in the Student Experience of Instruction (SEI) surveys across both UBC campuses starting in the Fall of 2021:

1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.
2. The instructor conducted this course in such a way that I was motivated to learn.
3. The instructor presented the course material in a way that I could understand.
4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.
5. The instructor showed genuine interest in supporting my learning throughout this course.
6. Overall, I learned a great deal from this instructor.

Furthermore, data from the 2021 WT1 SEI surveys were used to further test and evaluate the new questions. Results indicated that, overall, the new UMI questions implemented in 2021 seem to function better than the old version of UBC Vancouver UMI questions ([see Report to UBC Senates: Final Report on Student Experience of Instruction Recommendations – October 2022](#)). The results were similar to those obtained in a 2021 pilot study (see [Re-envisioning the Student Experience of Instruction Survey Questions from the Student Perspective](#)).

2. SCOPE OF IMPLEMENTATION

This report summarizes the results for 8,213 SEI reports, for 7,098 course sections in which the new/modified University Module Items (UMI) were administered during the 2021 Winter sessions. There is slight increase in the number of course sections and submitted SEI reports, compared to the previous year (2020). 4,028 of these evaluations (49%) were in term 1 and 4,185 (51%) in term 2. Sections with less than 5 enrollments and those with a single response were not included in this report.

A summary of the scope of implementation, by Faculty and year level, is shown in Table 1.

Table 1. Scope of 2021W Implementation¹

FACULTY	NUMBER OF SEI EVALUATIONS ²					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	89	196	235	281	327	1,128
Arts	624	415	825	448	336	2,648
Commerce	61	149	245	167	197	819
Dentistry	4	15	8	53	8	88
Education	29	28	265	266	208	796
Forestry	17	33	44	57	51	202
Land & Food Systems	11	19	56	47	40	173
Law	0	40	73	101	24	238
Medicine ³	11	23	70	133	319	556
Pharmaceutical Sciences	21	35	36	15	8	115
Science	347	241	350	217	190	1,345
Vantage College	61	44	0	0	0	105
TOTAL	1,275	1,238	2,207	1,785	1,708	8,213

¹ In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis.

² Unique course section/instructor combination.

³ Includes Medicine courses evaluated by Science.

3. RESPONSE RATES

Percentage of SEI reports that met or exceeded the recommended minimum response rates are shown in Tables 2 and 3; including comparative data for 2020. Overall, response rates were lower in 2020W1; where 46% and 38% of evaluations met or exceeded the recommended minimum response rates in terms 1 and 2, respectively, compared to 51% and 40% in terms 1 and 2 of 2020. However, response rates are comparable in sections with 150 or more students (last two columns of Tables 2 and 3).

Table 2. Sections Meeting/Exceeding the Recommended Minimum Response Rate in 2021 Term 1

Class Size ¹	Course Sections	Number of Evaluations	Total Enrolment	Recommended Minimum Response Rate ¹	% meeting minimum recommended	
					2021W1	2020W1
≤ 10	242	298	1,874	75%	31%	27%
11 -19	577	668	8,750	65%	28%	27%
20 -34	954	1,054	25,441	55%	30%	31%
35 - 49	595	638	24,351	40%	45%	56%
50 -74	401	469	23,883	35%	49%	57%
75 -99	195	213	17,061	25%	70%	84%
100 -149	269	340	32,883	20%	79%	91%
150 - 299	237	311	47,929	15%	93%	92%
300 - 499	29	32	10,081	10%	100%	100%
> 500	3	5	1,985	5%	100%	100%
Overall	3,502	4,028	194,238		46%	51%

¹ Zumrawi, A., Bates, S. & Schroeder, M (2014). What response rates are needed to make reliable inferences from student evaluations of teaching? Educational Research and Evaluation: An International Journal on Theory and Practice, 20:7-8, 557-563

Table 3. Sections Meeting/Exceeding the Recommended Minimum Response Rate in 2021 Term 2

Class Size ¹	Course Sections	Number of Evaluations	Total Enrolment	Recommended Minimum Response Rate ¹	% meeting minimum recommended	
					2021W2	2020W2
≤ 10	331	376	2,616	75%	23%	21%
11 -19	675	788	10,195	65%	22%	21%
20 -34	904	1,034	23,956	55%	25%	27%
35 - 49	591	661	24,266	40%	40%	42%
50 -74	400	459	23,658	35%	39%	40%
75 -99	197	238	17,174	25%	60%	68%
100 -149	279	344	33,902	20%	66%	85%
150 - 299	200	265	40,348	15%	83%	93%
300 - 499	17	18	5,926	10%	94%	100%
> 500	2	2	1,171	5%	100%	100%
Overall	3,596	4,185	183,212		38%	40%

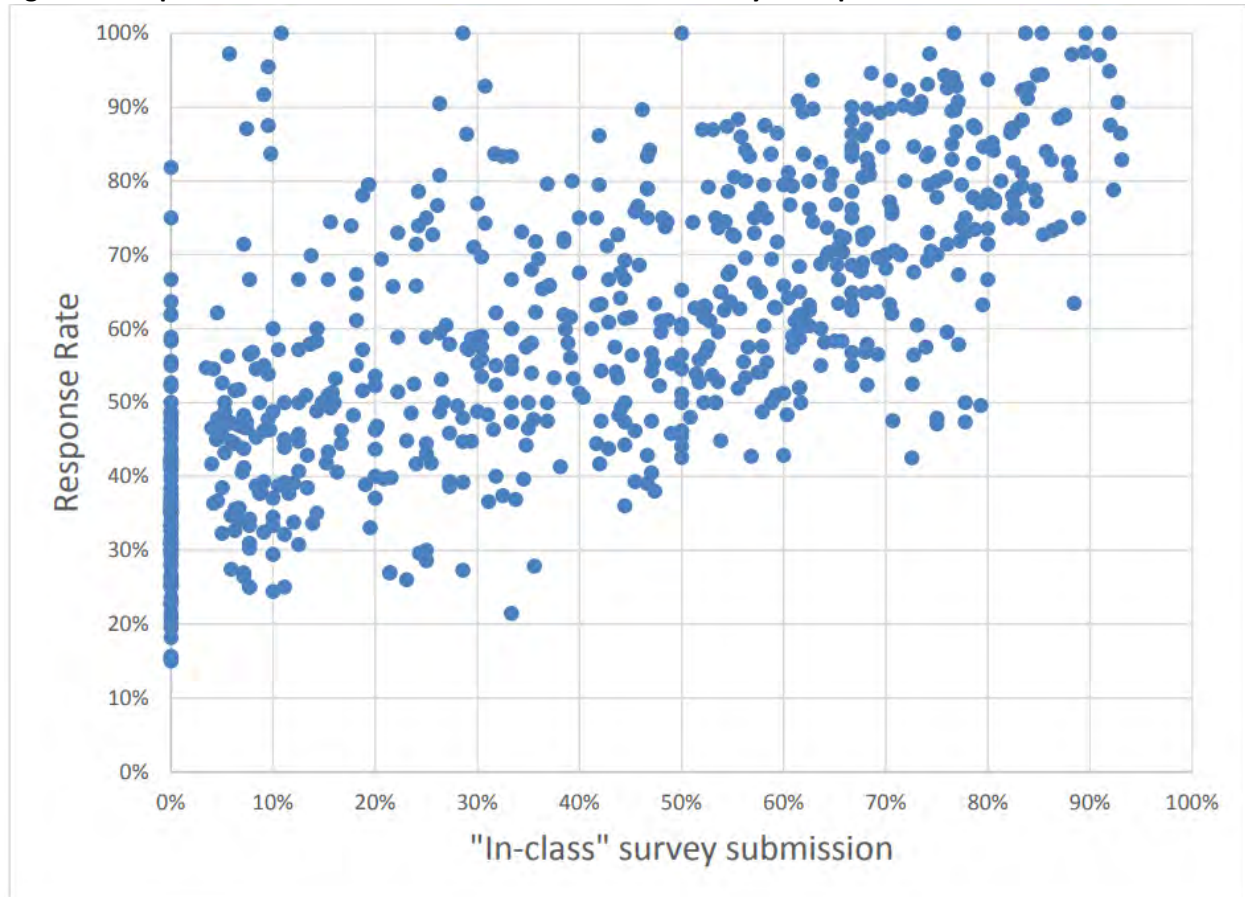
More than two thirds of the surveys in sections, with less than 35 students in 2021 term 1, did not meet the recommended minimum response rate.; these sections accounted for about 20% of the total enrollment. Furthermore, in both terms, the majority of surveys, that did not meet the minimum recommended response rate, were in sections with 75 students or less. These sections accounted for 45% of the total enrollment. The decline in response rates is of great concern, particularly as more of the larger sections were not meeting the recommended minimum.

At the beginning of the 2013 academic year, the Provost's office requested that instructors set aside time in class for students to complete online surveys. To determine whether this had an impact, we used survey submission time stamps as a proxy for in-class submission. A high proportion of submissions within a 15-minute time span could indicate that submissions were done in-class (random checks of the course schedule indicated that this assumption was reasonable).

Subsequently, and Over a period of four academic years (2014-2017), we observed a consistent

trend of higher response rates as the proportion of in class survey submissions increases. ([see the 2014 - 2017 annual reports to senate](#)). An example from 2017W for one Faculty is shown in figure 1.

Figure 1: Response Rates and “In-class” Submissions: A Faculty example from 2017W.



The x-axis in figure 1 plots percentage of students in a course who completed the course survey within a 15 min window (which we term ‘in class’ submission). The y-axis is overall response rate for the particular course at the close of surveying.

There is a general positive trend (as would be expected) – the more students who complete the course survey in class would generally support an improved response rate. That there is a positive trend suggests that making time for survey completion in class, along with an exposition of why these surveys matter and how they are used, is a way to enhance response rates.

We will be seeking community input and working on a plan to improve response rates, including email reminders to students, as well as encouraging faculty members to set aside time in class for students to complete online SEI surveys.

4. RESULTS

Statistics reported and used to summarize SEI ratings in this section include: the Interpolated Median (IM), Dispersion Index (DI), and Percent Favorable Rating (PFR).

The interpolated median (IM, or adjusted median) is an appropriate measure for the center of the data, and is computed by adjusting the customary median (50% percentile), where the extent of the adjustment depends on the distribution of SEI ratings relative to the customary median i.e., how many of the students' scores are greater than, equal to, or less than the customary median.

The dispersion index (DI) is a measure of variability in student scores and ranges in value from zero to 1.0. A value of zero is obtained when all student respondents agree on the same rating. A value of 1.0, on the other hand, occurs when respondents split 50/50 between scores of strongly disagree and strongly agree. (This rarely happens in practice; in 2021 none of the evaluations with $DI > 0.85$ met the recommended minimum response rate).

Percent favourable (PF) rating reflects the sum of students who responded with 'Agree' or 'Strongly Agree' as a percentage of all respondents.

The IM scores for the 6 UMI questions by year level, are shown in Tables 4 and 5, for 2021 winter term 1 and 2, respectively. Average percent favourable rating (agree and strongly agree) is given in parenthesis.

A non-parametric comparison of UMI score distributions indicated that scores in 2021 were comparable to 2020 for all UMI questions except UMI 5, where the scores were slightly higher in 2021. The percentiles of the distributions are shown in Appendix A.

Table 4. 2021 Term 1 IM Score and (Percent Favourable Rating) by Year Level^{1, 2,3}

UMI	Year Levels						2020W1
	100 Level	200 Level	300 Level	400 Level	Grad	Overall	
1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	4.3 (82%)	4.4 (83%)	4.4 (83%)	4.5 (83%)	4.5 (86%)	4.4 (83%)	4.4 (83%)
2. The instructor conducted this course in such a way that I was motivated to learn.	4.1 (70%)	4.2 (74%)	4.3 (77%)	4.5 (79%)	4.5 (82%)	4.3 (76%)	4.3 (80%)
3. The instructor presented the course material in a way that I could understand.	4.2 (77%)	4.3 (80%)	4.4 (82%)	4.5 (83%)	4.5 (84%)	4.4 (81%)	4.3 (76%)
4. ⁴ Considering the type of class, the instructor provided useful feedback that helped me understand how my learning progressed during this course	4.0 (68%)	4.1 (70%)	4.2 (74%)	4.3 (76%)	4.4 (78%)	4.2 (72%)	
5. The instructor showed genuine interest in supporting my learning throughout this course.	4.3 (78%)	4.5 (82%)	4.6 (85%)	4.6 (86%)	4.7 (89%)	4.5 (83%)	4.4 (82%)
6. Overall, I learned a great deal from this instructor.	4.2 (76%)	4.4 (80%)	4.4 (81%)	4.5 (83%)	4.6 (84%)	4.3 (80%)	4.3 (81%)

¹ Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree² Interpolated Median³ Percent favourable rating (in parenthesis) defined as the percentage of respondents who rated their SEI a 4 or 5.⁴ UMI 4 is a new question

Table 5. 2021 Term 2 IM Score and (Percent Favourable Rating) by Year Level^{1, 2,3}

UMI	Year Levels						2020W2
	100 Level	200 Level	300 Level	400 Level	Grad	Overall	
1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	4.3 (81%)	4.4 (84%)	4.4 (83%)	4.6 (85%)	4.5 (85%)	4.4 (83%)	4.3 (84%)
2. The instructor conducted this course in such a way that I was motivated to learn.	4.1 (71%)	4.2 (75%)	4.3 (76%)	4.6 (82%)	4.5 (81%)	4.3 (76%)	4.3 (82%)
3. The instructor presented the course material in a way that I could understand.	4.2 (78%)	4.3 (81%)	4.4 (82%)	4.6 (86%)	4.5 (84%)	4.4 (82%)	4.3 (81%)
4. ⁴ Considering the type of class, the instructor provided useful feedback that helped me understand how my learning progressed during this course	4.1 (69%)	4.1 (72%)	4.2 (74%)	4.5 (80%)	4.4 (79%)	4.2 (74%)	
5. The instructor showed genuine interest in supporting my learning throughout this course.	4.4 (79%)	4.5 (84%)	4.6 (84%)	4.7 (88%)	4.7 (88%)	4.6 (84%)	4.4 (86%)
6. Overall, I learned a great deal from this instructor.	4.3 (77%)	4.4 (82%)	4.4 (81%)	4.6 (84%)	4.6 (83%)	4.4 (81%)	4.3 (83%)

¹ Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree² Interpolated Median³ Percent favourable rating (in parenthesis) defined as the percentage of respondents who rated their SEI a 4 or 5.⁴ UMI 4 is a new question

5. MAGNITUDE AND VARIABILITY OF RATINGS

In this section we consider all 3 key statistics (IM, DI and PF) in summarizing SEI ratings. Table 6 provides a summary of UMI question 5 ('The instructor showed genuine interest in supporting my learning throughout this course.') for evaluations that met or exceeded the recommended minimum response rate. Average percent favourable rating, within each cell in the tables, is given in parenthesis.

As an example of how to interpret the data in Table 6, consider the middle row in the Table. There are 194 SEI reports within this rating band of UMI 5 score between 3.5 and 4.0. Of these, 18 have a dispersion index between 0.3 and 0.4, and within these 18 reports, there is (on average) 66% of respondents who rated their experience of instruction favourably (the sum of 'agree' and 'strongly agree' categories on UMI 5). Thus, it would be plausible, within this subset of the dataset, to find a median UMI score of e.g. 3.7, where more than two thirds of the student respondents rated their experience favourably. This illustrates the additional insight gained from considering all 3 statistics, rather than relying on a single metric alone.

Table 6: 2021 Winter Term 1 - Distribution of SEI Ratings for UMI Question 5 (Evaluations that met or exceeded the recommended Minimum Response rate).

	Variability in SEI Rating (dispersion)							Total
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	0.55-0.70	0.7-0.85	
IMedian	Number of Evaluations (% Favourable Rating in Parenthesis)							
< 5.0	75 (100%)	326 (99%)	358 (96%)	269 (90%)	109 (83%)	6 (76%)	3 (70%)	1,146
< 4.5			29 (94%)	141 (88%)	224 (78%)	45 (71%)	2 (72%)	441
< 4.0		1 (90%)	2 (74%)	18 (73%)	102 (64%)	62 (59%)	9 (56%)	194
< 3.5				2 (41%)	16 (41%)	34 (43%)	9 (44%)	61
< 3.0					3 (16%)	15 (24%)	4 (32%)	22
								1,864

In table 6, and as would be expected, favourable rating decreases – on average - as dispersion increases in the first three rows (IM of 3.5 or more), but increases with dispersion in the lower two rows (IM less than 3.5). Thus, evaluations in the upper left cells have high ratings, with low variability, resulting in higher percentages of favourable ratings. For example, in 75 evaluations, all student respondents scored UMI 5 'strongly agree' (upper left corner of table 6).

On the other hand, the lower left cells show low ratings, with low variability in students' scores, resulting in low percentages of favourable ratings. Furthermore, evaluations in the bottom two

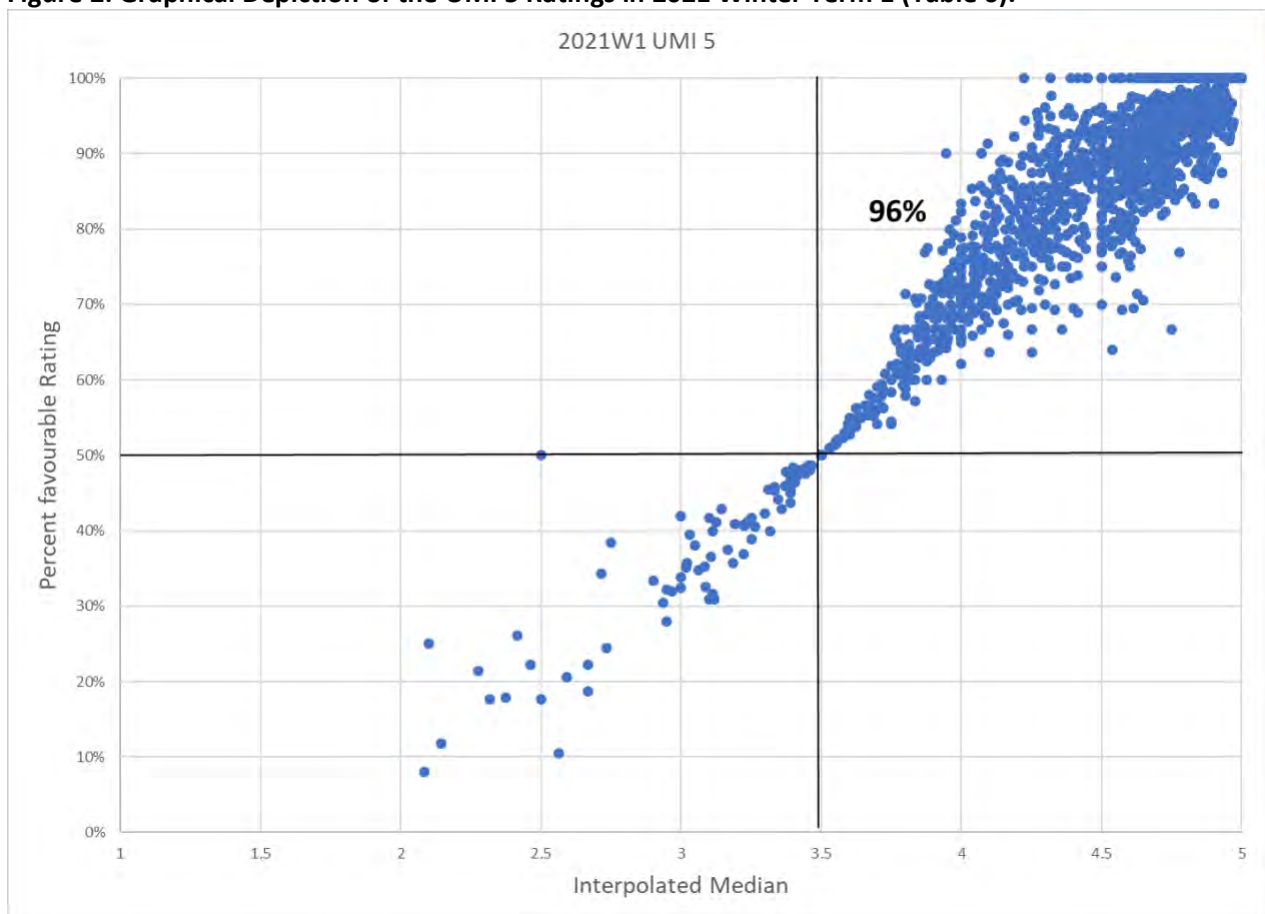
rows, corresponding to an IM of less than 3.5, have percent favourable ratings not exceeding 50%.

Overall, in 2021 WT1, there were 233 evaluations with $IM < 3.5$, however, only 83 met the recommended minimum response rate (bottom two rows of table 6). This represents 37% of the ratings in this band ($IM < 3.5$), as compared to 46% for all of WT1 evaluations (table 2); and indicates that evaluations, with low ratings and low dispersion (lower left cells), are more likely to be from surveys that did not meet the recommended minimum response rate.

Low ratings with high dispersion should be interpreted within context, considering factors such as response rate, class size and the magnitude of the dispersion. For example, all 15 evaluations in 2021 WT1 with DI exceeding 0.85 did not meet the recommended minimum response rate, hence no data is shown in last column of table 6. It is worth noting that such extreme distributions, indicative of polarized ratings of SEI, are not common and mostly occur in smaller classes; often where the recommended minimum response rate is not met.

Figure 2 is a graphical depiction of the data in Table 6, plotting two of the key statistics – IM against PF.

Figure 2: Graphical Depiction of the UMI 5 Ratings in 2021 Winter Term 1 (Table 6).



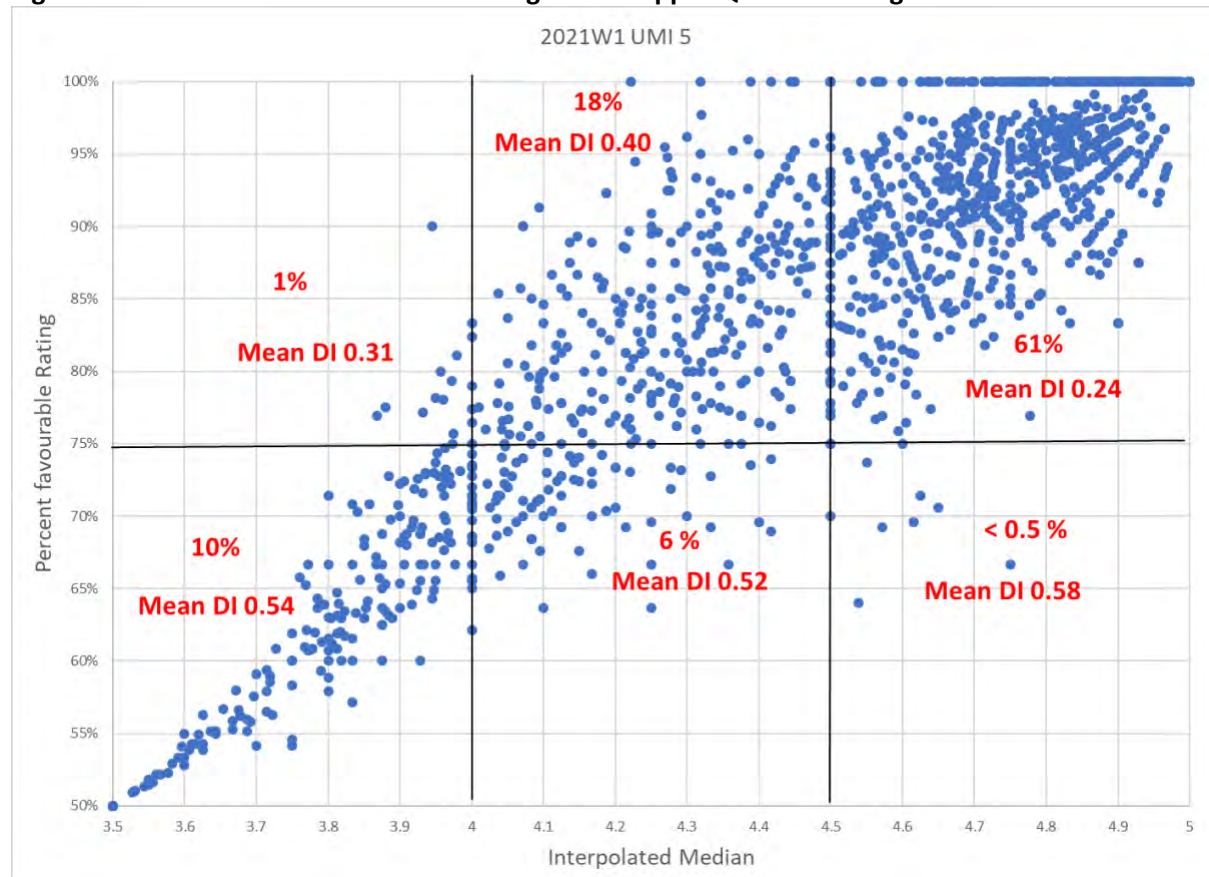
As evident in Figure 2, the pivot point in the relationship between IM and PFR, on a 5-point scale, is an IM of 3.5 and 50% favourable rating. The relationship between the two metrics is such that, no evaluation with an IM below 3.5 would have favourable ratings above 50%, nor would evaluations with an IM above 3.5 ever have favourable ratings below 50%.

As such, the upper right quadrant in Figure 2 corresponds to the first three rows in Table 6. 96% of Term 1 UMI 5 ratings are in this quadrant. Likewise, the lower left quadrant (with 4% of the ratings) corresponds to the bottom two rows in table 6, and includes evaluations with favourable ratings not exceeding 50%.

Figure 3 is a closer look at the SEI ratings in the upper right quadrant of Figure 2. 61% of the UMI 5 ratings in Term 1 are in the upper rightmost sub-quadrant of Figure 3, with low dispersions and IM above 4.5. Furthermore, almost 80% of the UMI 5 ratings in Term 1 are in the two upper right sub-quadrants, with IM above 4.0 and over 75% favourable rating.

Tabular and graphical presentation of the results for UMI question 5 in term 2 are shown in Appendix B. For UMI 5, the term 2 results were similar to those in term 1.

Figure 3: 2021 Winter Term 1- UMI 5 Ratings in the Upper Quadrant of figure 2.



The visualizations in figure 3 (and in Appendix B for term 2) illustrate a remarkable feature that is often obscured in tables of data: for both winter terms, in about four-fifths of all evaluations, 75% or more student respondents ‘agree’ or ‘strongly agree’ that the instructor showed genuine interest in supporting their learning throughout the course.

A tabular view of figure 3 is shown in table 7, along with comparative data from winter term 1 of the previous two years (2019 and 2020). The table shows the distribution of SEI surveys based on UMI question 5 IM and PF scores.

Table 7: A tabular view of the data in figure 3 with comparative data form previous years.

Year	SEI Rating Category		
	Good (IM=3.5-4.0, PF=50-75%)	Excellent (IM=4.0-4.5, PF>75%)	Outstanding (IM>4.5, PF>75%)
2019	13%	30%	47%
2020	11%	27%	52%
2021	10%	18%	61%

For UMI question 5, in about four-fifths of all evaluations, 75% or more student respondents rated their experience favourably, for 3 consecutive years. There was a significant improvement towards higher ratings in 2021 compared to 2019 and 2020. However, it is unclear if this improvement was a result of returning to in-person instruction or due to changes in the wording of the question.

Finally, graphical representations of the results for UMI questions 1, 2, 3, 4 and 6 (for both terms combined) are shown in Appendix C. The percentage of evaluations, in which 75% or more student respondents ‘agree’ or ‘strongly agree’ with the statement in UMI questions 1, 2, 3, 4 and 6, were 80%, 68%, 76%, 62% and 76%, respectively.

6. LOOKING FORWARDS

Data from term 1 (2021 W1) were used to test the newly implemented UMI questions. Item Response Theory (IRT) and Differential Item Functioning (DIF) were used to evaluate the performance of the questions in the first term of full implementation. The results from the quantitative analysis suggest that the new UMIs are functioning better than the previous ones in that each of the questions seems to be contributing more equally to the overall survey information. Also, most of the new UMI questions showed no DIF among different grouping by student, instructor or class attributes. However, some questions exhibited slight/moderate DIF by class size (favoring large class sizes) or gender (favoring female instructors), but the results were either inconclusive or have small effect size ([see Report to UBC Senates: Final Report on Student Experience of Instruction Recommendations – October 2022](#)) .

Due to the lack of sufficient Employment Equity Survey data, we were not able to test how the new UMI questions function across other variables of interest, e.g. ethnicity, disability, and more. Thus, and based on these results, we will continue to conduct further analysis on the new UMI questions.

A key challenge for the coming year is to consider practical strategies that can be adopted to improve response rates and thus reduce the number of course sections with surveys that did not meet the minimum response rates.

Information about Student Experience of Instruction at UBC is available at <https://seoi.ubc.ca/>

APPENDIX A

2021W UMI Interpolated Median Percentiles

UMI	Term	5 th Percentile	25 th Percentile	50 th Percentile	75 th Percentile	95 th Percentile	Interquartile Range
1	2021W1	3.3	4.0	4.4	4.8	4.9	0.7
	2021W2	3.2	4.0	4.5	4.8	5.0	0.8
2	2021W1	3.0	3.9	4.4	4.8	5.0	0.8
	2021W2	3.0	3.9	4.4	4.8	5.0	0.8
3	2021W1	3.2	4.0	4.5	4.8	5.0	0.8
	2021W2	3.1	4.0	4.5	4.8	5.0	0.8
4	2021W1	3.0	3.9	4.3	4.7	4.9	0.8
	2021W2	3.0	3.9	4.3	4.7	5.0	0.8
5	2021W1	3.4	4.2	4.6	4.8	5.0	0.7
	2021W2	3.4	4.2	4.6	4.9	5.0	0.7
6	2021W1	3.1	4.0	4.5	4.8	5.0	0.8
	2021W2	3.1	4.0	4.5	4.8	5.0	0.8

APPENDIX B

Table B.1: Table 4: 2021 Winter Term 2 - Distribution of SEI Ratings for UMI Question 5: Instructor showed genuine interest in supporting my learning.

	Variability in SEI Rating (dispersion)							Total
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	0.55-0.70	0.7-0.85	
IMedian	Number of Evaluations ¹ (% Favourable Rating in Parenthesis)							
< 5.0	56 (100%)	278 (99%)	299 (96%)	240 (90%)	106 (84%)	4 (70%)	1 (64%)	984
< 4.5		2 (100%)	23 (97%)	133 (87%)	184 (79%)	40 (72%)	5 (69%)	387
< 4.0			2 (78%)	10 (72%)	55 (63%)	60 (59%)	6 (56%)	133
< 3.5				2 (28%)	10 (38%)	28 (41%)	9 (42%)	49
< 3.0				1 (0%)	1 (13%)	10 (22%)	5 (26%)	17
								1,570

¹ Evaluations meeting the recommended minimum response rate

Figure B.1: Graphical Depiction of the UMI 5 Ratings in 2021 Winter Term 2 (Table B.1)

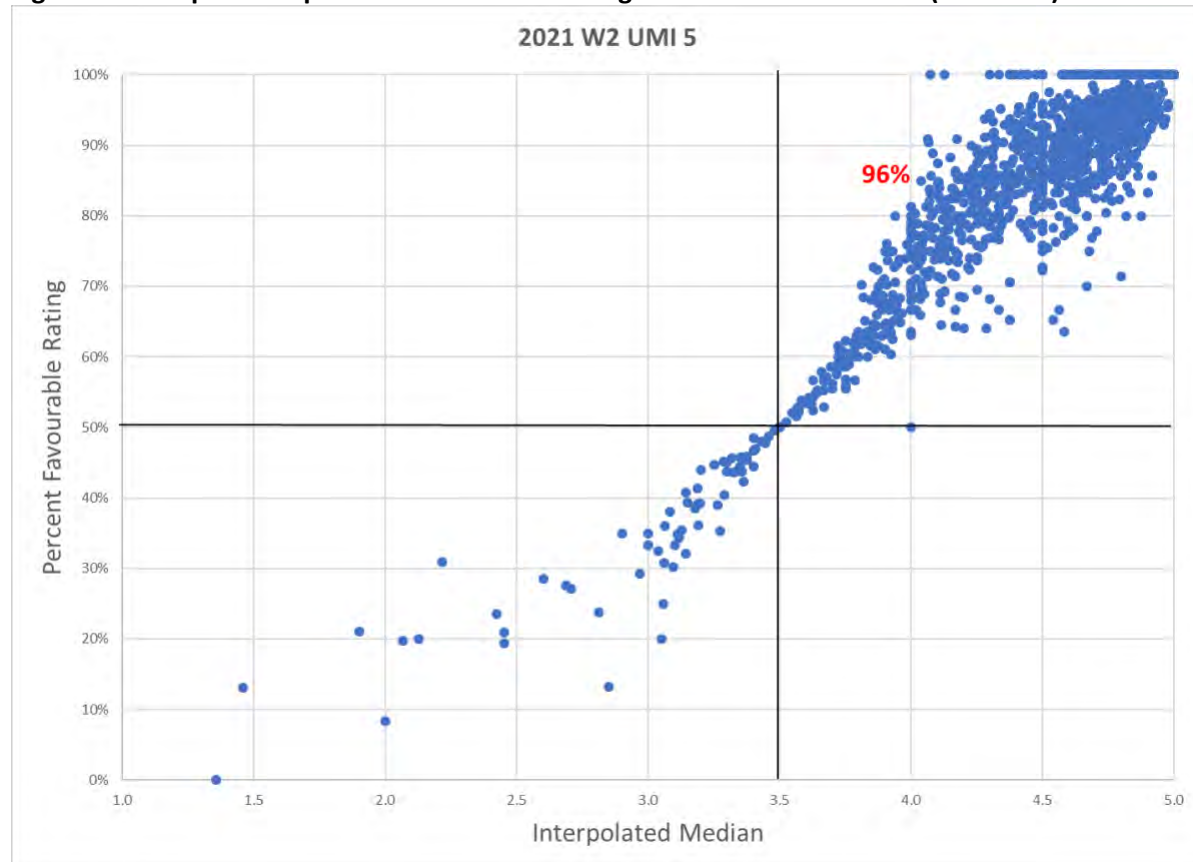
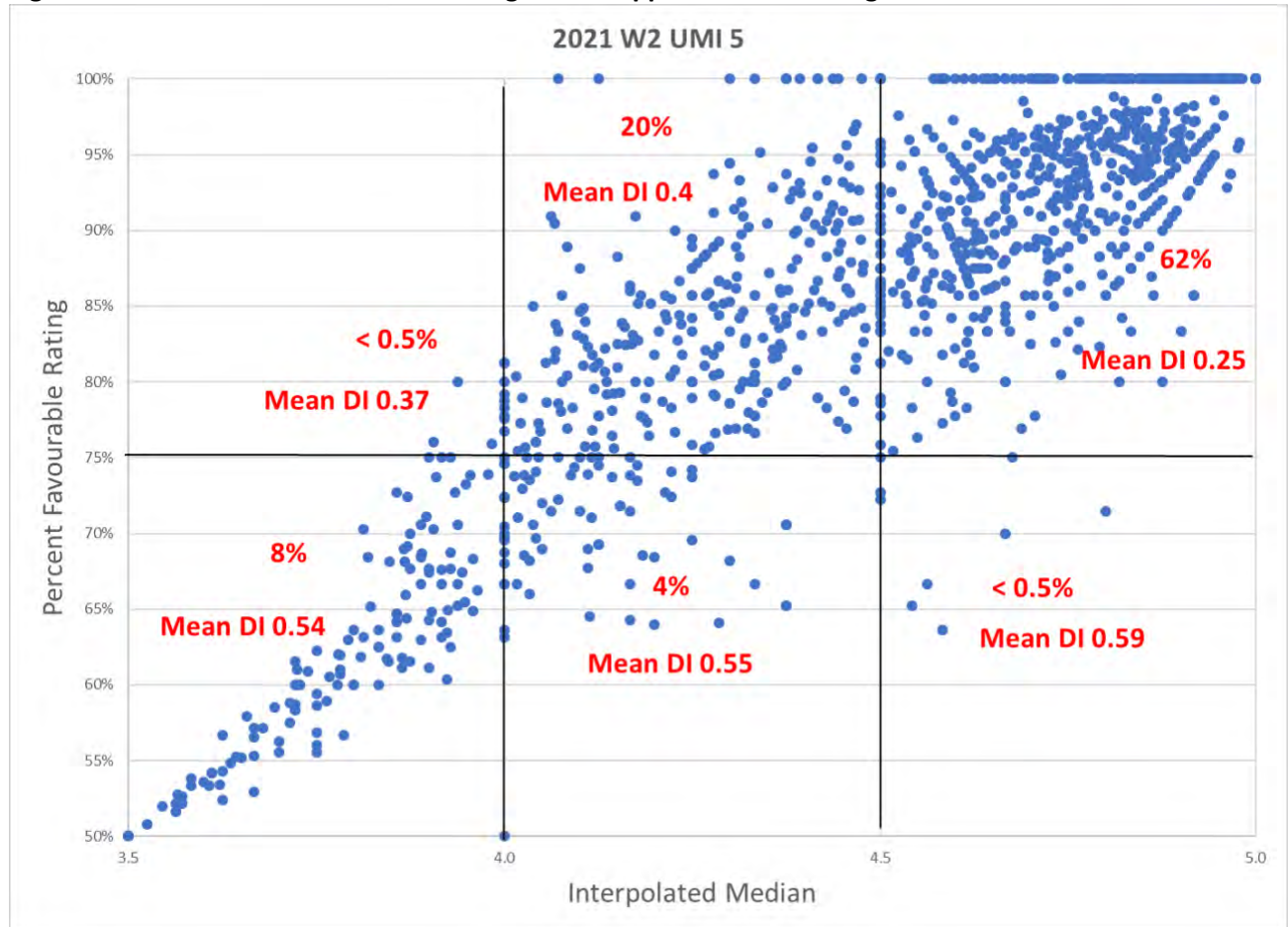
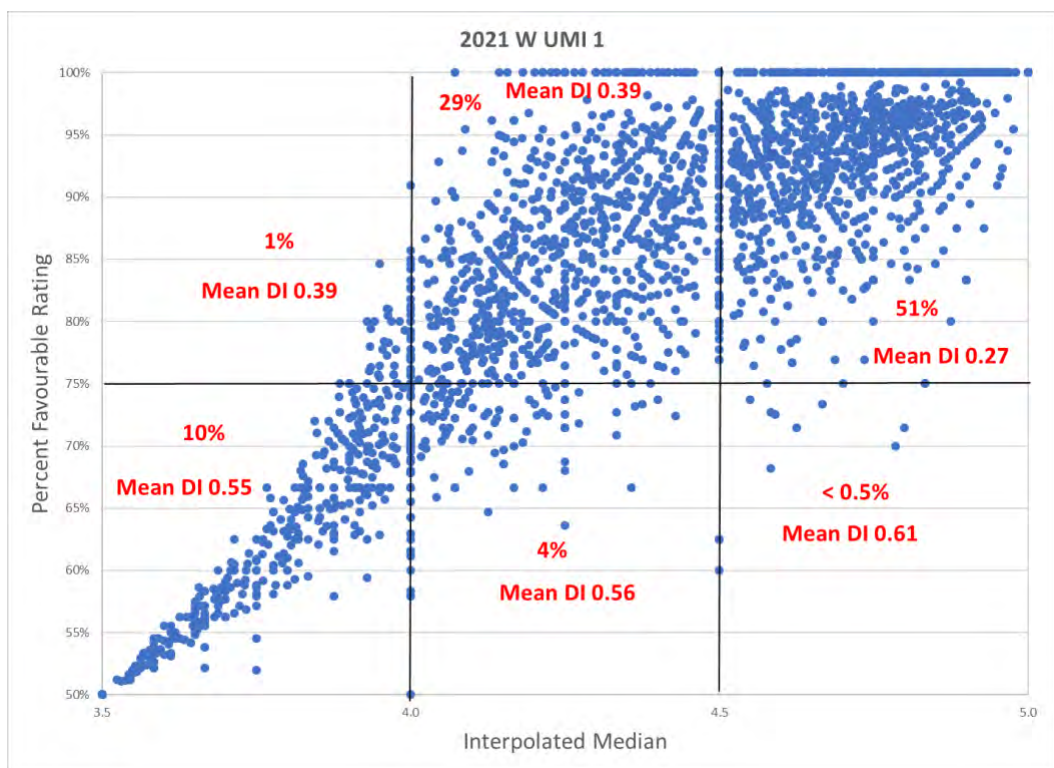
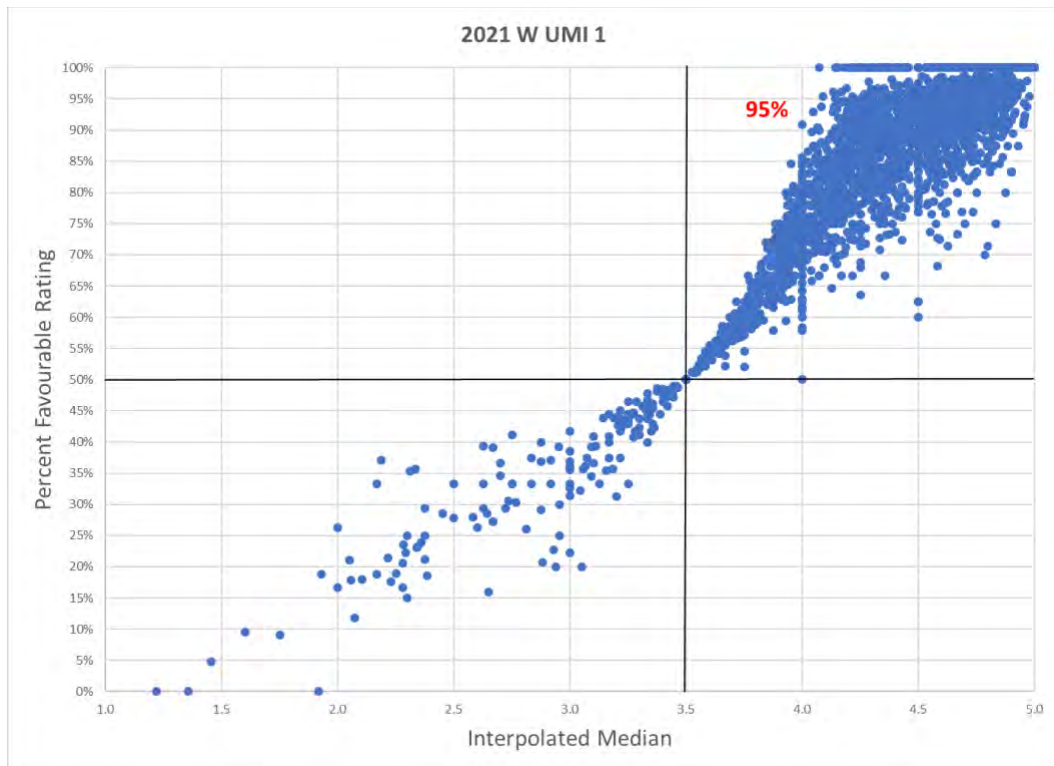
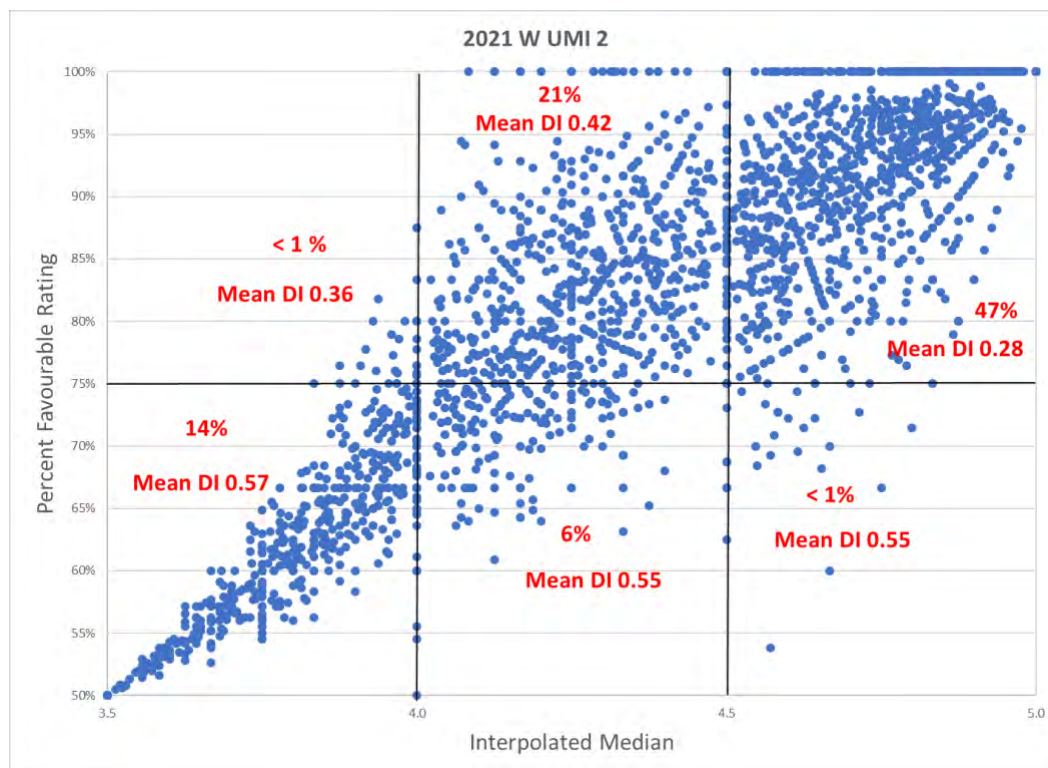
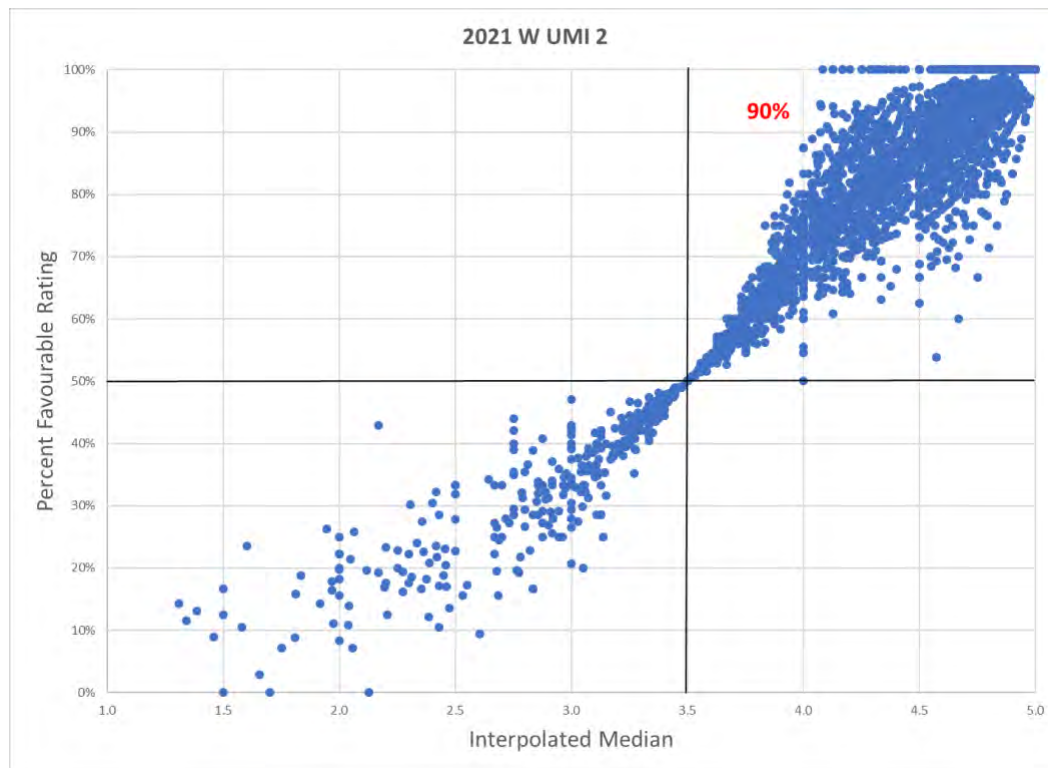


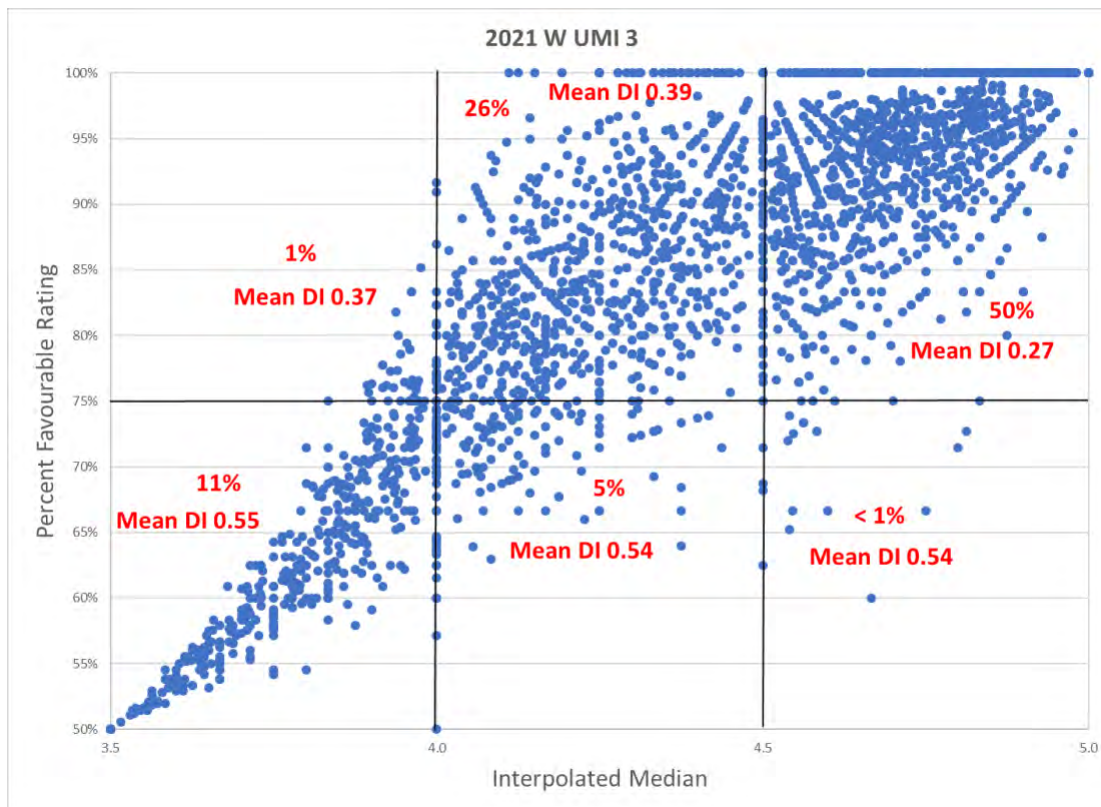
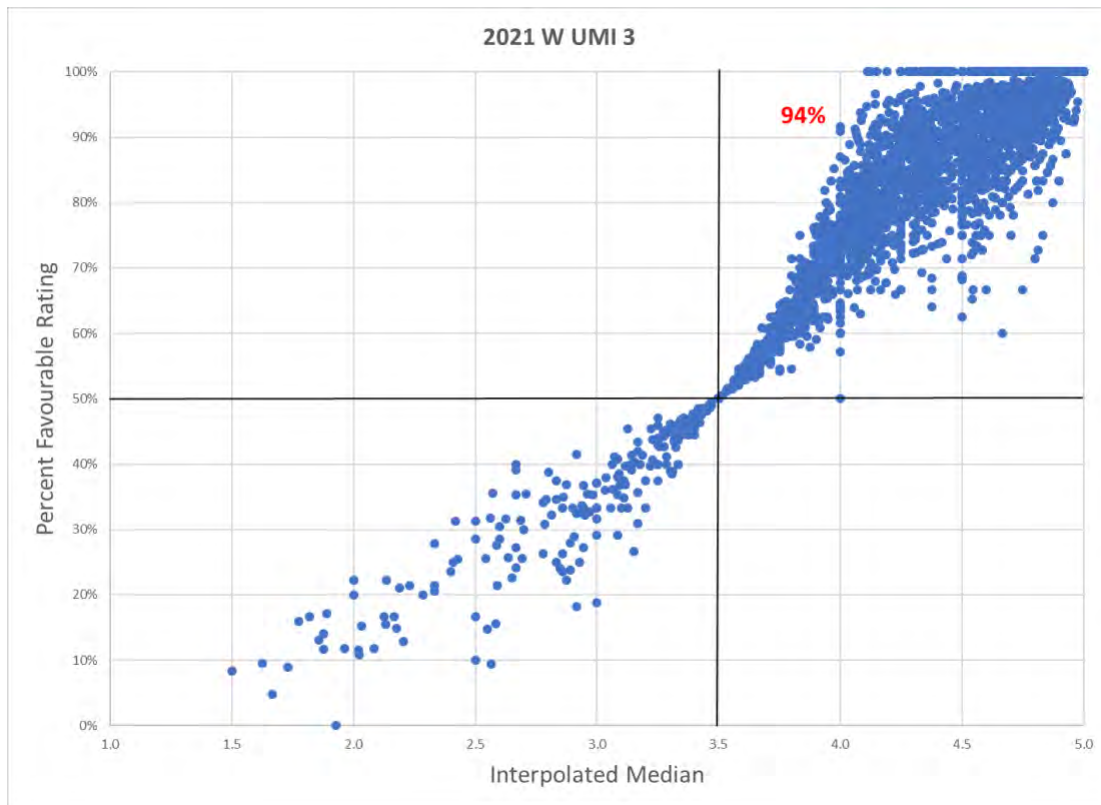
Figure B.2: 2021 Winter Term 1- SEI Ratings in the Upper Quadrant of figure B.1

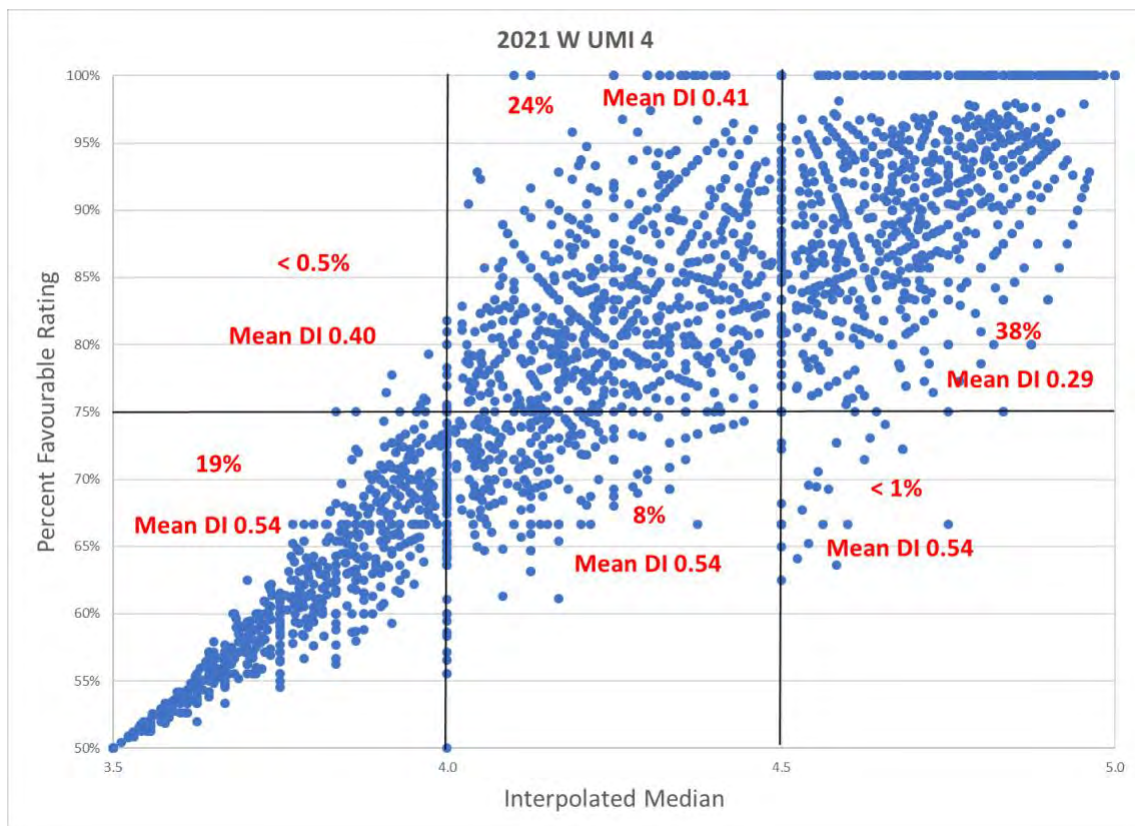
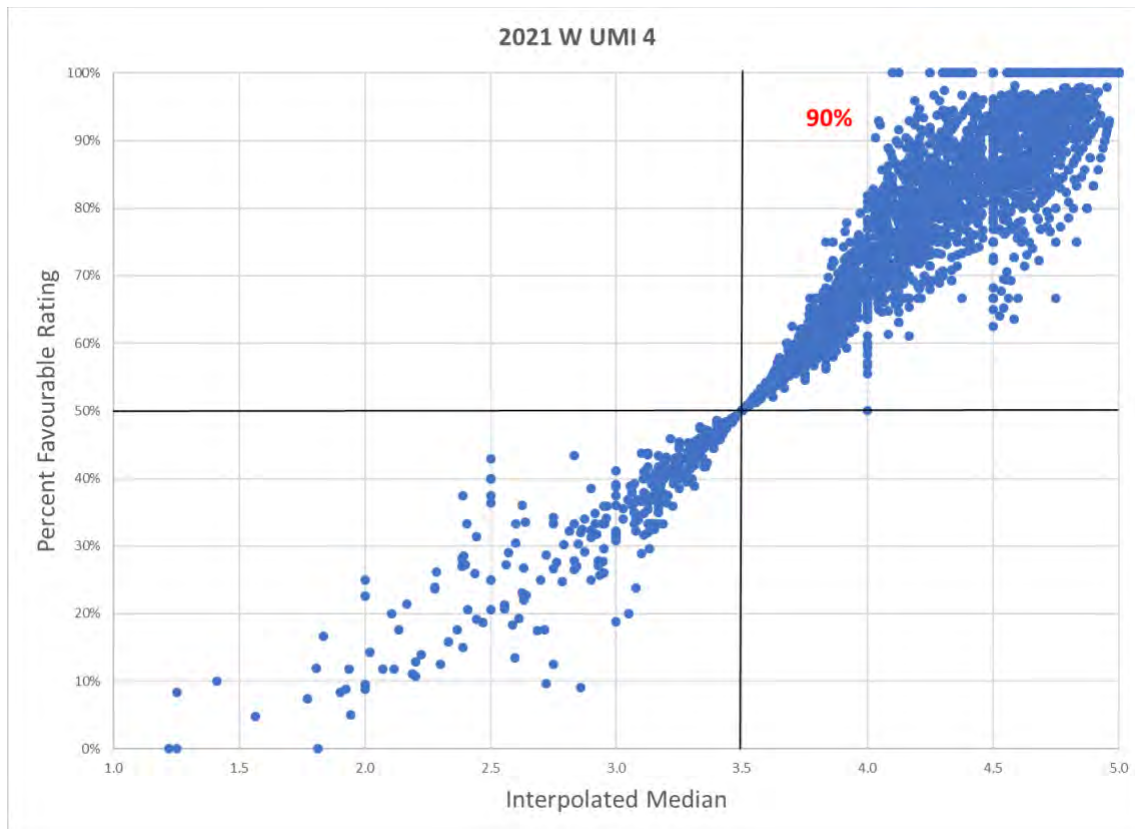
APPENDIX C

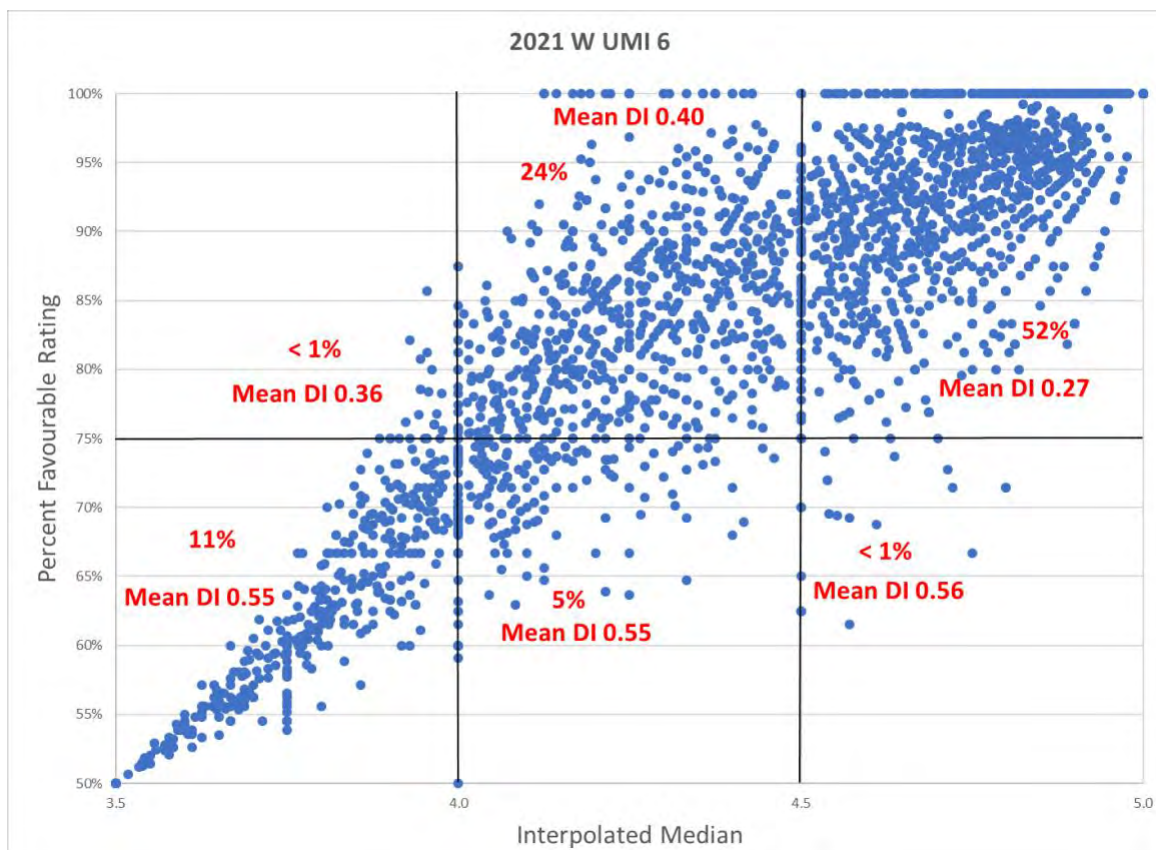
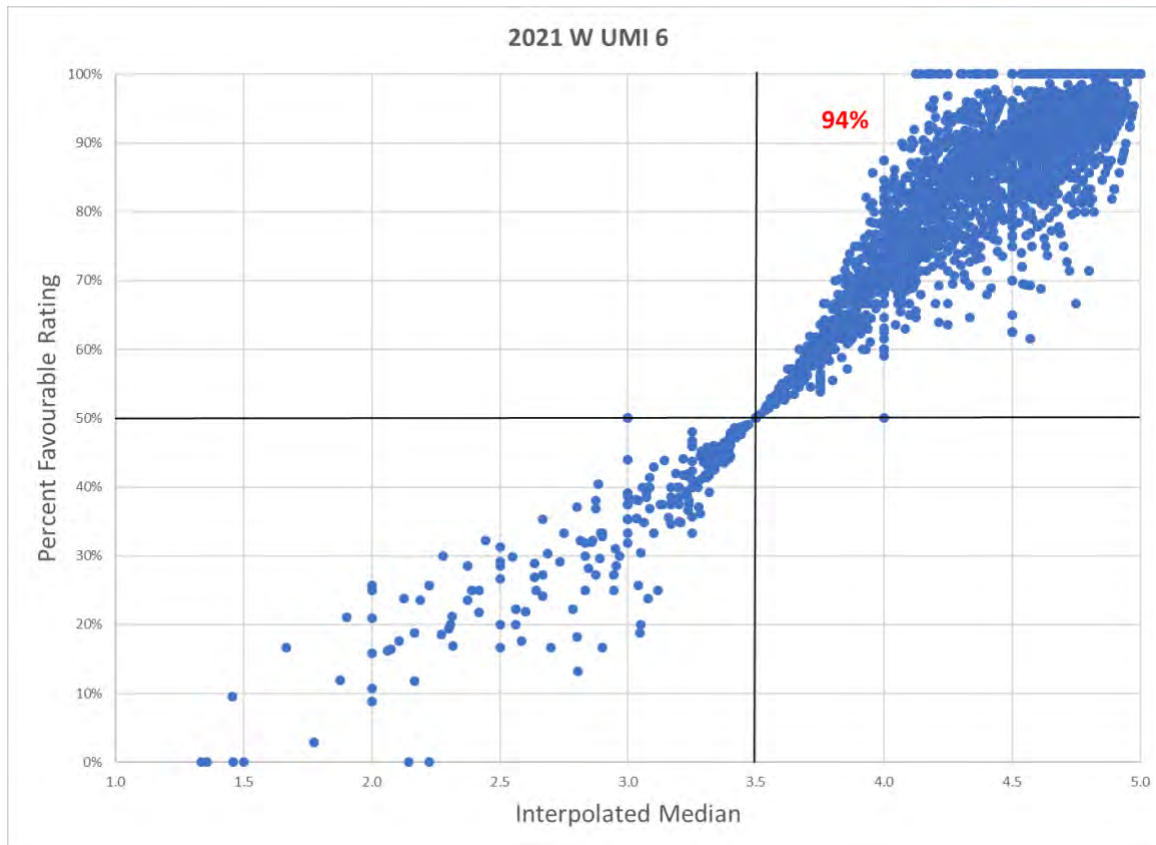
Graphical depiction of the distribution of the 2021 W (both winter terms) ratings for UMI questions 1, 2, 3, 4, and 6.











STUDENT EXPERIENCE OF INSTRUCTION

2022W REPORT TO SENATE

Abdel Azim Zumrawi, PhD, P.Stat.
Planning & Institutional Research (PAIR)

November 10, 2023

EXECUTIVE SUMMARY

Student Experience of Instruction (SEI) surveys at UBC have undergone significant changes in the last 4 years. These include changes to the questions, reporting metrics and the interpretation of data.

With the approval of the Okanagan Senate Learning and Research Committee and Vancouver Senate Teaching and Learning Committee, the following six UMI questions were implemented in the Student Experience of Instruction (SEI) surveys across both UBC campuses starting in the Fall of 2021:

1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.
2. The instructor conducted this course in such a way that I was motivated to learn.
3. The instructor presented the course material in a way that I could understand.
4. Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.
5. The instructor showed genuine interest in supporting my learning throughout this course.
6. Overall, I learned a great deal from this instructor.

This report provides the annual review of SEI data for the 2022W session. It summarizes the results for 8,487 SEI reports, for 7,294 course sections in which the University Module Items (UMI) were administered during the 2022 Winter session.

Overall, 44% of the surveys in Term 1, and 35% of surveys in Term 2 met or exceeded the university's recommended minimum response rate. These response rates were slightly lower compared to 2021W (46% and 38% in Terms 1 and 2, respectively). As in 2021W, the majority of surveys, that did not meet the minimum recommended response rate, were in sections with 75 students or less, with these sections accounting for about 45% of the total enrollment. The decline in response rates in the last two years is of great concern, particularly as more of the larger sections were not meeting the recommended minimum.

For all UMI questions, about 65% to 85% of SEI ratings had an interpolated median of 4.0 or higher (on a 5-point scale), with favourable ratings (sum of 'agree' and 'strongly agree' responses) greater than 75%. On the other hand, less than 9% of the ratings had an

interpolated median below 3.5 and with favourable rating not exceeding 50%. These results indicate a slight improvement in SEI ratings compared to 2021; more so for UMI question 4 on instructors providing useful feedback.

1. SCOPE OF IMPLEMENTATION

8,487 Student Experience of Instruction (SEI) reports were submitted to the University, for 7,294 course sections in which the University Module Items (UMI) were administered in 2022. This represents a 3.2% increase in the number of submitted ratings, compared to the 2021.

A summary of the scope of implementation, by Faculty and year level, is shown in Table 1.

Table 1. Scope of 2022W Implementation¹

FACULTY	NUMBER OF INSTRUCTORS EVALUATED ²					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	101	203	220	287	315	1,126
Arts	669	412	814	421	368	2,684
Commerce	115	123	249	171	204	862
Dentistry	3	13	8	86	13	123
Education	14	34	278	273	240	839
Forestry	17	37	49	59	57	219
Land & Food Systems	14	24	59	52	50	199
Law	0	39	91	112	25	267
Medicine ³	19	22	83	136	328	588
Pharmaceutical Sciences	27	35	55	7	12	136
Science	390	246	344	218	170	1,368
Vantage College	46	30	0	0	0	76
TOTAL	1,415	1,218	2,250	1,822	1,782	8,487

¹ In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis.

² Unique course section/instructor combination.

³ Includes Medicine courses evaluated by Science.

2. RESPONSE RATES

Percentage of SEI reports that met or exceeded the recommended minimum response rates are shown in Tables 2 and 3; including comparative data for 2021. Overall, response rates were slightly lower in 2022; where 44% and 35% of SEI surveys met or exceeded the recommended minimum response rates in terms 1 and 2, respectively, compared to 46% and 38% in terms 1 and 2 of 2021. However, response rates are comparable in sections with 150 or more students (last three columns of Table 2).

Table 2. Sections Meeting/Exceeding the Recommended Minimum Response Rate in 2022 Term 1

Class Size ¹	Course Sections	Number of SEI surveys	Total Enrolment	Recommended Minimum Response Rate ¹	% meeting minimum recommended	
					2022W1	2021W1
≤ 10	305	339	2,341	75%	23%	31%
11 -19	605	685	9,207	65%	24%	28%
20 -34	867	974	23,085	55%	30%	30%
35 - 49	633	686	25,844	40%	48%	45%
50 -74	416	488	24,774	35%	47%	49%
75 -99	186	203	16,271	25%	59%	70%
100 -149	240	300	29,368	20%	76%	79%
150 - 299	250	340	50,846	15%	92%	93%
300 - 499	24	26	8,806	10%	100%	100%
> 500	2	3	2,339	5%	100%	100%
Overall	3,528	4,044	192,881		44%	46%

¹ Zumrawi, A., Bates, S. & Schroeder, M (2014). What response rates are needed to make reliable inferences from student SEI surveys of teaching? Educational Research and Evaluation: An International Journal on Theory and Practice, 20:7-8, 557-563

Table 3. Sections Meeting/Exceeding the Recommended Minimum Response Rate in 2022 Term 2

Class Size ¹	Course Sections	Number of SEI surveys	Total Enrolment	Recommended Minimum Response Rate ¹	% meeting minimum recommended	
					2022W2	2021W2
≤ 10	420	488	3,256	75%	19%	23%
11 -19	701	827	10,664	65%	19%	22%
20 -34	890	1036	23,601	55%	27%	25%
35 - 49	652	732	26,715	40%	36%	40%
50 -74	403	472	23,682	35%	37%	39%
75 -99	182	214	15,829	25%	53%	60%
100 -149	293	378	35,661	20%	63%	66%
150 - 299	207	278	42,120	15%	78%	83%
300 - 499	18	18	6,407	10%	100%	94%
> 500				5%		100%
Overall	3,766	4,443	187,935		35%	38%

As evident in table 2, more than two-thirds of surveys, in sections with less than 35 students in 2022, did not meet the recommended minimum response rate. These sections accounted for about one-fifth of the total enrollment in the year. Furthermore, in both terms, the majority of surveys, that did not meet the minimum recommended response rate, were in sections with 75 students or less. These sections accounted for about 45% of the total enrollment. The decline in response rates is of great concern, particularly as more of the larger sections were not meeting the recommended minimum.

3. RESULTS

Statistics reported and used to summarize instructor ratings in this section include: The Interpolated Median (IM), Dispersion Index (DI), and Percent Favorable Rating (PFR).

The interpolated median (adjusted median) is an appropriate measure for the center of the data, and is computed by adjusting the customary median (50% percentile). The extent of the adjustment depends on the distribution of SEI ratings relative to the customary median i.e., how many of the students' scores are greater than, equal to, or less than the customary median.

The dispersion index is a measure of variability in student scores. It ranges in value from zero to 1.0. A value of zero is obtained when all student respondents agree on the same rating. A value of 1.0, on the other hand, occurs when respondents split 50/50 between scores of strongly disagree and strongly agree.

Percent favourable rating reflects the ratio of students who responded with 'Agree' or 'Strongly Agree' as a percentage of all respondents.

The IM scores for the 6 UMI questions by year level, are shown in Tables 4 and 5, for 2022 winter term 1 and 2, respectively. Average percent favourable rating (agree and strongly agree) is given in parenthesis. Overall, the 2022 aggregates for the UMI questions were similar or slightly higher than those of 2021W.

The percentiles of the distributions, for term 1 and 2, are shown in Appendix A.

Table 4. 2022 Term 1 IM Score and (Percent Favourable Rating) by Year Level^{1, 2,3}

UMI	Year Levels						2021W1
	100 Level	200 Level	300 Level	400 Level	Grad	Overall	
1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	4.3 (82%)	4.4 (83%)	4.5 (84%)	4.5 (85%)	4.5 (86%)	4.4 (84%)	4.4 (83%)
2. The instructor conducted this course in such a way that I was motivated to learn.	4.2 (73%)	4.3 (75%)	4.4 (77%)	4.5 (82%)	4.5 (83%)	4.3 (77%)	4.3 (76%)
3. The instructor presented the course material in a way that I could understand.	4.3 (78%)	4.3 (80%)	4.4 (82%)	4.5 (85%)	4.5 (85%)	4.4 (81%)	4.4 (81%)
4. Considering the type of class, the instructor provided useful feedback that helped me understand how my learning progressed during this course	4.1 (70%)	4.1 (72%)	4.2 (74%)	4.4 (79%)	4.4 (78%)	4.2 (74%)	4.2 (72%)
5. The instructor showed genuine interest in supporting my learning throughout this course.	4.4 (80%)	4.5 (83%)	4.6 (85%)	4.7 (88%)	4.7 (88%)	4.6 (84%)	4.5 (83%)
6. Overall, I learned a great deal from this instructor.	4.3 (77%)	4.4 (80%)	4.5 (82%)	4.6 (85%)	4.6 (84%)	4.4 (81%)	4.3 (80%)

¹ Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree² Interpolated Median³ Percent favourable rating (in parenthesis) defined as the percentage of respondents who rated the instructor a 4 or 5.

Table 5. 2022 Term 2 IM Score and (Percent Favourable Rating) by Year Level^{1, 2,3}

UMI	Year Levels						2021W2
	100 Level	200 Level	300 Level	400 Level	Grad	Overall	
1. Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.	4.4 (84%)	4.4 (83%)	4.5 (85%)	4.5 (84%)	4.5 (85%)	4.5 (84%)	4.4 (83%)
2. The instructor conducted this course in such a way that I was motivated to learn.	4.2 (74%)	4.3 (75%)	4.4 (78%)	4.5 (80%)	4.6 (82%)	4.4 (78%)	4.3 (76%)
3. The instructor presented the course material in a way that I could understand.	4.3 (81%)	4.4 (81%)	4.5 (83%)	4.5 (83%)	4.5 (85%)	4.4 (82%)	4.4 (82%)
4. Considering the type of class, the instructor provided useful feedback that helped me understand how my learning progressed during this course	4.2 (73%)	4.2 (73%)	4.3 (76%)	4.4 (78%)	4.5 (80%)	4.3 (76%)	4.2 (74%)
5. The instructor showed genuine interest in supporting my learning throughout this course.	4.5 (82%)	4.6 (84%)	4.6 (85%)	4.6 (86%)	4.7 (88%)	4.6 (85%)	4.6 (84%)
6. Overall, I learned a great deal from this instructor.	4.3 (80%)	4.4 (80%)	4.5 (83%)	4.5 (83%)	4.6 (84%)	4.5 (82%)	4.4 (81%)

¹ Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree² Interpolated Median³ Percent favourable rating (in parenthesis) defined as the percentage of respondents who rated the instructor a 4 or 5.

4. MAGNITUDE AND VARIABILITY OF RATINGS

In this section we consider all 3 key statistics (IM, DI and PFR) in summarizing SEI ratings. Table 6 provides a summary of UMI question 5 ('The instructor showed genuine interest in supporting my learning throughout this course.') for all SEI surveys in 2022W term 1. Table 7 provides a similar summary of UMI question 5, but for SEI surveys that met or exceeded the recommended minimum response rate. Average percent favourable rating, within each cell in the tables, is given in parenthesis.

As an example of how to interpret the data in Table 6, consider the middle row in the Table. There are 368 SEI reports within this rating band of UMI 5 score between 3.5 and 4.0. Of these, 44 have a dispersion index between 0.3 and 0.4, and within these 44 reports, there is (on average) 65% of respondents who rated their experience of instruction favourably (the sum of 'agree' and 'strongly agree' categories on UMI 5). Thus, it would be plausible, within this subset of the dataset, to find a median UMI score of e.g. 3.7, where more than two thirds of the student respondents rated their experience favourably. This illustrates the additional insight gained from considering all 3 statistics, rather than relying on a single metric alone.

Table 6: 2022 Winter Term 1 - Distribution of SEI Ratings for UMI Question 5 (Instructor showed genuine interest in supporting my learning) for all SEI surveys.

	Variability in SEI Rating (dispersion)								Total
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	0.55-0.70	0.7-0.85	> 0.85	
IMedian	Number of SEI surveys (% Favourable Rating in Parenthesis)								
< 5.0	336 (100%)	641 (99%)	729 (97%)	489 (89%)	253 (82%)	56 (74%)	15 (73%)	5 (65%)	2,520
< 4.5	52 (100%)	19 (100%)	104 (98%)	261 (87%)	382 (76%)	105 (71%)	17 (66%)	4 (65%)	944
< 4.0		4 (76%)	29 (58%)	44 (65%)	132 (63%)	117 (59%)	40 (55%)	2 (55%)	368
< 3.5	22 (0%)	1 (17%)	8 (30%)	7 (32%)	28 (40%)	59 (40%)	16 (42%)	6 (47%)	147
< 3.0	1 (0%)	1 (0%)	7 (0%)	1 (0%)	6 (6%)	31 (24%)	15 (34%)	3 (37%)	65
									4,044

In tables 6 and 7, and as would be expected, favourable rating decreases – on average - as dispersion increases in the first three rows (IM of 3.5 or more), but increases with dispersion in the lower two rows (IM less than 3.5). Thus, SEI surveys in the upper left cells have high ratings, with low variability, resulting in higher percentages of favourable ratings. For example, in 336 SEI surveys, all student respondents scored UMI 5 'strongly agree' (upper left corner of table 6). On the other hand, the lower left cells (inset) show low ratings, with low variability in students' scores, resulting in low percentages of favourable ratings. Furthermore, SEI surveys in the

bottom two rows, corresponding to an IM of less than 3.5, have percent favourable ratings not exceeding 50%.

Most low ratings, with low dispersion (inset lower left cells of table 6) are from surveys that did not meet the minimum recommended response rates. For example, comparing tables 6 and 7, it is evident that of the 40 SEI surveys in the bottom left cells (inset), only 2 met the recommended minimum response rate. Furthermore, of the 212 SEI surveys in the bottom two rows of table 6, only 74 met the recommended minimum response rate (bottom 2 rows of table 7). This represents 35% as compared to 46% for all of term 1 SEI surveys (table 2); and indicates that SEI surveys, with low ratings and low dispersion, are more likely to be from surveys that did not meet the recommended minimum response rate.

Table 7: 2022 Winter Term 1 - Distribution of SEI Ratings for UMI Question 5 (SEI surveys that met or exceeded the recommended Minimum Response rate).

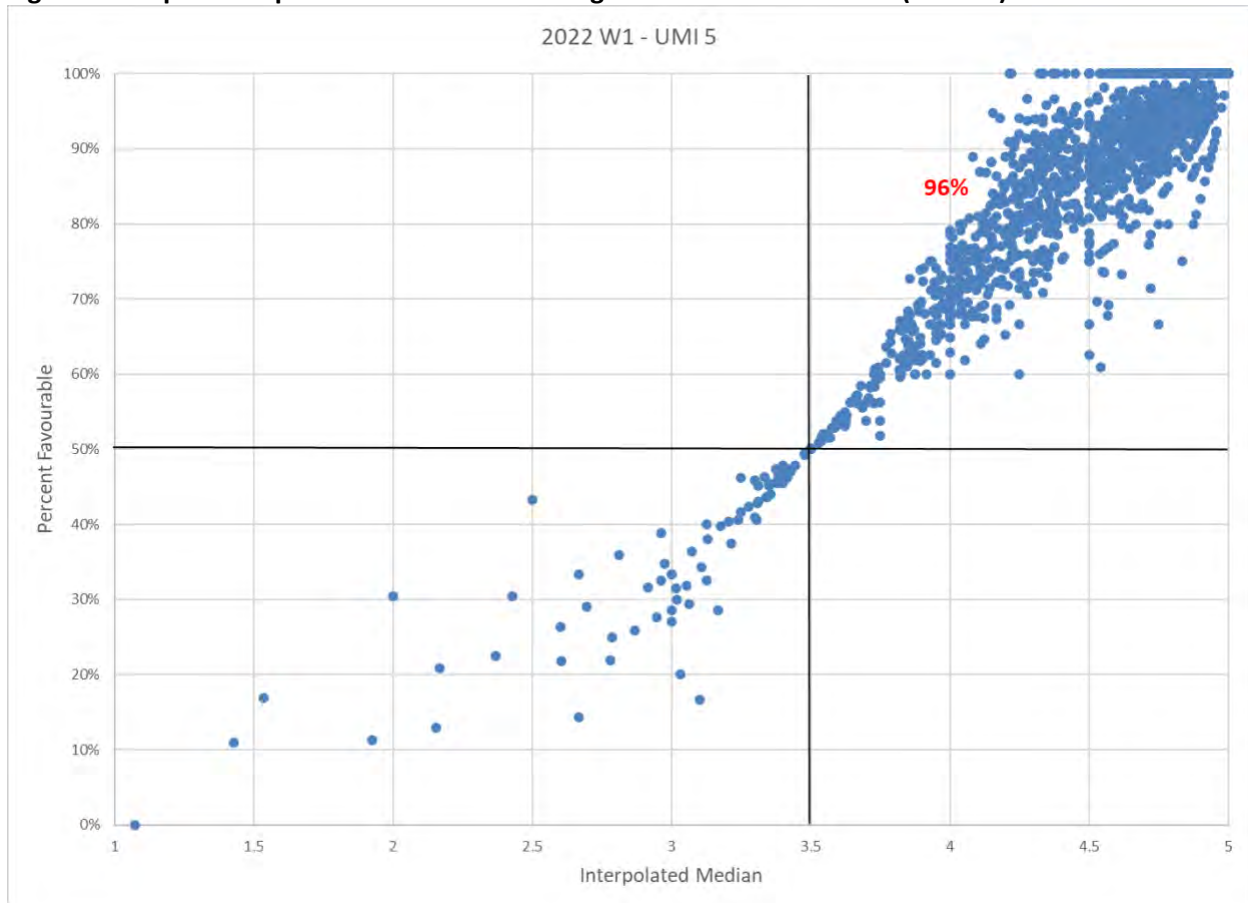
	Variability in SEI Rating (dispersion)							Total
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	0.55-0.70	0.7-0.85	
IMedian	Number of SEI surveys (% Favourable Rating in Parenthesis)							
< 5.0	58 (100%)	334 (99%)	346 (96%)	281 (91%)	104 (84%)	9 (75%)	2 (70%)	1,134
< 4.5			22 (97%)	149 (88%)	212 (78%)	48 (71%)	3 (63%)	441
< 4.0			1 (73%)	8 (67%)	64 (64%)	57 (60%)	10 (58%)	140
< 3.5			1 (17%)	2 (24%)	10 (41%)	30 (41%)	7 (41%)	50
< 3.0		1 (0%)			1 (14%)	15 (23%)	7 (34%)	24
								1,782

Low ratings with high dispersion should be interpreted within context, considering factors such as response rate, class size and the magnitude of the dispersion. For example, all 20 SEI surveys with DI exceeding 0.85 (last column of table 6) did not meet the recommended minimum response rate (see last column of table 7). It is worth noting that such extreme distributions, indicative of polarized ratings, are not common and mostly occur in smaller classes; often where the recommended minimum response rate is not met.

For the rest of this report, only SEI surveys that met the recommended minimum response rate will be considered.

Figure 1 is a graphical depiction of the data in Table 7, plotting two of the key statistics – IM against PFR.

Figure 1: Graphical Depiction of the UMI 5 Ratings in 2022 Winter Term 1 (Table 7).



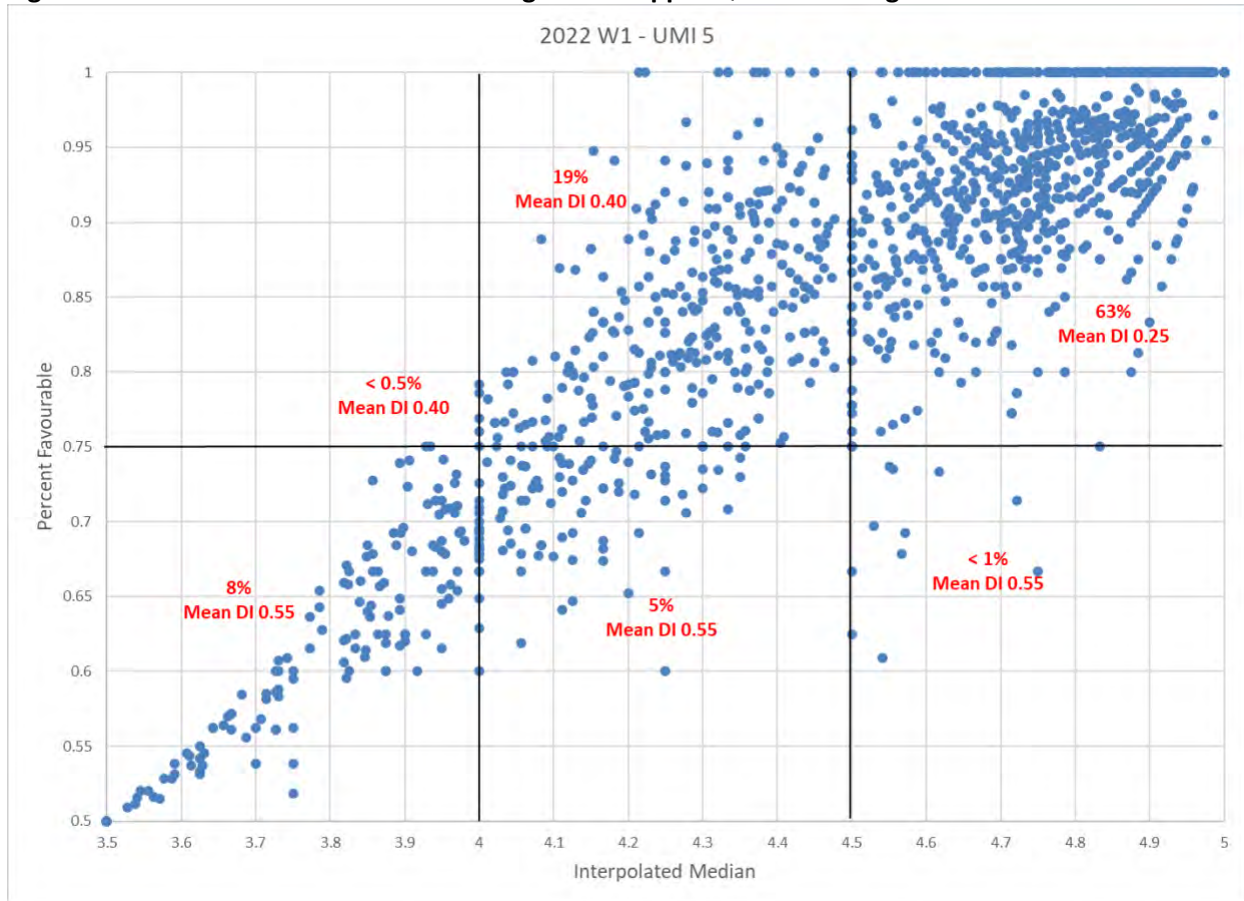
As evident in Figure 1, the pivot point in the relationship between IM and PFR, on a 5-point scale, is an IM of 3.5 and 50% favourable rating. The relationship between the two metrics is such that, no evaluation with an IM below 3.5 would have favourable ratings above 50%, nor would SEI surveys with an IM above 3.5 ever have favourable ratings below 50%.

As such, the upper right quadrant in Figure 1 corresponds to the first three rows in Table 7. 96% of Term 1 UMI 5 ratings are in this quadrant. Likewise, the lower left quadrant (with 4% of the ratings) corresponds to the bottom two rows in table 7, and includes SEI surveys with favourable ratings not exceeding 50%.

Figure 2 is a closer look at the SEI ratings in the upper right quadrant of Figure 1. Percentage of surveys in each sub-quadrant is given along with the mean dispersion index. For example, 63% of the UMI 5 SEI ratings in Term 1 are in the upper rightmost sub-quadrant of Figure 2, with low

dispersions and IM above 4.5. Furthermore, 82% of the UMI 5 ratings in Term 1 are in the two upper right sub-quadrants, with IM above 4.0 and over 75% favourable rating.

Figure 2: 2022 Winter Term 1- UMI 5 Ratings in the Upper Quadrant of figure 1.



The visualizations in figure 2 (and in Appendix B for term 2) illustrate a remarkable feature that is often obscured in tables of data: for both winter terms, in more than four-fifths of all SEI surveys, 75% or more student respondents 'agree' or 'strongly agree' that the instructor showed genuine interest in supporting their learning throughout the course.

A tabular view of figure 3 is shown in table 8, along with comparative data from winter term 1 of the previous three years (2019 - 2021). The table shows the distribution of SEI surveys based on UMI question 5 IM and PF scores.

Table 8: A tabular view of the data in figure 2 with comparative data from previous years.

Year	SEI Rating Category		
	Good (IM=3.5-4.0, PF=50-75%)	Excellent (IM=4.0-4.5, PF>75%)	Outstanding (IM>4.5, PF>75%)
2019	13%	30%	47%
2020	11%	27%	52%
2021	10%	18%	61%
2022	8%	19%	63%

For UMI question 5, in about four-fifths of all evaluations, 75% or more student respondents rated their experience favourably, for 4 consecutive years. There was a significant improvement towards higher ratings in 2021 and 2022 compared to 2019 and 2020. However, it is unclear if this improvement was a result of returning to in-person instruction or due to changes in the wording of the question.

Tabular and graphical presentation of the results for UMI question 5 in term 2 are shown in Appendix B. For UMI 5, the term 2 results were slightly higher than in term 1.

Finally, graphical representations of the results for UMI questions 1, 2, 3, 4 and 6 (for both terms combined) are shown in Appendix C. The percentage of SEI surveys, in which 75% or more student respondents 'agree' or 'strongly agree' with the statement in UMI questions 1, 2, 3, 4 and 6, were 82%, 70%, 78%, 65% and 77%, respectively. This represents slight improvement compared to 80%, 68%, 76%, 62% and 76%, in 2021, for the six UMI questions, respectively.

5. LOOKING FORWARDS

We will continue to seek community input and work on a plan to improve response rates, including email reminders to students, as well as encouraging faculty members to set aside time in class for students to complete online SEI surveys.

For more information on these changes see

Information about Student Experience of Instruction at UBC is available at <https://seoi.ubc.ca/>.

APPENDIX A

2022W UMI Interpolated Median Percentiles

UMI	Term	5 th Percentile	25 th Percentile	50 th Percentile	75 th Percentile	95 th Percentile	Interquartile Range
1	2022W1	3.1	4.0	4.5	4.8	4.9	0.8
	2022W2	3.2	4.0	4.5	4.8	5.0	0.8
2	2022W1	3.0	4.0	4.4	4.8	5.0	0.8
	2022W2	3.0	4.0	4.5	4.8	5.0	0.8
3	2022W1	3.1	4.0	4.5	4.8	5.0	0.8
	2022W2	3.1	4.0	4.5	4.8	5.0	0.8
4	2022W1	3.0	3.9	4.3	4.7	4.9	0.8
	2022W2	3.0	4.0	4.4	4.8	5.0	0.8
5	2022W1	3.4	4.2	4.6	4.9	5.0	0.7
	2022W2	3.4	4.2	4.7	4.9	5.0	0.7
6	2022W1	3.1	4.0	4.5	4.8	5.0	0.8
	2022W2	3.0	4.0	4.5	4.8	5.0	0.8

APPENDIX B

Table B.1: Table 4: 2022 Winter Term 2 - Distribution of Instructor Ratings for UMI Question 5:
Instructor showed genuine interest in supporting my learning.

	Variability in SEI Rating (dispersion)							Total
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	0.55-0.70	0.7-0.85	
IMedian	Number of SEI surveys ¹ (% Favourable Rating in Parenthesis)							
< 5.0	57 (100%)	281 (99%)	331 (96%)	222 (90%)	123 (84%)	11 (80%)	1 (75%)	1026
< 4.5		1 (100%)	37 (96%)	108 (87%)	167 (78%)	42 (72%)	3 (64%)	358
< 4.0			1 (60%)	5 (64%)	61 (64%)	45 (59%)	11 (58%)	123
< 3.5			1 (40%)	1 (20%)	8 (41%)	20 (42%)	5 (41%)	36
< 3.0					3 (16%)	5 (16%)	3 (32%)	12
								1,555

¹ SEI surveys meeting the recommended minimum response rate

Figure B.1: Graphical Depiction of the UMI 5 Ratings in 2022 Winter Term 2 (Table B.1)

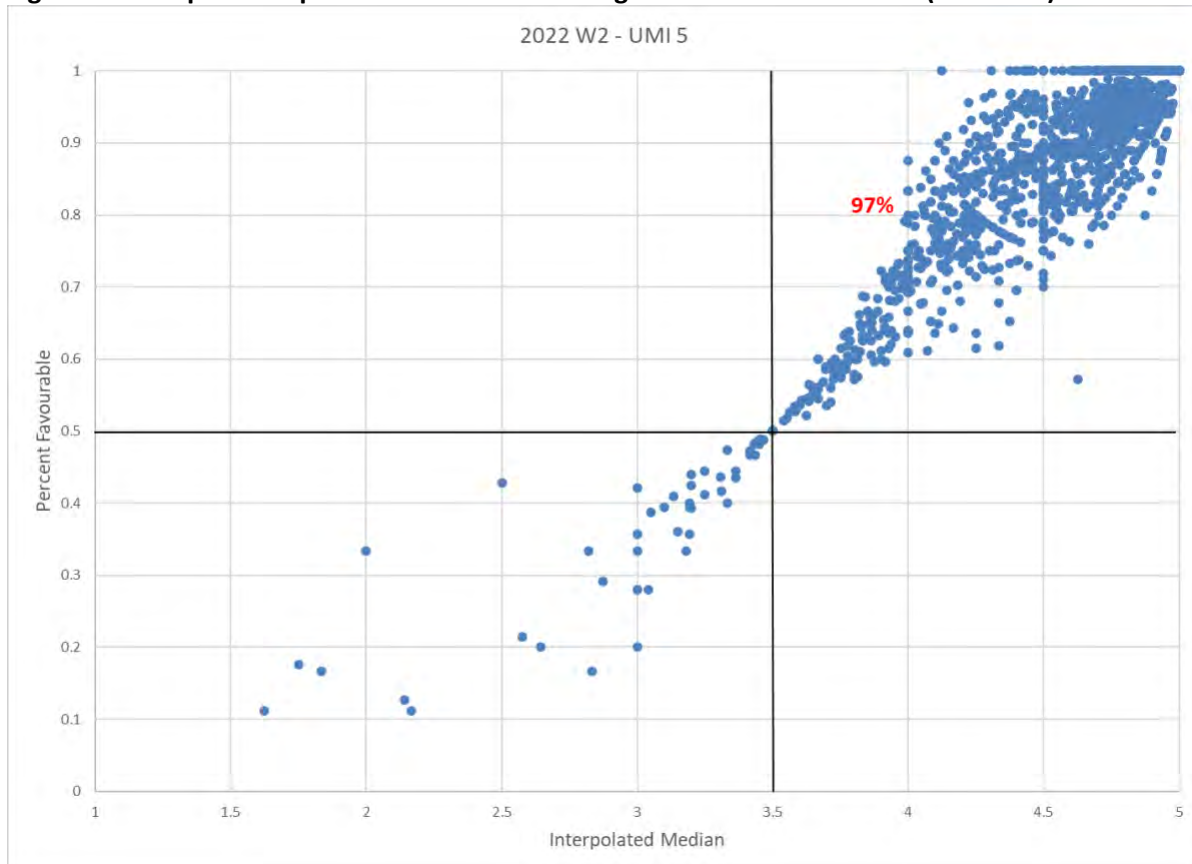
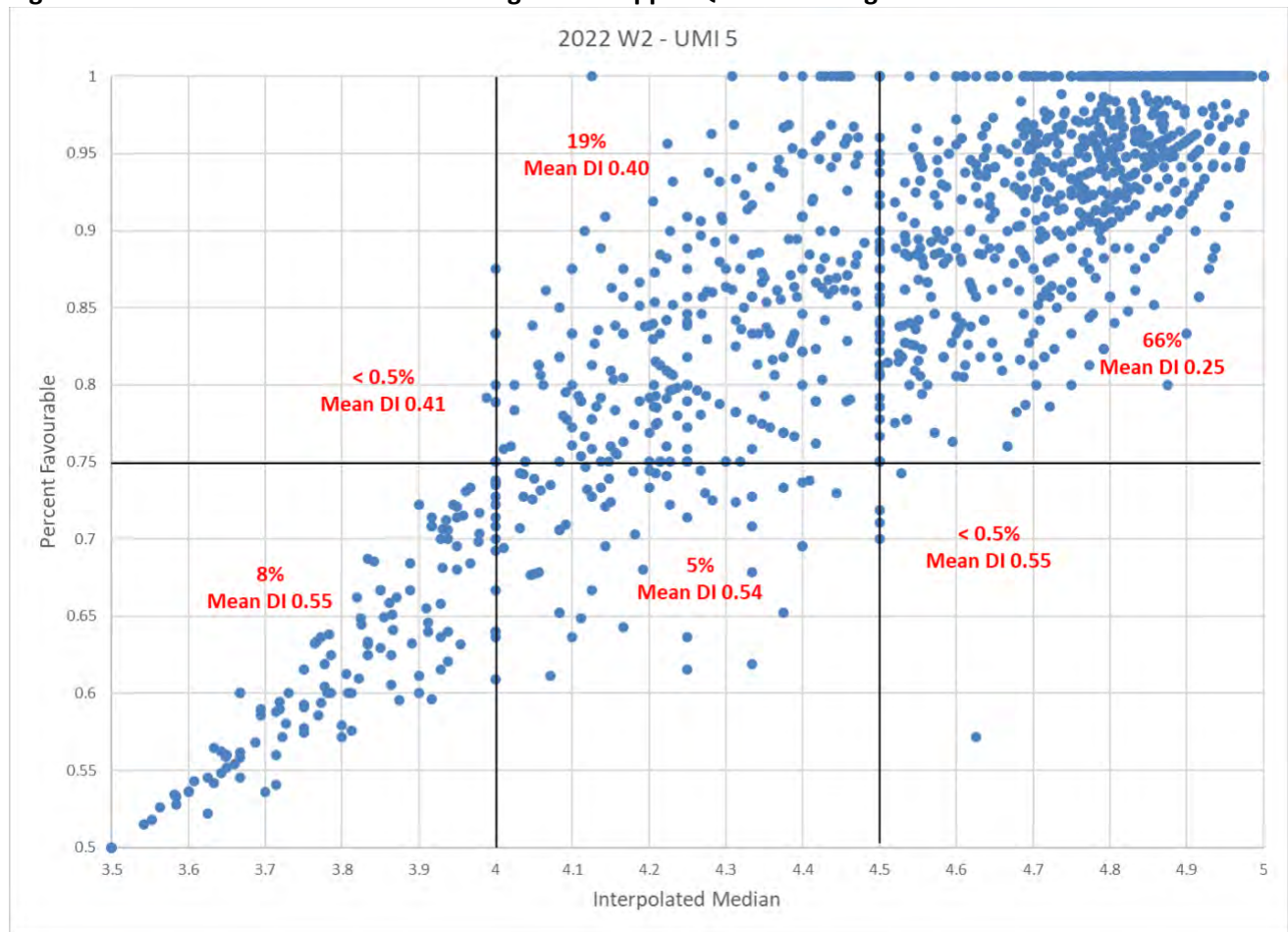


Figure B.2: 2022 Winter Term 2 - SEI Ratings in the Upper Quadrant of figure B.1

APPENDIX C

Graphical depiction of the distribution of the 2022 W (both winter terms) ratings for UMI questions 1, 2, 3, 4, and 6.

